

Fact Sheet:

2021 Fall Campus Culture & Bystander Engagement Survey

Missouri Partners in Prevention (PIP) is a higher education substance misuse consortium dedicated to creating healthy and safe college campuses.

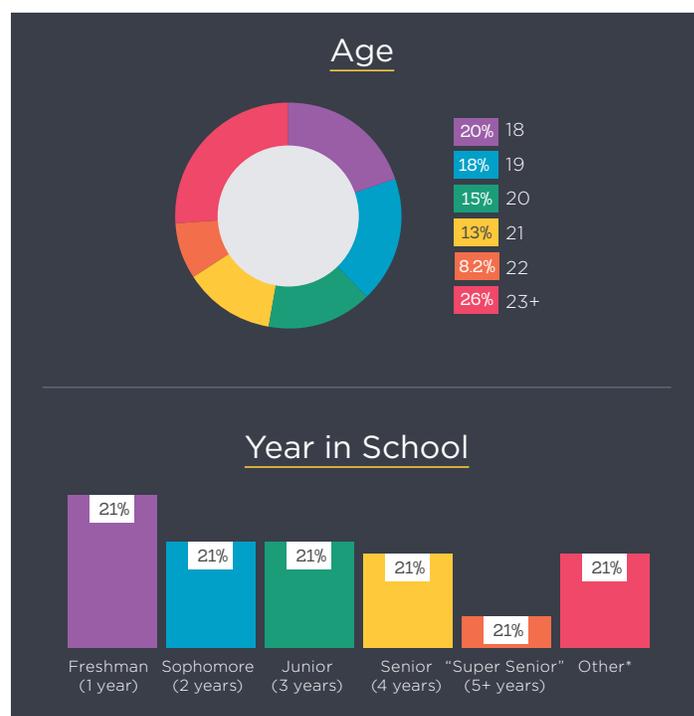
In collaboration with the Missouri Department of Health and Senior Services (MODHSS) and the Missouri Coalition Against Domestic and Sexual Violence (MOCADSV), PIP is in the process of creating a multi-level violence prevention strategy for use by institutions of higher education within Missouri, that focuses on encouraging a culture of care and a desire to engage in potentially harmful situations. There are three components of the project, including a bystander intervention training program, an online pre-matriculation program, and community-level violence prevention elements. In order to assess current attitudes of bystander engagement among college students, of whom this project will be targeted, Missouri PIP developed the 2021 Fall Campus Culture & Bystander Engagement Survey. The survey was implemented online, at 12 public and private colleges/universities from September-October 2021, with an overall sample size of 1,741.

Survey Development

Questions for this survey were developed from the National College Student Bystander Intervention Survey, from previously developed PIP bystander surveys, and from an extensive literature search into other bystander surveys and best practices for addressing bystander behavior on college campuses. Prior to implementing the survey, the survey questions were shared with MODHSS, MOCADSV, and participating campuses for feedback. The 2021 Campus Culture & Bystander Engagement Survey examines the following behaviors:

Demographics

Forty-nine percent (49%) of the sample identified as a woman, and 47% identified as a man. The majority of individuals in the sample identified as White (78%) and heterosexual (77%).



Acts of Bias/Exclusion/Discrimination

Questions in the survey asks students to report which acts of bias/exclusion/discrimination they have witnessed at their school in the past year, with witnessed referring to observing the incidence firsthand or knowing about it because someone directly involved told you about it. Students were also asked to report what identities or groups of students were targeted in these incidences of bias/exclusion/discrimination, such as students belonging to a certain gender identity or sexual orientation. Related to this subject, we asked

students to think about why they did not or would not intervene in a situation of bias/exclusion/discrimination. The top responses to this were: not noticing the situation was occurring due to distractions/not paying attention (37%), being unable to identify the situation as being biased/exclusionary/discriminatory at the time (23%), and not knowing what to do or say (22%)**.

Acts of Non-consensual Sexual Contact (NCSC)

Similar to questions of bias, students were asked to report which acts of NCSC they have witnessed at their school in the past year, as well as consider why they did not or would not intervene in a situation of NCSC. Top responses related to not intervening included: not noticing the situation was occurring due to distractions/not paying attention (27%), being worried about personal safety/well-being (13%), and being unable to identify the situation as NCSC at the time (11%)**.

Acts of Intimate Partner Violence (IPV)

Students were also asked to report acts of intimate partner violence they have witnessed at their school in the past year, both in the context of an intimate

relationship, and a friend/familial relationship. When asked to consider why students did not or would not intervene in a situation of IPV, the top responses were: not noticing the situation was occurring due to distractions/not paying attention (25%), being worried about personal safety/well-being (14%), being unable to identify the situation as IPV at the time (10%), and not knowing what to do/say (10%)**.

Other Key Findings

Ninety percent (90%) of students who participated in the survey would want a peer to do something if they thought they were in danger of being harmed by someone else. And while 64% of students feel they have the skills to intervene and/or prevent a potentially harmful situation, only about half of students (52%), know where to go to find resources on intervention and/or prevention training.

Report prepared by Kayleigh Greenwood, Research Coordinator. Published January 2022.

*Other includes graduate students/other professionals, non-degree seeking students, 'other,' and prefer not to respond

**Select all that apply