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An Analysis of Bystander Intervention Programs for Sorority Women

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Abstract

Sexual assault has become a predominant issue on College Campuses, specifically since the release of the Dear Colleague letter in 2011. Despite a large amount of research on and programs dedicated to affecting behavior changes in men in order to decrease the prevalence of sexual assault, the need to identify a course of action that will have an actual and lasting effect on sorority women, a group that sees a large number of sexual assaults each year, remains. This applied research study conducted an analysis of developed and currently used programs across college campuses in the context of each of Chickering's Vectors of Identity Development. It was then determined which methods were most useful in addressing each Vector. Recommendations were then made for how an organizer of a bystander intervention program for sorority women could include the methods most relevant to the developmental level and needs of the audience. The programs varied greatly in Vectors that were incorporated, and therefore these recommendations reflected which portions of the programs, theoretically, would most successfully influence each Vector and in women in particular. The recommendations covered a wide range of practices, including small group discussions, question and answer sessions, role-playing, or other interactive activities, that would be specific to sorority women due to women's learning styles and aspects of sorority membership. Trends among programs' influence on these Vectors also revealed information about how programs can be advanced in the future by focusing on certain stages of development.

Chapter 1: Introduction

Sexual Assault on College Campuses

The conversation surrounding sexual assault on college campuses has escalated

exponentially in the past several years on account of prevalence, reporting, and the growth of the

scope of student affairs practitioners. Research surrounding the prevalence of sexual assault on

college campuses has been present for over 60 years, but began truly picking up around the

1970's with the rise of the women's empowerment movement and feminism (Franklin, 2008).

The greatest challenge with identifying the exact percentage of women who will experience

sexual assault on a college campus is the differences in methodologies between studies (Krebs et

al., 2007). These vary based on definition, sample size, and information provided to the

participants prior to their being surveyed. However, the most recent statistic from the Campus

Climate Survey Validation Study (Krebs, 2016) which surveyed nine different campuses with

high response rates claims that one in five women will experience sexual assault while in

college.

Utilizing this study, the definition of sexual assault can be narrowed. This report defined

sexual assault as "the term used to describe any unwanted and nonconsensual sexual contact that

involved either sexual battery or rape" (Krebs, 2016, p.ES-4) not including sexual harassment or

coerced sexual contact. Sexual battery includes non-consensual acts of kissing, touching,

grabbing, or fondling while rape also includes penetration. The scope of this definition is

appropriate for the purposes of this study, and so any similar terms such as sexual violence will

be covered under the context of sexual assault. One differentiation, however, would be with

sexual harassment, which can have a different connotation. As a formal definition, the U.S.

Equal Employment Opportunity Commission uses the terms sexual harassment as "unwelcome

sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature" (CITE). However, while sexual harassment is a meaningful and prevalent issue for college students, this paper focuses on physical acts that would be considered under the definition of sexual assault rather than verbal harassment. With sexual assault growing as an issue on college campuses, it is important to develop new and unique ways to best implement positive change.

Sexual Assault at the University of Tennessee, Knoxville

At the University of Tennessee specifically, sexual assault has been gaining a large amount of attention both because of more transparent reporting structures and the following rise in reported occurrences. According to the University of Tennessee Police Department's Clery Report for 2016, there were 11 forcible sex offenses in 2012, 7 forcible sex offenses in 2013, and 9 rapes in 2014, but then there was a large rise in reported rapes to 19 in 2015 (53-58). Clery reports entail reports of wrongdoing on Clery geography, which includes property that is owned or controlled by the University or public property that physically touches UT owned or controlled property.

There have been several programs restructured in order to better combat and educate regarding the problem of sexual assault on campus. These programs for the University that touch on Sexual Assault prevention and awareness include an online module and orientation session for incoming students, as well as several by-request programs, including *Volunteers Speak UP*!, which touches on bystander intervention, and The Consent program, which discusses definitions of consent and how that shapes campus policy (University of Tennessee Police Department, 2016: 31). While these programs are in place, they are broad and do not cater to specific communities, so there is a large opportunity for growth in that area.

Greek Organizations and Sexual Assault

Greek organizations have their origins in the academic, beginning with the Phi Beta Kappa Society in 1776 (Tobenson, 2009). Specifically Panhellenic sororities began as an initiative for the first women who were allowed to attend colleges and universities to have a support system, but also to engage in the scholarly activities that surrounded their male counterparts. As the organizations evolved and grew in number, additional aspects were added, and they became a large influence on college campuses nationwide. Throughout history, many of the values of these organizations have remained the same alongside the ritual practices that preface a good portion of their activities. Yet the focus has shifted slightly towards what is often shown in the media; that is, the culture of partying, hazing, and overall negative interactions. While arguments against this focus might exist, it is undeniable that the activities do exist in some capacity to the extent that was not anticipated upon the organization's creation. This new culture is what directly associates sorority membership as a risk factor for sexual assault. Overall, in a study by Minow and Einolf (2009) at a midsize public university, 29% of sorority women who were surveyed reported being sexually assaulted, while only 7% of non-Greek women had the same response.

The culture of the Greek community at the University of Tennessee holds similar statistics. A common conversation held at chapter president meetings is how to increase security, decrease binge drinking, and serve as a better example for the chapter as a whole. Therefore, the challenge of getting the leadership of sororities on board with sexual assault programming is an opportunity to affect the culture of sexual assault at the institution. Utilizing these leaders and implementing specific training for this seemingly more-targeted community could be beneficial.

Current Educational Methods

One of the continued needs of college students in general is education and effectiveness regarding the prevention of sexual assault. Methods of education in this area are varied, ranging from organizationally facilitated (*Sex Signals*, 2016) to peer-education (Binghamton University, 2004), online and in person, and 30 minute to semester long. At the base of all of these programs is a desire to change a behavior. From that perspective, different ways of thinking in terms of which behaviors are present, how they are developed, and why they occur may shape different methods and their desired behavioral outcomes. There is still an opportunity to explore more in depth how different educational methods affect different gender groups, and what is most effective in this regard.

Bystander Intervention

Within literature relating to sexual assault, one of the most prevalent ways to educate is through bystander intervention (Banyard, 2003). This method is heavily supported in its effectiveness in decreasing the number of sexual assault (Banyard, 2007). The reasoning for its ability to create this change is that there is a "diffusion of responsibility" within the community (Darley, 1968). Therefore it does not rely on just one person to create societal change, but rather entrusts every person with the purpose of being aware and stepping in when needed.

Many victims of sexual assault report a sexual assault to a friend or someone other than a police officer or campus official because they need emotional support. However, these friends or colleagues in general can be utilized much earlier in order to prevent an act of sexual violence from even occurring. By utilizing bystander intervention, every person is charged with the responsibility to intervene if anything suspicious is seen, and to take an active role in their community (Banyard et al., 2005).

At the University of Tennessee, Knoxville, current research in terms of the Greek Community is being done with regards to men, with a future study on women potentially being included after a men's program has been established (F. Haverkamp, personal communication, October 25, 2016). Thus while there are programs geared towards women specifically on other campuses, particularly through Foubert's "*The Women's Program*" (2010), there is not one with women as the target audience at the University of Tennessee, Knoxville.

Purpose of the Study

The prevalence of sexual assaults on college campuses, and specifically directed at sorority women, causes detrimental impacts on student's educational success and personal health (Clum, 2000). A lack of understanding of and confidence in bystander behavior and sexual assault in general for underclassmen creates an environment in which this problem continues to hurt students physically and emotionally in monumental ways. Therefore, the purpose of this study is to determine what literature says are the most effective ways to educate sorority women on bystander behavior so that they can be safe yet confident as they help each other and aid in the prevention of sexual assault. Research identifying methods that can increase bystander intervention behavior will impact the overall challenge in constructing programs that will combat sexual assault on college campuses such as the University of Tennessee and therefore improving the experiences of all students on those campuses.

Research Questions

There are three main questions that guide this study:

1. What are the most effective methods to increase the likelihood of bystander intervention?

2.What practices are used to increase bystander intervention?

3. What are the most effective methods for educating women as opposed to men that are relevant to bystander intervention?

Theoretical Framework

The study utilizes Chickering's Theory of Identity Development. Chickering utilizes seven Vectors which enable an individual to define their personal identity. These Vectors are Developing Competence, Managing Emotions, Moving Through Autonomy Towards Independence, Establishing Mature Interpersonal Relationships, Establishing Identity, Developing Purpose, and Developing Integrity (Chickering, 1993). Each Vector includes certain aspects that must be accepted in order to transition to the next, including understanding aspects of personal belief and knowledge of self in relation to others. This helps to frame what needs to accomplished within the audience of the study in order to develop their identity as an active bystander. As individuals, one can attempt to ascertain which Vector they are on, and utilize that knowledge to transition them through the process. Programmatically, the design of an intervention needs to include elements that address all Vectors because it is likely that participants will join the program at different places on this developmental journey.

Thus in order to prevent sexual assault and create a better environment for students to develop, this study will utilize a critical feminist approach to examine literature and already proposed methods of educating women on bystander behavior. This will enable a proposal of recommendations for future programs through an analysis of effectiveness, learning objectives, and individual frameworks that could develop women through Chickering's Vectors. These findings would facilitate program development that increases sorority women's likelihood of

intervening in instances of sexual assault by providing a solid foundation of currently available

research and benchmarking of bystander education methods currently available.

Chapter 2: Literature Review

Effects of Sexual Assault

Simply from its prevalence, it is easy to see the impact that sexual assault can have on society. In a study by Larimer, et al. (1999), Greek students were shown to have increased likelihood of alcohol consumption and negative consequences following unwanted sexual contact. In addition, higher depression rates were found in men who took the same survey. The mental health of sexual assault victims is seen as a major priority, yet this mental health often transfers over to a sexual assault victim's physical health as well. Depression and Post-Traumatic Stress Disorder specifically cause several negative physical health symptoms for victims (Clum, et al., 2000). Post Traumatic Stress Disorder specifically was shown to negatively affect women's reproductive health.

In addition, sexual assault can cause societal harm by harming relationships. One of the hardest things for women can be identifying when sexual assault is occurring, and feeling confident with and empowered in speaking up. In most cases of sexual assault, it was found that for women 41% of the people identified as perpetrators of sexual assault were boyfriends, with 29% as friends and 21% as acquaintances (Gross et al., 2006). This makes it difficult for the women to discern when and how to intervene, since a level of trust is typically already built, but it also means that there will be damaged trust with the instigator. Those relationships may have previously functioned as a support system that would then be lost, leading to even more consequences.

Sexual Assault Reporting

As a whole, most sexual assaults and sexual assault threats go unreported (Fisher et al., 2000). The reasoning for this decision might range from not wanting to inform their family, to

not wanting other people in general to know, to lack of proof and fear of the police. In a later study, it was found that about 82% of women did not report because they did not think that their situation was serious enough (Fisher et al., 2003). This is an important aspect of the culture of sexual assault reporting on college campuses, as many of those who do identify their circumstance as a sexual assault do not receive the proper resources after the event. While sexual assault programming may be rising on college campuses, this type of environment where reporting may be discouraged is one of the issues that must be addressed in the process. On the other hand, according to the same 2003 study, women were much more likely to tell a friend or someone other than the police or campus authorities. This could be due to needed emotional support or a feeling of self-blame that could come with instances where the victim knew the assailant or the situation occurred in their own living space, which consequently also make the woman believe that the situation is not serious. Therefore, these friends are an important factor to harness when researching any aspect of sexual assault.

Dear Colleague Letter on Title IX

Recent developments in campus sexual assault policies have made the instances of reporting much more visible to the average student. The "Dear Colleague" letter from the office of the assistant secretary for the U.S. Department of Education regarding Title IX (2011) was a main impetus for the recent draw of sexual assault policies, awareness, and programming on college campuses. Title IX came into being in 1972 in order to protect people from discrimination based on sex in federally-financed education programs (U.S. Dept. of Education, 2015). This includes over 7,000 postsecondary institutions, and is enforced on a regular basis, especially with the aid of Title IX coordinators, which are required at each of these institutions in order to oversee programs and efforts that might be included in the Title IX umbrella. Title IX

has many components that work to improve the student experience, but in the case of the Dear Colleague letter, its main aim is specifically to ensure that a student will not experience sexual harassment in a school or university's education programs or activities (US Dept. of Education, 2011). Schools are required to take action to ensure that students are not placed in a hostile environment.

The letter as a whole outlines required procedures for investigating sexual violence allegations, and provides a way to evaluate if the conduct and follow up process is sufficient for overall student well being. It prompts reforms and provides guidance in relation to 42 types of sexual behavior including sexual violence, sexual assault, and sexual harassment (Koss, et al., 2014), while also working to amend any improper or discriminatory practices throughout sexual assault investigations and towards victims of sexual assault. However, there has also been a fair amount of criticism for the Dear Colleague Letter, such as that the quasi-criminal justice system that it promotes is far too narrow for the responses that it hope to obtain (Koss, et al., 2014). It cuts out the idea of mediation in any instance of sexual misconduct, including cases of harassment, which could be argued for. Regardless, this lack of conversation regarding alternative options forces institutions to take into consideration the gravity of the situation. While it provides direction, it also begins a larger conversation surrounding the amount and severity of sexual assaults that are seen on college campuses nationwide.

Risk Factors

In regards to sexual assault as a whole, there are several major risk factors that are mainly associated with varying chances of being a victim. These consist of prior victimization, substance abuse, race or ethnicity, residential status, dating violence history, consensual sexual experiences, attitudinal characteristics, age and year of study, and sorority membership (Krebs et

al, 2007). This study focuses on a combination of Panhellenic sorority membership, age and year of study, and substance abuse.

Sorority Membership

Sorority membership is a risk factor due to a variety of reasons in itself. First, women in sororities are more likely to drink alcoholic beverages (Tyler, Hoyt, & Whitbeck, 1998). In addition, this drinking occurs at much higher rates and quantities within the Greek community (Cashin, Presley, and Meilman, 1998). Because consent cannot be given while intoxicated, this elevates the changes of a sexual assault occurring. In fact, roughly 72% of overall rape victims reported that they were intoxicated at the time of the assault in a study by the Harvard School of Public health (Mohler-Kuo et al, 2015). In addition, the consumption of alcohol affects a person's perception of threats, placing these sorority women in a "vulnerability-enhancing behavior" (Franklin, 2008, p. vii). The assessment of danger is delayed, and women are more likely to put themselves in more dangerous situations, such as attending more events with fraternity men.

Sorority women associate with fraternity men in many instances, and these fraternity men have been found to have a higher likelihood of committing a sexual assault than their non-Greek counterparts (Tyler et al. 1998). According to Martin and Hummer (1989), fraternities engage social norms of binge drinking, acting without restraint, and engaging in casual sex. They also continued to assert that fraternity men expect sorority women to be present as commodities, and so sexual assault is normalized through this objectification. As a whole, sorority women seek out interaction with fraternity men while knowing their stereotype and proven facts, because they want to build their own reputation or the reputation of their organization. This relationship is continued as fraternities provide drinks from a common source, with the actual alcohol content

being unknown to the sorority woman. Therefore, the factors of alcohol consumption and the presence of fraternity members can be combined through coed Greek social events, leading to an even more pronounced increase in the risk of sexual assault (Minow, 2009).

Another vulnerability enhancing aspect of sororities that has been found is the likelihood to uphold traditional gender roles (Franklin, 2008). In a survey of gender role opinions done by Kalof and Cargill (1991) it was found that there was a disparity in the opinions between Greeks and non-Greeks. Both sorority women and fraternity men stated that they believed more in traditional gender roles, with males in charge and females as subordinate. As a whole, this idea of male dominance and female subordination is linked closely with what Franklin (2008) would define as a "Rape-Supportive Culture" (p.17). The systemic aspect of patriarchy and misogyny only filters down to the institutional level influences of sorority and fraternity membership, leading to increased likelihood of victimization. An updated assessment of student opinions of gender roles would be helpful in determining where we stand in the current atmosphere of sororities and fraternities on college campuses.

In addition, within sororities, certain age groups are at a higher risk of sexual assault. For women in general, it is found that about 84% of women who report sexual assault are in their first four semesters on a college campus (Gross et al. 2006), and underage women are more likely to report being victims of sexual assault, especially when intoxicated (Krebs et al., 2007). This statistic transfers over to the community of sorority women as well.

However, there are certain aspects of sororities that decrease the risk of sexual assault. These include involvement in the organization, attendance at non-alcoholic events, and an emphasis on the sisterhood aspect of the sorority (Minow, 2009). Therefore, increasing the focus of Greek organizations to these activities in particular could help the risk factor of sorority

membership in the future. The challenge, therefore, is for the leadership of the individual chapters to find ways to motivate members to attend these events and alter the focus of their organizations. However, a study by Cashin, et al. (1998) found that Greek leaders were just as, if not more likely to engage in heavy drinking. This behavior, then, can be seen as a trickle-down effect to the rest of the Greek members, and creates an overall difficulty for the instatement of chapter-led sexual assault or bystander intervention programs.

"The Red Zone"

Most sexual assaults on college campuses occur during a period called "The Red Zone", which can be defined as the period from the beginning of classes to mid-October or fall break when female students are at a much higher risk for sexual violence, harassment, and assault (Flack, et al., 2008). In addition, the women at the highest risk at this time are underclassmen, and specifically first year students. The Red Zone exists due to both temporal and situational circumstances, with many of these first-year students experiencing being away from home for the first time. This can lead to increased amounts of partying and experimenting with alcohol and drugs, which, as previously stated, serve as potential risk factors for sexual assault. These factors are also taken into account in regards to men as perpetrators of sexual assault, as first-year males may be undergoing the same experience, while older males may be more aware of this time where first-year students tend to be an easily targeted group.

When examining the Red Zone in regards to sorority membership, this typically entails the new members who are recruited at the beginning of the fall semester. In most sororities, these new members are paired with second-year members on a permanent or semi-permanent basis for the duration of their time in the organization, providing a person to guide them not only through sorority membership but also university life as a whole. Therefore, these second-year members

are oftentimes in the role of a bystander for many behaviors of these new members, even in regards to cases of sexual assault. They also serve as peer-educators themselves, and are an important tool when thinking about any sort of education for sorority underclassmen (Elam-Geuting, 2016). In addition, it is beneficial to attempt to institute culture change within underclassmen in order to inspire future leadership to see sexual assault as a major issue that should be a part of a larger conversation. By getting sorority women involved with sexual assault prevention as early as possible, they not only provide a more reassuring environment of bystander intervention, but also of carrying that attitude to endeavors of the Greek community for years in the future.

Development of Sexual Assault Education

Perry's Theory of Cognitive Development is relevant when studying college students. According to Perry (1970), around the point in time when individuals enter college, they begin to see the world outside of simply the idea of right and wrong. Instead, there are different ways to approach ethical behavior, and it can be seen as more subject to individual interpretation, which can complicate the idea of sexual assault in the minds of this age group. Another relevant theory for college students would be Chickering's Theory of Identity Development. This theory utilizes seven Vectors or activities which enable an individual to define their personal identity, ranging from developing competence and managing emotions to developing relationships, purpose, and integrity (Chickering, 1993). Each Vector includes certain aspects that must be accepted in order to transition to belief and knowledge of self in relationship to others. Motivating college students to progress through these Vectors can help with sexual assault prevention because it can escalate senses of self respect for both victims and perpetrators, and requires an examinations of actions that will fall in line with a person's true identity.

In addition, in Fishbein and Ajzen's "Reasoned Action Approach" (2010) to predicting and changing behavior, they study what determines the intentions of individuals, which in turn determine their actions. In sexual assault programming, this mindset might lead to something that focuses on the potential perpetrator's values and mindset, and how to alter them in order to decrease their chances of actually committing the assault. Decision-making among college students is also a heavily-researched area involved with Student Development theories.

After realizing that many of the theories were based on men while women were placed automatically in a lower state of moral development, Carol Gilligan developed a theory of moral development for women specifically. On her range, women first focus on individual survival and needs, then experience a transition of selfishness to responsibility, resulting in seeing goodness as self-sacrificing. They then undergo a second transition of goodness to truth, and finally a stage of "Morality of Nonviolence". This last stage would be one in which women do not harm themselves in order to help others, but understand caring for the needs of both (Gilligan, 1993). This model focuses a great deal on women caring for those around them at multiple levels, which is interesting to consider within the concept of changing behaviors towards sexual assault.

Bystander Intervention

The principal method for evaluating bystander behavior is that of Banyard, Plante, and Moynihan (2002). This method involves having participants rank on a scale of 1 to 100 how confident they are that they can participate in a series of bystander behaviors, with 1 being not confident at all and 100 being extremely confident that they would do the requested action. This allows for a self-assessment of attitudes either before or after a program, and has been used in many studies (e.g. Foubert, 2011 and Kleinsasser, 2015).

In regards to women entering college in general, they report a higher likelihood of intervening as a bystander (McMahon, 2010). This provides a platform for further education in regards to methods that preserve the safety of these women if they do choose to intervene. In addition, this drive can be furthered in order to create higher levels of bystander intervention within the sorority community specifically. In addition, out of incoming college students those most likely to intervene as bystanders had previous rape education or knew someone who had been sexually assaulted (McMahon, 2010). This knowledge could be used to designate groups that may require further education within the sorority community or activities that could connect on a more personal nature with participants in a program.

One of the most notable bystander intervention programs for women would be *the Women's Program*, developed by John Foubert (2010). This program was initially tested on sorority women, and therefore provides a proficient baseline for this study and future research. While it identified that rape myth acceptance declined and bystander efficacy and willingness to help increased, one of the major deficits was its inability to track real world implications of the program beyond the assessment given at the end of the program. Thus it can be noted that the longevity of a study is important to take into consideration. Education involves more than retaining information for a day, but applying and retaining it for extended periods of time, in this case throughout college and beyond.

Audience

It is important to understand the intended audience when developing any sort of educational program. According to Breitenbecher (2000), the most efficient way to educate individuals regarding sexual assault is through single sex education. Thus, having a group entirely of men or entirely of women would yield the greatest results. In addition, there is also

the belief that having a program for multiple genders can cause men to become defensive in front of women, resulting in less effectiveness (Berkowitz, 2002 & Rozee, 2001). Finally, another study concluded that the group that saw the most significant results related to a sexual assault program were groups consisting of all females (Anderson, 2005). These findings help to support a greater focus on only women.

A study by Philbin et al. (1995) found that there was a significant difference in the effective learning styles of women versus men. This presents a need for education that is catered to each gender specifically. In addition, through this same study it was found that women do not prefer traditional learning environments; rather, there is a need to take part in hands-on activities that can make them feel like they doing or affecting something. They were least likely to follow the Assimilator learning style, which prefers to take in information, analyze it in a logical nature, test theories, and design experiments (Kolb, 1985). However, men were prominent in this style. Many current educational methods as a whole focus more on the male-oriented learning style.

Presenters

The presenters taking part in a program can also play a large role in its effectiveness. The results of the best type of presenter for a sexual assault bystander intervention program are inconclusive. Some findings suggest that professionals yield greater effectiveness when presenting a program due to good training, deeper knowledge, and a greater investment in the cause (Anderson, 2005). Yet, many of the prominent sexual assault programs of today are done using peer educators (Foubert, 1997, Thomas, 2001, Binghamton University, 2004), whether for the convenience of numbers or the fact that the message might be better delivered by someone perceived to judge the audience less. This opens the question of which methods might be more successful, and leaves further exploration for future programming.

Chapter 3: Methods

The prevalence of sexual assaults on college campuses, and specifically directed at sorority women, causes detrimental impacts on student's educational success and personal health (Clum, 2000). While a great deal of programming exists for men relating to sexual assault education and prevention, there is a lack of understanding of and confidence in bystander behavior and sexual assault programming for women. Not deigning and identifying interventions that prepare women to intervene in sexual assault dismisses the opportunity for half the populations to mitigate circumstances leading to sexual assault.

Purpose of the Study

The purpose of this study was to determine what the literature says about effective methods of educating sorority women at a large, public research university in the Southeast on bystander intervention. While there are many current studies aimed at fraternity men or men in general, women, and even more specifically sorority women, are an essential aspect of preventing sexual assault, and there is a need for greater research on programming tailored for this audience. This study aimed to review several sexual assault prevention and bystander intervention programs as well as available literature to determine effective methods, or plans based in theory for accomplishing a goal, and practices, or established actions for completing a task, in educating women on Bystander Intervention of sexual assault.

Research Questions

There are three main questions that guide this study:

1. What are the most effective methods to increase the likelihood of bystander intervention?

2.What practices are used to increase bystander intervention?

3. What are the most effective methods for educating women as opposed to men that are relevant to bystander intervention?

Methodology

The methodology for this research consisted of a review of relevant literature and a benchmarking study of current Bystander Intervention programs and their practices. The benchmarking examined twenty current bystander intervention programs being implemented at over fifty institutions nationwide. These programs were selected from sexual assault programs and information listed in NASPA's Culture of Respect collection, having at least an emerging program qualification, given in terms programs that are prominent, being utilized at accredited institutions, and/or are effective in achieving their respective learning outcomes. The programs included three THEC Peer Institutions of the University of Tennessee, Knoxville with Greek populations of similar size in the 2,000-2,500 person range. Out of the selected programs, one focused specifically on women, four specifically on men, and fifteen were aimed towards both men and women. All of these programs targeted college aged students primarily, but five were commonly tailored towards athletes, three towards the Greek community, one towards student leaders specifically, and one towards people of color. The programs analyzed for this study are listed in Table 1.

Program Title	Institution/Organization	Focus Gender	Targeted Audience
The Women's Program	Taylor University, Cornerstone University, Henderson State University, Oklahoma Baptist University, Oklahoma State University, University of Virginia's College at Wise, Franklin Pierce University	Women	Undergraduate women
Bring in the Bystander	Prevention Innovations	Both	Undergraduate students
Mentors in	Boston College, Duke University, Harvard University,	Both	Undergraduate

Violence Prevention (MVP)	San Jose State University, University of Alabama, University of Hawaii, University of Iowa, University of Notre Dame		students
Green Dot	University of Kentucky, Creighton University, Gonzaga University, Harvard University, Rutgers University, Texas A&M, University of California Berkeley, University of North Carolina Chapel Hill, Washington University in St. Louis+	Both	Undergraduate students
The Men's Program	Connecticut College, The Citadel, The United States Naval Academy, University of Pennsylvania, University of Vermont, University of Virginia, Western New England University+	Men	Undergraduate Men
InterACT	California State University, Northridge and San Marcos, University of San Diego, Arizona State University, Lewis and Clark College+	Both	Undergraduate students
No Zebras, No Excuses: Addressing Sexual Aggression and Bystander Behavior	Department of the Navy; Old Dominion University, Youngstown State University, Shawnee State University, Wayne State University	Both	Undergraduate students
SCREAM Theater (Students Challenging Realities and Educating Against Myths)	Rutgers University	Both	Can be tailored to athletes and high school students
Sex Signals	Catharsis Productions; Columbia University, Emory University, Marquette University, Ohio State University, Texas Tech University, University of Nevada, Las Vegas, University of Oregon, University of Rhode Island	Both	Can be tailored to Greek community
Speak About It	*Speak About It*, Inc.; Bowdoin College, Brandeis University, Brown University, Massachusetts Institute of Technology (MIT), US Naval Academy, University of Southern Indiana, Tufts University, The College of William and Mary, Williams College	Both	Athletes and/or student leaders
A Call to Men	Columbia University, Duke University, Harvard University, Morehouse College, St. Joseph's University, University of Albany, University of California, Berkeley	Men	College or High school men
BOUT That life	North Carolina A&T State University, Bennett College,	Both	People of color,

	Shaw University		Greek students, and/or Athletes
Know Your Power	Prevention Innovations	Both	Undergraduate students
Men's Workshop	Ohio University, Florida State University, University of Central Missouri	Men	Undergraduate Men
One Act	University of North Carolina, Chapel Hill	Both	Undergraduate students
Step Up! Bystander Intervention	University of Arizona and National Collegiate Athletic Association	Both	Can be tailored to athletes and men
20:1	Binghamton University	Men	Greek Students and Athletes
Volunteers Speak Up!	University of Tennessee, Knoxville	Both	Undergraduate students
Sexual Assault and Violence Education by Students	Virginia Polytechnic Institute	Both	Undergraduate students
BeVOCAL	University of Texas at Austin	Both	Undergraduate students

Table 1. Program Demographics - twenty programs analyzed during benchmarking survey, including the institution(s) at which they are utilized or developing company, focus gender, and potential target audiences.

After being collected, the program's practices were analyzed, including their learning outcomes, effectiveness, and notable aspects of their curriculum that might have a significant impact on generating bystander intervention behavior. The effectiveness of these programs were assessed by findings in peer reviewed articles and internal surveys noting increases or decreases in areas such as bystander efficacy, willingness to intervene, and rape myth awareness.

These same programs were also classified based upon which components may influence one or more of the Vectors of Chickering's Theory of Identity Development within their participants, highlighting those that most address student development within each Vector and particularly for women. Determining whether a program influences a certain Vector was based off of scholarly-driven criteria drawn from the literature about Chickering's theory and how it

would apply to increasing a sorority woman's capacity to intervene when a bystander to sexual assault. A participant should Develop Competence when they are able to manage their intellectual, physical, and interpersonal abilities through an ability to recognize and understand basic concepts about sexual assault as well as potential situations in which it might occur. Managing Emotions could be achieved when a student could sufficiently express and control their emotions, or effectively understand how they felt relating to sexual assault as a whole but also their personal comfort in intervening. Moving Through Autonomy Toward Interdependence involved a student understanding their self-sufficiency in being able to intervene and how they are an integral part of their community as a whole through the endeavor of diffused responsibility to be an active bystander. Establishing Identity related to a student's ability to identify their unique qualities and differences, especially as it related to which of those differences might enable them to be active bystanders and where the concept of being an active bystander themselves might fit within that identity. Finally Developing Purpose and Developing Integrity were achieved when a student could identify their goals and commitments to intervene as a bystander and correlate his or her beliefs and values with behavior of bystander intervention, respectively. Trends relating to these Vectors were then highlighted in order to understand how the theory may drive programs that increase bystander intervention.

Information relating to how Chickering's Vectors differ between men and women were also be collected and synthesized with more general knowledge about women's learning styles. In addition, the programs that specifically target men or women were analyzed for any differences that may be relevant to how the respective audiences absorb bystander intervention theory. This information was then be applied to the other findings to determine how to utilize the

most effective methods and practices to educate women specifically about bystander intervention.

Finally, knowledge about sexual assault and Greek life specifically on the University of Tennessee's campus was be applied to the results of this benchmarking study, along with the relevant literature, in order to create distinct recommendations for a program or combination of programs that would be the most relevant for the anticipated audience. These recommendations were grounded in Chickering's Theory of Identity Development as well as what the literature currently says about bystander intervention programs and educating women. The end result helped to identify aspects of a program that might best empower sorority women to intervene as bystanders in terms of their development through Chickering's Vectors.

Chapter 4: Findings

Effective Methods for Increasing Bystander Intervention

The programs collected were analyzed for outcomes or activities that might suggest they were influential in inspiring the Vectors of Chickering's Theory of Identity Development within students. These findings are collected in Table 2.

Table 2. Chickering's Vectors – overview of which Vectors each of the twenty programs influenced.

Program	Developing Competence	Managing Emotions	Moving Towards In/Interdependence	Establishing Mature Relationships	Establishing Identity	Developing Purpose	Developing Integrity
The Women's Program	X	X				X	
Bring in the Bystander	X	X	X				
Mentors in Violence Prevention					X	X	
Green Dot	X		X	X	X	X	
The Men's Program	X	X					
InterACT			X	X	X	X	
No Zebras, No Excuses	X	X				X	
SCREAM Theater	X	X	X	X	X	X	X
Sex Signals	X	X	X	X	X	X	
Speak About It						X	X
A Call to Men	X	X	X				
BOUT That life	X	X	X	X	X	X	
Know Your Power	X		X	X		X	
Men's Workshop	X	X	X	X	X	X	
One Act	X	X	X	X	X	X	
Step Up! Bystander Intervention	X		X	X	X	X	
20:1	X	X			X		
Volunteers Speak Up!	X	X	X	X	X	X	
Sexual Assault and Violence Education by	X	X	X	X	X	X	

BeVOCAL

Develop Competence

Developing Competence was the most common Vector influenced by the twenty

programs, with all except for *Mentors in Violence Prevention*, *InterACT*, and *Speak About It*

having a basis for it. The practice that aligned most often with this Vector was establishing a

foundation of definitions and basic information regarding sexual assault and bystander

intervention. The most common concepts to define amongst programs were sexual assault,

sexual violence, consent, and bystander intervention. *The Men's Workshop* and *20:1* focused

most heavily on consent, while *The Women's Program*, *Green Dot*, *The Men's Program*,

SCREAM Theater, BOUT That Life, *Know Your Power*, *One Act*, and *BeVOCAL* emphasized

just sexual assault definitions and statistics, without going in depth in consent.

This practice took place in the form of a larger group presentation for *The Women's*

Program, *Bring in the Bystander*, *Green Dot*, *The Men's Program*, *NO Zebras, No Excuses*, *A*

Call to Men, *BOUT That Life*, *Know Your Power*, *Men's Workshop*, *One ACT*, *Step Up!*,

Volunteers Speak Up, and *Sexual Assault and Violence Education by Students*. Other methods

for accomplishing this were via shareable videos in *BeVOCAL*, in the form of discussion in *Sex*

Signals, and in an interactive activity through *SCREAM Theater*. In addition, many of the

programs adapted this information to target audiences such as Greek Life or athletes or a specific

university.

The three sectors of this Vector are intellectual competence, physical or manual skills,

and interpersonal competence (Chickering, 1969). Jolly (2005) develops these concepts,

referring to intellectual competence as learning more about sexual assault and the identities

related to it, physical skills as understanding physical strengths and limitations, and interpersonal

competence as being able to form relationships despite flaws.

Manage Emotions

Managing emotions involves a student's ability to express and control their emotions, especially within the context of something as sensitive as sexual assault. Twelve of the twenty programs made a point to include practices that would aid students in this process. *Bout That Life*, *SCREAM Theater*, and *Volunteers Speak Up* utilized small group discussions for students to express their own opinions and feelings. In other cases, students were able to process this more individually. In *Sexual Assault and Violence Education by Students*, *A Call to Men*, *Sex Signals*, *The Men's Program*, and *The Women's program*, facilitated discussions were used in an attempt to allow students time to process their emotions and ask any questions that might help their understanding of sexual assault and their role in the process of preventing it. In addition, several programs encouraged empathy or utilized empathy building exercises for students to better understand the emotions that they and other participants might be feeling. These programs included *20:1*, *One Act*, *Men's Workshop*, *No Zebras No Excuses*, and *Bring in the Bystander*.

Jolly (2005) cited this Vector as one of the most important in embracing a sexual assault survivor's identity, as the validation and understanding of one's own emotions is not often appreciated in today's society. She also notes how emotions can be useful in aiding survivors of sexual assault as well as bystanders in order to make them committed to taking action, and therefore developing through the other Vectors.

Move Through Autonomy Towards Independence/Interdependence

The basis for Moving Through Autonomy Towards Independence/Interdependence focuses on a student's ability to rely on him or herself as an individual with personal responsibilities, and then later incorporating than into how they can be interdependent without

completely relying on other people. *Bring in the Bystander*, *Know Your Power*, and *Step Up!* focused on each participant's independent commitment in order to show them that they could do things on their own. Some programs also utilized role playing in order to exemplify a student's ability to act independently in bystander intervention. These programs included *Green Dot*, InterACT, *Volunteers Speak Up*!, and *Sexual Assault and Violence Education by Students*. *SCREAM Theater*, *Sex Signals*, *A Call to Men*, Bout That Life, *Know Your Power, One Act*, and *The Men's Workshop* on the other hand, focused primarily on interdependence by discussing as a group the community's impact on bystander intervention and sexual assault.

This Vector is a source of contention in literature as it relates to its sequential order in the Vectors and varied manifestation in individuals. There is debate in its order with Establishing Mature Interpersonal Relationships, as women are found to achieve Independence later in the process (Straub, 1986). Rather, they are very dependent, especially within the first semester of college, before mid-semester when they achieve a state of independence that is very shut off from any sort of help or guidance. Therefore the challenge in incorporating bystander intervention into their identity becomes enabling them to see the interdependent nature of the community and why they should help others in order to prevent sexual assault, and how that is a mature choice. In addition, this level of independence is still heavily focused on relationships throughout college, as opposed to men (Foubert 2005).

Establish Mature Interpersonal Relationships

Establishing Mature Interpersonal relationships involves developing empathy for and attempting to better understand and accept others' situations and ideas. Similar to their endeavors in managing emotions, *20:1*, *One Act*, *Men's Workshop*, *No Zebras No Excuses*, and *Bring in the*

Bystander incorporated a focus on empathy building learning outcomes and activities. Other programs such as *Green Dot*, *InterACT*, *Sex Signals*, Bout That Life, *Men's Workshop*, *Step Up!*, *Volunteers Speak Up*, and *Sexual Assault and Violence Education by Students* allow participants to have the time and space to establish these Mature Relationships through hearing each other's opinions and building a respect for different perspectives through interactive activities. *SCREAM Theater* and Bout That Life also utilize this structure through small group discussions.

The sequential order of this Vector within Chickering's Theory has been highly contested, as is explored in the section on Effective Methods for Educating Men versus Women. Women often see this development in this Vector before Moving through Autonomy Towards Independence (Straub 1986). In addition, women generally have a higher competence for this Vector at any point in their college career than men (Foubert, 2005).

Establish Identity

Establishing Identity involves a student's understanding of the aspects of their personhood, and one of these aspects can be their perception of themselves as someone who would be an active bystander or allow a peer to be involved in sexual assault if it could be prevented. Programs such as *InterACT*, Bout That Life, *20:1 Step Up!*, and *One Act* utilized role-playing activities in order to put students in that role to get them to see being a bystander as part of their identity.

Others did not specifically use role-playing activities, but still aimed to put participants in a frame of reference that they themselves were an integral part of the solution for sexual assault. These included *Mentors in Violence Prevention*, *SCREAM Theater*, *Volunteers Speak Up*, and *Sexual Assault and Violence Education by Students*. *Sex Signals* and the *Men's Workshop* used a

different approach by showing students that they could be aiding in the occurrence of sexual assault by not intervening, and playing on potential guilt to motivate students to change their identity. This required participants to understand how their established values might not have aligned with allowing sexual assault to happen.

BOUT That Life is specifically strong in this area. This program utilizes a variety of different interactive activities such as role-playing, but also focuses on it target audience of people of color. Students participate in the program knowing that they are present because of their identity as people of color, and participate in activities that make them feel empowered about this identity. Thus, this allows the program to delve more into what their entire identity entails as a result of being a person of color but also alongside it. Since participants are able to better understand the importance of embracing this aspect of their identity, the program can work to better connect this same concept with embracing an identity of an active bystander.

Chickering and Reisser (1969) asserted that a person's ability to Establish Identity was heavily reliant on their competence in the previous vectors. In addition, they found that the college experience in general was likely to develop this Vector within most students. Two main ways to examine identity development are through commitment and exploration/crisis (Cramer, 2000), with a process of going through a period of exploration/crisis in order to reach a full commitment to one's values and goals.

Develop Purpose

Establishing Purpose through a program occurs if it is able to instill a mission and sense of urgency to fulfill that mission in the students that attend. One way that programs helped students to develop a sense of purpose was by providing them with concrete intervention

strategies. *Green Dot*, *InterACT*, *No Zebras, No Excuses*, Step Up!, and *Volunteers Speak Up* all influenced this Vector by this process. In addition, *Sexual Assault and Violence Education by Students*, *BOUT That Life*, and *Sex Signals* were more specific in helping students develop what their purpose would be in general, as opposed to just providing them with strategies. This involved students being able to come up with action that they could continue to use through their daily life, and developing their own strategies for intervention that made the purpose more individualized.

Other programs more directly communicated the purpose that they wanted their participants to develop within the scope of their activities. *SCREAM Theater* focused on making a change through positive peer pressure, and the *Men's Workshop* sought not only to have them develop a purpose to intervene but also to not be a perpetrator of sexual assault. *One Act* gave the concrete goal of having more reporting of active bystander behavior.

Finally, *Speak About It*, *Know Your Power*, and *BeVOCAL* had a slightly different approach. *Speak about it* used their performance and discuss in order to evoke emotions that would cause an overall sense of purpose and commitment from participants. *Know Your Power* and Be VOCAL pursued a similar goal through sharing images on social media, which would cause a reaction in those who saw them and reaffirm a purpose. These images included graphics of resources for students or categorical images related to alcohol or relationships.

Chickering and Reisser asserted in their text that Developing Purpose was something reserved for those nearing the end of their college career, especially juniors and seniors, since the other Vectors acted as building blocks. However, in Foubert's study (2005) he found that a great deal of development for this Vector occurred between the beginning of a study's first year and the beginning of their sophomore year. There was also a more substantial development between

the beginning of sophomore year and the end of senior year. Nevertheless, Foubert also cites a need for further study in order to truly assert that the order of Chickering's Vectors were not fully valid, as his sample size was limited and only examined this change in relation to Establishing Mature Interpersonal Relationships, Tolerance, and Academic Autonomy.

Develop Integrity

Finally, Developing Integrity involves a student being able to relate their values to their behaviors and hold themselves accountable to that behavior in the future. Only *SCREAM Theater* and *Speak About It* seem to have directly impacted a student's ability to develop integrity as it relates to bystander intervention. *SCREAM Theater* promoted values clarification as a learning outcome, and incorporated that into their facilitated discussions. This brings values to the forefront of a participant's mind so that they can more effectively draw conclusions on how those values could correlate with their behavior. *Speak About It* specifically referenced values through their performance and panel, and a group discussion allows time for a student to make those connections and carry them on after the program is completed.

While these were the only two that had direct programmatic attempts to influence Developing Integrity, the tasks involved in this Vector are something that students often do after the program. These two programs specifically were able to start a discussion and make students think about how consistent their values were with their behaviors. However, in a more longitudinal method, a program might cause a student to later reflect on this as a result of their new knowledge rather than directly facilitating the discussion.

Frequency of Vectors

Some Vectors were established frequently between programs, but others were quite rare for

programs to touch upon (Table 3). The Vectors that appeared most readily in the research were

Developing Competence and Developing Purpose,

being noted 17 and 16 times out of the 20 programs

analyzed, respectively. Those in the mid-range

occurring 12-13 times were Establishing Identity,

Managing Emotions, and Moving

Through Autonomy Towards

Independence/Interdependence. Finally, those that

were infrequent were Establishing Mature

Table 3. Overview of the total amount of programs
with elements influencing each Vector

Vector	Total Programs
Developing Competence	17
Managing Emotions	13
Moving Towards In/Interdependence	13
Establishing Mature Relationships	11
Establishing Identity	12
Developing Purpose	16
Developing Integrity	2

Interpersonal Relationships, being noted 11 times, and most notably Developing Integrity, which

only appeared in two of the twenty programs.

Practices Utilized to Affect Bystander Intervention

The programs collected were benchmarked according to their learning outcomes, notable

curriculum, and effectiveness in increasing bystander intervention behaviors. The complete

results of this study are depicted in Table 4, Appendix A.

Learning Outcomes

Table 5. Overview of common learning outcomes of programs, by prevalence

Learning Outcome	Program
Participants feel encouraged to intervene	All
Participants recognize risk factors for situations and individuals	The Women's Program, Bring in the Bystander, No Zebras No Excuses, Sex Signals, Know Your Power, The Men's Workshop, Volunteers Speak Up
Develop empathy for victims of sexual assault	The Women's Program, Bring in the Bystander, The Men's Program, Know Your Power, Men's Workshop, 20:1
Develop safe strategies for intervention	Bring in the Bystander, Speak About It, Step Up!, Volunteers Speak Up, No Zebras No Excuses

Educate about sexual assault, sexual violence, etc.	Green Dot, No Zebra No Excuses, SCREAM Theater, Speak ABout It, BOUT That Life, Know your Power, Men's Workshop, 20:1, BeVOCAL
Define community responsibility to intervene	Green Dot, Sex Signals, BOUT That Life, Know Your Power, BeVOCAL, SCREAM Theater
Define Consent	No Zebras No Excuses, Men's Workshop, 20:1, Volunteers Speak Up
Challenge Social Norms	The Men's Workshop, A Call to Men, The Men's Program, 20:1
Affect attitude changes towards sexual assault and bystander intervention	One Act, BeVOCAL, Mentors in Violence Prevention
Decrease perpetration of sexual assault	The Men's Proram, The Men's Workshop
Values Clarification	SCREAM Theater
Challenge Sexism	Mentors in Violence Prevention
Identify Barriers to intervention for People of Color	BOUT That Life

The most highly utilized learning outcome was that participants in the program would feel empowered and have the tools to intervene as bystanders. This was present in each of the twenty programs (Table 4, Appendix A). *The Women's Program* had learning outcomes that were more specific to women, as the participants would also be able to identify high risk situations and potential perpetrators, while also being able to help survivors of sexual assault get the medical attention and emotional support that they need. *Bring in the Bystander* also sought to identify problematic behavior, but additionally aimed to practice safe methods for intervention, develop empathy for victims, and be able to utilize the program with various constituencies. *Mentors in Violence Prevention* sought to change the attitudes of participants towards bystander intervention, expand their knowledge of sexual assault and bystander practices, and lower sexism. *Green Dot* equipped participants with skills to be active bystanders, such as an understanding of what bystander intervention was and common strategies, encouraged students to be active parts of their communities, provided them with resources and education on sexual assault as a whole, and focused on the program's overall goal of creating small changes in each

person's life and participation in bystander intervention that could impact overall shifts in culture.

The Men's Program additionally was meant to decrease the perpetration of sexual assault and improve the way in which men could help a survivor. *InterACT* wanted participants to leave the program knowing the benefit of bystander education along with being able to implement it in their own lives. *No Zebras, No Excuses* aimed to deconstruct rape myths, define their four areas of sexual aggression and consent, and identify common behaviors that lead to sexual assault, which the program cited as "nice guy" characteristics. *SCREAM Theater* sought to educate, but also to promote critical thinking and values clarification as it related to bystander intervention. Encouraging positive peer pressure and utilizing it as a message to reach the necessary people was also a learning outcome of *SCREAM Theater*.

Sex Signals had outcomes of being able to recognize aspects of one's community that supported sexual assault and understand the overall community responsibility to stop it, as well as identifying common tactics that others may implement to increase another's vulnerability to be sexual assaulted. *Speak About It* aimed to give participants the tools to be able to have conversations about healthy sexuality as well as strategies for being an active bystander. *A Call to Men* looked more large picture, seeking to shift social norms surrounding masculinity and raise awareness of the importance of bystander intervention. *BOUT That Life* had learning outcomes of being able to identify sexual assault terminology, identifying barriers for people of color, identifying a community's collective responsibility to be a bystander and form safe strategies to intervene. *Know Your Power* aimed to identify risk factors for sexual assault, increase empathy, understand the role of a person in the community, and gain knowledge of available resources.

The *Men's Workshop* intended to increase empathy for sexual assault victims, decrease rape myths acceptance, define consent, identify appropriate norms for sexual behavior, and decrease the perpetration of sexual assault. *One Act* aimed to decrease the overall acceptance of violence, rape myths, and rape-supportive language. It also sought to increase reporting on acts of bystander behavior. Step Up! Had learning outcomes of raising awareness of the need to help others, develop necessary skills and confidence in responding to difficult situations, and ensure the safety of self and others. *20:1* focused on raising awareness of what sexual assault entails, defining consent, challenging perspective, biases and victim blaming, and having participants become more socially aware. *Volunteers Speak Up*! Aimed to have participants recognize harmful situations, define consent, and determine five clear steps of being an active bystander.

Sexual Assault and Violence Education by Students did not have any easily identifiable learning outcomes for their project. Finally *BeVOCAL* hoped to raise awareness of their initiative while also increasing knowledge of steps related to being an active bystander and creating positive changes in attitudes about, subjective norms toward, and perceived ability engage in bystander behavior.

Notable Curriculum Delivery Considerations

A prominent way to begin programs was with large group lectures to discuss the importance of the topic and basics of sexual assault. Programs that used this method included *Bring in the Bystander*, *Mentors in Violence Prevention*, *Green Dot*, *The Men's Program*, *Sex Signals*, *A Call to Men*, *Bout That Life*, *Men's Workshop, One Act*, Step Up!, *20:1*, *Volunteers Speak Up*, and *Sexual Assault and Violence Education by Students*.

A number of programs utilized interactive activities and learning exercises in order to get participants involved in the topic of interest, such as in the cases of *Bring in the Bystander*,

SCREAM Theater, *Sex Signals*, *BOUT That Life*, *Men's Workshop*, Step Up!, *20:1*, *Sexual Assault and Violence Education by Students*, and optionally *A Call to Men*, depending on if it is requested. In some cases, these interactive activities were in the form of role-playing exercises such as in *Green Dot*, *InterACT*, *BOUT That Life* and *One Act*. Others, instead of or in addition to role-playing activities had performance-based ways of communicating their message, including *SCREAM Theater*, *No Zebras No Excuses*, and *Speak About It*, in which the audience watched a scenario instead of acting it out.

In addition, *SCREAM Theater* and *BOUT That Life* used small group facilitation in order for students to have time to discuss their individual opinions and receive more individual attention in establishing a purpose. *The Women's Program*, *The Men's Program*, *Green Dot*, *BOUT That Life,* and *Volunteers Speak Up* used a video activity to shape their discussions. Another significant piece of the curriculum was if it was peer led. Peer education models were used by *SCREAM Theater*, *Sexual Assault and Violence Education*, *No Zebras No Excuses*, and optionally by *Speak About It*. Out of these programs, *BOUT That Life* utilized the most varied practices, involving polling, videos, role-play, small group and large group work all together.

Finally, *BeVOCAL* and *Know Your Power* were two major outliers in terms of curriculum. Since they are both primarily online and social media campaigns, they take on issues in a different way. *BeVOCAL* emphasized campus partnerships through their social media plan and online awareness initiatives, and communicated information about recognizing potential harm and taking action through images and graphics. *Know Your Power* also utilized images in order to highlight the role of the community in stopping sexual assault and initiating bystander behavior. It is also often a supplement to *Bring in the Bystander*.

Program Results

The results of each of the programs were based upon available surveys and studies. As a whole, *The Women's Program*, *Bring in the Bystander*, *Mentors in Violence Prevention*, *Green Dot*, and *The Men's Program* saw positive results. *The Women's Program* generated a greater willingness to help among participants while also lowering their acceptance of rape myths. *Bring in the Bystander* saw a shift in attitudes, greater sense of bystander responsibility, and increased likelihood to intervene among participants. *Mentors in Violence Prevention* managed to increase bystander efficacy, likelihood of intervening, and likelihood of participants to teach others about bystander intervention alongside lowering levels of sexism in the Greek community. *Green Dot* found that participants had lower rape myth acceptance, engaged in greater amounts of bystander intervention, had lower perpetration rates among men and lower victimization rates among both men and women. *The Men's Program* increased willingness to help if a participant saw a potentially threatening situation, changed attitudes and behaviors relating to sexual assault, and found that fraternity men present committed 40% fewer acts of sexually coercive behavior.

Other programs did not have as much success, only achieving some of their learning outcomes or having mixed reviews related to their results. These programs included *InterACT*, *SCREAM Theater*, *Sex Signals*, *Speak About It*, *BOUT That Life*, *Men's Workshop*, *One Act*, and *20:1*. Even among these programs, some were not peer reviewed, so it is difficult to determine the accuracy of internal surveys and publications. *InterACT* did have two studies that analyzed its effectiveness, and found that there was significant improvement in increasing the confidence in participants' ability to intervene and increasing their perception of how bystander intervention could help the problem of sexual assault. However, this program did not successfully influence a change in rape myth acceptance or understanding of the personal benefits of intervention, which

were anticipated outcomes. A study on *SCREAM Theater* found that there was a decline in rape myth acceptance and negative attitudes towards bystander behavior, but there was no clear evidence for other learning outcomes such as encouraging positive peer pressure. Sex Signals relied on an internal study, which found that participants were less likely to report experiencing sexual victimization, so they were able to convey warning signs for dangerous situations. *Speak About It* also utilized internal studies to find that the effectiveness of the programs were heavily reliant upon the narratives that were collected to be read to the participants. If they were meaningful and relevant to the participants, they had a greater ability to impact their outlook on bystander intervention. Overall, it was able to increase participants' understanding of issues related to sexual assault. *BOUT That Life* also conducted internal surveys in order to determine effectiveness in achieving their learning outcomes. Moderate levels of effectiveness in achieving its learning outcomes were found.

       The Men's Workshop had three studies, with one of them being peer reviewed. They all indicated that there were decreases in association with sexually aggressive peers among participants, along with increased identification of sexual assault and developing competence in that area. However, there was no significant change in participants' willingness to support rape prevention or intervention, no decrease in rape myth acceptance, and no understanding of how other men viewed bystander behavior. *One Act* showed stronger effects than non-bystander focused programs at the University of North Carolina's campus, having significant impacts on confidence in participants' own ability and willingness to intervene. However, there were not significant changes in date rape attitudes. Finally, *20:1* utilized an internal study to determine that there was an increased understanding of consent and reporting of victimization and perpetration rates among participants.

Finally, *BeVOCAL*, *Sexual Assault and Violence Education by Students*, *Volunteers Speak Up*!, *Step Up! Bystander Intervention*, *A Call to Men*, and *No Zebras, No Excuses*, did not have sufficient information published about their results, and so it is difficult to assess their ability to achieve their proposed learning outcomes.

Peer Institutions

The three programs which were used at peer institutions with similar Greek populations as the University of Tennessee were *Green Dot*, *Sexual Assault and Violence Education by Students*, and *BeVOCAL* (Table 1). None of these programs placed a specific emphasis on one gender over the other, but there was the option for them to be tailored to specific target audiences. The enactment and implications of these programs were all different. *Green Dot* is easily used for large groups, as it is easy to replicate with the video and role playing activities. *Green Dot* was also the program out of the peer institutions to be most similar to the *Volunteers Speak Up*! program at the University of Tennessee in learning outcomes and execution. *Sexual Assault and Violence Education by Students* did not have any published results but was based more on peer education, and *BeVOCAL* was an entirely online and social media based program.

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Effective Methods for Educating Men versus Women

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Differences for Men and Women in Chickering's Theory

Chickering's Theory adapts slightly when considering its relevance for men and for women. Developing Competence, Managing Emotions, Establishing Identity, Developing Purpose and Developing Integrity are relatively similar between men and women. However, Chickering (1969) found the most prevalent difference in the stage of Moving Through Autonomy Toward Independence or Interdependence Women are more likely to first reach a stage of interdependence before independence, while men tend to do the opposite (Chickering,

1969). In further interviews with women who were highly developed in their sense of independence, a study found that they were able to attain this level because of their ability to form relationships and interact with others (Straub 1987).

Foubert's study on the longitudinal effects of Chickering's Vectors (2005) found that women were much more likely to manage interpersonal relationships earlier on in their college career with less prompting (Foubert, 2005). They were also likely to have much more competence in this area overall than men at any level in this career. These relationships were also more meaningful, and were a main focus that women sought to preserve, even more so than personal objectives. Straub (1986) conducted a study finding that women often had higher development in Managing Interpersonal Relationships than Moving Toward Independence at any stage in their college career, thus implying that they were able to reach the Relationship Vector first. Therefore, these vectors are not necessarily sequential, and their order is highly contested between the development of men and the development of women.

Learning Styles

As was learned in the literature review, women learn differently than men throughout their lives. Outside of developing identities, there are specific ways that have been proven to be more effective for women; that is, learning styles that allow women to better absorb and implement the knowledge that is being imparted to them. While men are often comfortable with lecture style or straightforward learning environments, women instead see better results from interactive ways of learning. Teaching women through these activities and making them feel as if they are affecting something causes them to be much more invested in the process and retain the information presented.

Target Audience of Programs

Out of the 20 programs benchmarked, 15 were directed at all genders through co-ed or single sex groups, with no particular preference for group composite mentioned (Table 1). Out of the remaining five programs, only one was specifically aimed at women. However, The *Women's Program* and *The Men's Program*, which were two out of these five as a whole that focused on educating genders independently were also recommended by the American College Personnel Association (ACPA). Most programs did state that they could be adapted to target specific groups such as Greek organizations or specific student leaders through the implementation of examples more specific and relevant to that group.

The programs that focused specifically on educating males were *The Men's Program*, *A Call to Men*, *Men's Workshop*, and *20:1*. Most of these programs involved a component of discussing frustrations with gender norms or analyzing how these norms play into the role of sexual assault. They also sought to decrease perpetration as one of their main learning outcomes to combat the frequency of sexual assault through this gender specific method.

The Women's Program also offered a more individualized curriculum for their focus on women. This program focused predominantly on how women could recognize perpetrators and feel empowered to make a difference. In this sense, the learning outcomes were individual to the group that they were trying to target. However, the program itself did not differ much from others that were geared towards mixed audiences except in the expected talking points.

Chapter 5: Discussion & Recommendations

Determining the overall effective methods and practices for bystander intervention from this benchmarking study is dependent upon the audience at which a program would be directed. Therefore, a program coordinator could utilize the information that was found relating to methods, practices, and learning styles in bystander intervention in order to create a program that makes selected participants increase their likelihood of intervening or other learning outcomes. The practices that were benchmarked and knowledge about educating women can also be used to inform a program's ability to influence certain Vectors in Chickering's Theory of Identity Development, and one can draw from the audience characteristics to determine what would be the most impactful.

Program Recommendations

Drawing from the results of this study, recommendations can be made with a scholarly basis of common methods and practices in the scope of sorority women. These recommendations are depicted in Table 6 and Table 7.

Table 6: A description of recommendations for directing students through each of Chickering's Vectors in the Theory for Identity Development based upon students' classification.

Vector	Recommended Activities	Recommended Program Reference
If programming for all classifications of sorority women...		
Developing Competence	Generate buy-in and establish a foundation by educating about important topics. Include definitions of: sexual assault, sexual violence, consent, bystander intervention, and the current campus climate surrounding sexual assault. Tailor information and examples to sorority women.	Sex Signals
Varied	Choose a combination of vectors that might best benefit the varied age groups present. Most successful programs included large group introductions, small group activities or discussions, role playing, and debriefing.	Bout That Life

If programming for predominantly freshman and sophomore sorority women...		
Managing Emotions	Create an outlet for students to discuss their feelings regarding sexual assault and bystander intervention. Best done in a small group setting to allow the students to get more individual attention. Capitalize upon big-little relationships for best discussion.	SCREAM Theater
If programming for predominantly freshmen, sophomore, and/or junior sorority women...		
Moving Through Autonomy Towards Independence/Interdependence	Discuss what the current community attitude towards sexual assault looks like and personal examples. Connect how different the frequency of sexual assault might be if people helped each other and were interdependent. Visualization exercise in a small or large group to make students understand their place in this process.	Bring in the Bystander
Establishing Mature Interpersonal Relationships	Audience should be able to understand and appreciate different viewpoints. This can be established by having small group discussions that allow for disagreement or the voicing of different perspectives in a respectful manner. Peer educators or other trained facilitators can help to guide this conversation.	BOUT That Life
If programming for predominantly sophomore, junior, and/or senior sorority women...		
Establishing Identity	Role-playing activities are best here, as the audience can see themselves as an active bystander and incorporate that into their identity. Include scenarios relevant to the sorority community including fraternities, presence of other sisters, and presence of other Panhellenic women.	BOUT That Life
Developing Purpose	Charge the audience with a mission for what will happen after the program to establish a sense of urgency. Have each person articulate this purpose within the scope of their personal mission, rather than staying in a large group setting that might inspire apathy	Green Dot
If programming for predominantly junior and/or senior sorority women...		
Developing Integrity	Connect the audience's values to being an active bystander and hold them accountable. Group needs to first be able to identify their own values, so a values-guided activity may be necessary. Place an emphasis on big and little sisters being able to hold each other accountable after the program.	SCREAM Theater

Table 7. Rationale for the recommended activities assigned to each vector.

Vector	Recommended Practices	Rationale
Developing Competence	Generate buy-in and establish a foundation by educating about important topics. Include definitions of: sexual assault, sexual violence, consent, bystander intervention, and the current campus climate surrounding sexual assault. Tailor information and examples to sorority women. **Sex Signals**	• Most common learning outcomes for education among programs (*No Zebras No Excuses, Men's Workshop, 20:1, Sex Signals*) • *Speak About It* effectiveness increased with relevant narratives (*Speak About It, Inc.*) • Sex Signals creates discussion, making the program more interactive than a lecture ("Sex Signals") • Fits with learning style of women (Philbin, 1995)
Managing Emotions	Create an outlet for students to discuss their feelings regarding sexual assault and bystander intervention. Best done in a small group setting to allow the students to get more individual attention. Capitalize upon big-little relationships for best discussion. **SCREAM Theater**	• Emotions take time to process, but are an essential part of a survivor's identity and in making bystander commit to take action (Jolly, 2005) • Peer education relationships are influential in educating sorority women (Elam-Geuting, 2016) • Small groups in SCREAM Theater increased overall attitudes towards bystander intervention ("History of SCREAM Theater")
Moving Through Autonomy Towards Independence/Interdependence	Discuss what the current community attitude towards sexual assault looks like and personal examples. Connect how different the frequency of sexual assault might be if people helped each other and were interdependent. Role playing exercise in a small or large group to make students understand their place in this process. **Bring in the Bystander**	• Women achieve independence after maintaining relationships (Straub, 1986) • Independence is still in the context of relationships (Foubert, 2005), leading to community focus • Role playing in *Bring in the Bystander* created increased likelihood of intervening (Moynihan, 2011) • Fits with learning styles of women (Philbin, 1995)
Establishing Mature Interpersonal Relationships	Audience should be able to understand and appreciate different viewpoints. This can be established by having small group discussions that allow for disagreement or the voicing of different perspectives in a respectful manner. Peer	• BOUT That Life has an already established basis for diversity ("Bout That Life") • As women already have high competence in establishing relationships (Foubert, 2005)

	educators or other trained facilitators can help to guide this conversation. **BOUT That Life**	
Establishing Identity	Role-playing activities are used here, as the audience can see themselves as an active bystander and incorporate that into their identity. Include scenarios relevant to the sorority community including fraternities, presence of other sisters, and presence of other Panhellenic women. **BOUT That Life**	• Sex Signals creates discussion, making the program more interactive than a lecture ("Sex Signals") • Greek social events lead to interactions between sorority and fraternity members and increased chances of sexual assault (Minow, 2009) • Interactive activity like role playing coincides with women's learning styles (Philbin, 1995) • Heavily dependent on establishing previous Vectors (Chickering, 1993)
Developing Purpose	Charge the audience with a mission for what will happen after the program to establish a sense of urgency. Have each person articulate this purpose within the scope of their personal mission, rather than staying in a large group setting that might inspire apathy. **Green Dot**	• Foubert (2005) asserts this is developed over the course of a student's college career • Commitment to interpersonal relationships, interests, and vocational plans are part of this Vector (Chickering 1993) • Green Dot offers mobilizing events that can have more longitudinal effects in order to provide distinct actions to help with a vision of change (Coker, 2011)
Develop Integrity	Connect the audience's values to being an active bystander and hold them accountable. Group needs to first be able to identify their own values, so a values-guided activity may be necessary. Place an emphasis on big and little sisters being able to hold each other accountable after the program. **SCREAM Theater**	• Personalizing and humanizing values and then developing congruence with behaviors is essential to develop integrity (Chickering, 1993) • Values clarification is a learning outcome of SCREAM Theater, utilized facilitated discussions ("History of SCREAM Theater")

Audience Considerations

While a person does not have to move through Chickering's Vectors in an exact order (Foubert, 2005), Chickering's framework does allow for one to make an inference of where a student will probably be in their development during different parts of their college career. Table 3 showed that only one program influenced all seven vectors, and so it is therefore difficult in order to incorporate all of them into one curriculum. This can be an objective that one developing a program may pursue in order to target a large or varied audience, as people in that audience may be at different stages. However, if the audience is more specific, such as in a certain age group, one can focus on a smaller group of Vectors that might more directly impact the group to reach the desired learning outcomes, such as increasing the chances of bystander intervention. One can then decide which Vectors one needs to most target in order to generate an effective program reflecting one's anticipated audience.

In terms of the literature, it is evident that peer relationships and education within sorority life are important (Elam-Geuting, 2016), and big sister-little sister relationships are a prominent aspect of this. In addition, it is known that women, and even more so sorority women, are most likely to be sexually assaulted or encounter it during the "Red Zone" in their earlier years. Therefore, it can be deduced that it would be most beneficial to have a sexual assault program for these groups during or before this timeframe. With this type of audience, big sisters and little sisters within their first and second years would be able to discuss with each other both within and outside of the program the importance of this, and hold each other accountable. The big sisters particularly are a good group to target because of the influence that they can have on the younger groups, and the little sisters can carry the information on to the next year when they too become mentors.

The effectiveness of this can also be supported by how frequently current programs, and those of peer institutions, touch on Developing Competence as an initial basis. It is important that any audience understand what they are taking part in, but focusing on this Vector is especially effective for lower grade levels, and would be easiest to replicate based upon available information. While not all women in the pledge class of a certain year are the same age, it is still important to include them so that they are informed and can help to build integrity in the long run. One can then adjust the program based on the majority age group to best accommodate the Vectors that their audience will need to move through in order to make the community successful.

Program Delivery

The delivery of a bystander intervention program for sorority women is influential in how the information is received by participants. The programs that were examined used a variety of activities and discussions in order for participants to increase their likelihood of intervening. However, this can be tailored to women specifically in order to enhance this effectiveness. Since women commonly learn better through interactive activities (Philbin 1995), this is something to infuse throughout a program.

The interactive activities that were found throughout this study were large or small group discussions, role-playing activities, empathy-building exercises, polling, and performances. Using a combination of these activities in order to deliver the message of the importance of bystander intervention can get participants out of their seats, critically thinking, and absorbing the experience so that they can gain the confidence to later intervene. These programs can then be analyzed in terms of which Vectors they might best influence.

Theoretical Outcome Recommendations - Chickering

Developing Competence. Developing Competence is the foundation for a program at any level, as it is important for all participants to understand what they are talking about and have clear definitions before they can continue to think more critically about a topic. This is emphasized by how many of the programs available found a way to incorporate information related to moving through this Vector (Table 3). This process could be tailored to sorority women even more by using examples that are relevant to them, as statistics about sorority women as a risk factor or sexual assault rates on their campus could be provided in order to make the topic seem more pertinent and generate interest. Regardless of the size of the audience, this could be done in a large group setting. However, it is important to note that women do not take as well to traditional education styles of lectures, as was found in the literature (Philbin 1995). Therefore, in order to be the most successful in imparting information one must find a way to make it as interactive as possible, or limit the timeframe in which this will be the focus in order to best retain attention and allow for the best absorption of information.

Due to this adaptation that would be more effective for developing competence in women, the program that would be best referenced within this study would be *Sex Signals*. This program generates a discussion-based interaction in order to establish the foundation for the rest of the program and ensure that all of the participants are on the same page. Within this discussion, the program focuses on both healthy relationships and sexual assault. Healthy relationships are important to women because they are often seen as the victims, and this creates a sound basis that would be pertinent to them. In addition, women strive to maintain relationships, as was found in the analysis of how women differ within Chickering's Vectors, so

starting with this topic in an interactive way would be beneficial to draw them in and develop competence.

Managing Emotions. Managing emotions was one of the less-utilized Vectors because it can be difficult to mediate with larger groups. Therefore, most of the programs that were able to touch on this stage utilized small group settings to allow for a discussion about how students might be feeling. This is especially important if participants know someone who has been sexually assaulted or are victims themselves, as they need additional space to be able to process information. Those that feel that they are unaffected by the issue also need to be able to understand the gravity of the situation so that they can be better prepared to move through the other Vectors as the program progresses. Older groups may be better aware or have more experience with managing their emotions as is relates to sexual assault, and so this is more relevant for younger age groups such as freshmen and sophomores.

Based off of this assessment, a program to reference for how to influence this Vector would be *SCREAM Theater*. This program is unique because it involves a performance that evokes emotion, but also allows for time that participants can spend in small groups both talking about and taking in what they felt.

Moving Through Autonomy Towards Independence/Interdependence. In the programs that did this successfully, a special emphasis was placed on how students could individually make a difference, but also how the community could play a large role in decreasing the chances of sexual assault through bystander intervention. This Vector is especially relevant for bystander intervention programs, as participants must realize that they are dependent upon each other to stop sexual assault whether they are the bystander or the victim. This is truly the crux of bystander intervention, and for educating women. According to Gilligan's Theory of

Moral Development specifically designed for women, it was found that women often start in a stage of self-preservation and autonomy (1993). This is also reinforced by the information found in Foubert (2005) and Straub (1986). Women value interdependence from a relational aspect, but must also have some impetus to see how interdependence is a mature way of helping others while also being strong independently. Intervention helps to progress women through this stage towards an attempt to keep themselves safe while also helping others in the community. It is important to capitalize upon the fact with women that they would probably want someone else to intervene for them to preserve their safety, so there must be a balance with them being willing to do the same for others.

Bring in the Bystander was successful in terms of this Vector because it combined two of the things that most of the programs were doing. It involved having the participants each make a personal commitment to intervene, which shows them how they can be independent activists in bystander intervention. However, it also placed value on empathy building, which helps participants to understand others and be better able to work with them. Thus participants can see themselves as part of a larger group that can make a change in the prevalence of sexual assault. This would need to be tailored to the anticipated audience for a program, depending on whether the audience is heavily independent or relationship-focused so the program can be designed to show participants what the next step is in their identity development.

Establishing Mature Interpersonal Relationships. This Vector was one that most programs did not influence. Being able to accurately capitalize upon this would make a future program more meaningful than others that are currently available. These conversations help for the students to better appreciate others and what they have to offer to the larger discussion of sexual assault. If differences were being discussed as a whole, it could be done in a large group

setting. However, most of these programs that did influence this Vector utilized small groups to better manage these conversations, as students could have more individualized attention and have a greater opportunity to contribute.

BOUT That Life mirrored the common practices that were utilized in order to influence this Vector for students, while also taking it a step further. It utilized small group discussions for students to be able to learn more about each other's identities, and these identities were already a main focus of the program because of its target audience. This emphasis allows for deeper conversations related to bias as well as understanding how others see the world alongside their views on sexual assault and bystander intervention. This could be transferred to other audiences by establishing an environment of understanding for and appreciation of different viewpoints.

Women had much higher competency in this vector throughout their college career than men (Straub, 1968). Thus, not a great deal of time should be spent attempting to influence it. Instead, this Vector can be used as a framework to shape a potential program for sorority women. Since they place a high value on relationships, they do not need as much development. However, relating bystander intervention to those relationships could help the women better internalize the purpose of the program and bystander intervention as a whole. In addition, since women often develop in this Vector before Independence/Interdependence, it does not have to be reserved to upper level groups.

Establishing Identity. Programs that allowed for role-playing activities or in some way allowed a student to see themselves as a bystander within the scope of the activity theoretically established identity more than others within this study. Oftentimes, those in lower age groups are still trying to establish a basis for their identity as a student and adult, so they may not be readily able to assume this into their identity as a priority. However, sophomores, juniors, and seniors,

could be receptive to this Vector because they have a foundation but are still in the progress of growing and progressing, so it is an optimal time to include being an active bystander as an aspect of this identity.

Being directed towards minority groups, *BOUT That Life* had a dual focus on being proud of each aspect of one's identity alongside inspiring bystander intervention behaviors. Being able to discuss bystander intervention alongside appreciating one's identity allows for the opportunity to delve into conversation on how those two things can relate. This would draw students much more quickly to seeing how being a bystander could be incorporated into their identity and make that connection. *Bout That Life* also utilized role-playing activities in order to make students see themselves as a bystander, as many of the other programs did. This is beneficial because of women's learning styles needing a more interactive way of receiving information. Therefore, its interactive but meaningful practices can be considered when constructing an aspect of a program that influencing Establishing Identity.

Developing Purpose. Developing purpose arises from vocational plans, recreational interests, and a commitment to interpersonal relationships according to Chickering and Reisser (1993). Therefore, it builds off of previous vectors such as Establishing Mature Interpersonal Relationships, but also incorporates a student's interests and how they view their future. It is difficult to make a student include being an active bystander as an action or goal that they hope to achieve in the future, because the hope is that the situation will not occur. However, programs charged participants with this by providing them with concrete strategies for intervention. In addition, women focus on interpersonal relationships, so this is an area that can be emphasized in order to help Develop Purpose for a potential program directed at sorority women. If they desire

to make a difference in their larger community, being an active bystander could be a component that drives them to interrupt sexual misconduct.

Having participants feel that being an active bystander coincides with their future plans and interests directly correlates with their increased willingness to intervene. Most programs did this either in small or large group settings, but several did so by having each person be able to articulate their purpose before leaving the program, either for themselves or for the larger group to hear. This can combat an impetus to remain apathetic. While Chickering (1993) identified Developing Purpose as one of the last steps in Identity Development, Foubert (2005) noted it a process that was ongoing throughout a student's college career. Therefore, this aspect of a program could be directed at a wide range of audiences, which helps to better explain the number of programs with aspects that influenced this Vector, or more directly towards sophomores, juniors, or seniors.

Green Dot offered practices in order to support a student in this Vector. This program is based on the idea of small actions of an individual being able to impact much larger issues, such as sexual assault and bystander intervention when a community is on board. Emphasizing small, concrete, achievable goals as a method for combating sexual assault is something that would resonate with a student and frame bystander intervention as a purpose that is also achievable. In addition, after the initial experience this program offers mobilizing events that continue to motivate students to engage in bystander behavior. This creates a lasting impact that many of the other programs did not. This can be important for sorority women because even once the Red Zone timeframe has passed, there is still a high risk of sexual assault on college campuses, and reemphasizing this as a purpose can have more lasting longitudinal effects on their willingness to intervene.

Developing Integrity. One of the greatest weaknesses of bystander intervention programs is that there are few longitudinal studies and results. This directly correlates with whether or not students were able to experience this Vector, as it is what hold them accountable in the future. Out of the programs that did influence it, *SCREAM Theater* seemed most influential in its practice. Values clarification is a major learning outcome of the program, so the rest of the activities are framed with this in mind. The discussion is specifically catered to make students think about their values and what their values require them to do in difficult situations.

Sorority women could be a beneficial target audience when focusing on this Vector, especially when there are strong relationships among participants, such as big sisters and little sisters. While the programs that were successful in achieving this stage did so by being able to relate the activities they were doing to the participants values or instilling small group accountability measures, these relationships could ensure that this stage is something that could be accomplished. If there are multiple people with the relationships that is formed by being in the same sorority hearing the message of the program and developing a purpose, they would be much more effective in ensuring that accountability is maintained. In addition, by achieving this stage, is likely that the message would spread to other members within the sorority that did not attend the program. Thus, while this is something that can be difficult to attain and may be most effective with older age groups such as Juniors and seniors, it is also something that could be the most beneficial for a program to have lasting impacts.

In addition, this Vector can be especially relevant for sorority women because of its values basis. With Panhellenic recruitment's recent focus on being "Values Based" at the University of Tennessee and elsewhere, sorority members are highly likely to have completed a

values self-assessment at some point. Thus, one can capitalize upon this advantage to more easily

create that connection between values and behaviors.

   Trends in Chickering's Vectors and Bystander Programming. There are several

noticeable trends in terms of which of Chickering's Vectors the programs satisfied. First, the two

most common Vectors to accomplish were Developing Competence and Developing Purpose

(Table 3). Because of their prevalence within these programs, it can be seen that they are

influential in generating bystander behavior within participants, both by setting a foundation of

knowledge regarding sexual assault and bystander intervention and creating a more lifelong goal

of being an active bystander. In addition, these Vectors hold similar roles in men's and women's

development, and their presence in a large number of programs that are directed towards an

audience of multiple genders aligns with this fact. Practices for influencing these stages among

participants are established in current programs, and can be replicated in programs that are

currently under development.

   On the other hand, Vectors that showed more variance in how they were achieved by men

versus women appeared harder to influence directly in the collected programs, such as

Establishing Mature Relationships and Developing Integrity. Establishing Mature Relationships

is something that women are very competent in (Foubert, 2005), whereas men do not tend to

value it as much, which could explain why it is not as prevalent in bystander intervention

programs. However, a potential program could better utilize this Vector in order to better support

women's identity development and create a more lasting effect on increasing bystander

intervention behaviors. While this Vector may not need to be developed as much for women, one

could use it as a framework for the other Vectors. This could involve Developing Purpose

because women see bystander intervention as a component of a lifelong purpose to maintain

relationships, or to manage emotions by allowing those relationships to better form within the scope of a program. This could make the program more relevant to women than what current programs allow.

In addition, since women do value relationships, this could be used to help with the Vector of Developing Integrity, since it was also infrequently found in programs. Most programs did not find a way to connect the participants' values with the bystander actions that they were trying to increase. While values exploration was a learning outcome of *SCREAM Theater*, it was implemented more through discussion than an actual activity. Therefore, there should be a wider study done on activities in bystander intervention programs that could better satisfy this Vector. This could also be enhanced by applying knowledge about the importance of and competence in maintaining relationships for women. By framing discussions and activities about bystander intervention around relationships, this may lead the participants to connect their values with the overall behaviors that the program encourages.

Within the Peer Institutions' programs of *Green Dot*, *Sexual Assault and Violence Education by Students*, and *BeVOCAL* (Table 1), each one influenced the Vectors of Developing Competence and Developing Purpose. While these programs being different can make it difficult to draw conclusions, it can be stated that campuses with similar Greek populations see the need to develop competence and set foundations for the students that they serve. This is important with many Greek students, as being able to develop competence is the first way to make them consider being a bystander part of their identity.

Relevancy of Vectors to Sorority Bystander Intervention Programs. Analyzing these programs as well as how Chickering's Vectors may work for sorority women also reveals several weaknesses in relying only on Chickering's Theory in order to construct a bystander intervention

program that allows participants to identify as bystander. While Chickering's Theory has substantial research grounding, there are some Vectors that seem more relevant in educating sorority women about bystander intervention than others. The Vectors that were found to be most important and simple to adapt to sorority women's learning styles were Developing Competence, Moving Through Autonomy Towards Independence or Interdependence, Developing Identity, Developing Purpose and Developing Integrity. Developing Competence was shown to be important due to the sheer amount that it was used by programs across the board. It is also relevant to educating sorority women who might attend a bystander intervention program. In practice, those in attendance may be required to be there, and may need a basis for their understanding of sexual assault and an interactive way to get them engaged and invested in the program from the beginning.

Moving through Autonomy Towards Independence or Interdependence is at the root of bystander intervention programs, especially for women. Since they develop relationships and see this Vector in terms of interdependence before they progress to independence (Foubert, 2005), frequently women doubt their abilities to intervene as a bystander independently. Therefore, being able to design a program that moves participants through this Vector in identity development is a major challenge. Developing Identity is good for a group of sorority women because one can easily reference the shared identity of participants as sorority women, and then work to include being an active bystander as part of this identity. One can stress commonly generalized aspects of sorority membership such as leadership and sisterhood in order to connect the values of sorority membership with bystander intervention. This provides a frame of reference similar to that in *BOUT That Life*. Developing Purpose is something that is frequently done in programs, and will most likely be present when inspiring sorority women to take on this

new role. Finally, Developing Integrity is something that is rarely used, but could be capitalized upon greatly for sorority women through the relationships, values basis, and relationships present for them specifically.

Managing Emotions and Establishing Mature Interpersonal Relationships need less time to be developed in a bystander intervention program for sorority women, but can be utilized overall to construct program delivery and curriculum. Since women have a much higher competency in establishing relationships (Foubert, 2005), a program would not need to devote additional focus to it in order to convey the message of its relevance to women's development. Rather, it would only need to be put in the context of bystander intervention and sexual assault prevention. Women would respond very readily to the concepts of bystander intervention being placed in the framework of Establishing Relationships and Interdependence, especially in how it could help to improve group relations and maintenance within a community, because this is where they place the most value.

Limitations & Future Research

The main limitation for this study is that it is not a comprehensive benchmark of every available sexual assault or bystander intervention program. There may be others that fulfill all of Chickering's Vectors which may not have been uncovered based upon the available research. However, some results can still be extrapolated from the data collected in the hopes of representing the larger number of programs.

In addition, while this study examines how a potential bystander intervention program could influence students' identity development, it does not take into account moral or ethical decision-making. Understanding how the collected programs could influence these processes of decision making would add depth to the study, as it is impossible to truly understand the most

effective methods and practices for bystander intervention programs using only the lens of identity development.

Knowing the demographics of the audience for a specific program is a prerequisite for utilizing the recommendations of this study. This study is heavily dependent upon knowledge of where the audience members are in terms of Chickering's Vectors, and so it is essential that the students or staff who attempt to put on such a program are familiar with the theory in order to make that decision. In addition, the recommendations must be further tailored to specifically reflect the community, including the age group of the women, events that are currently taking place on or around the university, and how the sorority community has typically responded to various programming.

One implication for future study is the ability to apply a similar process to various other groups of women in order to create individualized attention for each demographic. While sorority membership is a substantial risk factor for sexual assault, Gross et al. found in their study that African American women were more likely to experience sexual victimization (2006). Thus, there should be a greater emphasis placed on creating programs for these specific groups so that sexual assault can be reduced on college campuses. There is also a need to understand in a broader sense how to educate women as a whole, so that a larger population can be on the receiving end of an impactful program and take on the responsibility of engaging in active bystander behavior. While this study focused on sorority women, it does not go unnoticed that they are not the only group of women who struggle with this issue.

The context of this study was in the lack of current research on bystander intervention educational methods specifically for women. Therefore the basis of it and perspective of focusing on women touches on Critical Theory of Genders and specifically Critical Feminist

Theory. Future research could better incorporate the history of women and women's organizations to understand more thoroughly how to encourage bystander intervention behavior in women.

Conclusion

This study benchmarked a wide range of sexual assault programs currently available on college campuses in terms of Chickering's Theory of Identity Development in order to determine recommendations for a program specifically tailored towards sorority women. Upon analyzing the different programs available, it was determined that specific activities, discussions, or aspects of the programs aligned with which of Chickering's Vectors were applicable to their outcomes. These recommendations can be seen in Table 6. There were several vehicles of program delivery that were often used effectively in order to accomplish certain Vectors that could be incorporated into potential programs, namely large group dynamics to establish buy in and a foundation of information about sexual assault, small groups to gain individualized discussions for managing emotions, establishing mature relationships and moving towards independence, and role playing activities to prepare students for what they might be facing and establish identity, purpose, and potentially integrity.

One must also consider differences in educating women and sorority members, as certain aspects such as learning styles, stages of development, and already formed relationships can be actively capitalized upon to create a more beneficial experience. However, while the final recommendations are made with sorority women in mind, the groundwork for this study, especially with aligning programs with Chickering's Vectors, could be beneficial in making recommendations for other groups in the future. This could aid in reducing the prominence of

sexual assaults on college campuses, and give student affairs practitioners a grounded way to

consider prevention methods.

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Appendix

Appendix A: Effective practices in increasing bystander intervention

Table 4. Practices - Learning outcomes, curriculum, and effectiveness of each of the 20 bystander intervention programs benchmarked

Study	Learning Outcomes	Notable Curriculum	Effectiveness
The Women's Program	• Participants recognize characteristics of potential perpetrators • Participants feel empowered to intervene in high risk situations • Participants feel encouraged to help rape survivors	• Video Activity • Receive information about recognizing dangerous situations and helping friends who are survivors	• Greater willingness to help • rape myth acceptance declined
Bring in the Bystander	• Emphasize bystander intervention approach • Utilize program with different constituencies • Identify problematic behavior • develop empathy for victims • practice safe methods of intervention • commit to take action	• Two sessions • Community statistics • Active learning exercises and discussions about choosing effective interventions and safe situations	• Effective in shifting attitudes • Created a sense of bystander responsibility • Increased likelihood to intervene
Mentors in Violence Prevention	• Affect knowledge change and attitude change • Increase bystander efficacy • Lower levels of sexism • Specific outcomes vary based on gender.	• Large group presentations • Educates leaders on real life situations and develops concrete solutions • Focus on gender equality promotion and gender violence prevention	• Increased bystander efficacy • Increased likelihood of intervening • Increased likelihood to teach others • caused lower levels of sexism in sorority and fraternity community
Green Dot	• Equip students with skills to be effective bystanders • Inspire students to be active members of their communities • Educate students on sexual assault, relationship violence, and resources • Focus on small changes that can lead to overall shifts in culture	• Opening speech • Video exercise • Role playing exercise • Social marketing • Mobilizing events	• Lower rape myth acceptance • Participants engage in greater amou of bystander intervention • Lower perpetration rates for males • Lower victimization rates for men a women

Study	Learning Outcomes	Notable Curriculum	Effectiveness
The Men's Program	• Decrease Perpetration • Increase bystander intervention, • Improve skills in helping a survivor	• Definitions • Video activity • How to help • Consent • Sexism • Open Question and Answer	• Fraternity men committed 40% few acts of sexually coercive behavior • Committed acts that were 8x less severe • Increased willingness to help • Attitude and behavior change
InterACT	• Participants see the benefit of bystander intervention • Participants increase their likelihood of partaking in Bystander intervention	• Scripted scenes read to students • Participants participate in an activity to help prevent sexual assault and comfort survivors • Effective intervention strategies	Two studies utilized for effectiveness. • Significant improvement in some areas, but not all anticipated outcom • Increased confidence in ability to intervene • Increased perception of how bystand intervention could help. • No change in rape myth acceptance personal benefits of intervention.
No Zebras, No Excuses:	• Explain rape myths • Define four areas of sexual aggression • Define consent • Identify "nice guy" characteristics and common behaviors that lead to assault • Describe how to engage as a bystander	• Read real examples of sexual assault and harassment • Peer Education • Discuss myths and policies	unpublished study conducted by student • significant decrease in rape myth acceptance
SCREAM Theater	• educate about sexual violence • promote critical thinking and values clarification • encourage positive peer pressure • reach people who need to hear the message • utilize peers to deliver the message	• Peer Education • Skits covering sexual assault topics • Interactive question and answer • Small groups	McMahon, Postmus, Warrener, and Koenicl (2014) found: • Declined rape myth acceptance and bystander attitudes

Study	Learning Outcomes	Notable Curriculum	Effectiveness
Sex Signals	• Recognize aspects of culture that support sexual assault • Understand community responsibility • Identify bystander opportunities • identify common tactics used to increase vulnerability • increased intent to intervene in cases of sexual violence	• Trained presenters • Healthy relationships • How culture justifies unhealthy sexual behavior • Role of community • "Interview" activity	Internal Studies • less likely to report having experienced sexual victimization
Speak About It	• Have tools to have constructive conversations about healthy sexuality • develop strategies for bystander intervention	• Performance based with professional actors • Optional follow up panel • Optional peer led discussion group	Internal Studies • Effectiveness heavily dependent up narratives collected • Increased understanding of issues related to sexual assault according t an internal study
A Call to Men	• Shift social norms that define manhood • raise awareness of importance of bystander intervention	• Multi day program • Keynote speaker • Optional workshops and training institute • Focus on manhood and social norms	• Internal anecdotes show positive reactions
BOUT That Life	• participants can identify terms related to sexual assault • identify barriers of intervention for people of color • identify collective responsibility to be a bystander • form strategies to intervene safely	• Definitions • Describes outside influences • Community responsibility • Safe intervention • Very interactive - polling, videos, role-play, small group and large group work	Internal surveys • Some level of program effectivenes

Study	Learning Outcomes	Notable Curriculum	Effectiveness
Know Your Power	• Gain understanding of bystander responsibility, individual and situational factors • identify range of unacceptable behaviors • increase empathy • understand community role • gain knowledge of resources • express motivation and commitment to be a bystander	• Social marketing campaign • Images highlighting role of community in stopping sexual assault • Often combined with Bring in the Bystander	Potter 2012: • exposure increases awareness of rol as bystander • increased willingness to intervene.
Men's Workshop	• Foster empathy in sexual assault • decrease rape myth acceptance • define consent • identify appropriate norms regarding sexual assault behavior • decrease perpetration of sexual aggression • increase bystander behavior	• Definitions • Guided discussion • Focus on empathy and rape myth acceptance • Gender norms • Interactive bystander activity	Three studies, one peer reviewed: • Decreases in association with sexua aggressive peers • Increased identification of sexual assault • No significant change in willingnes to support rape prevention, rape my acceptance, likelihood of interventi or accuracy of other men's percepti of behavior
One Act	• Decreased acceptance of violence, rape myths, and rape-supportive language • increase in confidence and willingness to act • increased report on acts of bystander behavior	• Empathy building exercise • definitions • warning signals for sexual violence • role-playing activity	• Showed stronger effect than non-bystander focused program on UNC campus • Significant effects for confidence to intervene and willingness to help. • Non-significant changes in date rap attitudes

Study	Learning Outcomes	Notable Curriculum	Effectiveness
Step Up! Bystander Intervention	• Raise awareness of helping others • increase motivation to help • develop skills and confidence when responding to problems • ensure safety of self and others	• 5 decision making steps: notice event, interpret the event as a problem, assume personal responsibility, know how to help, step up • Rape myth, definitions • Sexual violence continuum • scenarios	• No peer reviewed studies • Won NASPA Gold Award
20:1	• Raise awareness of what makes a sexual assault • define consent • challenge perspectives and biases • challenge victim blaming • encourage bystander behavior • become more socially aware	• lectures • interactive activities on consent and bystander intervention	Internal Study: • Increased understanding of consent, • increased reporting victimization and perpetration rates • Recognized by US Department of Defense as a best practice model for sexual assault prevention.
Volunteers Speak Up!	• Recognize harmful situations • increase willingness to intervene as a bystander • define consent • identify five steps of being an active bystander	• Definitions • Video activity • Discussion based	No results available at this time
Sexual Assault and Violence Education by Students	Not available	• Topic based: Sex and Consent, Relationships, Sex, Violence, and the Media, and Stalking Realities • Definitions • Case studies • Discussions • Interactive peer led activities	No results available at this time

Study	Learning Outcomes	Notable Curriculum	Effectiveness
BeVOCAL	• Increased Awareness of the BeVOCAL initiative • Increase Knowledge of the steps to bystander behavior and barriers • Positive change in attitudes towards engaging in bystander behavior • Positive change in attitudes toward collective responsibility • Positive change in subjective norms toward engaging in bystander behavior • Positive change in perceived ability to engage in bystander behavior • Positive change in intentions to engage in bystander behaviors in the future	• Utilizes campus partnerships • Social media plan/Online awareness initiatives • Share information on action steps: Recognizing Potential Harm, Choosing to Respond, and Taking Action	No results available at this time