



# **Changing a Campus Climate by Speaking Up! A Collaborative Bystander Intervention Approach**

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# Don't Stand By. Speak Up!

**Speak Up!** is a facilitated training and awareness campaign that seeks to empower students to intervene when an individual is in need or faced with a questionable circumstance.

The cornerstone of the program is expanding students' ability to intervene by teaching them the three D's - **Direct, Distract, and Delegate** - as tools to prepare them to take action.



DON'T  
STAND BY  
SPEAK UP!

Be prepared to act. Make the Three D's – Distract. Direct. Delegate. – part of your action plan.

STEVENS INSTITUTE OF TECHNOLOGY

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If you or a friend need help, contact **Campus Police** at (201) 216-3911 or the **CARE Team** at [www.stevens.edu/care](http://www.stevens.edu/care)

# Our Cornerstone: The 3 D's...

## DIRECT

“Hey, is this person bothering you?”

“I’m going to call the police if you continue harassing them.”

“That comment made me really uncomfortable.”

## DISTRACT

“Hey, aren’t you in my Engineering class?”

“I just got my period, do you have a Tampon?”

“I think your car is being towed.”

## DELEGATE

“I’m worried about my friend, I’m calling CAPS.”

“ I think Sam has had too much, I am going to talk to the bartender”.

“This party is out of control, I am calling the RA.”

# Bystander Intervention

## What's happening on our campuses?

- 54% of the college students who had witnessed someone acting in a sexually violent or harassing manner did nothing<sup>1</sup>
- 77% witnessed a drunk person heading for a sexual encounter and also did nothing<sup>1</sup>
- 75% of college students with mental health problems do not seek help

## Best Practices

- Comprehensive and multipronged<sup>2</sup>
- Multiple Strategies
- Community approach<sup>3</sup>
- Sexual Violence: Emphasis on increasing participants' knowledge of sexual violence and increasing the likelihood of intervention<sup>3</sup>

## Federal Obligations

- Violence Against Women Reauthorization Act, 2013
  - Annual training for new students, faculty staff – inclusive of bystander intervention practices and methods

1. American Association of Universities Climate Survey (2015)

2. McDonald and Flood (2012)

# A Stevens Snapshot

- Private, STEM institution – 6600 total
  - Female population: 30%
  - International – 5%
  - Fraternity & Sorority Membership: 37%
  - NCAA Athletes: 23%
- Historically conservative
- Limited Staffing and Resources for education



# Why this Approach?

- Shift from Title IX to Bystander Intervention focus
- Increase in Mental Health concerns:
  - Suicides
  - Students witnessing warning signs
  - Anxiety, depression, poor coping skills
  - Drugs and alcohol
- Demanding curriculum (21-23 credits) = limited “free” time
- Small campus = great deal of overlap in programming
- STEM Students = Creating a “language”

# Developing Our Model



## Step 1:

# Develop a Bystander Student Working Group

1. Review existing Bystander Intervention programs
2. Identify the situations they encounter
  - a. Mental Health/Suicide
  - b. Consent/Alcohol
  - c. Relationship Violence
  - d. Social Media Abuse/Offensive Language
3. Discuss barriers to intervention
4. Brainstorm components of a new Stevens' specific training model
5. Develop and Advertising Campaign and Slogan



USE THE 3 D's OF BYSTANDER INTERVENTION

# DIRECT

Speak up directly to those involved in sexual assault.



Hey, is  
this person  
bothering  
you?

DON'T  
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SPEAK UP!

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Distract. Delegate. – part of your action plan.

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USE THE 3 D's OF BYSTANDER INTERVENTION

# DISTRACT

Change the outcome of sexual assault by diverting attention.



Hey, aren't  
you in my  
engineering  
management  
class?

DON'T  
STAND BY  
SPEAK UP!

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Direct. Delegate. – part of your action plan.

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USE THE 3 D's OF BYSTANDER INTERVENTION

# DELEGATE

Ask others to help you speak up about depression.



I'm worried  
about my friend.  
I'm calling  
Stevens  
counseling.

DON'T  
STAND BY  
SPEAK UP!

Be prepared to act. Make the 3 D's – Delegate.  
Distract. Direct. – part of your action plan.

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## Step 2: Identify Appropriate Campus Partners & Resources

Recruit a diverse group of staff to develop & facilitate the new training.

- Kristie Damell: Associate Dean of Students & Title IX Coordinator (Co-Chair)
- Melissa Zarin: Assistant Director CAPS & Coordinator of Prevention and Outreach (Co-Chair)
- Director of Disability Services
- Head Athletic Trainer
- Head Men's Baseball Coach
- Resident Advisor/Veteran

*\*Involve key stakeholders in the development process and determine necessary resources = **Know your budget!***

## Step 3: Implement a Pilot Program

Identify target populations to pilot the program and gather survey feedback to determine program effectiveness.

**Year 1 (2016-2017) – 500 students**

- NCAA Athletes
- Resident Advisors and Orientation Leaders

**Year 2 (2017-2018) - 1300 students**

- Added Groups:
  - Organization Leaders
  - Campus-wide Trainings
  - Adapted into Freshman Orientation
- Filmed two new scenes
  - Macroaggressions
  - Dating violence

# Results

- Increase in CARE and Title IX Reports
- Increase in reports of students actively intervening

## Based on survey assessment:

- 90% understood how to use the 3 D's of intervention
- 87% felt more knowledgeable on campus resources

## Improvements for 2018-2019

- Increasing self-efficacy in intervention
  - 79% were more confident intervening
- More engagement in training activities

	2015-2016	2016-2017	2017 -TO DATE
CARE Reports	79	115	140
Title IX Reports	20	22	28
TOTAL	99	137	168

# Updates for year 3

Year 3 (2018-2019) – estimate 2000 students:

- Adding Student facilitators
- Target Fraternity & Sorority Members
- Mandatory training for residential students
- Adding Pre-test Assessment
- Incorporate role playing and more engagement from students
- Make curriculum available on our website
- Update Ad Campaign

# Speak Up! Structure (75 minutes)

1. Self-Reflection Activity	When were you a bystander? Did you intervene?
2. What is an Active Bystander?	Shift from being passive to active bystanders
3. What happens on our campus?	Stand-up Activity and statistics
4. Community Role	What is their role at Stevens/the part they play?
5. Barriers for Intervention	Open Discussion regarding challenges to intervention
6. Segue into Video	4 Vignettes filmed at Stevens with Stevens members:
7. Breaking it Down	Briefly review each scenario for content
8. The 3 D's!	Introducing 3 methods of intervention into small –group discussion back to large group.
8. Video Resolution	Seeing the 3 D's in action
9. Resources and Wrap-Up	Reiterating services and restating the 3 D's/ Self-Reflection Exercise

Think back to a time in your life when you were a bystander.

What happened, and how did you respond or not respond?



# What is a bystander?

**Passive Bystander:** A person who is present at an event or incident but does not take part.

**Active Bystander:** A person who is present at an event or incident and takes action to intervene.





# What prevents us from intervening?





# Thank you!

Any questions?

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