



Addressing Violence, Harm, & Oppression on Campus: Bystander Intervention & Minoritized Identity

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Introduction

The issue of interpersonal violence has gained growing attention as a major problem at colleges and universities throughout the United States. In order to address this issue, Rutgers University has administered campus climate surveys across each of its campuses as part of a comprehensive assessment process to examine students' experiences, attitudes, beliefs, and behaviors related to the campus climate regarding interpersonal violence. Based on the results of the comprehensive assessment processes, and an ongoing project funded by a Victims of Crime Act (VOCA) grant administered through the New Jersey Attorney General's Office starting in 2017, Rutgers University has expanded direct services to victims/survivors¹ of campus sexual assault, dating violence, and stalking. Services for victims/survivors typically include the following:

- crisis intervention: provides victims/survivors access to services 24 hours a day for immediate response;²
- advocacy: emergency and ongoing support for victims/survivors that helps link them to necessary services and accommodations processes, explains the reporting process, and supports informed decision-making;³ and
- trauma-informed mental health counseling: confidential counseling rooted in the understanding of the effects of trauma on a victims/survivors' life, while actively

¹ The term "victims/survivors" is used in this report, as each individual who experiences interpersonal violence may identify differently throughout the recovery process.

² White House Task Force to Protect Students from Sexual Assault. (2014). Key components of sexual assault crisis intervention/victim service resources. Retrieved from <https://www.justice.gov/ovw/page/file/910266/download>

³ WHTF, 2014



working to build resilience and support victims/survivors growth through collaboration and victim/survivor-led decision making.⁴

Rutgers–New Brunswick’s existent Office of Violence Prevention and Victim Assistance (VPVA) expanded its crisis intervention and advocacy efforts, while Rutgers–Newark and Rutgers–Camden established a VPVA on each of their campuses to provide direct clinical services, advocacy, and support to students. Additionally, Rutgers University has implemented a range of prevention and education programs regarding interpersonal violence throughout the past two academic years, such as bystander intervention programming, reporting and resource awareness and education programming, and programs discussing consent.

The Center on Violence Against Women and Children (VAWC) at the Rutgers University School of Social Work has been conducting an extensive evaluation of the services and programs implemented as part of the VOCA-funded project to assess their impact on student knowledge. The purpose of this evaluation is to gather the thoughts, experiences, and priorities of racialized, queer, and/or gender nonconforming students when it comes to minimizing violence, harm, and oppression through bystander intervention programming across Rutgers University campuses using a participatory research method known as concept mapping. Findings presented in this report are the result of close partnership between VAWC, the VPVAs, and campus cultural and LGBT centers in an effort to understand the needs of minoritized students and how to best tailor programming. This project is one of many efforts to enhance awareness of, and access to, programs and services and to evaluate programming implemented as part of the VOCA-funded project.

⁴ National Sexual Violence Resource Center (NSVRC) (2012). Building comprehensive sexual assault services programs. Enola, PA: Author.



Background

This evaluation centers the perspectives of students minoritized by race/ethnicity, and/or sexual orientation, and/or gender identity regarding the promise of bystander intervention to address violence, harm, and oppression across Rutgers University campuses. A bystander is a person who witnesses potential harm and has the opportunity to intervene directly or indirectly. Bystander intervention is an approach to addressing violence that contends that everyone has a role to play in interrupting harm toward others, be that before, during, or after it occurs (Banyard, 2015). Across the Rutgers University campuses, bystander intervention programming is one of the primary sexual violence prevention strategies used by VPVAs. The purpose of this evaluation is to determine whether current bystander intervention efforts are reflective of the experiences of all students, including students of color, LGBTQ-spectrum students, and students who have intersecting identities.

Many researchers who study violence prevention are calling for the adoption of a “power conscious” lens when mitigating harm (including sexual violence on college campuses) by explicitly discussing systems of power and privilege (Linder, 2018). Linder (2017) recommends accounting for intersections of identity as well as situating violence in a historical context which informs how violence is experienced in the present and who may be disproportionately at risk of experiencing violence. Numerous scholars have advocated for programming to be carefully tailored toward identity groups that are subject to systems of oppression (i.e., racism, homophobia, transphobia, sexism, ableism, and xenophobia, among a host of others). Members of such groups may face particular sets of barriers when it comes to help-seeking, intervening as



a helpful bystander, and a possible decreased likelihood that others will intervene on their behalf, to list a few examples.

VPVAs have expressed commitment to centering the thoughts, experiences, and priorities of students of color, LGBTQ-spectrum students, and students with intersecting identities in campus antiviolenence initiatives using a community-based participatory approach. VAWC selected the concept mapping methodology outlined by Trochim (1989) as it is a participant-driven process with the capacity to collect knowledge from groups of people and develop greater understanding of group experiences based on how participants organize and prioritize their collective knowledge. The evaluation seeks to understand, what supports do students of color and/or LGBTQ-spectrum students need to positively intervene as helpful bystanders?

Key Findings

- 1. Students identified six main areas related to supporting their ability to intervene as helpful bystanders in situations of violence, harm, and oppression.** These areas (presented in order of greatest to least importance as rated by participants) include: creating and improving student services; institutional respect for identity; programming rooted in identity and social justice; institutional assurance of safety and justice; intensifying bystander intervention initiatives; and shifting campus norms via community collaboration.
- 2. Students identified a need for services and resources on campus as essential to their ability to intervene.** Students found “creating and improving student resources” the most important cluster, which may imply they are not aware of existing services, do not feel comfortable asking for assistance, or do not feel services are relevant to their experiences.



3. **The role of the institution was highlighted as important in supporting students' ability to intervene as helpful bystanders.** Overall, participants considered shifts in institutional/environmental-level factors most important in mitigating harm and promoting bystander intervention on campus. These included factors such as enforcing accountability and rehabilitation for those who perpetrate harm, ensuring minoritized identities are reflected in positions of authority, and educating faculty and staff on topics of race, gender, and sexuality. Participants simultaneously felt they had little influence over the factors they considered most important for addressing harm.
4. **Participants suggested a need for more prevention efforts rooted in a social justice framework.** The cluster containing the most brainstormed ideas was “programming rooted in identity & social justice”, suggesting the need to incorporate a power-conscious, social justice lens in antiviolence programming.

Methods

Concept mapping is a participatory research method focused on systematically capturing the knowledge of a group through the following activities: brainstorming of ideas, organizing of ideas by theme, and prioritizing ideas, to produce a series of visual maps that can be used to inform actionable change (Trochim, 1989). Specialized software (CS Global Max) has been developed to first collect ideas from participants, and then facilitate a process of sorting and rating the ideas online in order to auto-generate visual maps based on combined participant data (Trochim, 2017). This method was used during the 2018-2019 academic year to engage racialized, queer and/or gender nonconforming students regarding how they and their peers can be supported in intervening to prevent various forms of harm across campuses.



A total of 101 students across Rutgers–Camden, Newark, and New Brunswick campuses participated in one or more of the concept mapping activities. As a part of the concept mapping process, participants first brainstormed a set of ideas in response to the question, “One thing that would support students in becoming active bystanders who prevent violence, harm and oppression on this campus is...”. Participants then sorted ideas within the online system by clicking and dragging them into piles based on perceived similarity, and finally rated ideas based on perceived importance and the perceived level of influence students felt they have over particular ideas. CS Global MAX allows sorting and rating activities to take place remotely and also produces visual maps that make interpretation and presentation of participant data a more straightforward process.

Recruitment

Recruitment for brainstorming, sorting, and rating relied on key campus community partnerships with cultural and LGBT centers across Rutgers University as well as VPVA offices. The cultural and LGBT centers as well as VPVAs disseminated emails, flyers, and social media posts to help recruit students to participate. Prospective participants completed online eligibility forms that ensured they were a current undergraduate or graduate student, identified on the LGBTQ-spectrum, as a person of color, or held overlapping identities.

Sample

A total of 101 students participated in the project. Thirty-nine students participated in the brainstorming activities, 78 participated in sorting and rating activities, and 16 participated in both the brainstorming and sorting/rating activities. Demographic information was collected from each student participant and was intended to accommodate a wide array of possible



genders, sexual orientations, races, or ethnicities, including options to “select all that apply” and to “self-identify.” Participants also had the option to not disclose their response to a given identity category. Table 1 provides the demographic information for all participants.

Table 1

Participant Demographic Characteristics for Brainstorming, Sorting, & Rating

Characteristics	Brainstorming (n = 39)		Sorting & Rating (n = 78)	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
<u>Campus</u>				
Camden	11	41	14	18
Newark	12	28	10	13
New Brunswick	16	31	54	69
<u>Gender Identity</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Woman	28	61	51	49
Man	5	11	14	13
Transgender	3	7	10	9
Agender	2	4	4	4
Non-binary	5	11	14	13
Gender Fluid	0	0	4	4
Genderqueer or gender nonconforming	2	4	8	8
Prefer not to disclose	1	2	0	0
<u>Sexual Orientation</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Asexual	2	4	4	4
Bisexual	12	26	31	28
Gay	1	2	8	7
Straight (heterosexual)	19	41	26	23
Lesbian	1	2	3	3



Pansexual	5	11	9	8
Queer	5	11	22	20
Same-gender loving	0	0	4	4
Identity not listed	0	0	2	1.5
Prefer not to disclose	1	2	2	1.5
<hr/>				
<u>Race/Ethnicity</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
African or Black	23	45	16	16.5
Native American or Alaska Native	4	8	0	0
Asian American or East Asian	8	16	20	21
South Asian or Southeast Asian	-	-	16	16.5
Caribbean or Afro-Caribbean	-	-	3	3
Middle Eastern or North African	0	0	3	3
Multi-racial/ethnic	6	12	9	9
Native Hawaiian or Pacific Islander	0	0	0	0
White	5	10	20	21
Latinx or Hispanic	4	8	10	10
Prefer not to disclose	1	2	0	0

Note. Responses often exceed total participation for an activity as participants were encouraged to “select all that apply” for gender, sexuality, race/ethnicity. A stand-alone dash represents unavailable data due to the IRB-approved inclusion of two additional racial/ethnic categories (i.e., South Asian or Southeast Asian, and Caribbean or Afro-Caribbean) following brainstorming thus only represented in sorting and rating. This was done to further accommodate the range of participant identities.



Procedures

Brainstorming Sessions. Two brainstorming sessions were held on each of the three campuses, with one for persons of color, and one for LGBTQ-spectrum individuals, for a total of six. Participants with overlapping identities (e.g., queer of color) were invited to participate in either or both sessions, with the opportunity to receive double compensation. Participation ranged from four to 12 participants in each session. Sessions were facilitated by a VAWC researcher identified with the given community, as minoritized by race/ethnicity and/or sexuality and/or gender.

Brainstorming participants were asked to respond to the following statement: “One thing that would support students in becoming active bystanders who prevent violence, harm and oppression on this campus is...”. Depending on the technology available, participants either wrote their statements on index cards which were read aloud and displayed, or researchers typed participant statements into online software as participants shared ideas aloud. Participants received compensation in the form of gift cards for contributing their time and input. At the session conclusion, participants were invited to provide their email if they had interest in participating in future activities of the study.

Participants collectively brainstormed a total of 165 ideas that then went through a meticulous synthesis process to reduce repetition and ensure clarity, resulting in a final list of 102 statements, on par with concept mapping’s suggested statement list size of around 100 statements (Kane & Trochim, 2007).

Sorting & Rating. Synthesized statements were imported into online software to be sorted based on perceived similarity, then rated based on 1. perceived importance, and 2. level of influence participants believe they and their peers have over implementing each idea on campus.



Eligible participants were emailed a link to the sorting activity, which they were instructed to complete first, and rating activity, which they could choose to complete thereafter. Seventy-five students successfully completed sorting, 65 successfully completed rating, and 78 successfully completed both activities.

During the sorting activity, participants were asked to organize statements into between 5-20 named groups in a way that made sense to them. During the rating activity, students were asked to rate statements on a 4-point Likert Scale for perceived importance and influence, ranging from 1 (*relatively unimportant/little to no influence*) to 4 (*extremely important/strong influence*). Participants were able to save partial responses and return at their convenience to complete activities. Participants had a three-week period to complete sorting and rating. Upon conclusion of sorting and rating activities, the evaluation team conducted a meticulous quality review of data which led to the exclusion of data that did not meet minimum standards. This resulted in the exclusion of seven sorts and two ratings. All participants who provided sorting data received compensation, with additional compensation provided for rating data.

Visual Mapping and Interpretation. During the mapping process, the statements that participants brainstormed were plotted onto a visual map which showed the spatial relationships between all statements. Proximity between plot points indicated the similarity as perceived by participants. Through a number of analysis techniques, the evaluation team reached consensus that there were six major themes, or “clusters,” reflected in the data.

After producing the visual maps, the evaluation team organized a stakeholder interpretation session during which key partners were invited to provide feedback, including: Camden, Newark, and New Brunswick Violence Prevention and Victim Assistance Offices; The



Lesbian, Gay, Bisexual, Transgender, Queer and Diversity Resource Center at Rutgers–Newark; The Center for Social Justice Education and LGBT Communities at Rutgers–New Brunswick; Asian American Cultural Center, Center for Latino Arts and Culture, and Paul Robeson Cultural Center at Rutgers–New Brunswick. This provided an opportunity to inquire if preliminary findings reflected what stakeholders see on-the-ground, to identify gaps in research that warrant further exploration, and to discuss actionable next steps.

Results

The 102 statements generated from the brainstorming sessions were grouped together into six major themes. The point cluster map (Figure 1) displays six themes emerging from the study (see *Appendix* to review each cluster and its associated statements). Clusters are numbered as per Figure 1, and content can be summarized as follows:

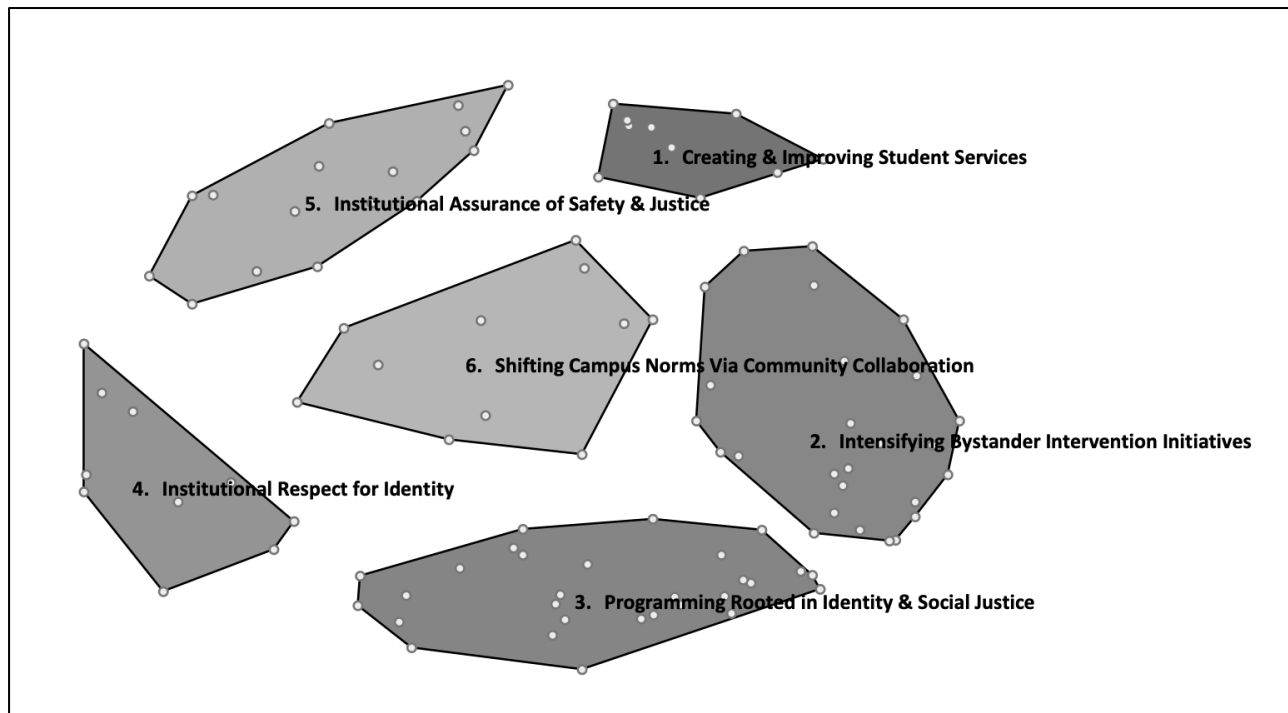
1. **Creating & improving student services**, such as increasing the availability of direct student services, offering alternative accountability measures such as restorative justice, and providing supportive resources for bystanders;
2. **Intensifying bystander intervention initiatives**, including the expansion of bystander education to faculty and staff, and ensuring programming is more accessible, in-depth, and ongoing for students;
3. Ensuring that **programming is rooted in identity & social justice**, centering minoritized identities and systems/histories/realities of oppression, to be taught by those with minoritized identities;
4. **Providing institutional respect for identity**, including a call for the in-depth education of faculty and staff regarding race, gender, and sexuality and intersectional representation within positions of authority;



- 5. **Affirming institutional assurance of safety & justice**, through building student confidence in provision of justice for victims/survivors and holding those who commit acts of perpetration (including faculty and staff) accountable; and
- 6. **Shifting campus norms via community collaboration**, including shifting campus norms toward feelings of solidarity and willingness to intervene.

Figure 1

Point Cluster Map as Grouped by Participants



Each of these six clusters has average (mean) scores based on perceived importance and the level of influence that participants felt they had over implementing each idea. Mean scores ranged from 1 (*relatively unimportant/little to no influence*) to 4 (*extremely important/strong influence*). Table 2 lists clusters one through six alongside average importance and influences ratings.



Table 2

Clusters and Mean (Average) Score Ratings

Clusters	Importance (M)	Influence (M)
1. Creating & Improving Student Services	3.34	2.88
2. Intensifying Bystander Intervention Initiatives	3.10	2.87
3. Programming Rooted in Identity and Social Justice	3.24	2.98
4. Institutional Respect for Identity	3.25	2.82
5. Institutional Assurance of Safety & Justice	3.23	2.87
6. Shifting Campus Norms via Community Collaboration	3.04	3.02

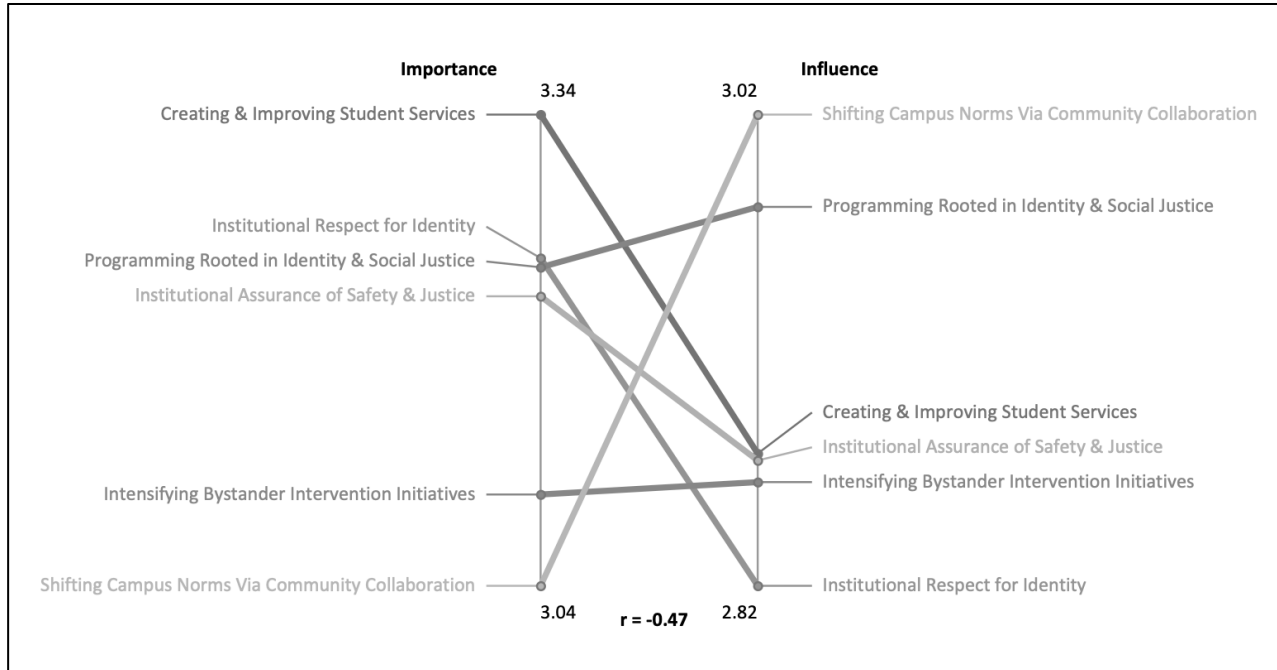
The evaluation team then compared the mean scores for each cluster by importance and influence and found that they were negatively correlated (Pearson's $r = -.47$) meaning the more important students rated the cluster, the less influence they felt they had over its implementation.



Figure 2 displays the mean scores for each cluster in a pattern match, or side-by-side comparison.

Figure 2

Pattern Match Comparing Participant Cluster Ratings



Significant differences between importance and influence ratings were found between clusters one through five, with no significant difference found for cluster six. While participants believed they and their peers could have the greatest level of influence over cluster six, they also considered it least important of the clusters, which gave it relatively equal importance and influence ratings.



Discussion

Students attributed the highest average importance rating to cluster one, “creating and improving student services”, implying students may not be fully aware of existing services, may face barriers to help-seeking, or may not believe services are informed by their experiences. Per student suggestions, such areas can be improved by clearly outlining and widely advertising (i.e., online, on class syllabi) all student services/resources that exist to address harm while also increasing the capacity of therapy and psychological counseling, Title IX, and victim services. Students proposed hiring more representative staff members as per statement 58. “Hiring therapy and psychological counseling staff who are diverse and thus representative of the student body, who can sympathize with student experiences”, and ensuring staff are extensively trained in competency toward racial, gender, and sexual minorities. Cultural competency training and a staff representative of systemically minoritized communities can lessen barriers toward help-seeking by reassuring minoritized students that their experiences will be validated and understood, and that they/their communities will not be stigmatized in the process. Hiring practices could include advertising positions with organizations and listservs oriented toward racialized, queer, and/or gender non-conforming individuals, assembling a diverse hiring committee, and requiring experience working with minoritized groups, to name a few examples.⁵

Cluster three, “programming rooted in identity & social justice” contained the greatest number of student ideas. Overall students indicated the need for violence prevention programming tailored to not merely include, but *to center* the experiences of those minoritized by race, gender, and sexuality. This includes awareness that anyone may experience or perpetrate

⁵ University of California, Berkeley. (2013). A Toolkit for Recruiting and Hiring a More Diverse Workforce. Retrieved from https://diversity.berkeley.edu/sites/default/files/recruiting_a_more_diverse_workforce_uhs.pdf



violence, discernment between healthy and unhealthy relational dynamics involving minoritized individuals, teaching about systems and histories of oppression, educating to undo harmful stereotypes, and ensuring that the entire campus community, including faculty and staff, receive in-depth training on race, gender, and sexuality. Participants expressed the belief that programming must be intersectional in its approach to ensure relevance to students with many overlapping identities. Work by scholars such as Linder (2018) support this suggestion, maintaining that violence prevention efforts must be rooted in a *power-conscious framework*. Such an approach would foreground analyses of systems and relations based on power, privilege, and dominance, historical and contemporary encounters with oppression, and building solidarity across difference.

Results demonstrate a perceived need for institutional commitment to seeking justice for victims/survivors, to educating faculty and staff regarding bystander strategies and the experiences of students minoritized by race, gender and sexuality, and for addressing environmental factors such as microaggressions and more deliberate harm occurring in classrooms, campus housing, and broader campus settings. Students feel incorporating systemically minoritized identities within positions of authority via targeted hiring practices is one factor that would contribute to a safer and more welcoming campus environment, as per statement 17. “Ensuring diverse identities are reflected within positions of authority such as faculty, administration, and Deans of Students Office so students will feel safer speaking up, and to remedy the dismissal of Black and brown students”. Institutional responsibility was also highlighted by students expressing that they believe they have little influence over those dynamics they consider most important in addressing violence, harm, and oppression.



Limitations

While the present study contributes to supporting bystander intervention and mitigating violence, harm, and oppression across campuses, there are limitations to consider. While a wide variety of racial, gender, and sexual identity configurations were accommodated, there are inevitably identity categories that researchers collapsed or neglected to include. Moving forward researchers plan to closely collaborate on demographic forms with cultural and LGBT centers. This study also focused on particular subsets of minoritized identity. Future studies should focus on ability status and its intersections, for example. The study also lacked a true comparison group (i.e., white, cisgender, heterosexual individuals) with whom to compare the experiences, perceptions, and priorities of minoritized participants. Such a comparison would provide insight into how those with minoritized identities may perceive violence differently than those with dominant identities, and thus inform future educational initiatives.



Conclusion

The purpose of this evaluation was to gather the input of racialized, queer, and/or gender nonconforming students when it comes to minimizing violence, harm, and oppression through bystander intervention programming across Rutgers University campuses using the participatory approach of concept mapping. Overall participants reported the need for institutional responsibility in implementing changes over which students may have low levels of influence, ensuring services and resources are culturally competent, and incorporating a social justice lens into antiviolence programming. The information included in this report is intended to inform the development of further violence prevention programming across Rutgers University campuses to better support and address the barriers faced by students of color, LGBTQ-spectrum students, and students with intersecting identities.



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Participants

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Appendix

Clusters, Statements, & Mean Score Ratings

Numbered Clusters (n= 6) and Statements (n=102)	Ratings	
	Importance (M)	Influence (M)
1. Creating & Improving Student Services	3.34	2.88
Creating one department where students can go to voice the injustices they experience, that will provide options and support. (#1)	3.32	2.69
Creating a bystander hotline students can call to get advice on preventing instances of violence, harm and oppression. (#4)	3.10	2.72
Having services/counseling available for those causing harm/acting abusively who want to change their behavior. (#7)	3.68	2.80
Having spaces wherein victim/survivors can share their experiences with violence, harm and oppression, such as open-mic nights. (#11)	3.05	3.27
Increasing staff, funding and hours of service for therapy and psychological counseling, Title IX and victim services office so these services can support all students as their individualized needs arise. (#40)	3.59	2.76
Providing an app on bystander intervention that allows students to request help if feeling unsafe, indicate when positive actions are taken, ask questions about how to intervene, and review resources on intervening effectively and safely. (#52)	3.19	2.63
Creating support groups for student bystanders who intervene to prevent, harm and oppression to discuss what went well, missed opportunities, and future intervention strategies. (#72)	3.08	3.07
Creating alternative mechanisms of accountability on campus for those who may not want to engage law enforcement, campus adjudication processes or criminal justice systems. (#76)	3.51	2.73
Ensuring students will have institutional protection if they intervene in a bystander situation (e.g., in situations involving underage drinking). (#84)	3.62	2.85
Creating support groups for students to process their experiences with violence, harm and oppression. (#86)	3.30	3.26

2. Intensifying Bystander Intervention Initiatives	3.10	2.87
Holding violence prevention events and trainings to accommodate and include commuter students who may not be able to attend late night events. (#8)	3.03	2.80
Holding in-depth trainings on modes of bystander intervention that do not directly confront the aggressor to ensure the safety of those who choose to intervene. (#9)	3.17	2.83
Integrating bystander intervention activities into common, popular events already held for students on campus. (#13)	2.86	3.15
Including bystander intervention training during orientation sessions as well as for students of all ages and grade levels. (#15)	3.27	3.07
Having victim services offices partner with student organizations to hold interactive events promoting bystander intervention. (#22)	2.97	2.95
Mandatory skill-building workshops for faculty that will require them to discuss and apply bystander intervention strategies in classroom settings to prevent or interrupt violence, harm and oppression. (#23)	3.24	2.53
Having forms of bystander intervention education that do not require in-person attendance (e.g. poster campaigns, social media). (#27)	2.83	2.81
Training students to become peer-to-peer educators who provide violence prevention education to their fellow students. (#28)	2.95	3.07
Raising awareness of BERT (Bias Education Response Team) which currently exists to address bias incidents on Rutgers - Newark campus and expanding this model to all campuses. (#29)	2.92	2.59
Holding intensive skill-building trainings with therapy and psychological counseling staff so they are primed to intervene to prevent harm, violence and oppression and provide appropriate referrals to students. (#32)	3.41	2.54
Mandatory skill-building workshops for students on how to intervene in situations in safe and effective ways. (#35)	3.08	2.73
Having a media platform to discuss violence on campus, exposing students to what is happening, how violence affects different groups, and how they can possibly intervene. (#38)	3.05	3.07

Providing opportunities to discuss how to be a helpful bystander in situations where alcohol is involved and/or it is perceived to be an ambiguous situation. (#43)	3.08	2.95
Holding interactive skill-building workshops to build confidence and put bystander intervention into conversation, while teaching direct and indirect intervention strategies for any possible situation. (#46)	3.03	2.81
Encouraging campus community members to be more aware of their surroundings so they can notice opportunities to intervene. (#51)	2.94	2.92
Incorporating information on how to intervene safely and effectively into courses and curricula. (#54)	2.79	2.64
Teaching students strategies for intervening in situations with friends who may be acting aggressively or inappropriately, and how to hold friends accountable when they may fear jeopardizing the friendship. (#56)	3.24	3.08
Clearly outlining all campus resources and options for reporting harm, violence and oppression throughout campus (e.g., online, in workshops, in handouts), including how to access support and refer peers. (#64)	3.37	3.10
Ensuring prevention and education programming and events are fun and maintain a positive focus. (#71)	3.13	3.09
Requiring clubs to hold bystander intervention workshops periodically. (#77)	2.68	2.76
Making it clear that intervention is often not a one-time event but a process that may require circling back around to check in with victim/survivors of violence, harm and oppression. (#82)	3.17	3.00
Emphasizing the need to validate the experiences of victim/survivors of violence, harm and oppression while supporting them and connecting them to campus resources on their terms. (#85)	3.37	3.19
Training authority figures such as coaches to engage students who may not otherwise actively seek out bystander intervention trainings. (#90)	3.43	2.58
Mandatory skill-building workshops for staff that will require them to discuss and apply bystander intervention strategies on campus to prevent or interrupt violence, harm and oppression. (#95)	3.27	2.46

Providing training on how to best support a friend/peer who discloses an experience of violence, harm or oppression, who may be in need of support and connection to services/resources. (#96)	3.38	2.92
Providing incentives to students who participate in bystander intervention programming. (#101)	2.92	2.88
<hr/>		
3. Programming Rooted in Identity and Social Justice	3.24	2.98
Teaching students to be attentive to their surroundings at parties and in other situations so they will notice when intervention is necessary. (#2)	3.21	2.98
Showing what unhealthy relationship dynamics look like for LGBTQ/POC/QTPOC individuals who may see less of themselves represented in circumstances of intimate partner violence. (#3)	3.43	3.15
Using a social justice lens when teaching about bystander intervention. (#12)	3.00	3.00
Producing violence prevention programming tailored specifically toward those with minoritized racial, gender, and sexual identities. (#14)	3.29	3.12
Increasing awareness of who can be a victim/survivor or perpetrator of violence, and promoting the understanding that violence can occur between anyone, regardless of race, class, ability, sexual orientation, gender identity or expression. (#16)	3.35	3.20
Focusing on disability status in violence prevention initiatives while calling attention to mental health status as a form of disability. (#19)	3.27	3.02
Contextualizing violence prevention education by incorporating dialogue around systems and histories of oppression such as racism, sexism, homophobia and transphobia so students can better identify when to intervene. (#20)	3.40	3.03
Holding a mandatory discussion-based course about race, gender and sexuality, with students from different backgrounds listening and learning from each other. (#30)	3.03	2.68
Having prevention and education programs facilitated by members of different backgrounds to reflect the backgrounds of students. (#31)	3.42	3.19
Educating against harmful stereotypes that perpetuate victim blaming attitudes (e.g., the hypersexualization of Black women). (#33)	3.40	3.19

Showing what healthy relationship dynamics look like for LGBTQ/POC/QTPOC individuals who may see less of themselves represented in dominant (i.e., white, cisgender, heterosexual) portrayals of relationships. (#36)	3.08	3.12
Training students with privileged identities to become allies who are committed to intervening on behalf of and alongside LGBTQ/POC/QTPOC students. (#41)	3.08	3.12
Holding mandatory trainings on race, gender and sexuality for faculty and staff that address the histories/current realities of violence and discrimination faced by LGBTQ/POC/QTPOC communities. (#44)	3.35	2.61
Providing a comprehensive required course around bystander intervention, sexual assault, and consent incorporative of LGBTQ/POC/QTPOC relationship dynamics to students of all ages and grade levels. (#45)	2.90	2.61
Educating students on microaggressions including how to identify them, how to intervene, and how to report them in campus settings. (#48)	2.98	3.10
Revamping the mandatory online modules on sexual violence to be more engaging/interactive, and including education on microaggressions as experienced by LGBTQ/POC/QTPOC students. (#50)	3.29	2.46
Providing education to develop empathy for others and emotional intelligence. (#57)	3.29	3.00
Making it clear through educational programs that interventions can take place before, during or after violence, harm or oppression has occurred, to prevent or interrupt harm, or provide support to a victim/survivor. (#61)	3.25	2.90
Teaching that everyone is deserving of support and bystander intervention, and how to intervene with those who are perceived as outside of your own group of peers/community. (#63)	3.21	3.14
Drawing attention to how a person's identity and access/inaccess to systems of power may expose them to greater violence, harm and oppression. (#70)	3.13	3.19
Educating students on how to identify and call out coded language (i.e., words that play into stereotypes to instill fear) used to stigmatize marginalized communities. (#74)	3.06	3.08
Developing an inclusive approach to violence prevention education with emphasis on race, thus contextualizing experiences of sexual violence within history as experienced by communities of color. (#75)	3.35	2.95

Providing education on identifying and countering hate speech (i.e., used to express prejudice toward a particular group of people), and instead encouraging language that does not reproduce violence. (#78)	3.06	2.98
Educating students on how toxic masculinity can lead to violence. (#80)	3.19	3.05
Ensuring training on race, gender and sexuality is hands-on and reflects real-life situations so students, faculty and staff can see how they would actually react. (#81)	3.24	2.90
Taking an intersectional approach to solving issues of violence by considering how race, gender, and sexual orientation play into sexual violence. (#83)	3.54	3.24
Expanding the way violence is defined and discussed on campus in educational programs and other forums to include other forms of violence, harm and oppression beyond sexual violence. (#88)	3.16	2.98
Training on race, gender and sexuality needs to be ongoing for students, faculty and staff. (#89)	3.46	2.78
Providing education on how to notice violence, harm and oppression in its many forms, how to determine when action is necessary, and what actions would be safe and effective. (#91)	3.37	2.93
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4. Institutional Respect for Identity	3.25	2.82
Requiring professors to invite students to share their pronouns at the beginning of class so students have the option of having their correct pronouns used in the classroom setting. (#6)	3.08	2.81
Ensuring diverse identities are reflected within positions of authority such as faculty, administration, and Deans of Students Office so students will feel safer speaking up, and to remedy the dismissal of Black and brown students. (#17)	3.65	2.85
Initiating campaigns across campus to destigmatize LGBTQ/POC/QTPOC identities. (#18)	3.19	3.25
Taking an inclusive approach with interactive theater programs by students for students, showcasing LGBTQ/POC/QTPOC couples who encounter a different set of issues and barriers. (#24)	2.95	3.07
Bringing different student groups such as Greek Life and Cultural Centers together to build community and hold collaborative events on campus. (#26)	2.75	2.97

Training law enforcement to become conscious of the harm, violence and oppression experienced by LGBTQ/POC/QTPOC students to decrease these experiences. (#39)	3.52	2.51
Requiring professors to respect the gender identity and expression of their students and use correct pronouns if a student chooses to disclose their gender and pronouns. (#53)	3.60	2.93
Ensuring professors who teach courses on impactful topics such as "diversity" are intensively trained in topics of race, gender, sexuality, and are conscious of mitigating harm, violence and oppression in the classroom. (#60)	3.51	2.78
Educating Resident Assistants, law enforcement and other staff on the discrimination faced by LGBTQ/POC/QTPOC students, working to increase understanding and foster positive interactions. (#73)	3.62	2.73
Ensuring professors are heavily active in Cultural Centers. (#99)	2.63	2.32
5. Institutional Assurance of Safety & Justice	3.23	2.87
The institution holding those who harm others accountable and ensuring their actions are met with consequences. (#21)	3.73	2.88
Having more students volunteer with law enforcement across campuses. (#25)	2.17	2.46
Including resources such as victim services and options for reporting on class syllabi. (#42)	2.95	2.58
Having more spaces on campus where students can socialize, build community and get to know one another to encourage norms of looking out for each other. (#47)	3.05	3.15
Promoting Cultural Centers and the resources they have to offer to support students in feeling safe and comfortable on campus. (#49)	3.11	3.07
Ensuring RUPD has more presence on campus especially during more vulnerable times such as during the night. (#55)	2.92	2.44
Hiring therapy and psychological counseling staff who are diverse and thus representative of the student body, who can sympathize with student experiences. (#58)	3.68	2.69
Allowing the anonymous reporting of professors who enact violence, harm or oppression. (#59)	3.68	2.97
Allowing anonymous reporting of experiences of violence, harm and oppression. (#62)	3.63	2.92

Having a text service outside of each building that sends a message directly to law enforcement if students feel unsafe or are witnessing an unsafe/harmful situation for others. (#65)	3.06	2.41
Ensuring there are institutional routes available to hold professors accountable and making students aware of these options. (#66)	3.68	2.69
Creating an online resource (e.g, Humans of New York) to feature students who have dealt with violence, harm and oppression on campus (with optional anonymity) so students can see what is happening and get information on how to help. (#67)	2.65	2.95
Identifying "hotspots" where violence, harm and oppression occurs frequently on campus. (#69)	3.29	3.24
Knowing the voices of victims/survivors will be taken seriously and that institutional action will be taken if they choose to report. (#94)	3.56	3.02
Establishing a student council with the authority to hold professors accountable in institutional spaces. (#98)	3.27	3.17
Building community and solidarity amongst peers in classroom settings so they can call out students or professors as necessary. (#100)	3.19	3.38
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6. Shifting Campus Norms via Community Collaboration	3.04	3.02
Implementing strategies to guarantee students, faculty and staff reflect on their biases (e.g., self-evaluations, peer evaluations). (#5)	3.06	2.73
Recruiting students who hold positions of leadership or high status to work toward shifting campus norms toward expectations of active intervention. (#10)	3.05	3.14
Holding events that encourage interaction and relationship-building between students from diverse backgrounds to strengthen a sense of community and understanding on campus. (#34)	3.13	3.17
Having victim services programs, campus health programs and other offices collaborate in holding interactive events focused on LGBTQ/POC/QTPOC experiences with harm, violence and oppression. (#37)	3.24	2.81
Having members of the campus community provide positive reinforcement for those who choose to intervene as helpful bystanders (e.g., highlighting on social media). (#68)	2.79	2.98

Providing creative opportunities for students to express their experiences with oppression non-verbally (e.g., through art). (#79)	2.90	3.10
Promoting personal integrity, accountability, and ethical responsibility to intervene on behalf of peers. (#87)	3.03	3.14
Holding Cultural Center events that are more open to increase diversity education and raise awareness of the oppression racialized students face on campus. (#92)	3.02	2.90
Requiring Greek Life and other student organizations to promote bystander intervention. (#93)	3.18	3.09
Outreaching to all students, clubs and organizations via email and social media to promote violence prevention resources, upcoming trainings and events. (#97)	2.92	3.16
Having a speaker series (i.e., like TED talks) where people come to campus and speak about topics related to race, gender, sexuality, disability status and how identity influences proximity to violence. (#102)	3.13	3.02
