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The Impact of Bystander Intervention Education on Greek Life Affiliated Students' Efficacy in Addressing Sexual Violence on Campus

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The Impact of Bystander Intervention Education on Greek Life Affiliated

Students' Efficacy in Addressing Sexual Violence on Campus

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BY

Laura M. Trombley

THESIS

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ABSTRACT

Sexual violence is one of the leading health and safety concerns on college campuses, and the social Greek Life community is just one organization that has seen high incidents of sexual violence perpetuated within the community. This study was designed to examine what the impact of education in bystander intervention would have on Greek Life students' ability to identify risk factors for sexual violence, and intervene in a situation should they encounter it. Using a qualitative approach, the researcher interviewed five students affiliated with a social sorority or social fraternity on campus. Participants were interviewed twice; once at the beginning of the study, and again after attending and participating in a presentation on sexual violence and bystander intervention facilitated by the health education center on campus. Results indicated students felt prepared to both identify risk factors for sexual violence, and effectively intervene in a situation of potential or active sexual violence, while also being mindful of their own safety. Participants provided responses to proposed scenarios and how they would intervene in a situation of sexual violence, and participants also shared their ideologies formed due to socialized norms of women and sexuality that could hinder their response.

Keywords: sexual violence, bystander intervention, greek life, socialization

DEDICATION

The topic of my thesis was not only an area of interest for me to explore, but something I have a deep, personal investment in. I want to dedicate this thesis to all of the survivors in my life, and those I do not know by name and story. This research and thesis is for you, in the hope that someday we will live in a world where sexual violence is nonexistent, and the empowerment and equity of people of all identities and walks of life is a common practice. I also want to especially dedicate this thesis to my family. Specifically, to my parents who's love and pride are the reason I can do the work I do, and to my sister. Her passion, tenacity and strength are what drove me to meet this challenge head on, and commit to finishing something that would have a positive impact on others. This one is for you, Kathleen.

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TABLE OF CONTENTS

Chapter I

Introduction

Sexual violence on college campuses has become a widespread health and safety concern for incoming students, parents and university officials alike. In a special report conducted from 1993-2013 and published by the U.S. Department of Justice in December 2014, it was found that women ages 18 to 24 had the highest rates of sexual assault than any other age group. Statistics from the It's On Us Campaign (2015) highlight the prevalence of this epidemic, estimating that approximately 1 in 5 women are sexually assaulted on college campuses. (It's On Us Campaign, 2015). Sexual assault is not just a heavy concern among college students and their families, but also with university administrators and stakeholders. This is for good reason, as the rate of sexual assault attempts and completion rates on college campuses continue to rise. The Center for Disease Control (CDC) reports that of the total enrollment of undergraduate women in college, 19% report they've survived an attempted or completed act of sexual assault since enrolling at their college or university. (CDC, 2012). According to research by Krebs, Lindquist, Warner, Fisher, & Martin (2007), underclass undergraduate students, specifically freshmen and sophomore women, are at an even higher risk for sexual violence than their fellow undergraduate female students with junior or senior class status. Within a few weeks of arriving to campus, many incoming freshmen women may experience sexual violence. What's even more disturbing are the statistics showing the high-risk posed to women living in housing that is often provided through the university, or located on-campus. A study conducted by Mohler and Kuo (2004) stated that students living in sorority houses had 3 times the risk of being raped than students living off-

campus, and the students residing in on-campus dormitories had 1.4 times the risk of being raped than their peers residing in off-campus housing. With housing facilities and student organizations associated with the higher education institution being such high-risk environments for sexual violence to occur, campus authorities cannot afford to be passive in their approach to addressing this epidemic. According to The Myra Sadker Foundation (2015), public education institutions receiving federal funding can lose their federal financial assistance if they fail to meet Title IX compliancy guidelines for equitable access to educational resources and services based on gender.

The National Sexual Violence Resource Center (2015) defines sexual violence as "the act of forcing or manipulating someone into unwanted sexual activity without their consent. Sexual violence is a broad term that includes rape, incest, child sexual abuse, intimate partner violence,

sexual exploitation, human trafficking, unwanted sexual contact, sexual harassment, exposure and voyeurism" (p. 1). Sexual violence takes on many forms at the collegiate level, including rape, assault, stalking and intimate partner violence. A perpetrator does not have to complete an act of sexual coercion or rape in order for it to be considered sexual assault. Statistics show just as many women indicate they are the survivor of an attempted rape as there are women who have been raped. In a special report published by the U.S. Department of Justice (2014) entitled "Rape and Sexual Assault Victimization Among College-Age Females, 1995-2003", 33% of surveyed college women aged 18 to 24 indicated they had experienced completed sexual assault, while 56% of women experiencing sexual violence had experienced an attempted sexual assault or other

sexually coercive encounter, and the remaining 11% experienced the threat of sexual violence. (p. 4).

The above statistics and research clearly show that college age women between the ages of 18-24 years are at a disproportionately higher risk for sexual violence than any other age and location demographic. Statistics gathered by the Rape, Abuse and Incest National Network (RAINN, para. 1) states "women 18-24 who are enrolled in college are 3 times more likely than women in general to suffer from sexual violence. Females of the same age who are not enrolled in college are 4 times more likely" (RAINN, para. 6). With such overwhelming research showing the correlation between high rates of sexual assault and college campuses, brings about questions of why the risk and rates of sexual assault and violence are so much higher on college campuses for females ages 18-24 than for any other group. When examining the climate and cultural implications of the collegiate environment, certain factors that are environmental, societal and behavioral in nature become common themes that appear to contribute to the high occurrence of sexual violence and misconduct on college campuses. These factors and their impacts on the campus climate will be discussed more fully in the review of the literature in chapter two.

Much awareness has been shed on this social issue, with media attention such as the publishing of Jon Krakauer's 2015 nonfiction narrative *Missoula: Rape and the Justice System in a College Town*, and highly publicized stories of investigations and legal cases brought against esteemed institutions like University of North Carolina, Chapel Hill, Duke University and Columbia University, the prevalence of sexual assault on college campuses and how the university community responds to it has become a topic

of hot debate. The implications of these stories, as well as the legislation of *Title IX* and the *Dear Colleague Letter*, has caused many university administrators to examine their campuses own policies regarding the protocol for those accusing and accused of sexual assault, and what kinds of resources and services are available for survivors of sexual violence. One such preventative methodology that has been utilized in many campus communities is the idea of "bystander intervention".

Bystander intervention focuses on neither the survivor of the assault, nor the perpetrator, but rather the third-party observer. Whether it is an individual who noticed someone slipping a substance into another's drink, or a friend that has observed the physical and psychological marks of relationship violence, bystander intervention at its core seeks to empower the third-party to stand up and take action to prevent a sexual assault from occurring, or intervene during the attempt itself. The hope is by educating and engaging the bystander, acts of sexual violence can be prevented and/or interrupted, and therefore add an accountability and sense of ownership on the entire campus community to take care of one another and actively work to prevent sexual violence. Research shows there is effective and promising results from bystander intervention initiatives when put into effect correctly. In a study conducted by Christine Gidycz, Lindsay Orchowski & Alan Berkowitz (2010), bystander intervention models have been shown to have the potential to be effective intervention strategies for prevention of sexually aggressive and perpetuating behaviors. Gidycz, Orchowski & Berkowitz reference a specific model, stating "a program by Banyard, Moynihan, and Plante (2007) was effective in decreasing rape myths and increasing sexual assault knowledge, prosocial bystander attitudes, and confidence in intervening in a threatening situation.

Program participants were also more likely than the control group to engage in prosocial bystander behavior over a 2-month follow-up." (p. 3).

The problem many college administrators face is the proper conceptualization, creation and implementation of these initiatives. Many researchers conclude this is due to the short-term impacts of programming efforts, with little opportunity for follow-up on the effectiveness of the impact on those who attend. (Lonsway et al., 2009). Other issues arise from the lack of purpose, integration of research best practices, and clear and measurable learning outcomes, as well as unstructured methodology and inconsistent educational goals developed as a result to scramble to comply with federal legislation and therefore continue to receive federal funding. Experts within this field, such as Alan Berkowitz (2003), suggest recommendations such as theoretical influence and application with initiatives, as well as knowledge of and engagement with social and community norms regarding sexual behaviors and women's empowerment that could be impacting individuals' ability to help prevent and reduce the risk of sexual violence. For these reasons my goal with my research is to conduct a qualitative study exploring the ideology of undergraduate students regarding sexual violence, before experiencing bystander intervention education, and then again following their educational experience. There is a critical need to examine and evaluate the effectiveness of campus bystander intervention education and training models as a means for the prevention of sexual violence and assault, since this type of sexual assault prevention initiative is one of the most prevalent resources utilized to address the high statistics of sexual violence on university campuses.

Purpose of the Study

The purpose of this qualitative research study was to examine the impact that a bystander intervention presentation on sexual violence would have on the confidence and competency of undergraduate students' ability to address and intervene in incidences of sexual violence at a four-year public, mid-size institution located in the Midwest United States.

Research Questions

The study sought to answer the following questions:

1. What are some of the preconceived notions and ideologies of undergraduate students about sexual assault and survivors of sexual assault that could be impacting students' ability to effectively address and intervene in a situation of sexual violence?

2. What obstacles and barriers prevent students from feeling competent to address situations of sexual violence?

3. Does bystander intervention education training have a positive impact on undergraduate students' ability to address and intervene in situations of sexual violence?

4. What components in the conceptualization, creation and implementation of a bystander intervention model make it effective in sexual violence prevention?

Significance of the Study

Statistics gathered by research studies conducted by organization such as the CDC (2012) and the U.S. Department of Justice (2014) would suggest that sexual assault is a concerning threat to the health, safety, wellness and overall development of college

students, as well as the overall campus climate. By understanding the concerns of the

modern-day American college student, how the role of inclusivity and awareness of

bystander syndrome prevention affects the emotional well-being of students, and how this

can be applied to creating a campus climate that is safe and equitable, researchers and

university administrators alike will more purposefully create and take part in strategic

planning, initiatives and learning outcomes that take a holistic approach in being mindful

of all the developmental needs of college-age students.

Limitations of the Study

There are some limitations that will come with my study that I have identified.

One limitation is the potential for subject mortality. Since I will be following the

experiences of students before they experience bystander intervention education and

after, there is a time commitment that the students will have to be willing to commit to

for me to accurately conduct my study and answer my research questions. This study of

their attitudes and preconceived notions towards sexual violence, as well as levels of

confidence and competence in addressing and intervening with sexual violence before

experiencing bystander intervention education and after could span a time of a few

weeks, between attendance and participation in the bystander intervention training and

involvement in my interviews with them. Due to this time commitment, I am anticipating

that I could lose test subjects who are unwilling to commit their time to continue

participating in the study. In order to combat this, I am going to implement an incentive

such as a gift card for participants who are willing to fully commit to the requirements of

my study that will include their involvement in the trainings and in my pre and post

training interviews of them.

Another limitation of my study is the access to a variety of sexual violence prevention strategies such as bystander education training. Since I am examining only one training program on one American college campus, I will only be able to compare my data collected from the study at my institution to data reported in research and scholarly journals. This was limit me in that I will have difficulty examining a holistic scope of different prevention strategies and bystander intervention models, and will only be able to collect data from one program. I am also expecting to experience the limitation of participant reliability. Since my data collection will be coming from in-person interviews conducted before and after participants experience bystander intervention education at the public, four year, mid-size Midwestern institution, I will have to trust that by building rapport with my participants and interviewing them in spaces they feel safe and in control they will provide me with insight into their experience that is honest and genuine, and not what they perceive is the expected or desired answer. This could limit my study if participants provide answers that are not authentic and truthful of their personal experience, and what impacts and insights they will take away progressing forward.

Definition of Terms:

Sexual violence- According to the National Sexual Violence Resource Center (2015), sexual violence "occurs when someone is forced or manipulated into unwanted sexual activity without their consent. Sexual violence is a broad term and includes rape, incest, child sexual abuse, intimate partner violence, sexual exploitation, human trafficking, unwanted sexual contact, sexual harassment, exposure, and voyeurism" (p. 1).

Consent- As defined by the Rape, Abuse, Incest National Network, or RAINN, (2009), consent is "an agreement between participants to engage in sexual activity." Although often verbal, consent can also be nonverbal, and communicates a mutual desire to engage in various sexual activities. (para. 2).

Bystander- a third-party individual who is not directly engaged or involved in the situation at hand, but has the potential to become actively involved.

Intervention- the act of interceding in a situation where there is potential harm to another.

Acquaintance/Date rape- when an individual is sexually assaulted by someone they know, whether professionally, platonically or intimately.

Victim blaming- the act of placing guilt on a survivor of sexual assault by calling attention to their appearance, behavior, relationship status, and other qualities they possess, thereby taking responsibility of the assault off the perpetrator and placing into onto the survivor.

Campus climate- the overall feeling and perception of the university climate by its students, faculty, staff and members of the community.

Title IX- a piece of legislation signed into law in 1972 by President Nixon, as a part of the Educational Amendments. Title IX states that any educational program or activity receiving federal financial assistance cannot discriminate on the basis of sex. In recent years, Title IX has been interpreted to include sexual misconduct, which includes sexual harassment and assault, and contributes to a hostile environment in which the survivor does not have equitable access to an education.

Dear Colleague Letter- a letter that was sent out to all American colleges and universities by the Office of Civil Rights through the U.S. Department of Education, addressing the prevalence of sexual assault on American colleges campuses and how universities should proceed in addressing these incidents.

Negligence- Cornell University Law School Legal Information Institute (1992), defines negligence in the legal sense as "A failure to behave with the level of care that someone of ordinary prudence would have exercised under the same circumstances. The behavior usually consists of actions, but can also consist of omissions when there is some duty to act (e.g., a duty to help victims of one's previous conduct)." (para. 1).

Hostile environment- a space that has been made to feel unsafe and aggressive due to the words, actions or behaviors of others.

Summary

Sexual assault is a serious issue on college campuses, affecting the safety of students and their ability to learn and develop in an environment that is inclusive and nurturing of that growth. Understanding what preventative and educational measures are effective in addressing this issue and educating students on what is healthy and unhealthy behavior is critical in helping to eliminate its occurrence on college campuses. Through the data the researcher collects in this study, the information can be used to help the institution in many strategic ways, such as being intentional in developing learning outcomes for sexual assault prevention programs and bystander intervention education, and working to improve the effectiveness in the way the institution responds to and prevents sexual assault on campus. With this study, the hope is that not only the institution where the study was conducted at can benefit from the data, but all higher

education institutions may better understand what factors are contributing to an environment conducive to high rates of sexual violence, and what measures can be actively taken to empower and educate the university community on preventing it.

Chapter II

Literature Review

When reviewing the literature available concerning the topic of sexual violence on college campuses, prominent and perpetuating themes begin to arise centered on its high occurrence rates. According to the It's On Us Campaign (2015), "1 in 5 women are sexually assaulted on college campuses" (para. 2). Recent literature and scholarly journals are now beginning to expand on this topic, and delve into other themes surrounding this issue such as environmental, societal and behavioral factors contributing to sexual violence on college campuses, objectifying views towards women, myths and preconceived notions about sexual violence, attributes of successful education efforts and strategies for effective creation and implementation of these passive and active initiatives. Many of the initiatives for sexual assault prevention and advocacy come from the work of Dr. Alan Berkowitz. Some of the frameworks that will be discussed below, and studied by Dr. Berkowitz, are the web-based bystander intervention program RealConsent, and a single-sex sexual assault prevention bystander approach program implemented in first year residence halls and with randomly selected men and women as participants. (Gidycz, 2011, p.1).

To understand and discuss current strategies for addressing high rates of sexual violence on college campuses, first I am examining sexual violence, and how this affects the current climate on college campuses in regards to safety, and health and wellness. Next, I will look at different factors that contribute to high occurrences of sexual violence on college campuses, and divide them up into 3 subgroups: environmental, behavioral and societal factors. Within these subgroups, I will discuss literature that highlights

factors such as alcohol, hypermasculinity and rape culture that research has shown has a direct correlation to the rates of sexual assault among college-age women. Then, I will look critically at legislation created to address this rising health and safety concern, such as Title IX and the Dear Colleague Letter, and how this impacts compliance with federal guidelines. In order to meet Title IX compliance and other federally mandated legislation for educational institutions receiving federal funding, many colleges and universities are revising and updating their policies on sexual misconduct and discrimination. (Gray, 2016, para. 3). In examining Title IX compliance, I will also be researching and discussing how higher education institutions are working to address this nationwide health and safety concern and meet federally mandated compliance, such as active and passive programming, educational initiatives and campaigns, and trainings and developments that proactively prepare faculty, staff, students and other university constituents to respond to sexual violence on their campuses of higher learning. Finally, I will review literature focusing specifically on bystander intervention as a preventive and empowering campus strategy to combat high occurrences of sexual violence at colleges and universities. From there, I will draw together and analyze the most current research done on bystander intervention preventative frameworks for training and programming, and what connotations this has for a four year public, mid-size, Midwestern institution's own creation and implementation of bystander intervention strategies to address campus sexual assault and the effectiveness of those efforts.

From compiling and critically examining the literature cited in this review, I will be able to understand holistically the current climate and factors contributing to rising rates of sexual violence on college and university campuses, and both effective and

ineffective initiatives implemented to address this concern. This will offer me a comprehensive background and foundation with which to conduct my own research, and examine how bystander intervention education and training impacts the self-efficacy of student willingness to address sexual violence on campus.

Sexual Assault on College and University Campuses

Sexual violence and misconduct at American colleges and universities is a large public health concern for college-age students, as well as faculty and university officials (Gray 2012). One in five women report being the survivor of sexual violence while enrolled in college or university, and one in 16 men report being the survivor of sexual violence while enrolled in college, making the probability of sexual violence on college campuses a high risk for incoming students. (National Sexual Violence Resource Center, 2015). Although sexual violence in the collegiate environment has long been a health and safety concern for college-age students, especially young, incoming women new to campus, recent data drawn and released on its prominence nationwide has caused this issue to become one of the most controversial and discussed amongst university officials, students, families and media proponents. Since it is known that sexual violence on college campuses is an alarming concern, so now the conversation has turned more towards the factors that are causing its perpetration, and the interventions and strategies that can be implemented to address and combat it.

Environmental Factors Contributing to Sexual Violence on Campus

There are certain variables present on the campus of colleges and universities that make it conducive to higher incidents of sexual violence and misconduct. One of the factors that environmentally can be attributed to high occurrences of sexual violence on

college campuses is the presence of decision altering substances that impair the user's ability to engage in coherent higher-order thinking skills, as well as identify important social cues from other's they engage with around them. The abundant presence and ease of access of alcohol and drugs within the collegiate setting has become something more or less commonplace and aids in the high incidences of attempted and completed acts of sexual violence, including rape. Heather Littleton (2014) elaborates on the presence of alcohol as a contributing social factor within the collegiate environment by assessing Drs. Antonia Abbey and Catherine Kaukien and their work on perpetration of sexual and physical violence on college campuses, stating that in environments such as bars and parties where alcohol is commonly found in high quantities there is a culture where casual sexual encounters are often epitomized. Littleton comments on this cultural norm in the collegiate environment further, explaining "heavy alcohol use while in these settings increases the likelihood of men engaging in sexual aggression, due in part to the stress response dampening effects of alcohol." (pg. 2). Littleton (2014) noted the impact of alcohol on the user's physiological and social responsiveness further and how this aids in sexually aggressive behaviors as a result by stating "a man may be less likely to experience aversive physiological sensations and the concomitant thoughts and feelings (e.g., shame, embarrassment) in response to a woman's sexual refusal, increasing the likelihood that he persists in coercive strategies. Additionally, women who frequent these settings and drink heavily are also perceived as more sexual and as more appropriate targets for advances." (pg. 2). While the culture of partying and partaking in physiologically and psychologically altering substances such as drugs and alcohol is not necessarily the "norm" in collegiate settings, these activities take place frequently enough

that it creates an environment more conducive for these aggressive and coercive behaviors to take place.

Environmental factors conducive to sexual violence go beyond just the user of the impairing substance such as alcohol, but also to the third-party observers who may be present in a situation where the potential for sexually violent behaviors to be asserted is high. Drawing from Dr. Antonia Abbey's (2012) research on this subject, there seems to be a correlation not only between alcohol use and perpetration of sexual violence in the collegiate setting, but also the frequency to which third-party bystanders perceive there to be inappropriate sexually aggressive advances from one person to another, and thereby intervene and address the behavior in a direct or indirect manner. In a study conducted by Dr. Antonia Abbey (2011), male participants are given several scenarios in which there is a male pursuing a casual sexual encounter with a female with forceful physical and verbal advances. The findings are quite telling showing that "compared to sober participants, intoxicated participants evaluate the man's behavior as more appropriate and less violent, and are more likely to believe the woman enjoyed being forced to have sex, and report greater willingness to use similar strategies if they were in that situation." (pg. 37-42). These results have many implications for my own research looking at the impact and effectiveness of bystander intervention programming and educational efforts, as third-party observers have the ability to contribute to the high prevalence of sexually violent and coercive behaviors that result in higher instances of attempted or completed sexual assault cases on college campuses by not taking action, or remaining impartial or apathetic.

Societal Factors Contributing to Sexual Violence on Campus

When examining the characteristics and behaviors of those committing these acts of sexual violence, there are common themes found revolving around a desire for power and control, ideologies that devalue women, and beliefs that take the ownership of the assaultive behaviors off the perpetrator and place them instead on the victim. These factors are able to be nurtured on the collegiate level where risk of sexual violence is high, as a result of societal perpetuation of rape culture and victim blaming. Although there are many comprehensive educational programs and initiatives colleges and universities are adopting to dispel myths associated with rape, many incoming freshmen are entering the collegiate world with a mindset that has some of this cultural myths wired as fact. (Corprew & Mitchell, 2014, p. 548). In a study done by the New York State Coalition Against Sexual Assault (1990) and focusing on high school students, which states "it is estimated that 76% of boys and 56% of girls believe that forced or rough sex is acceptable under certain circumstances" (p. 548). According to Corpew and Mitchell (2014), "stripping the mantle of unacceptability from these behaviors of sexual misconduct and abuse may increase the likelihood that they will manifest in the college setting" (p. 549). In this way, the permanence of rape culture still exists as an underlying factor for why many women feel victimized even further after their assault, and rarely report it. In her 1993 novel *Transforming a Rape Culture*, Emilie Buchwold (1993) speaks on the term 'rape culture' as an ideological set of beliefs that encourages male aggression and sexual dominance, as well as female objectification and submission to sexual activities. Buchwold explains that rape culture can be overt or subtle, direct or indirect, but at its core supports the dehumanization of women through physical and

sexual violence as a justified act, brought upon the woman by her own actions or behaviors. For the purposes of my own research, I will be defining rape culture as a cultural ideology that at its core places the responsibility of sexually and physically violent acts against women on the women themselves, due to factors ranging anywhere from their communication style in social situations, the clothing they wear or even their response to an unwanted sexual encounter, and taking the ownership off the sexual encounter of the male who made the advances, and attempted or completed the act itself. (Buchwold, 1993).

Rape culture can take many forms, from a police officer asking a woman what she was wearing at the time of her assault, to a friend or colleague shaming a woman for drinking too much alcohol or acting too flirtatious towards the perpetrator of the rape, giving them false cues that led them to believe consent had been given when it had not. In an online article posted on the site Everyday Feminism, Shannon Ridgway (2014) gives some examples of what rape culture looks like, from quoting the lines "I know you want it" from Robin Thicke's 2013 song Blurred Lines, to "sexual assault prevention education programs that focus on women being told to take measures to prevent rape instead of men being told not to rape" (Ridgway, 2014, para. 38).

While dispelling rape culture has gained more prominence in recent dialogue concerning women's health, due in part to social media and the accessibility and convenience of idea sharing via social networking sites, many college age students still carry beliefs that inherently perpetuate victim blaming and place ownership of rape on the survivor of the assault rather than on the assailant. Some of this misallocation of blame can be attributed to cognitive distortions society holds towards victims of violent crime, such as the Just

World Belief (JWB). According Lerner's (1965) Just World Theory, cited by Hayes et al., (2013), "the just world theory is the belief that one's individual actions will cause them to 'get what they deserve and deserve what they get', or that to concede that we live in a just and fair world, the actions of an individual are a direct correlation to their justified outcome" (p. 2). This theory impacts the perpetuation of rape culture beliefs heavily within society, as it is easier for the general population to justify the traumatic events that happen to others by the actions and qualities of the victim and not the perpetrator of the crime. This results in victim blaming, which occurs in many other cases of violent crime, including crimes of sexual violence. Victim blaming can take both subtle and overt forms, with questions coming into play about everything from the clothing a survivor was wearing at the time of their assault, if they had had sexual contact with their perpetrator previously, or had been drinking and regretted the intercourse so therefore decided to claim the contact had been rape rather than consensual sex.

Behavioral Factors Contributing to Sexual Violence on Campus

According to Dr. Heather Littleton (2014) of the Department of Psychology at East Carolina University, "there appears to be a 'perfect storm' of factors that contribute to men who engage in sexually coercive and violent behaviors" (pg. 2). These factors that Dr. Littleton describes include decision-making inhibitors such as drugs and alcohol, environmental settings conducive to casual sexual encounters, and behavioral indicators of a hypermasculine demeanor, such as overly aggressive and competitive nature, and a lewd view of women as sexual objects.

According to Burk (2004) and Tatum and Foubert (2009), "hypermasculine attitudes have been found to be a predictor of sexual aggression toward women." (p. 3).

According to Mosher and Tomkins (1988), hypermasculinity is masculinity that is disproportionate with what would be deemed as a healthy masculine identity, and includes overaggressive behaviors and ideologies such as objectifying and crude attitudes toward women and sex and the belief that violence is manly and desirable. Keith Edwards (2009) is a leading expert on men's gender identity development and the concept of masculinity , and how this interplay impacts men's perceptions of relationships and hetero-sexual encounters, and in turn plays a disproportionate role in men exhibiting physical and verbal aggressive, violent and coercive behaviors to obtain sex from women. In his article entitled "Putting My Man Face On", Edwards and Susan R. Jones (2012) comment on unhealthy societal expectations of masculinity, and how these cultural norms that are unfairly put onto young men who are already trying to define masculinity in their own personal context. Edwards describes the story of a high school quarterback bragging to his teammates in the locker room about a girl whom he hooked up with recently, and how after the team leaves the locker room the young man breaks down because he feels the need to portray a false image of himself as an aggressive and successful pursuant of sexual conquests. Edwards elaborates on this story and the implications it holds for societal gender norms, stating "if the star quarterback with NFL prospects doesn't feel manly enough, what about the rest of us? And if he hooks up with women in a demeaning and degrading way so he can brag about it to the whole locker room to prop up his manhood, what are the implications for him… for her… for women… for relationships with men, and for consent and sexual violence." (Edwards & Jones, p. 219).

Some environments that have been found to foster values aligned with hypermasculine culture are athletics and fraternities, both found in abundance on most college and university campuses. According to Corprew and Mitchell (2014), some researchers believe there are males that enter into the collegiate environment with these pervasive physically and sexually violent attitudes. Researchers such as Kilmartin (2000) and O'Sullivan believe "some of these men may then choose to affiliate with all-male groups that allow their values to remain unchallenged, while other researchers such as Bleecker and Murnen (2005) still contest that these all-male groups systemically create and reinforce attitudes associated with sexual aggression" (p. 550). Corprew and Mitchell (2014) go on to cite several specific instances of fraternities perpetuating sexually aggressive and violent attitudes, such as with the case with Delta Kappa Epsilon at Yale University, where fraternity members were recorded chanting "No means yes, yes means anal", and the Sigma Phi Epsilon fraternity at the University of Vermont who were suspended for producing and propagating a survey entitled "Who would you like to rape?" (p.550). While these cases certainly do not claim that there is a culture and tradition revolving around sexual aggression within fraternities and other all-male groups, it does contribute anecdotal evidence of fraternities perpetuating some of these attitudes. (Corprew & Mitchell, 2014).

The Dear Colleague Letter and Title IX Legislation

In 2011, colleges and universities' responses to cases of sexual violence and assault on their campuses changed dramatically with the publishing of the Dear Colleague Letter, sent by the United States Department of Education Office of Civil Rights. In this letter, sent on April 4th 2011, the Office of Civil Rights within the U.S.

Department of Education addressed how rising rates of sexual assault on college campuses violated basic rights to equitable education opportunities to its students:

> The U.S. Department of Education and its Office for Civil Rights (OCR) believe that providing all students with an educational environment free from discrimination is extremely important. The sexual harassment of students, including sexual violence, interferes with students' right to receive an education free from discrimination and, in the case of sexual violence, is a crime. (OCR, 2011, para.1).

Although the OCR was inclusive in discussing the prominence of sexual assault within all public educational institutions, the letter specifically cites statistics for the concerning occurrence of sexual assault incidents among college-age students. The OCR specifically cited statistics stating that 1 in 5 women will be the victim of a sexually violent crime while in college, and these statistics deem a national call for action. (OCR, 2011, para.3). The statistics provided in the National Institute of Justice report provide the Office of Civil Rights some impactful information that called for action and strategic planning for federally funded educational institutions, which included public colleges and universities. By not addressing the relevance of the issue, the Office of Civil Rights stated that under Title IX legislation, students who were survivors of sexual violence were not receiving equitable access to education resources and programs. Title IX essentially states that any gender discrimination that prevents an equitable access to education is a violation of Title IX, which includes sexual violence occurring on college campuses receiving financial assistance and funding from the federal government. (OCR, 2011, para. 2).

According to Title IX legislation, and further outlined by the Office of Civil Rights in the Dear Colleague Letter which was sent to every federally funded educational institution in the country, there are outlined mandates schools should seek to follow in the event that a sexual assault or sexually violent crime or harassment is reported. These measures, as well as educational programming and prevention advocacy, and comprehensive legal, medical and counseling resources for those victimized by sexual crimes should be present to be compliant with Title IX and therefore continue to receive their federal funding.

Colleges and Universities Respond to the "Dear Colleague Letter"

In order for schools to maintain their Title IX compliance and therefore continue to receive federal funding, there are certain recommendations given by the Office of Civil Rights for schools to create and implement strategic plans for reducing sexual violence on their campuses, and appropriately address and handle cases that are reported to university administrators, faculty and staff. According to *Know Your Title IX*, an online web resource aimed at educating college students to help prevent sexual violence, there are different factors that aid an institution in being in compliance with Title IX legislation. Publishing a visible and accessible statement regarding the institution's nondiscrimination statement, having a Title IX coordinator who is educated in Title IX legislation and policy, employees of the university trained in protocol in regards to response and reporting sexual violence, clear and concise procedures for addressing reported cases of sexual violence, and reporting options and resources available for survivors of sexual violence are some examples of ways colleges and universities can be proactive in creating supportive environments cognoscente of the needs of survivors, and

nurturing of fostering a safe campus climate that promotes healthy behaviors and that

takes cases of sexual violence These Title IX compliance procedures are outlined in the

Dear Colleague Letter (2011), published by the Office of Civil Rights of the U.S.

Department of Education, which ultimately state that if a school has the awareness of

harassment, including sexual harassment and violence that contributes to a hostile

environment, it is the legal obligation of that federally funded institution to take

appropriate measures to address it. Strategies that the Dear Colleague Letter specifically

outlines are initiatives such as publishing a nondiscrimination statement on visible places

such as the institution's website, training institutional staff and employees that have the

high potential to receive a disclosure of sexual violence or harassment to be mandated

reporters, and following up with appropriate law enforcement, medical and counseling

resources for assistance. (OCR, 2011, para.7).

This means that for colleges and universities, there needs to be a very clearly

outlined procedure for how the institution plans to respond if there is any knowledge of

sexual violence that has occurred on its campus, or if a student or employee of the

institution wants to file a complaint. While the wording in a nondiscrimination statement,

mandated reported training, or the established procedure for filing and following-up on a

sexual violence or harassment complaint may look different from institution to

institution, according to Title IX compliance as stated in the Dear Colleague Letter

(2011), "regardless of whether a harassed student, his or her parent, or a third party files a

complaint under the school's grievance procedures or otherwise requests action on the

student's behalf, a school that knows, or reasonably should know, about possible

harassment must promptly investigate to determine what occurred and then take appropriate steps to resolve the situation." (OCR, 2011, para. 9).

The Dear Colleague Letter and the Title IX compliance outlined within the letter by the OCR had a large impact on the way that many institutions addressed and proceeded with reported cases of sexual violence. This includes proceedings with judicial hearings, such as with the Student Honors Court at the University of North Carolina, Chapel Hill. According to Allie Grasgreen (2012), the Student Honors Court at UNC Chapel Hill was removed from access in hearing reported cases of sexual assault due to inadequate training of student jurors and the specific procedures involved in addressing and hearing the cases to remain compliant with Title IX and university protocol. UNC Chapel Hill is not alone in its pursuit to return to, revise, and update its sexual harassment and misconduct policies and procedures to remain compliant with Title IX:

> The change, which some have sought for years, appears to be the most extensive yet in response to the "Dear Colleague" letter issued a year ago by the U.S. Education Department's Office for Civil Rights. While that document was less a mandate to develop new procedures than it was a reminder (albeit a pointed one) of colleges' responsibilities in handling allegations of sexual assault under Title IX of the Education Amendments of 1972, most colleges have begun to revisit their policies in its wake. The letter, issued shortly after the department made waves with multiple settlements stemming from sexual harassment cases, was part of a crackdown of sorts by the Obama administration on Title IX violations. (Grasgreen, 2012, para. 4).

Sexual Violence Prevention and Bystander Intervention

In response to legislation calling for compliance from colleges and universities to Title IX and the Dear Colleague Letter from the U.S. Department of Education Office of Civil Rights, institutions have been creating and implementing their own strategies to address high occurrences of sexual violence statistically across the country, and developing preventive measures to lessen the frequency of its occurrence, as well as take a more inclusive and compassionate approach to offering services and resources to survivors of attempted and completed acts of sexual and interpersonal violence.

One of the proactive ways institutions are seeking to educate their student body, as well as faculty, staff and community partners, is holistic education surrounding themes of hypermasculinity and the role of exaggerated male expectations on the domination and objectification of women, cultural practices such as rape culture and victim blaming and how this impacts society's treatment of females and survivors of aggression. (Berkowitz, 2010). Another preventive measure many colleges and universities are adopting in response to this health and safety concern is the ideology of "bystander intervention prevention". Bystander intervention, as described by Colorado State University's Women and Gender Advocacy Center website (2016), states that "the idea behind bystander intervention is basically that from time to time we all find ourselves in situations where we witness troubling and potentially harmful behavior, and at that moment we have the choice to either interrupt the problematic behavior or remain complacent and allow the situation to escalate." While many colleges and universities are trying to create and implement a harmonious blend between preventative strategies such as educational initiatives about sexually aggressive behaviors and gender equity and risk management

resources for the care of survivors or potential survivors of assault, many institutions are still finding bystander intervention training to be an empowering and beneficial strategy for the campus community.

Dr. Alan Berkowitz is a leading consultant and researcher on the topic of sexual violence, and prevention efforts to address this epidemic. Dr. Berkowitz is unique in the way he blends social and cultural norm awareness education with bystander intervention to educate on strategies to address and prevent sexual violence. One of the programs that Dr. Berkowitz has developed and can be utilized and implemented at colleges and universities is the Grassroots' Guide to Fostering Healthy Norms to Reduce Violence in our Communities: Social Norms Toolkit (2003). This program contains nine chapters, breaking education and awareness up into the following sections: Introduction, The Theory and Research of the Social Norms Approach,
Social Norms Interventions in Small Groups, Social Norms Marketing Campaign,
Bystander
Intervention and Social Norms, A Case Study, Social Norms, Values and Spirituality,
The Social Norms Approach and Cultural Diversity, and Conclusion and Final Thoughts.
This prevention program focuses on not only risk-reduction outcomes such as the bystander intervention model and how to engage students in knowing how to be an active bystander, but also prevention advocacy efforts by discussing social norms that contribute to a culture that nurtures sexual assault, such as hypermasculinity, objectification and aggression towards women and substances that numb decision-making processing.

Theoretical Framework for Research

For the purposes of my research, and the questions I wish to explore through my research, I will be using Carol Gilligan's Theory of Moral Development as my theoretical framework. In Gilligan's Theory of Moral Development, there are three levels and two transition periods that individuals travel through during their moral development journey. Gilligan's theory on moral development differs from some of her male counterpart's work in this area, such as Lawrence Kohlberg (1958) in the respect that she focused heavily on women's moral development specifically with her research participants. While much of Gilligan's work was studying the experiences of women in their moral development, this theoretical framework can also be applied to men's moral development, and their journey through the levels. As Nancy Evans (2010) state in her comparison of moral development theory models, "Kohlberg's (1969) justice orientation focused morality on understanding rights and responsibilities. In contrast, Gilligan (1986) with her theoretical model had care orientation at the central focus of the developmental stages, stating that relationships with others must carry equal weight with self-care when making moral decisions" (p. 111-112). While Lawrence Kohlberg's work focused more on justice-based morality, Gilligan examined cared-based morality, and how self and others interact to contribute to a morally caring and equitable culture. Gilligan created three levels and two transition periods to chronicle the moral development journey of her research participants.

The first level in Gilligan's theoretical model, Level 1: Orientation to Individual Survival, finds an individual focusing almost entirely on themselves, and promoting their own self-interests. As described by Evans, "the individual is self-centered, pre-occupied

with survival, and unable to distinguish between necessity and desire." (2010, p.112). In this level, critical thinking and decision making are made egocentrically, and not much thought is given about how their decisions and actions, or inability to act in many instances, will impact others. For example, in a situation of potential sexual violence, a bystander in Level One might be at a party and see a male student slip something suspiciously into a red Solo cup, and then proceed to hand it to a woman who appears to not have seen the drink being prepared. The bystander in the Level One would be focusing on their own experience and sense of care. In this situation, the bystander would not intervene or address the situation, even if it made them feel uncomfortable, because they would be thinking of their own situation. They might be hesitant to intervene because they do not know the female individual or the male and do not want to risk their own physical or social safety. They might also believe that someone else will surely intervene and address what happened, and would not see it as their responsibility to address what is occurring. The bystander in the Level One would remain just that, a bystander, and would continue socializing at the party while still having knowledge of something unknown being placed into a female student's cup, increasing her chances of inebriation and her inability to give consent to sexual relations of any kind.

The next developmental transition in Carol Gilligan's Theory of Moral Development is the First Transition: From Selfishness to Responsibility. Individuals begin to move away from egocentrism and towards interdependence, and begin to see some responsibility for the care of others. In the scenario given above, if an individual where to encounter the situation with a male student giving a female student a drink that appears to have been tampered with, the bystander in the First Transition would see some

responsibility in caring for the female student. They may begin to think of ways they could assist the woman, or at the very least be concerned if other people are aware of what is happening and attempt to intervene themselves.

In Level 2: Goodness to Self-Sacrifice is the next stage in Gilligan's theoretical model, and finds individuals moving away from a selfish, egocentric worldview to one that relies more heavily on self-sacrifice as a way to maintain social connectedness and acceptance. (Evans, et al., 2010). At this level, individuals believe that putting others' needs and welfare above their own consistently is needed to maintain relationships and social connectedness. An individual at this level of moral development, according to Gilligan's model, might sacrifice their own feelings of safety and well-being for that of another. In the situation of perceived potential for sexual violence, a bystander would find that securing the female student's safety to be the highest concern above all else, even above their own feelings of safety. The bystander might actively intervene and separate the female student from the male, even at the risk of their own physical safety if the male were to attempt to retaliate, or risk their social acceptance if others' in the room ostracized the bystander for not minding their own business.

In the Second Transition: From Goodness to Truth, is described by Evans (2010) as a time when "an individual may question why they continue to put others first at their own expense. During this time, individuals examine their own needs to determine if they can be included within the realm of responsibility" (p. 113). Like the first transition in Carol Gilligan's Theory of Moral Development, the second transition focuses much on the individual's self-concept, and the internal conflict between caring for oneself and taking responsibility for caring for others.

The final level in Gilligan's Theory of Moral Development is Level 3: The Morality of Nonviolence. Within this level, the individual is able to formulate a cooperative, harmonious relationship between care for self and care for others. Where these two parties seemed to conflict and oppose one another before, the individual is now able to reflect and make decisions that are both taking responsibility for the moral care and compassion of others, while also being selfish and maintaining self-preservation. Relating this final stage of moral development in Gilligan's model within the theoretical framework and situational scenario I have presented, if our bystander presented in the first scenario found themselves in Gilligan's Level Three of Moral Development, they would be able to take action in caring for the female student who appears to be in danger of potential sexual violence, while also preserving their physical and social safety. Rather than ignoring the situation altogether, or directly confronting the male and risking physical harm, the bystander may instead "accidentally" bump into or knock the tampered drink out of the female student's hand, taking the attention off of her long enough to be able to remove her from the situation and find her a safe space.

Summary

Sexual violence on college campuses is a serious health and safety concern on American college campuses, and occurring at disproportionately higher rates with females between the ages of 18 to 24 being the highest age group at risk for sexual assault and violence. (RAINN, 2009). With increased legislation, regulation and guidelines from the federal government concerning this issue, much from Title IX compliance and the release of the Dear Colleague Letter, colleges and universities are responding with strategic interventions, such as staff training, updating resources and

services for survivors of assault, and promotion of nondiscrimination statements on institutional media. One of strategies many colleges and universities are implementing to address this epidemic are educational prevention strategies, such as bystander intervention frameworks and models. Experts in the field of sexual violence prevention, such as Alan Berkowitz, have developed such programs and strategies that concentrate not only on social norms that create and perpetuate rape culture and aggression towards women, but also how to address and empower third party bystanders to step up and help prevent the prevalence and occurrence of sexual violence. (Berkowitz, 2010). These examples of bystander intervention and specific intervention models provide a foundation for examining the bystander intervention educational model at one specific, public four-year midsize institution in the Midwest. With this examination and analysis of data collected from participants interviewed from their experience in the program, the researcher will evaluate the program for its effectiveness in preparing students to address and intervene in situations of perceived sexual violence, and provide further recommendations to the institution and pertinent stakeholders.

Chapter III

Methods

Design of the Study

For the purposes of this study, qualitative research methods were used. Qualitative methods were the most practical for research, because it gave the researcher the opportunity to delve deeper into the thought processes and experiences of participants, and develop thematic commonalities among the responses through transcription and coding. Qualitative methods also allowed for follow up questions to be asked for clarification, and to potentially gain further insight. Since the study focused on gauging the impact, if any, bystander intervention education training had on undergraduate students' perceived competence in intervening in situations of sexual violence, conducting qualitative research methods through in-person interviews prior to the bystander intervention training experience, and then after, was beneficial and yielded more descriptive results. Analysis of the data took part after all the interviews were conducted and coding of the transcriptions had taken place. From the analysis, the researcher evaluated the effectiveness of the training experience for the participants, and articulated what impacts this has on the campus community, gave recommendations for improvements to the campus' intervention and prevention strategies as well as recommendations for student affairs professionals, and reflected on what further research could be carried out to continue engaging with this issue.

The design of the study was qualitative research. The study was developed with the intent of assessing through in-person interviews the confidence and competence of participants in removing themselves from the bystander effect and directly or indirectly

involving themselves in a situation of perceived sexual violence. In carrying out this study, the researcher followed the experiences of a select population of undergraduate students prior to their bystander intervention training education and after. This was done to gain insight on their experience with the training, and how it impacted their perception of sexual violence and assault, and as well as what their role plays in both its awareness and prevention.

With the assistance of staff working in the Office of Fraternity and Sorority Life at the institution, I reached out to a group of eight to ten undergraduate students affiliated with social sororities and fraternities on-campus. The goal was to have eight participants in total to voluntarily participate in this study, four being women affiliated in a social sorority and four men affiliated in a social fraternity.

Participants

The population of participants I used for my research study were undergraduate students involved in Greek Life through social sororities and fraternities at a mid-size, four-year public institution in the Midwest. To collect the most impactful data that relates to the effectiveness of the bystander intervention education, the researcher selectively looked for participants who had minimal knowledge about rape culture and the concept of hypermasculinity, to study the impacts of the bystander intervention training with little threat to internal validity. The researcher reached out to 20 participants in total, with the ideal goal of interviewing six to ten participants. The researcher recruited and interviewed five participants to voluntarily participate in the study, three being women affiliated in a social sorority on-campus and the other two being men affiliated in a social fraternity on-campus. All the participants came from different chapters of fraternity and

sorority organizations, and lived in either the residence halls or chapter houses maintained through the University Housing department on-campus. Participants ranged in class standing: two participants identified as sophomores, two as juniors and one as a graduating senior. The three sorority women chose the pseudonyms of Carmen, Amy and Elise for themselves, and the two fraternity men chose the pseudonyms of Russell and Bruce. While four of the participants completed full participation in the study, one participant, Amy, was lost after withdrawing for personal reasons. The participants are referred to by these chosen pseudonyms in the results and discussion chapters of this study.

Research Site

The research site is a public, four-year institution in the Midwestern United States, located in a rural community. The institution's overall student enrollment in 2015 was 8,520 students, with 7,202 of those being undergraduate and 1,318 graduate students, and an on-campus residential living population of about 2,500 students. Of the undergraduate population enrolled at the institution, 0.22% identified as Native American, 1.01% identify as Asian, 18.78% as Black or African American, 6.12% as Hispanic, 1.32% were International students, 2.33% identify as Bi-racial, 0.05% as Native Hawaiian or Pacific Islander, 2.51% were Unknown/Non-Reported, and 67.63% identified as White. In terms of gender demographics of those undergraduate students, 59.73% were females and 40.27% were males. New students enrolled in this institution are required to attend a bystander intervention training workshop during the first semester enrollment, giving students a foundation introducing them to sexual violence perpetuation and preventive strategies to address these.

Instruments

A semi-structured interview protocol was conducted both pre-bystander intervention training and post-bystander intervention training. As a qualitative study, I identified an in-person interview approach to my research to be the most feasible and effective method to examine my research questions and report my findings. (Saldana, 2013). For the interview protocol that guided questions in participant pre and post interviews, see the Appendix B.

Data Collection

Data was collected through in-person, semi-structured interviews with participants before experiencing bystander intervention education and training and after, pertaining specifically to sexual assault. Before conducting my pre and post bystander intervention interviews, I spent some time communicating with participants and getting to know them better in a more personal   manner. This allowed me to build rapport with my participants and gain some level of trust and respect between before we moved forward with working together. Once I had selected my population of students, I focused on using my interview protocol to ask questions. Questions focused on participants' knowledge, ideologies and experiences with consent, sexual assault and violence and victim blaming. There also was a second component that walked participants through a series of open-ended scenarios that required them to respond to the situations taking place in the scenario. The interview questions will remained consistent for both the pre and post bystander intervention education training assessments with the exception of a few added follow-up questions after undergoing the presentation, to increase the level of reliability with the instrumentation method. The interview protocol allowed for flexibility for the

researcher to ask follow-up questions if a participant had a particularly significant insight in response to a question in the interview protocol.

Data Analysis

After the completion of all interviews, the researcher transcribed the recordings from the interviews for data analysis. The transcriptions of the interviews are kept and stored confidentially, and were used solely for the purposes of coding. Qualitative coding will be used as an approach to identify commonalities amongst my participants and their responses and reactions, and from there formulate themes that encompass the experience of the majority of students participating in the study. The researcher coded the transcriptions based on the guidelines of Saldana (2013), which assisted in following coding protocol and identifying themes salient to the research questions.

Treatment of the Data

In collecting the data for this research study, the researcher protected the identities and confidentiality of the participants. Interviews were audio-recorded, and the files for those audio recordings are kept on a flash drive that only the researcher has access to, and is stored in a confidential and secure location. Within the interviews, the identities of the research participants are anonymous, and all participants chose a pseudonym to be referred to during their participation in the study. All data findings are stored in a confidential file that will be preserved for three years after the study has been completed. After the three-year period has ended, the researcher will remove the data from storage and destroy it to continue to maintain confidentiality and privacy purposes. Informed consent forms are kept in a separate, confidential file that only the researcher has access

to, just as with the flash drive with the audio recordings from interviews, and the electronic transcriptions and coding from those interviews.

Summary

This research study was conducted using a qualitative research approach and implemented in-person interviews to follow the experiences of a select group of five undergraduate students affiliated in social sorority and fraternity organizations on-campus. The study took place over the course of a semester at a public, four year, mid-size Midwestern institution, with the data collection taking place over the course of a couple months in the middle to end of the fall semester of the academic year. The instruments used were an in-person interview before experiencing bystander intervention training education and after to collect the data for the research. Through qualitative coding, commonalities among participants were identified and analyzed to find themes that existed among the participants who experienced the bystander intervention training education. After the researcher reported the significance of the findings of the study, a section was included with recommendations for the institution the study took place at, for Student Affairs professionals, and for further research.

Chapter IV

Results

This research was conducted to explore the impact that bystander intervention education has on Fraternity and Sorority Life students' confidence and abilities to address sexual violence on campus. The following research questions were developed to guide this study:

1. What are some of the preconceived notions and ideologies of undergraduate students about sexual assault and survivors of sexual assault that could be impacting students' ability to effectively address and intervene in a situation of sexual violence?

2. What obstacles and barriers prevent students from feeling competent to address situations of sexual violence?

3. Does bystander intervention education training have a positive impact on undergraduate students' ability to address and intervene in situations of sexual violence?

4. What components in the conceptualization, creation and implementation of a bystander intervention model make it effective in sexual violence prevention?

In-person interviews were conducted with five social Fraternity and Sorority Life undergraduate students. Interviews were structured around the participants' attendance at a presentation on bystander intervention concerning sexual violence, with an in-person interview scheduled before attendance at the presentation and a follow-up in-person interview scheduled after. Qualitative data was collected during these in-person interviews, ranging from 10 to 30 minutes in length. Following transcription and coding

of these interviews, the data was analyzed to identify common themes that were salient to

the research questions of the study. The themes found through the data analysis will be

organized by research questions. Significant themes derived from the data are organized

under the research questions for which they address. The themes collected from the

interviews dealt with: conceptions of the nature of sexual violence, perceptions of

survivors of sexual violence, personal safety vs. the greater good and critiques of

bystander intervention training. Subthemes of these larger, salient themes are organized

under these four main themes.

Conceptions of the Nature of Sexual Violence

RQ1: What are some of the preconceived notions and ideologies of undergraduate

students about sexual assault and survivors of sexual assault that could be impacting

students' ability to effectively address and intervene in a situation of sexual violence?

Throughout the data collection in the research, four prominent themes emerged

that were significant to the research questions formulated at the start of the study. One of

the most common themes derived from all the participant interviews concerned their

concepts of the nature of sexual violence. Within this theme several other subthemes

were identified, addressing different aspects of sexual violence and its occurrence.

Research question one was discussed and answered through the emergence of the

following themes.

Views of sexual assault on college campuses. There was a general consensus

amongst participants on the current severity and prevalence of sexual assault on college

campuses. All participants stated they believed that sexual assault is a concerning issue

that happens on college campuses. Carmen felt that sexual assault is an issue that is

prevalent on college campuses, but one that is not talked about enough. "I just think it's a concern among college campuses, I know from personal experience that people don't realize how prevalent it really is." Carmen went on to explain how a viewing of The Hunting Ground, a documentary shedding light on the problem of sexual assault on college and university campuses, allowed one sorority woman to feel empowered enough to speak out about her own assault that had occurred on campus. Bruce echoed these statements and further expanded on the role of the institution on sexual violence: "Yes… I believe it's also covered up too much. It isn't brought to light as much as it should be."

Whether or not sexual assault cases on college campuses is on the rise or a consistent trend was discussed by these participants. In these cases, both participants specifically referred to recent events in the news or media as a contributing factor to heightened awareness of the issue of sexual assault on college campuses. Amy, for example, stated the following when asked if she felt sexual assault is a concerning issue on college campuses today: "Yeah, no I definitely do. Especially with the Brock Turner case and everything and that stuff going around I think especially in the past five years it's become huge." Brock Turner was a student athlete at Stanford University who was found sexually assaulting an unconscious woman behind a dumpster on January 18, 2015, by two male international students. Turner was convicted of three counts of felony sexual assault, and sentenced to just six months in a county jail, after a recommended sentence of six years in prison by state prosecutors.

In contrast to Carmen's statement, Russell commented "Um, I think it's always been an issue. I think it's just been more vocalized recently, and like made more aware, but then it's also pulled out like, with anything the more publicity is gets the more it's

going to happen." While these comments show the contrast in views on the timeline of when sexual assault became a concerning issue on college campuses, the common theme amongst all the participants was that sexual assault is indeed a concern on college campuses.

This notion of the prevalence and severity of sexual assault on college campuses shows a heightened sense of awareness that could assist students in the identification of risk factors, warning signs and occurrences of sexual violence. Whether participants thought sexual assault had been an on-going issue throughout history, or a recent trend found at institutions of higher education, there was no identification on whether this impacted participants' concept or awareness of sexual violence in any way that would have a negative effect on supporting survivors and practicing intervention strategies.

Identified risk factors. The most common risk factor mentioned among all participants in their interviews was mind-altering substances, most specifically alcohol. Each of the five participants mentioned in both their pre and post bystander intervention interviews that the presence and consumption of alcohol increased the risk of sexual violence occurring. Russell acknowledged that alcohol was one of the biggest contributors to sexual violence, specifically the consumption of large amounts of alcohol to the point that an individual's memory was jeopardized. Bruce also identified alcohol as a major contributor to the perpetuation of sexual violence, and spoke of its prevalence on college campuses and in partying and Greek life as a potential explanation of why rates of sexual assault were so high on college campuses. Russell elaborated on this issue further and the risk of an individual's drink being drugged with other mind-altering substances, commenting "if you are maybe partaking in a lot of drinking or substance

abuse, you are knowingly you're putting yourself at higher risk, but there's other things,

like not knowing if someone slipped something into your drink…". Elise shared similar

thoughts, sharing that alcohol and drug use could be a risk factor for sexual violence as

well as an inhibitor to confident and affirmative consent.

An interesting theme that emerged when asking participants about risk factors for

sexual violence was the identification of low self-esteem as a risk. Multiple participants

mentioned this in their interviews, and all comments came from female participants. As

mentioned, alcohol and drug use was mentioned commonly amongst participants as a risk

factor for sexual violence. Carmen and Elise both shared other factors they believed put

individuals at risk, and these dealt more with the internal struggles of one's self-esteem

and the impact social pressure puts on that. Elise spoke about the effects of low self-

esteem on an individual's safety and wellness in social situations:

> Definitely I think having a low self-esteem can put you at risk [for sexual assault]
>
> because I think, and again this is just in terms of girls and my perspective, I think
>
> that girls a lot of times if they are insecure can… seek attention that isn't
>
> necessarily the best, so that emotional instability can put you at risk.

Inhibitors to consent. Two things were commonly mentioned amongst

participants that inhibits a person's ability to give their consent: alcohol and the fear of

social consequences. Due to alcohol's qualities that alter an individual's memory and

decision making abilities, participants stated it could inhibit a person's ability to give

consent, which can be a risk factor in sexual violence. Russell elaborated on this point,

specifically commenting that drugs and alcohol and their ability to impair judgement

impact a person's ability to consent to sexual activity, "Any…(pause) alcohol, drugs you

know…(pause) roofies, I mean anything along those lines. Like, anything that alters their state of mind." This belief in the negative impact of alcohol and drugs on an individual's ability to consent remained consistent in both interviews from participants, before and after the bystander intervention presentation.

After alcohol, the second most commonly mentioned inhibitor to consent was social pressure, or the fear of consequences on an individual's social status as a result of not giving consent to sexual activity. Carmen spoke about this in the context of fear in general, and the consequences of what could happen if consent was not given:

> the fear of the consequences if they [women and men] do say no, social consequences, relationship consequences, I mean past experiences which also contribute to fear, so I would think fear of what could happen, and then drugs and alcohol [inhibit consent].

Elise also spoke about fear as an inhibitor to giving consent, but specifically within the context of social circumstances and societal pressures:

> I honestly think the pressures of society are a big thing that affects that [consent], and I know that's not easily regulated or anything like that. You can't really determine how much stress someone really has based on their surroundings, but I think…(pause) like the pressures you have in society are for everyone to be like someone else is a big thing that impacts consent because it's something where in one moment you're like 'oh everyone does this [sex], so obviously yeah', but then you're like 'I shouldn't have done that' [sex]. So I think that that [social pressure], drug and alcohol use contribute to that.

This quote shows an interesting perception that could be held, that verbally asking for consent is not seen as socially acceptable or desirable, and therefore could pressure an individual to dangerously assume consent without confirmation or even move forward without the presence of consent at all. The identification of multiple factors that inhibit a person's ability to give healthy, affirmative consent shows a positive impact on the ability for students to effectively address situations of sexual violence by identification of risk factors. Viewing not only alcohol and drug use as something that would negate a person's ability to consent, but also the presence of power, fear and pressure on negating consent shows a well-rounded awareness on the factors that contribute to the perpetuation of sexual violence, and the ability to identify what would constitute as a sexual assault of the presence of any of these inhibitors played into the presence or absence of consent.

Perceptions of Survivors of Sexual Assault

RQ1: What are some of the preconceived notions and ideologies of undergraduate students about sexual assault and survivors of sexual assault that could be impacting students' ability to effectively address and intervene in a situation of sexual violence?

RQ2: What obstacles and barriers prevent students from feeling competent to address situations of sexual violence?

The researcher asked questions specifically regarding individuals who had been the victims of sexual assault, and circumstances that were present that may or may not have played into their assault. Questions focused on various aspects of the victim themselves, from the clothing they were wearing, the behaviors leading up to their assault, behaviors during the assault, or if there was past sexual history between the

victim and their assailant. Research questions one and two were focused on in the context of the theme of perceptions of survivors of sexual assault.

Clothing of victims of sexual assault. Participants were prompted with the question, "do you believe the clothing a woman is wearing at the time of her sexual assault is something to be considered?" and asked to provide elaboration with their reasoning whether they thought it was or was not. While the majority of participants made it clear that the clothing a woman is wearing is not an invitation for sexual assault, both male and female participants spoke about the clothing a woman is wearing in the context of self-respect, as well as causing unwanted attention or misinterpreted signals.

Participants were against victim blaming when it comes to the clothing a woman wears. Amy felt under no circumstances should a woman's clothing ever be an excuse for sexual violence, nor should it even be considered or discussed in the follow-up or when gathering details of the event itself. Elise also shared that while clothing women wear can cause attention to be drawn to them, it is never the victim's fault. "I definitely think that… (pause) the way women dress can be very provocative and… (pause) I know where I'm going with this… (pause) it can be very provocative, however it in no way is ever an invitation to sexually assault them." This sentiment was felt amongst participants, both female and male. Bruce made a point in discussing that regardless of the clothing a woman is wearing, sexual assault is unacceptable and cannot be justified based on what a woman was wearing. Russell discussed this point similarly, however believed that while the clothing a woman is wearing is not justification for her assault, it plays a factor in the assault occurring:

I think it has something to do with it [her clothing], but I don't think it's her fault

[the assault]. Like... (pause) if someone goes out in sweatpants, I don't think

they're more likely to get raped than someone in a hot looking dress.

Russell added that while certain clothes like a dress meant to go out at night could draw

more attention than other clothes, it was definitely not the fault of the victim.

Clothing of victims was also discussed amongst multiple participants in the

context of self-respect. A common theme that arose from these interviews was the belief

that certain types of clothing conveyed different levels of respect an individual has for

themselves, and this could potentially lead an individual to be at higher risk for sexual

violence. Carmen spoke to this point, discussing societal beliefs concerning woman's

clothing and the relationship it plays in self-respect:

it frustrates me personally, being a woman. I was very involved in campus

ministry groups, and you know they... (pause) their philosophy was it's a

woman's job to conceal her body so men don't have to deal with their lust, but I

just personally I just think that's bullcrap. I know there's not a clear cut answer,

but personally in my heart I just think that's crap. Again, I go back to conduct

yourself in a respectful manner, I would hope to never wear anything too

revealing, but I... I think personally, my personal thought is that if you do wear

something that revealing it shows a lack of respect for yourself, and it's

portraying that to other people, so they will have a lack of trust, or a lack of

respect for yourself as well. I wish it didn't [play a factor in sexual assault], but I

think it does.

This reflection demonstrates some internalization of socialized norms that Carmen may have been exposed to in excess growing up, and still impacts her worldview and reasoning when looking at situations of sexual violence and female objectification. Similarly, Elise brought up the topic of women's clothing in terms of potentially putting oneself in a dangerous situation, commenting "…dressing provocatively, you don't think anything's gonna happen you just want to look cute when you go out, but you don't know who's watching."

These beliefs remained consistent for both the pre and post interviews of the participants. While the findings show that students are progressing away from victim-blaming when it comes to an individual's (particularly women's) choice of clothing, there are still some preconceived notions that could be a hindrance to supporting survivors of sexual assault and violence. The notion that the level of an individual's self-respect can be measured by an individual's clothing choice, or that inappropriate attention could be excused by an individual wearing provocative clothing shows significant room for growth in supporting survivors of sexual violence, and removing any type of blame or social norm that promotes inequity of women's rights from these types of situations.

Behavior of victims leading up to their assault. Participants were asked questions regarding the behavior(s) of victims leading up to their assault, and if participants believed these had any impact on the assault occurring or not. There was a variety of different responses to these questions and the responses varied between female and male participants.

Among female participants, there was a split between whether the behavior a woman exhibits implicates her assault or not. Amy expressed "if both people truly feel like that

was the right thing to do [sex] and it's [consent] been expressed, that is the only time any type of sexual activity would be acceptable." There were also beliefs expressed that although the behaviors a woman exhibits do not condone the assault, they could play a factor in provoking the assault to happen. Elise expressed these ideas, commenting:

> Okay, like I know in my mind… (pause) it doesn't have to happen when you're going out, but that's like the first thing that comes to my mind. When you go out you're like dancing and drinking and stuff like that, and I definitely think that those behaviors can make others have a stronger desire to… sexually assault. And I mean they don't think it's sexual assault so I don't know…

The above response from Elise could illustrate a common stereotype held among college-age students that excessive drinking, partying and casual "hook-ups" are a part of the college culture, and something to be seen as normal, if not embraced. Answers do the above question also varied amongst the male participants. Bruce felt similarly to Amy in that unless consent was expressly stated, no sexual activity could occur or be justified. Russell expressed views more similar to Elise in that he believed that while the behaviors a woman exhibits does not excuse an assault taking place, it does indeed play a factor in provoking more aggressive actions on the part of the assailant:

> I think everything plays a role into what happened, like the outcome, so say like if they were drinking, you know that might be a bigger chance for, you know, for them to give unwanted consent or like things like that. I'm not blaming one person or the other, it might… (pause) if someone walks up to a drunk guy and says 'oh you look really good tonight' they're going to be around that person thinking they have a chance of getting with them… like I said it's not their fault,

they just said 'you look nice tonight', but it's the misinterpretation from the guy…

you know, getting told he looks cute while he's drunk, you know, it's not… it's

not just one thing.

In this circumstance that Russell portrayed, the individual is intoxicated and

therefore has a perception that is distorted. In this way, the cues that they are receiving

could be misconstrued and lead the individual to initiating behavior that is inappropriate

and lacking consent. As Russell explained, the guy may perceive an innocent comment or

gesture removed of sexual interest as just the opposite; they may view it as an invitation

for sexual activity, or consent itself.

While the responses from half of the participants show the firm belief that victims

behaviors in no way play into or provoke the actions of the assailant exerting power over

them, the other half of the responses show a belief that the behaviors of a woman could in

fact provoke the assailant to sexually assaulting them, and potentially viewing it as

justified. This belief could not only negatively impact students' ability to identify red

flags in a situation of potential sexual violence, but also create a barrier to their

intervention if they do observe these situations and view them as problematic. Viewing a

woman dancing provocatively or complimenting someone as a provoking behavior could

hinder the identification of problematic behaviors by the assailant after, if the belief is

held that these behaviors by the woman could be interpreted as indicators of sexual

interest. These beliefs could also hinder the response of support after an assault takes

place, if questions begin to arise and are asked of the victim of why they were behaving

in such a way, or that these misinterpretations of their behaviors meant the assailant did

nott\ mean any harm.

Relationship between victim and assailant. Another common theme amongst participants was the belief that survivors of sexual assault often have a close relationship with or know the identity of their perpetrator. This was common across the board with all vparticipants. Carmen stated "yeah I think that they do know them" when asked if she believed survivors of sexual assault often have a close relationship or at least know the identity of their perpetrator. She expanded to say that knowing the identity of one's perpetrator happens more often than not, indicating the myth of a stranger in a dark alley assaulting someone is becoming less common among college students. "I think it's more common that it's people that they actually do know." This belief was also stated similarly by other participants during their pre-interviews. Elise shared similar thoughts when prompted about perpetrators' identities to their victims. "I just… going off what I said earlier people that I know that have been sexually assaulted… um, the majority of the cases have been where they know who sexually assaulted them." These statements show that students are more aware of sexual violence occurring more commonly in interpersonal relationships and acquaintances, rather than the once popularly held belief that strangers hiding and jumping out at victims who were walking alone at night was the most common occurrence of sexual assault.

Personal Safety vs. the Greater Good

RQ2: What obstacles and barriers prevent students from feeling competent to address situations of sexual violence?

RQ3: Does bystander intervention education training have a positive impact on undergraduate students' ability to address and intervene in situations of sexual violence?

The researcher presented several scenarios to participants that required their reflection and response to how they would act should they find themselves in this situation. From these scenarios and the responses of participants, themes surrounding personal safety vs. the greater good arose. During the first round of interviews before participants underwent bystander intervention training, many of the participants responded quickly in how they would act in the various scenarios. Often participants would consider the personal safety and wellness of the identified survivor or individual at risk as urgent, and would react in a way that showed prioritization of others over their own personal safety. The situations where this appeared to be most present were in the lower-impact scenarios, in which they found themselves in a large social situation with the survivor and the perpetrator.

In the first scenario involved a large social situation in which an individual's drink was tampered with by a male student who appeared to be attempting to isolate the individual and remove them from the situation. All participants in this scenario were very adamant in having a proactive and vocal response. Carmen especially felt passionately that the personal safety of the individual took priority above all else, sharing the following:

> No, okay um, I would still, personally I think I'm a pretty blunt person, I usually tend to be, and um I definitely would not, if I saw that happen, I would definitely not be okay with that. Umm, even if I didn't see him slip anything into her drink, and I saw him go up and put his arm around her and she was… that much intoxicated… no no no, I would step in immediately, and especially the fact he poured something into her drink, absolutely not, oh gosh that gives me chills just

thinking about it, but no way, no. Not okay. I would… okay I would go up to them, I would like- physically step in between them to create space, umm, umm I would tell him very bluntly like "you need to go, I'll take care of her" and then I would either figure out where she lives, find her friends… they might not have even left he might just be saying that, umm, but make sure she gets home.

Carmen's response was the most assertive in confronting the perpetrator directly while also getting the individual at risk removed from the situation and back to a space that was safe. Amy and Elise had similar responses, responding that they would take immediate action in trying to intervene and get the potential victim out of the potentially dangerous situation. Their responses varied from Carmen's as they did not directly confront the perpetrator in their hypothetical scenarios, but rather took a more passive approach in removing the female in danger from the situation, or finding her friends to have strength in numbers and social solidarity. Amy herself commented that she would ask if the student needed to go to the bathroom, and once she was removed from the perpetrator and immediate danger, would then suggest she be taken to the hospital to be checked for any type of poisoning or side effect from drugs or alcohol.

This varied from responses in situations perceived to be "higher-risk" scenarios where there were less social factors or individuals with which they could rely on. The second scenario involved a situation of potential sexual and domestic violence. Interestingly there was a split amongst the participants, half sharing they would respond in a way that considered their own personal safety first while still helping the individual at risk, and the other half of the participants sharing that regardless of the danger involved they would directly intervene. Two participants explained that they were concerned for

the well-being of the individual, but also were taking into account their own safety. Elise

shared these feelings in her interview, commenting the following:

> I would, immediately contact our house manager, I mean in my case I am our
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> house manager so I would contact our Senior Staff Assistant or ARD or whoever,
>
> whichever we have, and… and be like 'this is an emergency, you need to be here',
>
> and if he's not on duty I have the off duty number or the… I don't know if it's the
>
> off off duty number you call when your SSA isn't there, but I would just call that.
>
> I would personally… wouldn't feel comfortable going in there alone… so I would
>
> contact someone immediately.

Carmen's response was similar, sharing that she would not hesitate to intervene, but

instead would knock on the door and ask the individual if they were okay rather than

entering the room and directly confronting the situation.

Bruce, Russell and Amy's responses differed from Elise and Carmen's, as they

prioritized the well-being of the student at risk for domestic violence over their own

personal safety when intervening. Bruce commented that as a fraternity member and

student staff member, he felt it pertinent that he should knock on the door and intervene,

and enter the room if there was no response from the student at-risk, regardless of his

own feelings of safety going into the scenario. Amy echoed these feelings, sharing the

following:

> I feel like intervening could be dangerous because I could get hurt, but I feel like I
>
> am the kind of person that I probably just would anyway because I don't know if
>
> he's [assailant] is sitting on her [victim], I don't know if he's stabbed her… so I
>
> think I would probably go in the room and see what's happening and then mediate

the situation. Maybe not be like 'you need to leave' but be like 'you need to stop hurting her'.

Participants demonstrated different levels of development and how their relationship between their own personal safety and balancing that with the well-being of the greater good impacted the way in which they addressed and intervened in the scenarios of sexual violence.

Critiques of Bystander Intervention Training

RQ4: What components in the conceptualization, creation and implementation of a bystander intervention model make it effective in sexual violence prevention?

The researcher asked participants questions regarding their experience with the bystander intervention presentation. Through their reflection and feedback themes emerged regarding the effectiveness of the current bystander intervention presentation facilitated by the health education center on campus.

A common theme that arose from participants was the need for students to feel comfortable in their environment when learning about this issue. Participants discussed that they felt more inclined to engage with the material in the presentation actively, and participate in discussion when they knew the other participants in the room, or it was a smaller community of students they felt comfortable with. Being such a sensitive topic, participants shared that while it was important for all students to receive this education and to do so feasibly with staff time and resources it often meant large presentations with larger groups, it was not as effective as presentations facilitated in a smaller, more personable setting that was safe and had discussion tailored to the specific group or organization receiving the presentation.

Another theme that arose from the questions regarding the bystander intervention presentation was the need to differentiate the presentation with more discussion of relevant issues and current themes, videos that would provide strategies and resources and the ability to address exposure to messages that had been harmful to their ability to support students and identify when an individual might be at risk for sexual violence. A specific strategy that was suggested by Elise was utilizing more content that was both engaging and impactful, like the TeaConsent video that uses the metaphor for inviting someone to drink tea to relay the importance and definition of affirmative and ongoing consent. Another suggestion that was brought up by Bruce for differentiating the presentation and utilizing the time and space to have the most impact would be to present more scenarios, or case studies to the group that required them to discuss how they might respond to that situation, and what resources would be available to them.

Summary

By analyzing the beliefs and experiences of participants in regards to sexual violence and their responses to perceived situations of sexual violence, the researcher was able to gain a greater understanding of the preconceived notions and norms that impact students' beliefs about the nature of sexual violence and those who are victimized by sexual violence, and their ability to intervene in situations of sexual violence with and without bystander intervention education. The participants identified risk factors and other implications that could put an individual at risk for sexual violence, while also discussing their own personal beliefs. These discussions and beliefs were further explored when participants were presented with several scenarios involving active or potential sexual violence, and provided what they believed realistically would be their responses to

these. Participants were able to identify multiple risk factors, provide insight into the current climate of sexual violence on college campuses and give various strategies for how they would intervene. Overall, however, there still appeared to be the presence of socialization that could have a negative impact on their ability to effectively support individuals impacted by sexual violence, or intervene when the presence of risk factors are they in both low and high risk situations. Chapter 5 will discuss further how the findings of this research relate and can be connected back to the research in the literature review. Chapter 5 will also provide recommendations for Student Affairs professionals in addressing this issue, and communicate recommendations for further research in this area.

Chapter V

Discussion

This chapter will investigate how the findings of this study relate to research found in the literature review regarding factors contributing to sexual violence on campus and current strategies used to prevent and address sexual violence. This chapter will also provide recommendations for student affairs professionals on how to address sexual violence on campus and implement impactful strategies and initiatives to combat its occurrence, as well as recommendations for further research.

Significance of Findings

Conceptions of the nature of sexual violence. Participants overall had a solid foundation of awareness of sexual violence, and factors that contribute to its high occurrence nationally and on college campuses today. This aligns with current research in the literature review that shows growing awareness amongst college age students today of sexual violence (Tatum & Foubert, 2009). This heightened awareness supports the idea that college students are becoming more educated in the frequency with which sexual violence occurs, and how the nature of sexual violence moves beyond the myth of the stranger hiding in a bush scenario.

Participants' ability to identify risk factors that are commonly present in cases of sexual violence and assault supports research that a combination of environmental, behavioral and societal factors all create a climate more conducive to sexual violence occurring. All participants identified sets of factors that provide an environment conducive to sexually violent behavior, which supports Dr. Heather Littleton's (2014) study examining hypermasculinity as a cause of sexual violence. Carmen, Amy and Elise

quickly identified alcohol as a risk factor when asked what contributes to sexual violence, and then continued on to discuss things such as low self-esteem and social pressure as potential factors as well. This shift from external factors such as alcohol and drug use to internal, psychological factors suggests that there is an awareness amongst sorority women of factors that perpetuate sexual violence on campus, much of which is out of their control or deeply impacted by societal norms or social expectations of peers. In contrast, the male participants concentrated on the use of mind-altering substances as the number one risk factor for sexual assault, and did not make any mention of other external and internal contributors. Whether they identified as a survivor of sexual violence in some context or not, sorority women were able to identify more risk factors than fraternity men, suggesting this could be a result of a hyperawareness of the danger of sexual assault from women, who are more commonly victimized by sexually violent acts than men (Edwards, 2014). Alcohol was identified as a risk factor due to impaired judgement of the survivor and perpetrator and struggles with memory retention from the survivor, but also as an impeding identifying red flags from potential bystanders, as was shared in this response from Bruce: "if you go to a place and drink, it could be more likely it could happen to you and you won't be able to stop it yourself, or other people won't be able to notice it because they are also intoxicated." This validates the view that alcohol is a large contributor to sexual violence perpetuation, not only as a danger to the survivor and the perpetrator, but to the third party bystanders involved in the situation or in the same environment.

      Perceptions of survivors of sexual violence. Prior research regarding the views and perceptions of sexual violence survivors from the general public has shown a history

of victim-blaming ideologies. As Alan Berkowitz (2011) shares in his study *Preventing*

Sexual Aggression Among College Men: An Evaluation of a Social Norms and Bystander

Intervention Program, "programs that incorporated social norms and bystander

intervention education and had an impact on self-reported sexual aggression and an effect

on men's perceptions that their peers would intervene when they encountered

inappropriate behavior in others, as the identification of these problematic social

normative ideologies and behaviors was crucial in our prevention efforts." In Berkowitz's

experience, a preventative approach involving the identification and discussion of these

social norms when blended with an intervention approach involving bystander

intervention and education, has been shown to be the most effective in addressing and

reducing sexual violence perpetuation. When discussing these same social norms that

researchers such as Berkowitz and Keith Edwards have identified as problematic when

supporting survivors and reducing sexual violence, I discovered similar themes that had

been found prior in the literature review.

 While participants made comments that showed supportive ideologies towards

survivors of sexual violence and women in general, there were still problematic views

that were shared by both fraternity men and sorority women that could impact their role

as active bystanders. While all participants expressed that sexual violence is never the

fault of the survivor, regardless of their behavior, clothing or past history of sexual

activity, some of the perceptions shared by participants shown a potential hindrance in

identifying red flags, intervening actively or passively in a timely and effective manner,

and supporting the survivor in the event of the aftermath of an assault.

Russell described that the appearance of a woman in a "hot looking dress" could result in tempting a male and drawing unwanted attention, as opposed to a woman dressed more casually. He also described that flirtatious behavior or compliments towards males that were under the influence could be easily misinterpreted as interest in sexual activity, and thus lead male students to committed actions that were not ethical or consensual. This perception aligns with current research reported in the literature review, specifically regarding hypermasculine ideologies that lead to the objectification of women as well as "overaggressive behaviors and ideologies such as objectifying and crude attitudes toward women and sex and the belief that violence is manly and desirable" (Mosher & Tomkins, 1988). While Russell's comment in no way shows a disposition that would suggest he condones sexual violence and objectifying behaviors towards women, it does highlight the impact of socialization towards women as physically and sexually tempting beings. These socialized ideals could be a barrier to the identification of red flags that could later lead to sexual violence, as well as a barrier to intervention should these behaviors lead to an assault taking place. The same was present in sorority women and their responses. Both Elise and Carmen specifically discussed women's clothing as it relates to respect for oneself, and what the result could be of wearing provocative clothing. Though their discussion of this mainly focused on the current societal climate towards women and how provocative clothing could be misinterpreted by others and not excusing it, their ideas still show a socialization much like what Bruce and Russell experienced and conveyed in their answers.

This theme of provocative clothing and flirtatious behaviors as a misinterpretation of sexual interest was significant in showing the power of socialization on perpetuating

problematic social norms and behaviors towards women. This finding is impactful when looking towards assessing and improving university efforts to reduce sexual violence on campus. While sorority women and fraternity men are progressing through their college careers with access to training on how to intervene and address sexual violence, they are still entering the collegiate environment with 17-21 years of exposure to problematic social norms.

Personal safety vs. the common good. Carol Gilligan's (1986) Theory of Moral Development was used as the theoretical framework for this study to examine the development and progress of sorority women and fraternity men between the two interview sessions and the bystander intervention presentation from the heath education center on campus. As stated by Forney and Guido (1998), "researcher Gilligan's theoretical model has care orientation at the central focus of the developmental stages, stating that relationships with others must carry equal weight with self-care when making moral decisions". This theme of balancing self-care with care for others was used as the framework for development when analyzing the data from participant interviews.

Participants varied in which stage of moral development they fell within during their participation in this study. Both Elise and Carmen made an interesting transition in their development, progressing in their conventional stage of moral development towards a more post-conventional stage, in which more equitable thought between care for others and care for self was practiced. Carmen offered particularly significant insight in her post interview, sharing the following insight when asked again to respond to a scenario involving a female student whose drink had been tampered with drugs:

I don't think I would be casually stepping into the situation, but I think with the training I would be more strategic in my intervention and probably make less of a scene. A part of me would want to go up to him [male student] and scream 'what are you doing?!', but I don't always think that's the best way to get your message across.

Similarly, Elise shared a slightly different perspective between her pre and post interviews, expressing in her post interview that she would take more care to assess the situation and her own safety in the scenario, while still making sure to be aware of what was happening and take active measures to get the individual the help they required.

Critiques of Bystander Intervention. Current models of bystander intervention range from Alan Berkowitz's (2012) *A Grassroots' Guide to Fostering Healthy Norms to Reduce*

Violence in our Communities: Social Norms Toolkit to Keith Edward's (2014) "Ending Rape" presentation with short and long-term learning outcomes for engaging both men and women on the topic of sexual violence prevention and advocacy. These approaches, among others from experts including Dr. Heather Littleton (2014) and Emilie Buchwold (1993), suggest the blending of preventive strategies such as education of social norms and risk factor identification, along with intervention strategies with awareness of personal safety and the safety of others is the most effective in addressing and reducing the perpetuation of sexual violence on college campuses.

The presentation facilitated by the health education center on campus that five of the six participants attended utilizes a framework based similarly on the work of Dr. Alan Berkowitz (2012). In interviewing participants before and after their attendance in the

presentation, there were differences in the answers given in response to the simulations presented by the researcher. Participants were much more likely to intervene in situations of perceived and active sexual violence, and in so doing take a more strategic and self-aware approach in intervening and providing support. A significant theme that emerged from these interviews was that participants were much more likely to intervene in a situation of perceived "high-risk" sexual violence, such as a sexual assault actively taking place or an active domestic situation, as opposed to a perceived "low-risk" situation such as a male student separating a female student from her friends at a bar and engaging in dancing and other physical behaviors.

Participants were prompted with a series of questions in their post interview that dealt with their critique of the bystander intervention presentation they attended. The following questions were provided to participants concerning their experience with the bystander intervention presentation:

Do you feel the program adequately prepared you to intervene in a situation where sexual violence is occurring, or has the potential to occur?

What do you believe the program did well? What do you believe, if anything, should be added or changed?

A common theme found amongst all participants that attended the bystander intervention presentation was the belief that a smaller audience and therefore smaller discussion groups was more effective for conveying messages and achieving learning outcomes than presentations with large audiences in large spaces. The need for safety in the context of social comfort was a significant finding, in that all participants believed students both Greek and non-Greek would feel more comfortable attending this type of participation

and actively engaging in the content and the discussion if the fear of judgement from large groups of students unfamiliar to them was not present. Elise reflected on this point in-depth, going further to say she believed this presentation should be given to each Fraternity and Sorority chapter on campus, but be facilitated within the privacy of each chapter's house chapter room rather than all together as a unified Greek Life community. With smaller group presentations, the health education center could focus on reaching out to smaller organizations and communities of students to facilitate learning of bystander intervention and the socialization of sexual violence and objectification. Students in a group of 10 who serve on a Residence Life staff together, are members of a registered student organization, or play on an intramural league who more apt to feel comfortable discussing some of these intense topics than students sitting in a large crowd with unfamiliar people. Smaller groups also provide environments more conducive for in-depth and meaningful discussion, and allow all participants to actively engage with the content rather than passively sitting and not retaining the substance.

Another significant theme found in the analysis of the research was the conviction that sorority women and fraternity men should be separated into individual presentations when given this type of education. This aligns with current research involving preventive, educational initiatives on sexual violence, as found in Alan Berkowitz's *Grassroots* approach. Especially with the sorority women, there was a need for comfort, safety and the idea of a shared experience, one that could be achieved more impactfully with a small community where there was a collective set of values and experiences to some degree. Participants shared the drawbacks to this approach, as it could be time consuming and

was not cost-effective considering the time and staffing it would take to facilitate a presentation such as this with each individual chapter on campus.

Recommendations for Student Affairs Professionals

Be strategic in tailoring the presentation to the audience. Based on the feedback given by the participants in regards to their experience in the bystander intervention sessions, a common theme that appeared is that participants wanted the presentation to feel more authentic and personalized to their own developmental needs or the needs of their community. Being active members in sorority and fraternity life on campus, the participants felt they wanted more context that was relevant to their own experiences, to make the strategies and information provided more concrete and meaningful. Examples of this that were provided were more opportunities for discussion, with discussion questions developed with the culture of their organizations and experiences in mind.

Another suggestion showed the desire for more discussion, and providing the ability for participants to interact more with the content by providing more intervention strategies, challenging current societal norms and engaging in discussion on how to move forward and be an advocate for this issue. A suggestion that was presented was allowing opportunity to submit anonymous questions that could be answered by the facilitator of the presentation, to help clarify myths or preconceived notions held by attendees that may be inaccurate or hazardous to their engagement in interpersonal relationships. This method could similarly be used to allow participants to anonymously submit topics for discussion that they find relevant and pertinent, whether they be based off current local or

national events, or an experience they have knowledge of that they believe would be substantial for the whole group and facilitator to discuss with more context.

Focus on addressing socialization and other prevention strategies. Participants commented that they felt more prepared to take on the role of "active bystanders" and address sexual violence and support survivors should the situation arise. However, a common theme found in participant interviews was the presence of ideologies that revealed a socialization towards judgement of women's clothing and social behavior, and a lack of recognition in accountability in men and perpetrators' actions. While participants' ability to identify risk factors and provide tangible strategies for intervention were present, there was also the presence of problematic ideologies as a result of years of socialization that could impact participants' ability to readily intervene and properly support survivors. In addressing these challenges, future education must shift from intervention to more preventative efforts, which includes addressing female objectification and disenfranchisement, and hypermasculine behaviors as a result of long-term exposure to socialization. Developing a healthy definition of masculinity is a strategy that must be examined and looked at with the intent of implementation. Thus far most strategies have been reactive and interventive strategies, placing the responsibility of situations of sexual violence on third party bystanders or the survivor themselves. The conversation must shift to engaging those who are at higher risk for perpetrating these acts of violence, and much of this begins with addressing and discussing dangerous social norms and hypermasculine behaviors and practices that create environments that are higher risk for sexually violent activity.

As student affairs professionals this means engaging in both interpersonal dialogue and programmatic efforts that challenge this socialization in a developmental, intentional way. Through the efforts of health education and sexual violence prevention centers alone, these trends will not be reduced or eliminated. As a collective unit, student affairs professionals must engage in training and development that prepares students and faculty and staff alike to examine their own dispositions and socialized ideologies, and help students recognize and overcome their own. Equitable access to resources and treatment must become the focus of these educational and strategic efforts, so all students whether male or female, are held accountable for their actions.

Make education more intersectional. An interesting insight gained from the data analysis was that many references made by participants to sexual violence focused on the heteronormative approach of a male and female, with a male assaulting a woman. While many narratives of sexual violence currently focus on the experiences of white women in heterosexual relationships, there is still a critical need for more awareness of the experiences and stories of others that fall outside of these identities. Education, initiatives and resources must become more intersectional in focusing on the experiences and providing resources for those that identify outside of the cisgender binary, or do not identify as a white, heterosexual woman. More prevention strategies and conversations need to be inclusive of the needs of other communities, such as women of color, the trans community and how the intersection of identities such as gender, sexual orientation, race, socioeconomic status and ability impacts the experiences of those who have been impacted by sexual violence, and how we can be more proactive in addressing their needs and providing resources and services.

Suggestions for Future Research

In the future the researcher could consider conducting a quantitative study to gain more data to analyze and measure the effectiveness of current bystander intervention strategies on university campuses. Mixed methods would also be an interesting methodology to use, to gain more data to analyze while also gaining the authentic voice and experiences of students. Another suggestion for future research would be to explore similar research questions with different populations of students. Other populations of students to explore within this type of research could be student athletes and first-year students. Another area that could be expanded upon and researched more thoroughly in the future is being more diverse in surveying different demographic populations of students, and questioning whether the intersectionality of different identities, experiences and paths has any impact on students' perceptions and self-efficacy in addressing sexual violence. This would include examining the experiences of those of differing race, gender, sexual orientation, socioeconomic status and ability identities, and evaluating the effectiveness of prevention and education initiatives and resources. Finally, for further research exploring the impact that socialization has on students' perceptions of women and survivors of sexual violence, and what implications this has on implementing prevention initiatives and strategies on campus to support and educate students.

Summary

To the participants involved in this study, supporting survivors of sexual violence and intervening in situations where there is a risk for sexual violence is essential. Participants reflected on their personal beliefs and experiences; addressed risk factors and current environmental, social and behavioral elements that could be nurturing a climate

of sexual violence; and used their perceptions, past experiences and resources to respond to hypothetical situations of sexual violence varying in low to high risk. Due to participants' active involvement in their respective sorority and fraternity organizations and in the university community, participants saw the dire need in addressing sexual violence on campus and better equipping themselves and their fellow students on how to handle these situations. During the process of gathering data it was discovered that regardless of participants' campus involvement and access to resources and educational strategies, socialization and societal norms played a huge role in their preconceived notions of sexual violence, survivors of sexual violence and risk factors that impact survivors, particularly women. While current movements and initiatives on campus to educate students and address the public health issue of sexual violence are raising awareness of the issue and how to address it, socialization and the perpetuation of hypermasculine environments, behaviors and ideologies allows for these stigmas to circulate and continue to berate students with negative messages, and impact their ability to address sexual violence and effectively intervene. While much progress has been made when examining past literature and research and comparing it with this study, there is still much education and active engagement of this issue and its causes to go.

APPENDIX A

Informed Consent Forms for Participants

CONSENT TO PARTICIPATE IN RESEARCH

"The Impact of Bystander Intervention Education on Greek Life Affiliated Students' Efficacy in Addressing Sexual Violence on Campus"

You are invited to participate in a research study conducted by Laura Trombley and Dr. Dena Kniess, from the Counseling and Student Development department at Eastern Illinois University.

Your participation in this study is entirely voluntary. Please ask questions about anything you do not understand, before deciding whether or not to participate.

- **PURPOSE OF THE STUDY**

The purpose of this study is to investigate and assess the impact that bystander intervention education has on the confidence, ability and willingness of fraternity and sorority life students to address and intervene in situations of perceived sexual violence, or the potential for sexual violence to occur.

- **PROCEDURES**

  - If you volunteer to participate in this study, you will be asked to:
  - Participate in two in-person interviews with the investigator
  - Attend a presentation on bystander intervention, facilitated through the Health Education Resource Center.

- **POTENTIAL RISKS AND DISCOMFORTS**

Participation in this study is low risk, but does have the potential to expose participants to uncomfortable topics that could be a trigger should they have past experiences with sexual violence or abuse that are undisclosed.

- **POTENTIAL BENEFITS TO SUBJECTS AND/OR TO SOCIETY**

Advancing knowledge and research in concerns of sexual violence on college campuses, and helping to initiate assessment of current practices and what can be done to improve these strategies and initiatives.

- **INCENTIVES FOR PARTICIPATION (*Optional)**

$50 Dining Dollars from Housing and Dining Services

- **CONFIDENTIALITY**

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. Confidentiality will be maintained by means of an alias used for interviews and corresponding transcripts. All recordings will be kept confidential, and destroyed after three years of storage. No personal information will be used during participation of this research, and participation in this research will be kept private between the investigator and participant.

- **PARTICIPATION AND WITHDRAWAL**

Participation in this research study is voluntary and not a requirement or a condition for being the recipient of benefits or services from Eastern Illinois University or any other organization sponsoring the research project. If you volunteer to be in this study, you may withdraw at any time without consequences of any kind or loss of benefits or services to which you are otherwise entitled.

There is no penalty if you withdraw from the study and you will not lose any benefits to which you are otherwise entitled.

You may also refuse to answer any questions you do not want to answer.

The investigator may withdraw you from this research if circumstances arise which warrant doing so.

- **IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about this research, please contact:

Dena Kniess, Assistant Professor, College Student Affairs

Buzzard 2112

217-581-7240

drkniess@eiu.edu

- **RIGHTS OF RESEARCH SUBJECTS**

If you have any questions or concerns about the treatment of human participants in this study, you may call or write:

Institutional Review Board

Eastern Illinois University

600 Lincoln Ave.

Charleston, IL   61920

Telephone: (217) 581-8576

E-mail: eiuirb@www.eiu.edu

You will be given the opportunity to discuss any questions about your rights as a research subject with a member of the IRB. The IRB is an independent committee composed of members of the University community, as well as lay members of the community not connected with EIU. The IRB has reviewed and approved this study.

I voluntarily agree to participate in this study. I understand that I am free to withdraw my consent and discontinue my participation at any time.

_____

Printed Name of Participant

_____

Signature of Participant

APPENDIX B

Interview Protocol

Introductory Questions to Build Rapport

Background on Sexual Assault and Consent:
1. When I say the term "sexual violence", what do you think of?
2. How would you define sexual assault?
3. Do you believe sexual assault is a concerning issue on college campuses?
4. Do you believe victims of sexual assault often know the identity of/have a close relationship with their perpetrator?
5. If not, do you believe victims of sexual assault are often unaware of the identity of their assailants?
6. How would you define consent?
7. Please provide some examples of consent.
8. What types of factors do you think impact a person's ability to give consent?
9. What types of factors may lead to an individual being at risk for sexual assault?

Rape Myth Acceptance and Victim Blaming:
10. Do you believe there are things that victims of sexual assault may do that puts them at higher risk for being sexually assaulted? Explain.
11. Do you believe the clothing a woman is wearing at the time of her sexual assault is something to be considered? Explain.
12. Do you believe the behaviors a woman is exhibiting at the time of her sexual assault is something to be considered? Explain.
13. Would you have a more difficult time believing someone was the victim of sexual assault if the individual did not call for help or fight back when being sexually assaulted? Explain.
14. Would you have a more difficult time believing someone was the victim of sexual assault if the individual had had sexual relations previously with their assailant? Explain.
15. What factors to you believe are important to know in order to believe the story of a victim who was sexually assaulted? Explain.

Scenarios:
16. You are at a party with some of your friends. You notice a female student standing by herself in a corner of the room. The female student appears to already be heavily intoxicated, leaning on a wall for support and slurring her speech. You then notice a male student near her appear to slip something into her drink cup when she is not paying attention. The male student then approaches the female and puts his arm around her. You can overhear the male student say, "It looks like you've had a lot to drink. Maybe we should get out of here soon since your friends already left."

    What do you do?

17. You are in your room in your residence hall studying for an exam you have the next day. You can hear your neighbor in the room next door talking with their significant other, who has been seen on the floor often and staying over in the

room quite a bit. After some time the conversation appears to get heated as you hear the voices of the couple starting to rise. The couple then begins yelling at one other, and the situation sounds like it might be escalating. Suddenly you hear your neighbor cry out, "Please stop, you're hurting me."

What do you do?

18. You are at a shopping mall with a group of your friends. As you're walking around, one of your friends approaches you in particular, and asks if they can talk to you while the rest of the group walks ahead. You reply yes, and your friend begins to tell you about some issues they are having recently with their significant other. After talking for a while, your friend begins to open up more, and explains that they think they were raped by their significant other.

What do you do? How do you respond?

Follow-Up Questions:
19. What does it mean to be a bystander? An active bystander?
20. What are some ways in which you could be an active bystander and intervene in a situation where sexual violence is occurring, or has the potential to occur?
21. Do you feel the program adequately prepared you to intervene in a situation where sexual violence is occurring, or has the potential to occur?
22. What do you believe the program did well? What do you believe, if anything, should be added or changed?

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