

**Year 1 Public Description of Work for  
Action Collaborative on Preventing Sexual Harassment in Higher Education**

**Johns Hopkins University**

**Bystander Intervention Training Expansion**

**This Action Applies to Rubric Item(s):**

Prevention # 4

**Description of Work:**

Johns Hopkins University (JHU) has implemented enhanced online Bystander Intervention Training (BIT) content for all students and is in the process of creating and deploying additional in person modules for ongoing undergraduate and graduate student BIT education.

Expansion of BIT offerings was recommended by the Provost's Sexual Violence Advisory Committee (SVAC). The SVAC – comprised of students, faculty and staff from all JHU divisions – is charged with providing community input and advice to the Provost on matters pertaining to education, training, and other preventive measures; reporting; policies and procedures; and community engagement. In 2019, the SVAC engaged in a comprehensive and ongoing process to develop, refine and put into action prevention and support recommendations that would, among other things, respond to data from the most recent campus climate surveys and build upon Center for Disease Control (CDC), National Sexual Violence Resource Center (NSVRC) and other toolkits, as well as promising practices identified through the National Academies of Science Action Collaborative. In addition to the BIT expansion, SVAC work in progress also includes a consent campaign, resource assessment and expansion, and exploration of best practices and evidence-based methods of engaging faculty, staff and students as change-makers to empower others and set positive norms, create a culture of inclusiveness and respect, prevent discrimination and harassment, and intervene in situations of misconduct.

BIT remains one of the most impactful programs in gender violence prevention efforts. A robust evidence base supports the value of BIT in reducing sexual violence and other forms of interpersonal abuse. BIT training is specifically highlighted within the Campus Sexual Violence Elimination Act (Campus SaVE Act) and recommended by the American College Health Association, NSVRC, and CDC. However, extensive peer benchmarking – including information gathered from all 21 Consortium on Financing Higher Education (COHFE) institutions, as well as consultation with Alteristic (previously Green Dot, a nationally recognized bystander program), revealed a lack of graduate student specific bystander intervention content/training already created and/or currently in use at peer institutions.

For a number of years, JHU has mandated that all incoming undergraduate students receive both online education containing BIT content, as well as comprehensive in person BIT sessions. However, data from JHU 2018 and 2019 campus climate surveys revealed opportunities to better reach both graduate/ professional and undergraduate students on the topic of bystander intervention. In both surveys, a significant number of students reported that they did not intervene when they had “seen a drunk person heading off for what looked like a sexual encounter” and also reported that they did not intervene in response to witnessing “a situation that [they] believed could have led to a sexual assault.”

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In addition to replacing its online modules with a new undergraduate and new graduate module containing improved bystander intervention content designed to better enable each population to identify and intervene in problematic situations, JHU sought to innovate by creating new in person BIT content for graduate and ongoing undergraduate students to help better enable them to intervene (for example, in the problematic situations identified in the climate survey). The JHU Center for Health Education and Wellness (CHEW) assessed current JHU undergraduate content and the essential elements of other established national bystander intervention offerings through Alteristic/Green Dot, Bringing in the Bystander and Duke University. With this information, CHEW developed an in person graduate module that is 75-90 minutes in length (versus its 4-hour undergraduate module). The new in-person graduate module maintains CHEW's novel approach of utilizing all 3 public health stages of prevention (primary, secondary, and tertiary), continues to insist on small group, in person (when possible) peer-led sessions, and encourage organic absorption of the material. The graduate BIT training is tailor able to specific populations within graduate divisions or affinity groups. In concert with the SVAC, CHEW also developed a structured tool for feedback.

Throughout late 2019 and early 2020, CHEW began offering the streamlined module to several groups of graduate students. Unfortunately, some planned training opportunities were delayed due to the onset of the COVID-19 pandemic. CHEW plans to continue to pilot the innovative content via smaller groups and refine the same based on feedback as soon as feasible. Thereafter, CHEW plans to make the graduate training opportunities more widely available – for example, in the coming year, CHEW plans to secure a division willing to pilot the graduate in person module to its graduate population.

In addition to creating graduate BIT content, CHEW also created a BIT refresher training module – which contains the elements above and includes reminders on survivor support – that could be delivered to undergraduate students for ongoing BIT. In the next year, CHEW plans to further pilot the same with small groups to receive feedback necessary to further refine the module. Important feedback and monitoring will center on making sure that this abbreviated format continues to achieve the goal of empowering students to act and intervene.

Consistent with the 2018 NASEM report, JHU's above BIT expansion efforts seek to reinforce to even more members of the community that they are responsible for helping to create a culture where abusive behavior is seen as an aberration, not the norm. Undergraduate and graduate expansion BIT offerings will be tailored to specific populations.

Thus far, the undergraduate BIT program has collected baseline, follow-up, and 3-month follow-up data since 2014, and plans to continue this process for the BIT expansion and booster sessions. CHEW plans to continue to analyze existing BIT evaluation data and data from expansion content. Outputs from this process will aid in the refinement of graduate and undergraduate booster offerings, and optimize current BIT offerings for undergraduates.

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