



University of Wisconsin – River Falls,
Step Up Choices Survey, 2013
Survey Report

David Trechter
James Janke

Survey Research Center Report 2014/1
February 2014

Staff and students working for the Survey Research Center at UW-River Falls were instrumental in the completion of this study. We would like to thank Denise Parks, Shelly Hadley, Erin Ingli, Caleb Riedeman, Rosie Krum, Kaylin Spaeth, Bryce Krull, Katrina Barrett, and Christine Lieby. We gratefully acknowledge their hard work and dedication. The SRC would also like to thank Alice Reilly-Myklebust and Keven Syverson from Student Health Services for their input and advice. Finally, we would like to thank the UW-RF students who took the time to complete their questionnaires.

Table of Contents

Executive Summary	3
Survey Purpose	7
Survey Methods	7
Profile of Respondents	8
Leadership	9
Alcohol Use.....	14
Attitudes/Perceptions	12
Conclusions	26
Appendix A – Non-Response Bias Test.....	27
Appendix B – Written Responses	29
Appendix C – Quantitative Summary of Responses by Question	42

Executive Summary

The purpose of this study was to investigate the experiences and attitudes of University of Wisconsin-River Falls students with regard to bystander intervention practices in five situations involving problematic behavior: (1) Someone has had too much to drink, (2) Hazing, (3) Someone being taken advantage of sexually, (4) Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc. or (5) was experiencing significant emotional distress or thoughts of suicide. The study was sponsored by the UW-River Falls Student Health Services and implemented by the Survey Research Center (SRC). The 2013 survey was nearly identical to a survey completed by the SRC for Student Health Services in 2010.

On October 29, 2013, the Survey Research Center (SRC) at the University of Wisconsin – River Falls sent email invitations to three groups of UWRF students asking them to participate in an Internet survey: intercollegiate athletes (N=387), Greek society members (N=206), and a random sample of enrolled students (N=1,807).

The SRC sent three email reminders to non-respondents before closing the survey on November 14. Overall, the SRC received 490 useable responses, which is a 20 percent overall response rate. Within the total number of responses, the SRC received 62 from athletes (16% response rate), 46 from Greeks (22% response rate), and 382 from general students (21% response rate). Compared to 2010, there were many fewer responses from athletes (201 in 2010) and the Greek community (90 in 2010), but more from the general student population (314 in 2010). The calculated confidence intervals (“margin of error”) for the three groups are as follows: Athletes, $\pm 11.4\%$; Greeks $\pm 12.8\%$, and general students $\pm 4.9\%$. The SRC found little evidence that non-response bias is a major concern in the overall sample.

2013 Results

Leadership. A substantial majority of students responding to the 2013 survey (80%) see themselves as leaders; though this is somewhat lower than was the case when this survey was done in 2010. Men, compared to women, were significantly more likely to agree that they see themselves as leaders. Greeks and athletes were also more likely to view themselves as leaders compared to the general UWRF student population. (**Chart 1**)

Most UWRF students also see themselves as role models for younger students and for their peers. Again, males, the Greek community and athletes were more likely to see themselves as leaders compared to the average UWRF student. (**Chart 2**)

Students overwhelmingly agreed that they need to set an example with their own behavior and that they have a responsibility to intervene when they notice a problematic situation. Significantly higher proportions of respondents felt this way in 2013 than in 2010. (**Chart 3**)

Attitudes and Perceptions. Most students don’t consume alcohol between Sunday and Wednesday and very few consume more than 3 drinks on average during these days. Alcohol consumption increases between Thursday and Saturday, but even over these days, the average consumption level is 1 – 3 drinks. Men tend to consume more alcohol throughout the week than do women. (**Table 2a**) General UWRF students tend to believe that athletes and the Greek community consume substantially more alcohol than the average student does. (**Table 2b**)

By a substantial margin, witnessing drunkenness is the most prevalent problematic situation faced by UW-River Falls students; more than three-quarters observe this a few times per semester or more frequently. More than one-third report witnessing verbal abuse at least a few times a semester or more often and about one-quarter see emotional distress that frequently. Fewer than 10% said they see hazing or sexual abuse a few times a semester or more often. **(Chart 4)**

Almost all respondents said they were very much (15%) or extremely (81%) bothered when observing sexual abuse. Nearly 90% of respondents said they were very or extremely bothered when they witness significant emotional distress/suicidal thoughts and verbal abuse. Nearly three-quarters were very or extremely bothered when they see hazing, but only about one-quarter when they observe drunkenness. **(Chart 5)**

Students perceive that athletes and the Greek community are less bothered when they see someone who has had too much to drink, and are less bothered by seeing someone being abused sexually or verbally. **(Table 3)** Since 2010, there appears to be greater concern about drunkenness (Greeks, athletes, students), hazing (Greeks) and verbal abuse (Greeks).

Students perceived the likelihood of intervening to stop problematic behavior as fairly similar across the three groups (athletes, Greeks, general students) **(Table 4)**

Other than drunkenness, large majorities of students rarely witness the problematic behaviors discussed in this survey. **(Chart 6)**

Ninety percent or more believe that “an extreme amount” or “very much” should be done when sexual abuse, emotional distress/suicidal thoughts, or verbal abuse occurs. About 80% feel there should be “extreme” or “very much” intervention when hazing is observed. Students attitudes about what should be done when they see someone who has had too much to drink are more ambivalent. **(Chart 7)**

The most common response of students for all five problematic behaviors was that they would try to stop it. Half or more of the respondents said they would likely try to stop sexual abuse, verbal abuse or someone experiencing emotional distress/thoughts of suicide. Approximately 4 in 10 said they would try to stop hazing and drunkenness. The second most likely response is to talk with someone in authority (an administrator, coach or other professional staff member). **(Chart 8)**

The most commonly cited reasons for intervening when witnessing problematic behavior seemed to have either an ethical or altruistic basis (it’s the right thing to do, the person needed help, to keep the problem from escalating) or an implied sense of reciprocity (I would want a similar sort of help or students should help each other). **(Table 5)**

A common thread running through the reasons for failing to act is a lack of understanding of how to intervene. This suggests a need for on-going training for students focused on how to intervene effectively when faced with inebriation, hazing, sexual or verbal abuse, and emotional trauma. Not surprisingly, concern about personal safety was much more likely to inhibit a female respondent from intervening when witnessing sexual abuse than this reason deterred males. **(Table 6b)**

Between 20% and 40% of respondents said they don't feel they have the skills needed to intervene when confronted with these five problematic behaviors; hazing was the factor with the greatest deficit of skills needed to intervene. (**Chart 9**)

Between half and 82% of students in 2013 felt interventions would be effective in avoiding adverse outcomes associated with the five problematic behaviors. Women were significantly more likely to believe in the efficacy of intervention. (**Chart 10**)

Roughly three-quarters or more of all students indicated that they agree or strongly agree that they would like to learn skills to intervene when confronted with these problematic behaviors (**Chart 11**).

By far the most common behavior in which students report successfully intervening is to deal with someone who has had too much to drink. This is not unexpected as drunkenness is the behavior UWRF students are most likely to encounter. (**Table 7**)

Changes Since 2010

Leadership. There has been a sharp and significant decline from 2010 in the proportion of overall respondents to the 2013 survey who said they do not view themselves as leaders. This decline in self-identification as a leader was very pronounced in the general student population. In 2010, only 20% of the general student population disagreed or strongly disagreed with the statement, "I see myself as a leader" compared to 26% in 2013. The reason for this increase is unclear.

There was also a general decline between 2010 and 2013 in the proportion of respondents saying that others see them as a role model for younger students, particularly in the Greek community.

Compared to 2010, significantly higher proportions of students said it was their responsibility to intervene, and a lower proportion said there is no need to get involved in problematic situations. In both cases, the difference is attributable to the proportions in the ends of the spectrum of responses. In the case of taking on the responsibility to intervene when they notice a problematic situation, 28% of respondents in 2013 strongly agreed with this statement compared to 24% in 2010. For the statement that there is no need for them to intervene in problematic situations, 22% of respondents in 2013 strongly disagreed, but only 16% felt that way in 2010. Attitudes among athletes with respect to having a responsibility to intervene and the need to get involved in problematic situations showed the biggest change.

There were no significant changes between 2010 and 2013 in reported alcohol consumption or in the perceived consumption habits of the three student groups.

Attitudes and Perceptions. Compared to 2010, the frequency with which students report witnessing someone who has had too much to drink has declined significantly, though by a relatively small amount. The biggest decline in the proportion reporting they see drunkenness weekly or more was in the Greek community.

Since 2010 there has been a significant increase in the degree to which students are bothered by verbal abuse and a nearly significant decline in concern about drunkenness. With respect to verbal abuse, the big change in attitudes was among athletes; for drunkenness the general student population reported being more bothered in 2013 than in 2010. In terms of attitudes students

ascribe to how bothered athletes and the Greek community is when witnessing problematic behaviors, more felt athletes and the general student population were bothered by drunkenness in 2013 than in 2010; more felt the Greek community was more concerned about drunkenness, hazing and verbal abuse in 2013.

Compared to 2010, athletes are perceived by other students to be less likely to intervene if they witness verbal abuse and Greeks less likely to intervene if they witness drunkenness. The perception about athletes is interesting given that they report a significantly higher level of concern about verbal abuse in 2013 (see above).

In 2013, compared to 2010, higher proportions of all three student groups agreed that an “extreme amount” or “very much” should be done when someone has had too much to drink.

In 2013 there was a significant increase in the proportion of students who said they would likely intervene if they witnessed verbal abuse compared to 2010. The biggest difference is a large increase in the proportion of Greeks saying they would attempt to stop the verbal abuse (from 40% in 2010 to 66% in 2013).

Between 2010 and 2013, there was slight, but significant, increase in the proportion of students reporting that they’ve never witnessed the four behaviors about which students were asked.

There were no significant differences between responses in 2010 and 2013 with respect to students’ self-assessed skills to deal with these behaviors.

Compared to 2010, significantly higher proportions of students in 2013 felt that interventions in situations of verbal abuse would be effective; higher proportions also felt interventions in situations involving sexual abuse would be effective, though this difference is not quite statistically significant. For verbal abuse, all three student groups were more likely in 2013 to say intervention would be effective to stop verbal abuse and the Greek and athletic communities felt that way about interventions to stop sexual abuse.

There were no statistically significant differences with respect to wanting to gain intervention skills between students in 2010 and 2013.

Overall, since 2010 there seems to be a heightened awareness of and concern about the problematic behaviors discussed in this report, particularly in the Greek community.

Survey Purpose

The purpose of this study was to investigate the experiences and attitudes of University of Wisconsin-River Falls students with regard to bystander intervention practices in five situations where the personal safety of another person is at risk. The five situations investigated were:

- Someone has had too much to drink (This will be referred to as “drunkenness” in the report).
- Hazing (defined as activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm, regardless of the person’s willingness to participate). (Hazing)
- Someone being taken advantage of sexually. (Sexual abuse)
- Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc. (Verbal abuse)
- Someone experiencing significant emotional distress or thoughts of suicide (Emotional distress)

In the 2010 survey, emotional distress was not included as a situation about which students were queried. The study was sponsored by the UW-River Falls Student Health Services, which chose to work with the Survey Research Center (SRC) to implement the survey.

Survey Methods

On October 29, 2013, the Survey Research Center (SRC) at the University of Wisconsin – River Falls sent email invitations to three groups of UWRF students asking them to participate in an Internet survey: intercollegiate athletes (N=387), Greek society members (N=206), and a random sample of enrolled students (N=1,807).

The SRC sent three email reminders to non-respondents before closing the survey on November 14. Overall, the SRC received 490 useable responses, which is a 20 percent response rate. Within the total number the responses, the SRC received 62 from athletes (16% response rate), 46 from Greeks (22% response rate), and 382 from general students (21% response rate). Compared to 2010, there were many fewer responses from athletes (201 in 2010) and the Greek community (90 in 2010), but more from the general student population (314 in 2010). The calculated confidence intervals (“margin of error”) for the three groups in 2013 are as follows: Athletes, $\pm 11.4\%$; Greeks $\pm 12.8\%$, and general students $\pm 4.9\%$.

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who do not return a questionnaire have opinions that are systematically different from the opinions of those who return their surveys. **Based upon a standard statistical analysis that is described in Appendix A, the SRC concludes that there is little evidence that non-response bias is a major concern for the overall sample.**

In addition to the numeric responses, respondents provided additional written comments that were compiled by the SRC from the surveys. **Appendix B to this report contains the complete compilation of comments.**

Appendix C contains a contain copy of the survey questionnaire with a quantitative summary of responses from the three groups: athletes, Greeks, and general students.

Profile of Respondents

Gender As indicated in Table 1a, the sample in 2013 differed from 2010 in terms of the gender breakdown among athletes and the Greek community. Males were a smaller proportion of the athletes who responded to the survey but a larger proportion of the Greek community. In both cases, there were many fewer respondents in 2013 than in 2010. For the general student population, though the number of respondents was higher in 2013 than in 2010, the proportions of males and females was identical in the two years. Comparing the overall gender balance across the three groups to the student population of UWRF as a whole, women are somewhat over-represented in the sample (female make up 67% of the sample compared to 61% of the student population in 2013). There are a number of instances in which males and females have responses to Step Up questions that are significantly different; these instances will be noted in the report. Because women are over-represented in our sample, results may not accurately measure the average student response to these questions.

Table 1a. Demographic Profile of Respondents – Gender				
Gender	Count	Male	Female	Trans-gender
Athletes Sample, 2013	62	34%	66%	
Athletes Sample, 2010	201	42%	57%	1%
Greek Sample, 2013	46	42%	55%	3%
Greeks Sample, 2010	90	23%	77%	0%
General Student Sample, 2013	382	29%	71%	
General Student Sample, 2010	314	29%	71%	<1%
Total Student Population, 2013	5,794	39%	61%	
Total Student Population, 2010	6,900	40%	60%	--

The proportions of students of color in the 2013 and 2010 surveys are broadly similar, with 5% – 10% in both years in all three groups sampled (Table 1b).

Table 1b. Demographic Profile of Respondents – Ethnicity								
Ethnicity	Count	Caucasian	African American	Hispanic	American Indian	Asian/Pacific Islander	Multi-ethnic	Other
Athletes, 2013	53	96%	2%	0%	0%	2%	0%	0%
Athletes, 2010	183	93%	2%	0%	1%	1%	1%	3%
Greeks, 2013	38	92%	0%	0%	0%	3%	3%	3%
Greeks, 2010	81	90%	0%	0%	0%	1%	0%	9%
General Students, 2013	305	91%	1%	0%	0%	4%	3%	2%
General Students, 2010	289	95%	1%	1%	0%	2%	1%	1%
Total Student Population, 2013	5,794	89%	1%	2%	<1%	3%	2%	2%
Total Student Population, 2010	6,900	92%	1%	2%	<1%	1%	1%	2%

Class standing. Class standing in the general student respondent was fairly evenly distributed in both 2013 and 2010 (Table 1c). Among Greek respondents, there were relatively few freshmen and more upperclassmen in both 2010 and 2013. For athletes, in both years, freshmen and sophomores were somewhat over-represented and upperclassmen under-represented.

Table 1c. Demographic Profile of Respondents – Class standing							
Class	Count	Freshman	Sophomore	Junior	Senior	Graduate	Other
Athletes, 2013	53	38%	38%	9%	15%	0%	0%
Athletes, 2010	183	29%	33%	18%	20%	0%	1%
Greeks, 2013	38	8%	16%	34%	39%	0%	3%
Greeks, 2010	81	4%	22%	27%	47%	0%	0%
General Student Sample, 2013	311	23%	20%	22%	28%	4%	4%
General Student Sample, 2010	287	25%	20%	23%	27%	3%	2%

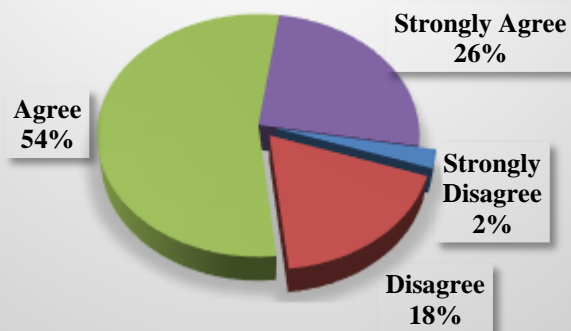
Finally, members of the Greek community were asked to identify the fraternity or sorority of which they are a member. Thirty-seven members of the Greek community responded to this question and, as noted in Table 2, all the fraternities and sororities, other than Delta Lambda Phi, were represented in the dataset.

Table 2: Fraternity/Sorority Affiliation, 2013				
Fraternity/Sorority	Percent		Fraternity/Sorority	Percent
Alpha Omicron Pi	22%		Delta Lambda Phi	0%
Alpha Sigma Alpha	8%		Alpha Gamma Rho	24%
Phi Mu	11%		Delta Theta Sigma	8%
Sigma Alpha	14%		Theta Chi	14%

Leadership

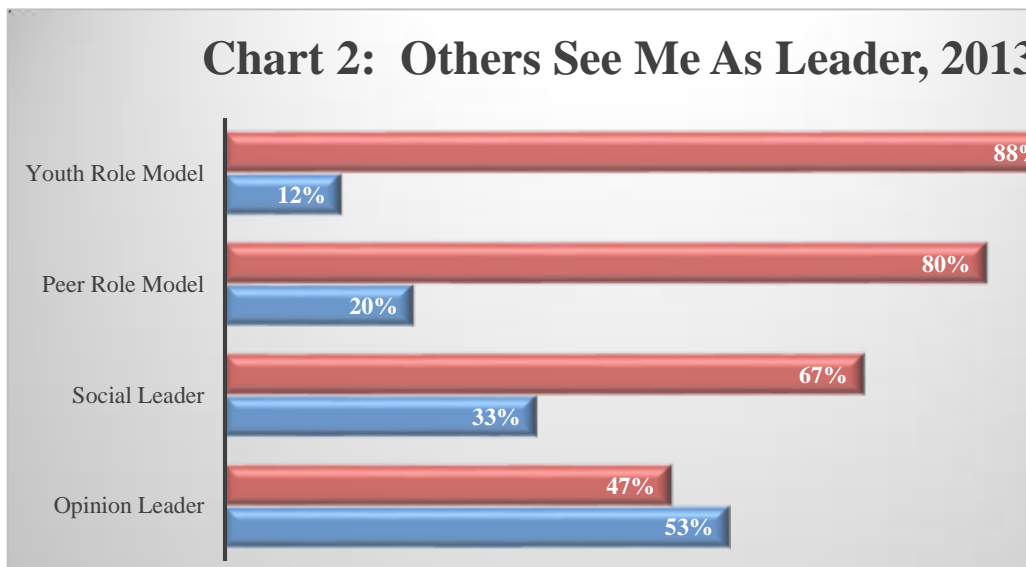
As indicated by Chart 1, in 2013, about 20% of the overall respondents said they do not see themselves as a leader. This is up sharply from the 2010 survey when only 13% did not see themselves as a leader. This difference is statistically significant. Looking at how general students, athletes and members of the Greek community answered this question in 2013, general students were much less likely to see themselves as leaders. Nearly 26% of general students disagreed or strongly disagreed that they see themselves as leaders compared to only 3% of athletes and 2% of Greeks. Compared to female students, male respondents were significantly more likely to see themselves as leaders (39% of men strongly agreed with this statement compared to 21% of women).

Chart 1: I See Myself as a Leader, 2013



In Chart 2 the SRC combined the “agree” and “strongly agree” responses in 2013 into “agreement” (top/red bar) and the “disagree” and “strongly disagree” into “disagreement” (lower/blue bar). Chart 2 indicates that large majorities of respondents believe that others see them as a role model to students who are in high school or younger (88% agree or strongly agree) and as a role model for their college peers (80% agree or strongly agree). Two-thirds of the overall respondents in 2013 agreed or strongly agreed that others view them as a leader in social settings. Opinions were nearly equally divided as to whether others view them as an opinion leader on campus. While the differences are not statistically significant, the proportions agreeing with the statements in Chart 2 were lower in 2013 than in 2010, particularly in the Greek community.

Chart 2: Others See Me As Leader, 2013

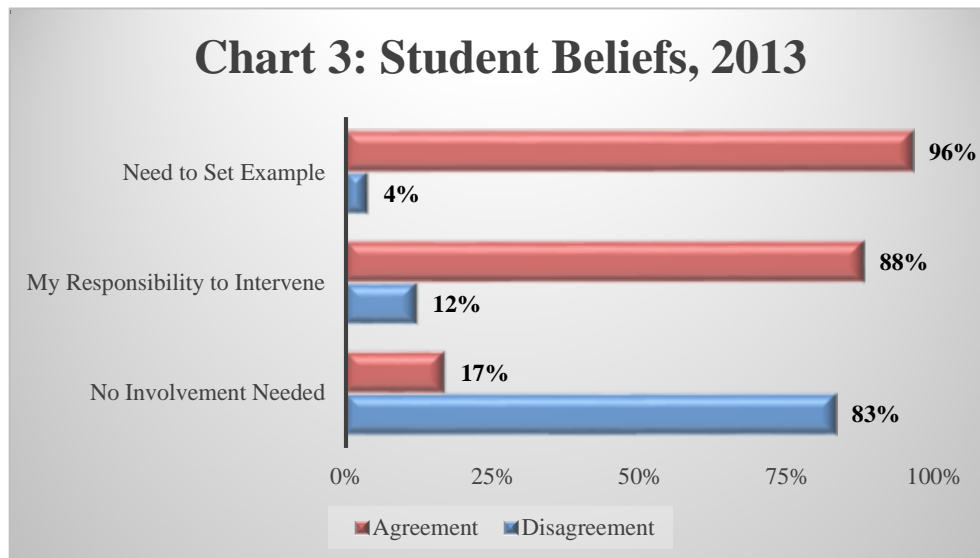


Looking at the subgroups of students, in 2013, the data indicate that:

- Compared to the general UWRF student population, athletes and members of the Greek community are significantly more likely to believe that others view them as opinion leaders on campus and leaders in social settings

- Upperclassmen are significantly more likely than freshmen or sophomores to believe that others view them as role models for other college students
- Males are significantly more likely than women to believe that others see them as opinion leaders on campus

In 2013, virtually all students responding to the Step-Up survey believed that they need to set an example in their own behavior for what they expect from others (red/top bar in Chart 3). A similar proportion (98%) agreed that they need to set an example with their own behavior in 2010. Compared to 2010, significantly higher proportions of students said it was their responsibility to intervene, and a lower proportion said there is no need to get involved in problematic situations. In both cases, the difference is attributable to the proportions in the ends of the spectrum of responses. In the case of taking on the responsibility to intervene when they notice a problematic situation, 28% of respondents in 2013 strongly agreed with this statement compared to 24% in 2010. For the statement that there is no need for them to intervene in problematic situations, 22% of respondents in 2013 strongly disagreed, but only 16% felt that way in 2010. Attitudes among athletes with respect to having a responsibility to intervene and the need to get involved in problematic situations showed the biggest change.



Attitudes/Perceptions

Alcohol consumption and perceptions about alcohol consumption are summarized in Tables 2a and 2b. The top half of Table 2a indicates that most students don't consume alcohol between Sunday and Wednesday and very few consume more than 3 drinks on average during these days. Alcohol consumption increases between Thursday and Saturday, but even over these days, the average consumption level is 1 – 3 drinks. There were no statistically significant differences across the student groups in Table 2a for either time period. However, men, compared to women, reported drinking significantly more for both time periods.

Table 2a: Reported Alcohol Consumption						
Average Alcohol Consumption, Sunday - Wednesday						
	Count	Don't Drink	1 - 3 Drinks	4 - 6 Drinks	7 - 9 Drinks	10+ Drinks
Athletes, 2013	62	84%	16%	0%	0%	0%
Athletes, 2010	200	78%	20%	2%	0%	1%
Greeks, 2013	46	57%	33%	7%	0%	4%
Greeks, 2010	90	54%	40%	1%	3%	1%
General Students, 2013	379	69%	23%	4%	2%	2%
General Students, 2010	314	68%	28%	4%	1%	1%
Average Alcohol Consumption, Thursday - Saturday						
	Count	Don't Drink	1 - 3 Drinks	4 - 6 Drinks	7 - 9 Drinks	10+ Drinks
Athletes, 2013	62	45%	31%	15%	3%	6%
Athletes, 2010	200	47%	23%	14%	12%	6%
Greeks, 2013	46	30%	35%	15%	11%	9%
Greeks, 2010	90	28%	37%	20%	11%	4%
General Students, 2013	381	45%	27%	13%	7%	9%
General Students, 2010	314	42%	33%	12%	6%	7%

Roughly half of all three student groups believe that student-athletes and the Greek community drink about the same amount as the average student at UW-River Falls. Other than the athletes' perceptions of themselves, relatively few respondents felt that athletes and Greeks drink less than the average student. The 2013 differences between athletes' perceptions of their drinking habits and those of general students and the Greeks is highly statistically significant.

It is also interesting to compare the results of Tables 2a and 2b. In Table 2a, the reported alcohol consumption habits of all three student groups in 2013 were quite similar; there were no statistically significant differences. In contrast, there is a clear difference in the alcohol consumption habits of athletes, as perceived by the non-student athlete populations. Though not statistically significant, the non-Greek community perceives fraternity and sorority members to consume more than the average student and by a larger percentage than the Greeks themselves feel to be the case.

Table 2b: Perceived Consumption of Alcohol Compared to Other Students				
Relative Alcohol Consumption by Athletes				
	Count	Drink More	Drink Same	Drink Less
Athletes, 2013	62	11%	50%	39%
Athletes, 2010	201	18%	55%	27%
Greeks, 2013	46	48%	50%	2%
Greeks, 2010	90	58%	40%	2%
General Students, 2013	375	34%	55%	11%
General Students, 2010	311	35%	52%	13%
Relative Alcohol Consumption by Greeks				
	Count	Drink More	Drink Same	Drink Less
Athletes, 2013	62	50%	45%	5%
Athletes, 2010	198	42%	53%	5%
Greeks, 2013	46	30%	61%	9%
Greeks, 2010	90	27%	63%	10%
General Students, 2013	374	48%	45%	6%
General Students, 2010	312	52%	45%	4%

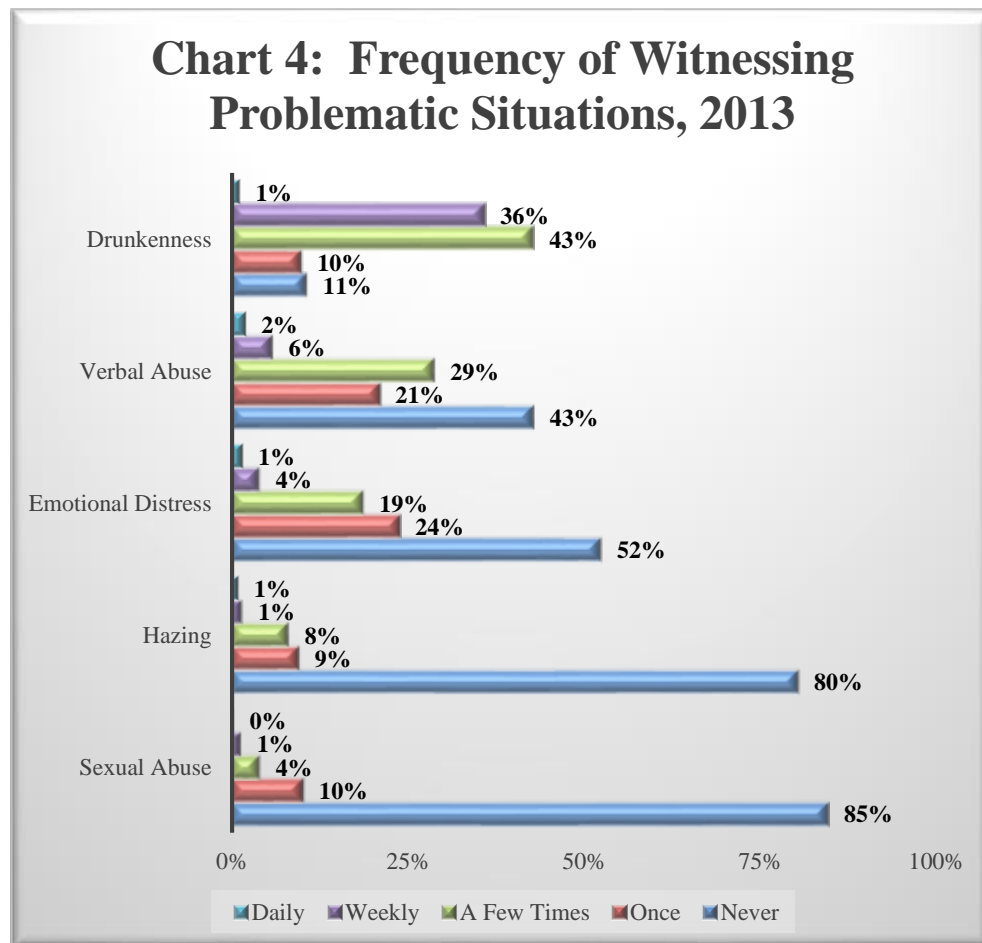
In the remainder of the survey, students were asked about five problematic situations:

- Someone who has had too much to drink (Drunkenness)
- Hazing, which was defined as anything that humiliates, degrades or risks emotional and/or physical harm (Hazing)
- Someone being taken advantage of sexually (Sexual Abuse)
- Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc. (Verbal Abuse)
- Someone experiencing significant emotional distress or thoughts of suicide (Emotional Distress)

Emotional distress is a situation that was not asked in the 2010 survey.

Chart 4 summarizes the frequency with which students in 2013 witnessed the five problematic situations described above. In the chart, the top (light blue bar) measures the percent of students witnessing the behavior daily, the second bar (purple) weekly, the middle (green) a few times, the 4th bar (red) once, and the bottom (dark blue) never. The chart is ordered in descending order of the proportion who observed the situation “a few times.” By a substantial margin, witnessing drunkenness is the most prevalent problematic situation faced by UW-River Falls students; more than three-quarter observe this a few times per semester or more frequently. More than one-third report witnessing verbal abuse at least a few times a semester or more often and about one-quarter see emotional distress that frequently. Fewer than 10% said they see hazing or sexual abuse a few times a semester or more often.

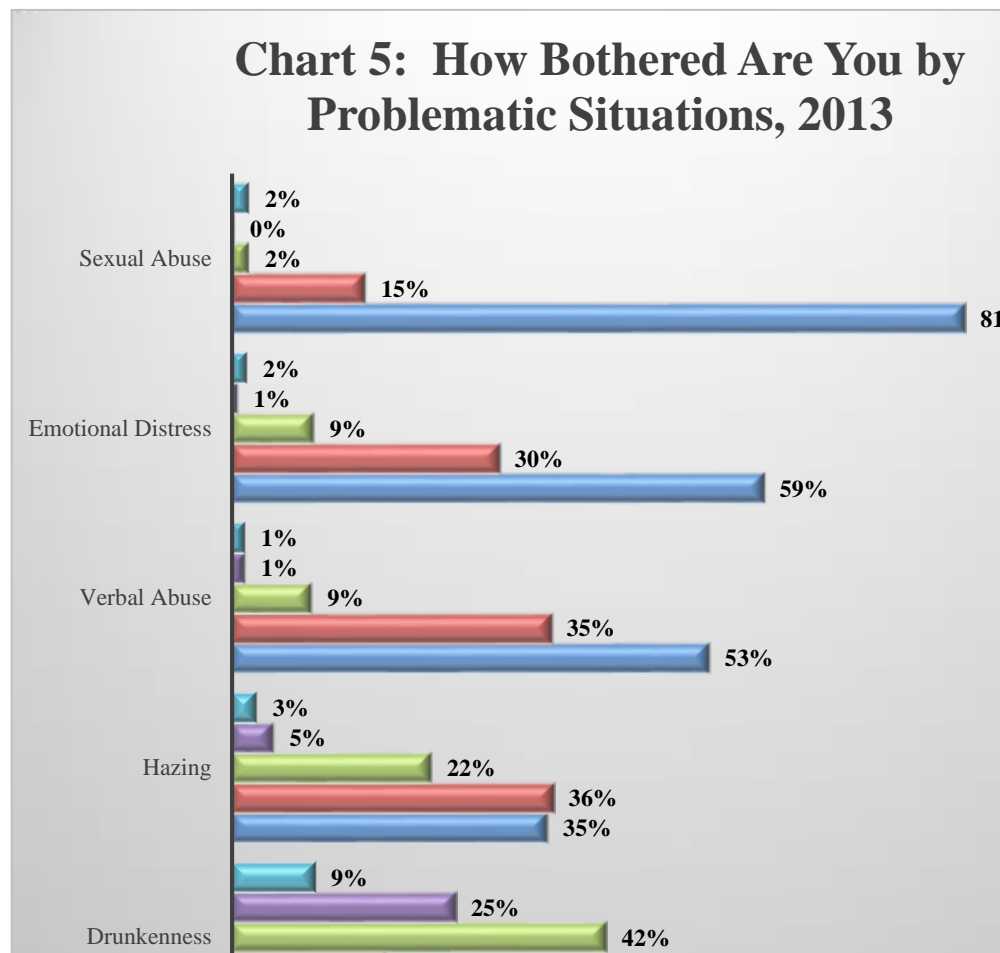
Compared to 2010, the frequency with which students report witnessing someone who has had too much to drink has declined significantly, though by a relatively small amount. Eleven percent said they had never witnessed this problem in 2013 compared to only 7% in 2010 and 40% said they saw this weekly in 2010 compared to only 36% in 2013. The biggest decline in the proportion reporting they see drunkenness weekly or more was in the Greek community.



Athletes and Greeks are significantly more likely to report witnessing drunkenness than the general UW-River Falls student population. Thirteen percent of the general student population said they have never witnessed drunkenness compared to 3% for athletes and 0% for the Greek community. In contrast, 92% of athletes and 91% of Greeks report witnessing drunkenness at least a few times a semester, compared to only 76% of the general student population.

Students were asked to indicate how much it bothers them (personally) when they observe the problematic behaviors that are the focus of this survey. The top bar measures the percent who said they are not bothered at all (light blue), the second bar (purple) not much bothered, the middle bar (green) somewhat bothered, the 4th bar (red) very much bothered and the bottom bar (dark blue) extremely bothered. Almost all respondents said they were very much (15%) or extremely (81%) bothered when observing sexual abuse. Nearly 90% of respondents said they were very or extremely bothered when they witness significant emotional distress/suicidal thoughts and verbal abuse. Nearly three-quarters were very or extremely bothered when they see hazing, but only about one-quarter when they observe drunkenness.

Compared to 2010, there is, again, a small but significant increase in the degree to which UW-River Falls students are bothered by verbal abuse and a nearly significant increase in their concern about drunkenness. Compared to the 88% of respondents who were very or extremely bothered by verbal abuse in 2013, only 83% felt that way in 2010. For drunkenness, 25% of 2013 respondents were very or extremely bothered by witnessing this behavior compared to 22% in 2010. With respect to verbal abuse, the big change in attitudes was among athletes; for drunkenness the general student population reported being more bothered in 2013 than in 2010.



Interestingly, a significantly higher proportion of Greek respondents in 2013 (61%) said they were extremely bothered when they observe hazing than was the case for athletes (26%) or the general student population (33%). Though not quite statistically significant, the Greek community also appears to be more concerned about emotional distress/suicidal thoughts (74% extremely bothered) than were athletes (51%) or the general student population (59%). Compared to men, women were significantly more bothered by drunkenness, hazing, and verbal abuse.

A second battery of questions asked respondents to give their opinion about how much student athletes, Greeks, and average UW-River Falls students were bothered by these problematic situations. The overall results to these questions are summarized in Table 3.

- With respect to drunkenness, the perception seems to be that athletes and Greeks are less bothered by seeing someone who has had too much to drink than are UWRF students as a whole.

- With respect to hazing, Greeks are perceived to have higher proportions in both ends of the spectrum (being extremely bothered and not being bothered at all)
- Athletes and Greeks are perceived to be somewhat less bothered by seeing someone being taken advantage of sexually or being verbally abused than the average UWRF student
- Though broadly similar, higher proportions of athletes (17%) and Greeks (16%) are perceived to be bothered “not much” or “not at all” by seeing someone in emotional distress compared to overall UWRF students (8%)

Table 3: How Much Do You Think Student Groups Are Bothered by Problematic Situations					
Drunkenness	Extremely	Very Much	Somewhat	Not Much	Not at All
Athletes	2%	9%	38%	36%	14%
Greeks	4%	13%	36%	32%	16%
UWRF Students	5%	11%	48%	30%	6%
Hazing	Extremely	Very Much	Somewhat	Not Much	Not at All
Athletes	9%	17%	36%	30%	8%
Greeks	17%	17%	33%	21%	13%
UWRF Students	13%	26%	41%	17%	3%
Sexual Abuse	Extremely	Very Much	Somewhat	Not Much	Not at All
Athletes	25%	32%	26%	13%	5%
Greeks	29%	29%	27%	9%	5%
UWRF Students	35%	36%	25%	4%	1%
Verbal Abuse	Extremely	Very Much	Somewhat	Not Much	Not at All
Athletes	14%	31%	31%	18%	7%
Greeks	19%	31%	32%	12%	6%
UWRF Students	21%	37%	31%	8%	2%
Emotional Distress	Extremely	Very Much	Somewhat	Not Much	Not at All
Athletes	22%	33%	28%	12%	5%
Greeks	27%	33%	24%	10%	6%
UWRF Students	28%	36%	28%	6%	2%

It is probably not surprising that the perceptions of athletes and Greeks about their own group’s concern about the situations described in Table 3 are significantly different.

- Significantly higher proportions of athletes said they believe athletes are extremely bothered or very much bothered by all 5 of these situations
- Significantly higher proportions of Greeks said they believe the Greek community is extremely bothered by all 5 of the situations

Interestingly, Greeks perceived athletes as more bothered by all 5 of the situations included in Table 3 than average students felt athletes are. In contrast, athletes’ perceptions of Greeks mirrored the views of general UWRF students with respect to Greeks being bothered by

drunkenness, sexual abuse, and verbal abuse, but believed Greeks were more concerned about hazing and emotional distress than the average UWRF student felt they were.

Compared to 2010:

- Athletes were perceived to be more concerned about drunkenness in 2013
- Greeks were perceived to be more concerned about drunkenness, hazing and verbal abuse in 2013
- General students were perceived to be more concerned about drunkenness in 2013

Students were also asked to respond to a parallel set of questions asking how often the three students groups (athletes, Greeks, general students) would actually do something to intervene in these problematic situations. Answer options included “almost every time,” “frequently,” “occasionally,” “seldom,” and “never.” These results are summarized in Table 4.

The perceived likelihood of intervening is fairly similar across the three groups of students with respect to drunkenness and responding to emotional distress/suicidal thoughts. In general, and somewhat surprisingly, athletes are perceived as less likely to intervene across all 5 problematic situations. Greeks are seen as somewhat more likely to intervene when they see hazing than the other groups.

Table 4: How Often Do You Think Student Groups Intervene in Problematic Situations					
Drunkenness	Every Time	Frequently	Occasionally	Seldom	Never
Athletes	5%	13%	39%	34%	9%
Greeks	5%	18%	41%	28%	8%
UWRF Students	3%	20%	46%	27%	4%
Hazing	Every Time	Frequently	Occasionally	Seldom	Never
Athletes	7%	14%	37%	31%	11%
Greeks	14%	17%	32%	26%	11%
UWRF Students	7%	18%	45%	22%	8%
Sexual Abuse	Every Time	Frequently	Occasionally	Seldom	Never
Athletes	17%	21%	37%	20%	6%
Greeks	19%	24%	36%	15%	6%
UWRF Students	16%	31%	36%	12%	4%
Verbal Abuse	Every Time	Frequently	Occasionally	Seldom	Never
Athletes	8%	18%	40%	26%	8%
Greeks	10%	25%	39%	18%	8%
UWRF Students	9%	26%	43%	18%	4%
Emotional Distress	Every Time	Frequently	Occasionally	Seldom	Never
Athletes	12%	24%	37%	20%	7%
Greeks	16%	27%	35%	16%	5%
UWRF Students	15%	29%	38%	15%	4%

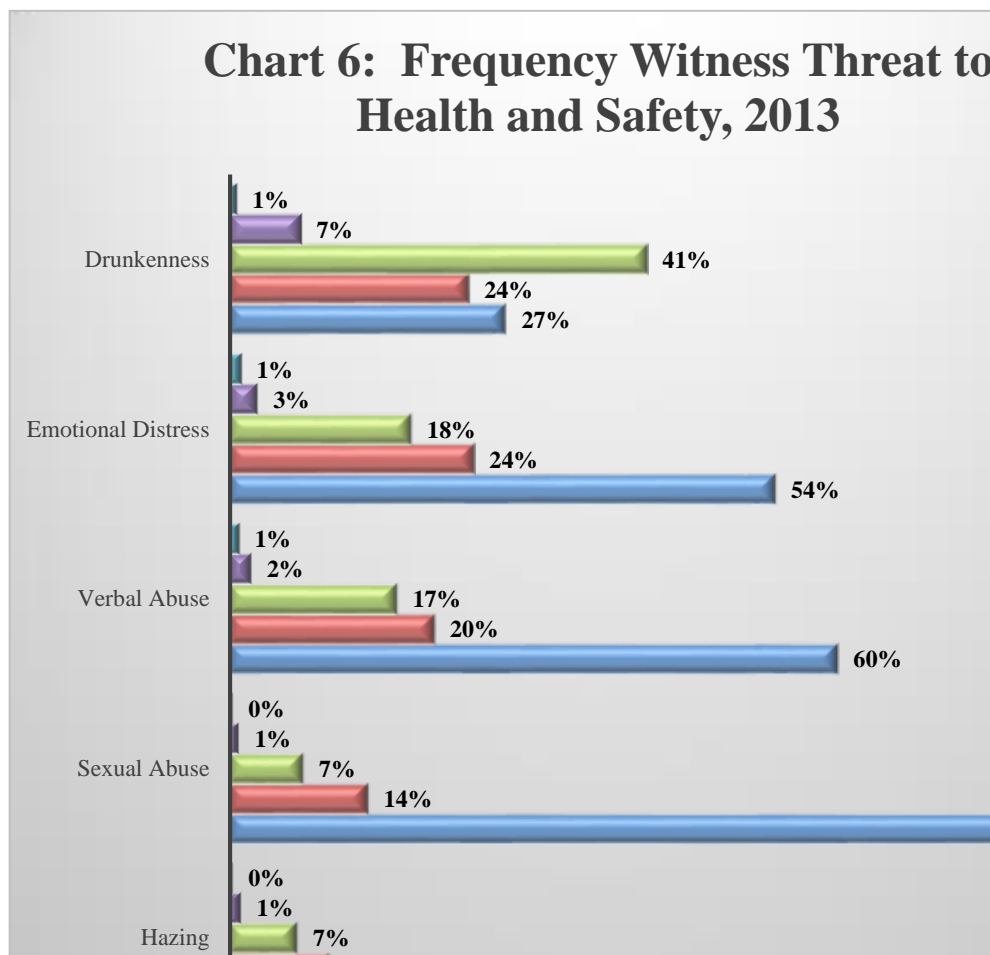
Again, athletes and Greeks are significantly more likely to say that students in their peer groups would intervene in all these problematic situations. With respect to acting to intervene, athletes believe members of the Greek community are more likely to intervene in all 5 situations than does the overall student population. Similarly, compared to the average UWRF student, Greeks believe athletes are more likely to intervene in these situations.

Compared to 2010:

- Athletes are perceived as less likely to act if they witness verbal abuse in 2013
- Greeks are perceived as more likely to act if they witness drunkenness in 2013

Chart 6 indicates that large majorities of students rarely witness most of the problematic behaviors about which we asked. The exception, not surprisingly, is drunkenness. As noted, only 1 percent have witnessed drunkenness daily (light blue bar), 7% witness this weekly (purple bar), 41% a few times a semester (green bar), 24% once a semester (red bar) and 27% said they'd never experienced it (dark blue bar). Approximately 80% or more of respondents said they have witnessed severe emotional distress, verbal or sexual abuse, and hazing once or never

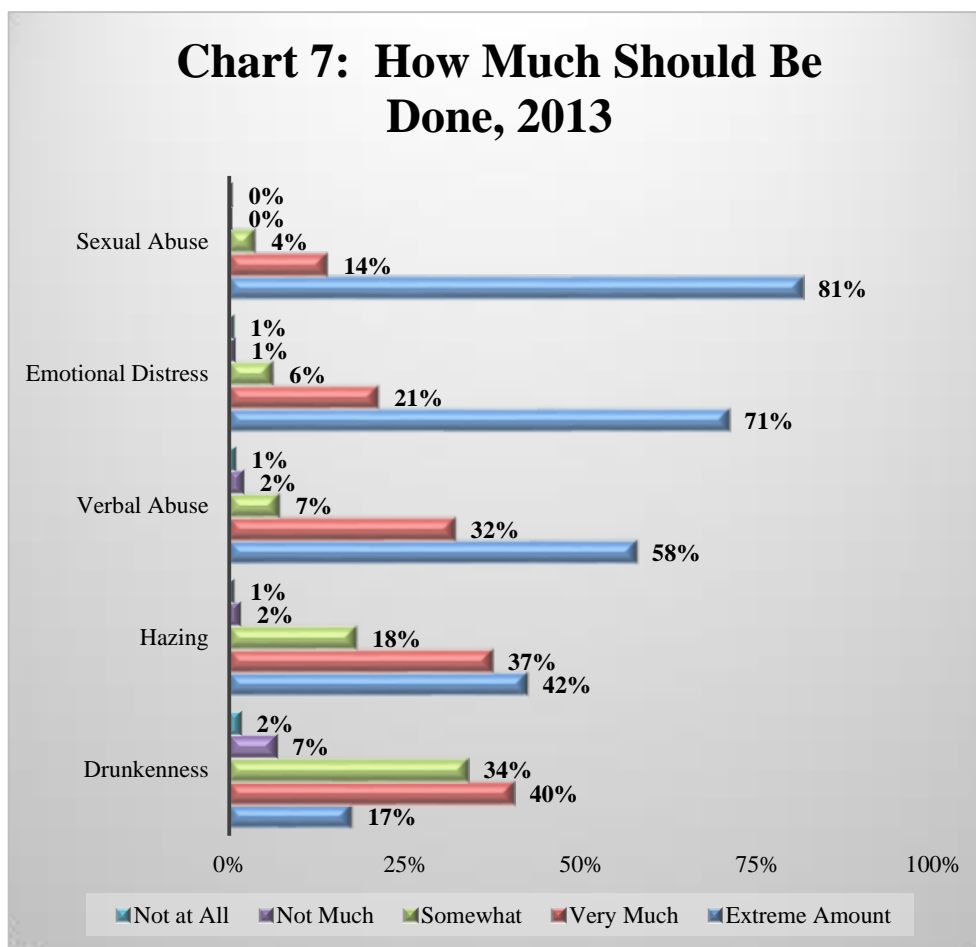
There were no significant differences in the frequency with which students in 2010 and 2013 witnessed these behaviors threatening health and safety.



There were no statistically significant differences in the frequency with which members of the Greek community, student-athletes and the general student population witnessed threats to health and safety from the behaviors shown in Chart 6.

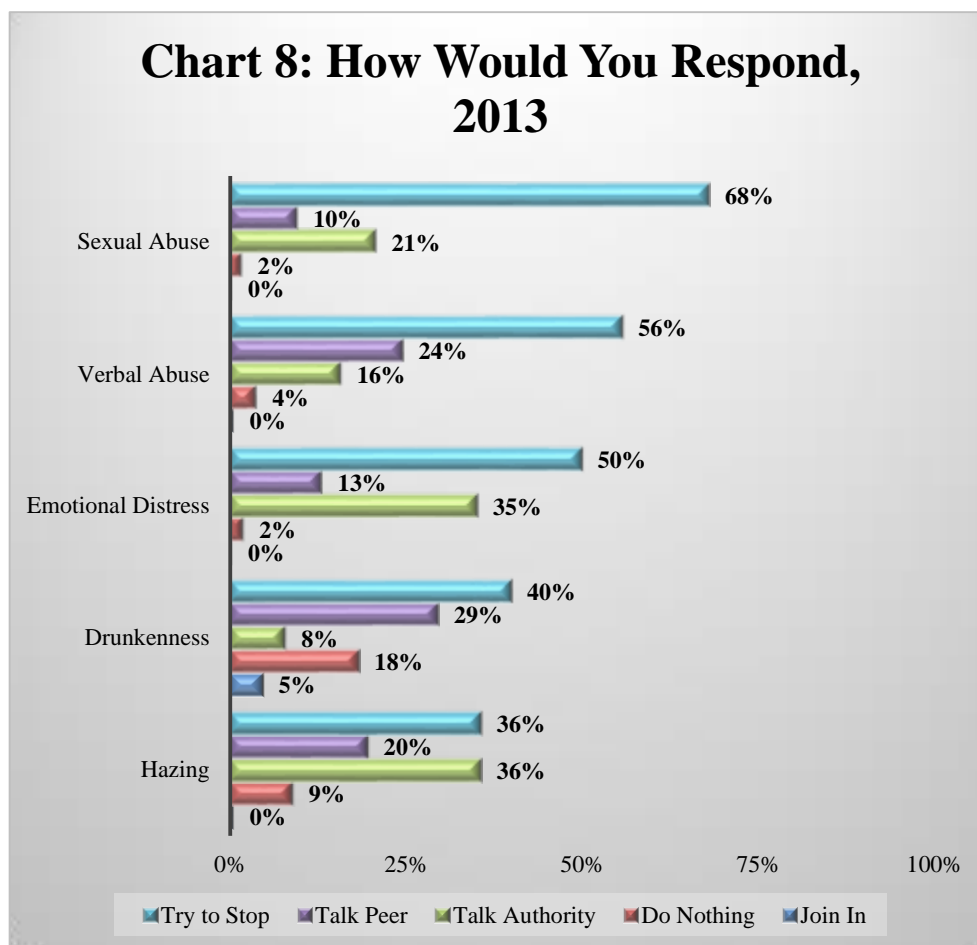
Students were asked to indicate how much should be done when one of the five problematic situations occurs and Chart 7 summarizes their opinions. Ninety percent or more believe that “an extreme amount” (bottom/dark blue bar) or “very much” (next to bottom/red bar) should be done when sexual abuse, emotional distress/suicidal thoughts, or verbal abuse occurs. About 80% feel there should be extreme or very much intervention when hazing is observed. Students attitudes about what should be done when they see someone who has had too much to drink are somewhat more ambivalent. A majority (57%) believe that very much or an extreme amount should be done when such drunkenness is observed, but 10% feel little (2nd/purple bar) or nothing (top/light blue bar) should be done and the remaining third of respondents thought intervention is only “somewhat” critical (middle/green bar).

The only significant difference across student groups with respect to what they think should be done in these situations was that Greeks were significantly more concerned about intervening when they observe hazing. Clearly, the UWRF Greek community has been quite sensitized to the issue of hazing as they have consistently been more concerned about this behavior than the other student groups. Women were significantly more likely to say that more should be done to address drunkenness, hazing, and sexual or verbal abuse.



Compared to 2010, all three groups of students in 2013 felt more intervention is warranted when they see someone who has had too much to drink.

Students were asked how they would most likely respond if they saw one of the five problematic behaviors that are the focus of this report. As Chart 8 indicates, the most common response across all five situations was that they would try to stop the behavior (light blue/top bar). Half or more of the respondents said they would likely try to stop sexual abuse, verbal abuse or someone experiencing emotional distress/thoughts of suicide. Approximately 4 in 10 said they would try to stop hazing and drunkenness. The second most likely response is to talk with someone in authority (an administrator, coach or other professional staff member), which is the middle/green bar in the chart. About one-third of respondents would go to an authority if they witnessed someone experiencing emotional distress/suicidal thoughts or hazing. About one in five students would seek out an authority if confronted with sexual or verbal abuse; relatively few would do so when confronted with drunkenness. Peers (2nd or purple bar) are frequently used to cope with drunkenness, verbal abuse and hazing. The good news is that virtually no respondents said they would join in (bottom/dark blue bar) with the problematic behavior and, other than drunkenness, fewer than 10% said they would likely do nothing (4th/red bar) when confronted with these situations.



Though not quite statistically significant, Greeks (49%) and athletes (53%) were seemingly more likely to intervene when confronted with someone who has had too much to drink than were general students (37%). Women were more likely to say they'd talk to a friend when confronted with emotional distress, compared to men who were more likely to say they would try to stop it.

In 2013 there was a significant increase in the proportion of students who said they would likely intervene if they witnessed verbal abuse compared to 2010. The biggest difference is a large increase in the proportion of Greeks saying they would attempt to stop the verbal abuse (from 40% in 2010 to 66% in 2013).

The next portion of the survey asked students why they did or didn't intervene if they observed one of the problematic situations we are considering. The count column in Table 5 represents the number who identified the given reason for not intervening for at least one of the behaviors. So, 276 students said they intervened in at least one of the 5 problematic behaviors because it was the "right thing to do." Because they could select this reason for more than one of these behaviors, the sum across the columns will be greater than 100%. As indicated by Table 5, the most commonly cited reasons for intervening when witnessing problematic behavior seemed to have either an ethical or altruistic basis (it's the right thing to do, the person needed help, to keep the problem from escalating) or an implied sense of reciprocity (I would want a similar sort of help or students should help each other). The top five reasons given in 2013 were identical to the top 5 in 2010, though in 2010 the option to "Keep Problem from Escalating" was the fifth-most commonly cited reason.

Table 5: Reasons for Intervening When Witnessing Behavior, 2013						
	Count	Drunkenness	Hazing	Sexual Abuse	Verbal Abuse	Emotional Distress
Right Thing to Do	276	76%	32%	45%	67%	61%
Person Needed Help	247	68%	25%	41%	50%	64%
Keep Problem from Escalating	244	73%	26%	33%	48%	50%
Would Want Same Help	238	75%	29%	42%	54%	63%
Students Should Help Each Other	224	83%	38%	41%	58%	57%
Makes Me Feel Good	173	69%	24%	35%	58%	59%
Related to Person's Experience	139	53%	10%	19%	42%	51%
Easy to Help	137	70%	14%	12%	35%	29%
Avoid Trouble for Student	135	90%	16%	16%	21%	17%
Preserve UWRF Reputation	89	67%	31%	36%	51%	28%
Others Expected Me to Act	52	65%	17%	29%	42%	37%
Impress Others	17	53%	29%	24%	29%	24%

The most commonly cited reason for intervening for each of the problematic behaviors is shown below with the number of times reason was selected in parentheses:

- **Drunkenness:** it was the right thing to do (210), students should help each other (187), I would want the same sort of help (179), to keep the problem from escalating (178), the person needed help (169)
- **Hazing:** it was the right thing to do (87), students should help each other (84)
- **Sexual abuse:** it was the right thing to do (125), the person needed help (102), I would want the same sort of help (101)
- **Verbal abuse:** it was the right thing to do (186), students should help each other (131), I would want the same sort of help (128), the person needed help (124), to keep the problem from escalating (116), makes me feel good (101)

- **Emotional distress:** it was the right thing to do (169), the person needed help (158), I would want the same sort of help (150), students should help each other (127), to keep the problem from escalating (121), makes me feel good (102)

In terms of reasons for NOT intervening, clearly, if a student has not witnessed one of the five problematic behaviors, they can't give a reason for failing to intervene. As Table 6a indicates, between 2010 and 2013, there was slight, but significant, increase in the proportion of students reporting that they've never witnessed the four behaviors about which students were asked.

Table 6a: Students Who Report Never Having Witnessed Behavior					
	Count 2013	2013		Count 2010	2010
Drunkenness	28	9%		20	6%
Hazing	247	83%		254	73%
Sexual Abuse	240	80%		254	74%
Verbal Abuse	111	37%		211	34%
Emotional Distress	155	52%			

In Table 6b, we have summarized the 2013 reasons given by students for not intervening when they saw a problematic behavior. Again the count column represents the number who identified the given reason for not intervening for at least one of the behaviors (219 respondents assumed that the observed behavior was not a problem). In all cases, the sum across the five behaviors is greater than 100%, indicating that many respondents applied a given reason to multiple behaviors.

Table 6b: Reasons for Not Intervening When Witnessing Behavior, 2013						
	Count	Drunkenness	Hazing	Sexual Abuse	Verbal Abuse	Emotional Distress
Assumed Not Problem	219	88%	12%	3%	16%	8%
Didn't Know How to Intervene	211	51%	26%	24%	45%	51%
None of My Business	192	78%	21%	14%	28%	24%
Didn't Know When to Intervene	150	50%	21%	23%	39%	43%
Assumed Others Would Intervene	148	76%	20%	17%	31%	19%
Concerned for My Safety	116	61%	23%	35%	40%	11%
Lacked Confidence	116	47%	28%	22%	50%	33%
Believed Others Weren't Bothered	115	63%	17%	9%	37%	10%
Fear of Retaliation	97	48%	28%	22%	46%	12%
Afraid of Embarrassment	89	46%	24%	21%	51%	10%
Afraid of Disapproval	89	60%	28%	15%	42%	16%

Perhaps because students confront drunkenness much more frequently than the other behaviors, students were more apt to agree that they failed to intervene when confronted with this problem for almost all the reasons given in Table 6b. That being said, there were some responses that were more commonly cited reasons for non-intervention. In the following bullet points we have identified the most commonly cited reasons for non-intervention and, in parentheses, the number of students who said this was a cause for their inaction.

- **Drunkenness:** assumed it wasn't a problem (193), it was none of my business (149), assumed others would intervene (113), didn't know how to intervene (108)

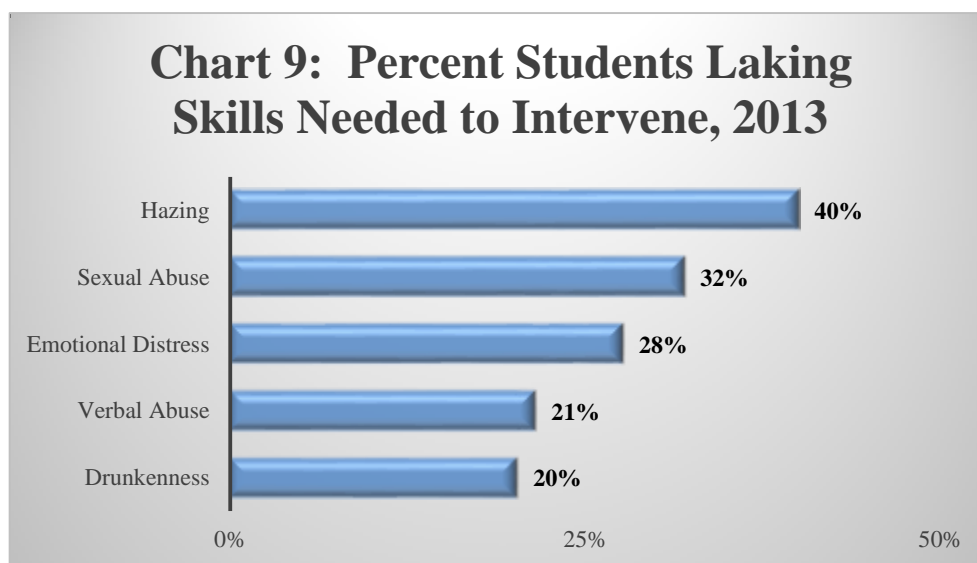
- **Hazing:** didn't know how to intervene (54), it was none of my business (41)
- **Sexual abuse:** didn't know how to intervene (50), concerned for my safety (42)
- **Verbal abuse:** didn't know how to intervene (94), didn't know when to intervene (58), lacked confidence (58), it was none of my business (53)
- **Emotional distress:** didn't know how to intervene (108), didn't know when to intervene (64), it was none of my business (46)

A common thread running through the reasons for failing to act is a lack of understanding of how to intervene. This suggests a need for on-going training for students focused on how to intervene effectively when faced with inebriation, hazing, sex or verbal abuse, and emotional trauma. Not surprisingly, concern about personal safety was much more likely to inhibit a female respondent from intervening when witnessing sexual abuse than this reason deterred males.

A subsequent set of questions asked students to indicate the extent to which they agree that they have the skills to intervene to address the five problematic behaviors. Answer options ranged from strongly disagree to strongly agree and the SRC combined the strongly disagree and disagree options in Chart 9. As noted, between 20% and 40% of respondents said they don't feel they have the skills needed to intervene when confronted with these behaviors. Interestingly, hazing was the factor with the greatest deficit of skills needed to intervene.

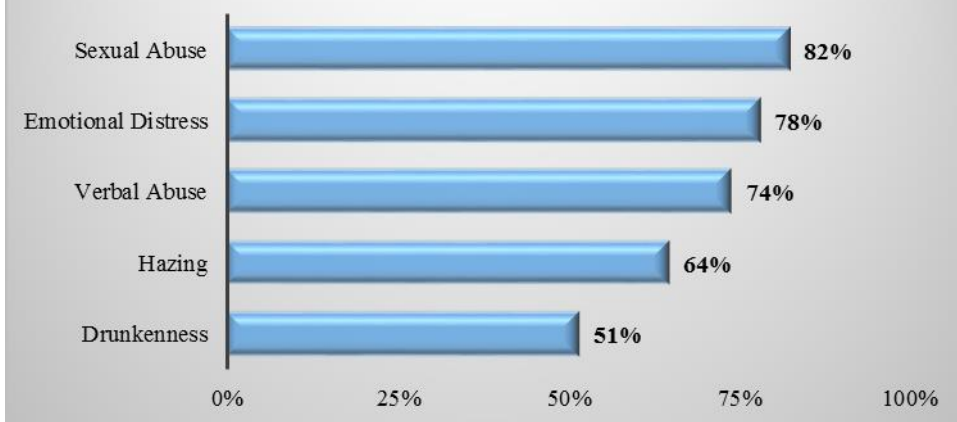
Women were more likely feel they lacked the skills to deal with hazing and verbal or sexual abuse. General students, compared to athletes and the Greeks, believed they lack the skills to deal with hazing.

There were no significant differences between responses in 2010 and 2013 with respect to students' self-assessed skills to deal with these behaviors.



Students seem, in general, to believe that if someone stepped up and intervened, negative outcomes associated with these problematic behaviors could be avoided. Students were asked how often such an intervention would avoid a negative outcome and were given answer options ranging from “almost every time” to “never.” In Chart 10, in which the SRC combined the “almost every time” and “frequently” answer options, the results indicate that between half and 82% of students in 2013 felt interventions would be effective in avoiding adverse outcomes.

Chart 10: Intervention Likely to Avoid Negative Outcome, 2013

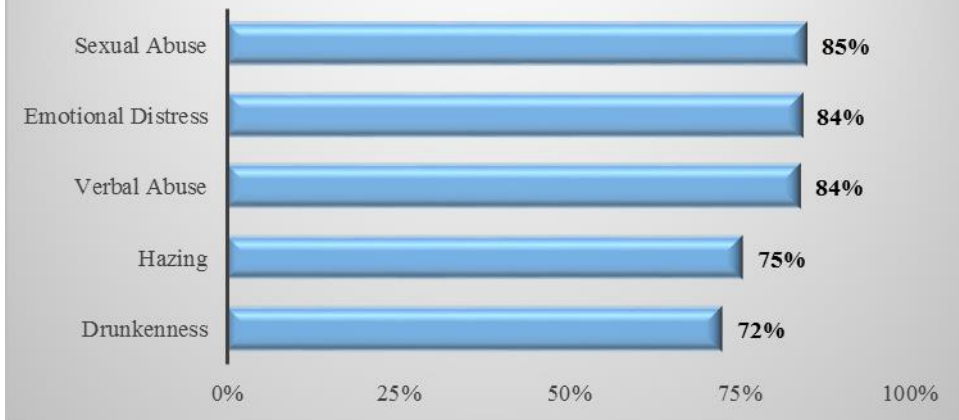


Women were significantly more likely to say interventions would be effective for the five behaviors we are discussing than were men. Athletes and Greeks, compared to students in general, were more likely to feel interventions with respect to drunkenness and hazing would be effective.

Compared to 2010, significantly higher proportions of students in 2013 felt that interventions in situations of verbal abuse would be effective; higher proportions also felt interventions in situations involving sexual abuse would be effective, though this difference is not quite statistically significant. For verbal abuse, all three student groups were more likely in 2013 to say intervention would be effective to stop verbal abuse and the Greek and athletic communities felt that way about interventions to stop sexual abuse.

Roughly three-quarters or more of all students indicated that they agree or strongly agree that they would like to learn skills to intervene when confronted with these problematic behaviors (Chart 11). Compared to men, women are more interested in learning skills to intervene when facing verbal or sexual abuse or emotional distress/suicidal thoughts. There were no statistically significant differences with respect to wanting to gain intervention skills between students in 2010 and 2013.

Chart 11: Percent Students Wanting Intervention Skills, 2013



Students were asked if they had ever intervened successfully to mitigate the outcomes associated with any of the five behaviors that are the focus of this report. Two-thirds of the 2013 respondents said they had successfully intervened.

Table 7: Successful Interventions to Deal with Problematic Behaviors, 2013

	Athletes	Greeks	UWRF Students	Total
Drunkenness	14	8	69	91
Emotional Distress	3	5	37	43
Sexual Abuse	5	2	17	24
Verbal Abuse	3	2	18	22
Hazing	2	1	1	3
Other	0	3	10	13
Total	25	20	151	196

Those who reported having successfully intervened in a problematic situation were asked to describe the situation and their intervention. A total of 137 students responded to this open-ended question. Some responses included multiple situations and responses. In such cases the SRC included the comment in multiple categories. As a result, a total of 196 situations and responses were classified into 6 categories; one category for each of the five problematic behaviors and a miscellaneous group. We have summarized the number of responses to this question in Table 7 and included the full text of their responses by behavioral intervention in Appendix B. As Table 7 indicates, by far the most common behavior in which students report intervening is to deal with someone who has had too much to drink. This is not unexpected as drunkenness is the behavior UWRF students are most likely to encounter. The written comments also make clear that there is significant overlap between intervening to deal with excessive consumption of alcohol and intervening to deal with sexual, verbal, and/or physical abuse. Many of the interventions to deal with excessive alcohol consumption focused on interrupting further consumption of alcohol and caring for/observing peers after the consumption to ensure they were not life-threatening.

Conclusions

Of the five problematic behaviors that are the focus of this report (drunkenness, hazing, sexual abuse, verbal abuse, and emotional distress/suicidal tendencies), UWRF students are most likely to encounter drunkenness. Most students report that they are quite bothered by most of these behaviors (only one-quarter reported being bothered by drunkenness).

Students generally believe that intervention with respect to these behaviors is important and likely to be effective. The reasons given by students for why they might intervene when confronted with one of these problematic situations focus on ethical/altruistic factors (it's the right thing to do, the person needed help and to keep the problem from escalating) or hopes for reciprocity (they would hope for similar sorts of assistance and feel students should help each other out). However, a significant minority of students say they feel they lack the skills to intervene effectively. Large majorities reported they were willing to learn skills that would enable them to intervene when confronted with one of these situations.

The results of the survey show encouraging improvements in many areas relative to 2010.

Appendix A – Non-Response Bias Test

Any survey has to be concerned with “non-response bias.” Non-response bias refers to a situation in which people who do not return a questionnaire have opinions that are systematically different from the opinions of those who return their surveys. For example, suppose most non-respondents do not agree that they view themselves as leaders, (Question 1), whereas most of those who returned their questionnaire see themselves as leaders. In this case, non-response bias would exist, and the raw results would overstate the opinion of the self-perception of students’ leadership.

The standard way to test for non-response bias is to compare the responses of those who answer the first invitation of a questionnaire to those who respond to the additional invitations. Those who respond to the later invitations are, in effect, a sample of non-respondents (to the first invitations), and we assume that they are representative of that group. In this survey, 175 people responded to the first invitation, and 315 responded to the subsequent invitations.

As shown in Table A1, there were 21 variables in the survey with statistically significant differences between the mean responses of these two groups of respondents. The SRC tested 204 variables. Table A1 indicates that even when statistical differences exist, the magnitude of this difference is small. Further, most of the significant differences are with respect to the respondent’s perception of the reactions/feelings of other groups (student athletes, the Greek community, other UWRF students). **The Survey Research Center (SRC) concludes that there is only moderate evidence that non-response bias is a concern for this sample.**

Table A1 – Statistically Significant Differences Between Responses of First and Second Mailings

Variable	Statistical Significance	Mean First Mailing	Mean Second Mailing	Implication
1. As a UWRF student, I see myself as a leader	.015	3.13	2.96	Mail 1 more
2. As a UWRF student, I think others see me as a leader as a campus opinion leader	.041	2.58	2.44	Mail 1 more
3b. As a UWRF student, I believe I need to set an example in my own behavior005	3.59	3.44	Mail 1 more
6d. On average, how often during the school year to you witness verbal mistreatment014	2.19	1.94	Mail 1 more
7c. How much does it bother you when you observe someone being taken advantage of sexually	.009	1.17	1.32	Mail 2 more
11b. How much do you think student-athletes are bothered when they observe hazing	.004	2.91	3.22	Mail 1 more
11c. How much do you think student-athletes are bothered when they observe sexual abuse	.021	2.24	2.50	Mail 1 more
11e. How much do you think student-athletes are bothered when they observe emotional distress	.011	2.28	2.55	Mail 1 more
12b. How much do you think Greeks are bothered when they observe hazing?	.001	2.71	3.11	Mail 1 more
12c. How much do you think Greeks are bothered when they observe sexual abuse?	.021	2.17	2.43	Mail 1 more
12d. How much do you think Greeks are bothered when they observe verbal abuse?	.006	2.36	2.66	Mail 1 more
12e. How much do you think Greeks are bothered when they observe emotional distress?	.001	2.13	2.48	Mail 1 more
13c. How much do you think UWRF students are bothered when they observe sexual abuse	.011	1.88	2.08	Mail 1 more
13d. How much do you think UWRF students are bothered when they observe verbal abuse	.020	2.20	2.42	Mail 1 more
13e. How much do you think UWRF students are bothered when they observe emotional distress	.020	2.03	2.25	Mail 1 more
15b. In general, how often do Greeks actually do something to intervene when hazing occurs	.036	2.89	3.15	Mail 1 more
15c. In general, how often do Greeks actually do something to intervene when sexual abuse occurs	.013	2.48	2.77	Mail 1 more
17b. How much do you think should be done when hazing occurs	.001	1.66	1.91	Mail 1 more
17c. How much do you think should be done when hazing occurs	.005	1.16	1.31	Mail 1 more
17e. How much do you think should be done when hazing occurs	.001	1.27	1.48	Mail 1 more
18c. When observing sexual abuse, I am most likely to respond by:	.012	4.56	4.35	Mail 1 more stop, Mail 2 more talk

Appendix B – Written Responses

Question 28 – Briefly describe the situation and how you successfully intervened. Athletes

Dealing with Drunkenness - Athletes (*14 Comments*)

- A guy at a party was getting handzy with a drunk girl who was not into it so I asked him what he was doing and he started getting really aggressive and we ended up brawling.
- Brought someone back when they were very drunk, stopped some harassment
- Friend drinking too much, cut him off and helped him home.
- Getting my friends to stop drinking. Got them back to the dorms and took their booze away. / Got them to drink water and eat some food and made sure they got to bed.
- Informed the person they needed to stop drinking and made sure they didn't get any more that night.
- My friend drank too much and I made sure she got home okay and gave her water and crackers.
- My friend had too much to drink and I took away her alcohol.
- My friend had too much to drink so I took her alcohol away from her and drove her home.
- My friend had too much to drink so I took the bottle away from this person and made sure she did not drink anymore for the rest of the night and the other people that started to be as bad as my friend was.
- My friend was really drunk and a boy kept buying her drinks and I said we needed to get out of here before something happened.
- One of my friends drank too much so I made him stop drinking alcohol and took him home to go to bed and drink water.
- One of my friends had too much to drink and I recruited some help from my other friends and made sure he had no more alcohol, got a sandwich and water, and got him to bed safely after he had been sick.
- Someone drinking too much, and I told them they should stop...and try to convince them to go home.
- Stopped someone from drinking and driving!

Dealing with Emotional Distress/Suicidal Thoughts - Athletes (*3 Comments*)

- A girl in my class said she wanted to kill herself and she was the girl that also cut herself and suffered with depression, so when I heard her say that, I went and told the principal so she could have someone talk to her and keep an eye on her.
- I saw a girl who was really upset and sad. So I went over and talked to her and I think that really helped
- Stopped a friend from committing suicide.

Dealing with Sexual Abuse - Athletes (*5 Comments*)

- A friend and fellow teammate was sitting on a couch at a party with an unknown guy, so I pulled her away to come dance with me and got her out of a bad situation waiting to happen.
- A guy at a party was getting handzy with a drunk girl who was not into it so I asked him what he was doing and he started getting really aggressive and we ended up brawling.
- I stopped someone from preying on a girl by warning him I would hurt him if he didn't stop and took the girl home
- My friend was really drunk and a boy kept buying her drinks and I said we needed to get out of here before something happened.
- In a situation in which a student was being hazed, I intervened and told the students involved to leave the kid alone. I also informed my coach. The following day at practice, I expressed the need for team cohesion and family values to the team in addition to my coach's speech. I once walked in on a rape. I ripped the man off the girl, told her to call 911 and fought with the man. The police came and arrested him.

Dealing with Verbal Abuse - Athletes (*3 Comments*)

- Have intervened in situations of excessive drinking and verbal harassment (not in a college setting). In those cases confronting the offender was enough to diffuse the situation.
- Stopped bullying
- When some younger girls were making fun of another for being Islamic and making crude imitations and remarks I walked over and told them what they were doing was offensive, told them to stop, and generally gave them a talk that they needed, the confrontation lasted a few minutes but was successful.

Dealing with Hazing - Athletes (*1 Comment*)

- In a situation in which a student was being hazed, I intervened and told the students involved to leave the kid alone. I also informed my coach. The following day at practice, I expressed the need for team cohesion and family values to the team in addition to my coach's speech. I once walked in on a rape. I ripped the man off the girl, told her to call 911 and fought with the man. The police came and arrested him.

Question 28 – Briefly describe the situation and how you successfully intervened. Greeks

Dealing with Drunkenness - Greeks (8 Comments)

- An individual was very drunk. I took him aside, made him stop drinking. Took him to his room where he fell asleep and watched him for two hours until he was able to wake up, take some fluids, and go back to sleep
- For drinking, simply told the person who had drank too much that they had enough already and that it was a good time to go home. Walked them to their home and got them to their room and allowed their roommate to care for them from there.
- I brought a friend home who had too much to drink.
- One of my fraternity friends was at the bar and got in an argument with a member from a different fraternity. It got very heated and they were both very drunk. Not knowing how else to do anything though I bought the other guy a beer and got my friend out of the bar as soon as possible. Do I believe it was the best way to handle the situation? NO, but it worked and nothing bad came out of the situation.
- Someone I know became fairly intoxicated and could not walk home. So I walked them home and made sure you were ok.
- Someone was really drunk at a party one night. She had to puke so I took her to the bathroom and let her get the demons out. I then gave her my coat and walked her home from said party to her dorm room where I made sure she drank water to prevent a bad hangover. I set her alarm for 8 am as she had a test at 9 am and plugged her phone in for her. I am a Greek, we're not bad people.
- This is my second year being an RA, so the situations I've encountered have been related to that. I've had a couple of incidents including alcohol and one involving a suicide attempt, which was successfully stopped.
- Took care of a drunk person.

Dealing with Emotional Distress/Suicidal Thoughts - Greeks (5 Comments)

- I had a friend who was depressed and self-harming. We talked to her in a group and made sure she got help.
- I have had friends who have fallen into a depression or suicidal state of mind. I spoke with the individual to try to find what the problem was, how to resolve the problem, and just try to provide someone who they could talk with regarding their situation.
- I have training as a counselor for people dealing with significant mental anguish in the Army, so I have been able to help several people in the last few years that were dealing with depression, significant problems, or suicidal thoughts. My outside training greatly assisted my ability to assist these people in a positive manner.
- Someone in my dorm expressed they wanted to kill themselves to me and I told the hall manager and they took care of it and she thanked me later because she said I saved her life. Another is the racial comments if a student is saying inappropriate things I will tell them to stop and change the conversation and tell them that what they were saying was immature.
- This is my second year being an RA, so the situations I've encountered have been related to that. I've had a couple of incidents including alcohol and one involving a suicide attempt, which was successfully stopped.

Dealing with Sexual Abuse - Greeks (2 Comments)

- A friend was being felt up and forced into romantic foreplay before a big event and she was clearly showing signs of distress. I told her date that she and I had to leave for a minute to talk about something important and got her away from the situation and into a safer environment.

- I was walking one evening on the trails with a friend when I heard a girl and boy in the woods in a verbal argument. I heard a loud slap then scream from the girl and ran to them to find the boy ready to hit the girl again. I immediately shoved him to the ground and got the girl up and asked if she was ok and told her to walk back to the trail. I then talked with the guy which led to some throwing of punches from him and I took them and then walked away until having to turn around and defend myself and the girl. I broke his nose and the girl and I left!

Dealing with Verbal Abuse - Greeks (2 *Comments*)

- Telling people to stop if it looked like someone was uncomfortable with what was being said (harassment). Try to be there a listen to people who were under an extreme amount of stress.
- Someone in my dorm expressed they wanted to kill themselves to me and I told the hall manager and they took care of it and she thank me later because she said I saved her life. Another is the racial comments if a student is saying inappropriate things I will tell them to stop and change the conversation and tell them that what they were saying was immature.

Dealing with Hazing - Greeks (1 *Comments*)

- Hazing, talked to administration

Miscellaneous (3 *Comments*)

- I have intervened in every situation listed.
- It's very personal and I'd rather not discuss it.
- Just helped them out

Question 28 – Briefly describe the situation and how you successfully intervened. UWRF Students

Dealing with Drunkenness - UWRF Students (69 Comments)

- Too much to drink: successfully removed student from situation and safely brought student home, rechecking often / Suicide: offered an ear, took student to treatment
- A buddy of mine had too much to drink, and I cut him off from drinking and made him eat bread and drink water. Stayed up with him until he sobered up and made sure he was alright before he fell asleep.
- A couple was intoxicated at the bar, the girl more than the guy. I pretended like I knew her, pulled her aside and asked her if she was ok. She left the bar after that.
- A friend had had too much to drink so I helped him back to his room and made sure he got to his bed.
- A friend had had way too much to drink, so much so that she was relying on me to walk even two feet. I had someone take her drink from my hands and dump it down the sink, while I helped her get her coat and shoes on so I could take her home. She was distracted with the clothes so she didn't notice her drink was gone. I took care of her the rest of the night and made sure no one else bothered her or she didn't hurt herself.
- A friend of mine had been drinking way too much to deal with a break up so I brought her home and spent the night taking care of her making sure she was okay, even though it meant that I didn't get any sleep.
- A friend was drunk and depressed. I stayed there and talked to them and helped them get home safely.
- A girl was so drunk she couldn't walk up the stairs. I held her head when she got sick on the stairs. When the RA's came by they called the cops who called the paramedics and then I rode along with her in the ambulance. Then found her a ride home because I didn't have a car.
- A man was being verbally abusive to his wife and I simply asked him, "Why do you think that it is okay to speak to her that way?" He tried to intimidate me verbally and I looked him in the eye and told him I wasn't intimidated by him. He backed down and his wife left. A friend had been drinking too much. I took his keys away from him and drove him to detox. I have done this more than once.
- A neighbor of mine in a residence hall had to leave on an errand late at night. She left an extremely drunk friend in her room. I kept an eye on her to make sure she didn't choke on vomit or roll out of bed.
- At Bar Crawl, we called 911 after a female passed out in the bathroom by herself.
- Being a nondrinker I am often the designated driver and the one to take away the beverages. I have never witnessed hazing but have heard about it as an undergraduate at another institution in my youth. I have been a part of interventions to address depression, drug use and have approached others to address their inappropriate interactions towards others based solely on disadvantages of race, gender and sexual orientation. I believe to be a silent bystander is to condone the behavior and feel it is our responsibility to continually teach one another and hold one another accountable for our actions. I also believe we are lifelong learners and believe one voice can be heard above many if it simply strong and true and listens honestly once it has said its piece.
- Calling the police for someone who had had too much to drink and needed medical attention. Even though I was intoxicated, their life is more important than me getting a ticket.
- For someone who has had too much to drink I was able to get them a safe, and sober ride home where I checked on her throughout the night.
- Friend was drinking too much, took he or she home and made sure they were going to be ok
- Guy at bar was too drunk. I had slowly gotten him stop drinking alcohol and start drinking water. His friends were still encouraging him to keep drinking alcohol though. Walked him part way home so I knew his friends wouldn't keep taking him to the bars.

- Have intervened in situations of excessive drinking and verbal harassment (not in a college setting). In those cases confronting the offender was enough to diffuse the situation.
- Helped a drunk person get to bed. And told their roommate.
- Helped people who have had too much to drink find ways home so that they don't drive/convincing them not to drive. Also, when someone drank too much I have at least one time (maybe more than once) stopped a physical fight by distracting the person in the fight. In my opinion, I think one of the best ways to help in a situation of someone having too much to drink is to cut them off without telling them they've had enough- just somehow convince them to leave or distract them from drinking. I've seen many situations where telling them they've had too much makes the situation worse and some people get violent when they drink too much
- I bartend, I intervene early and often in basically all of these situations. I guess a good example was a couple weeks ago when a group was encouraging a girl to keep taking shots after she had puked, it's called "puke and rally" and I informed the girl that it's a really good way to get alcohol poisoning, and I cut her off.
- I had a friend that was passed out drunk, and I brought her to her room, when I came back to check on her I saw a guy in her room. She couldn't fend the guy off herself so I threw the guy out of the room, along with yelling at the guy for being a freak. If I hadn't come back to check on her she could have been sexually assaulted.
- I had stop someone who had too much to drink by stopping that person from consuming more alcohol.
- I have been able to stop a friend from drinking too much by monitoring them and taking away their drinks when they got drunk and thought they needed more. I have also dropped everything to come to a friend's aid who was having emotional issues and needed someone to talk to.
- I have been known to escort people home who have had too much to drink.
- I have stood up for someone who was being made fun of and being harassed and I have also helped my fair share of drunks.
- I have taken away car keys and gave them a ride home.
- I have talked a few people down from making bad decisions while drunk or emotionally stressed.
- I helped a friend get home after he had had too much to drink.
- I just took care of some friends that had too much to drink.
- I made sure my friend who had had too much to drink got home safely and made sure she was ok throughout the night.
- I saw a man taking a very drunk women home with him and I instead walked her home to avoid her getting into a bad situation
- I saw that someone had too much to drink, so I asked them if they were okay. They were okay to get themselves to their room, and I had someone check on them and stay in their room with them to make sure they were okay the rest of the night.
- I talked to the person about drinking too much and how it has a negative impact on themselves, their families, and everyone around them. I have also talked about how they put themselves in jeopardy by doing it
- I told a drunk girl at the bar to go home, and walked with her to make sure she made it back okay.
- I was at soundset and a guy was passed out on a hill and his friends were just all sitting around him laughing not paying attention so I asked if he was ok and they said he was fine. I saw throw up outside his mouth and told his friends he was not ok and I got the paramedics as he continued to throw up and they took him to the hospital and his friends then realized he was not ok.
- I witnessed a drunk classmate stumbling and being rowdy in a bar I helped that person get safely home and made sure they did not vomit and die in their sleep.
- In quite a few different instances, I have witnessed people having too much to drink, and I stepped in to help them home, or at least to safety, and stayed with them until I knew someone else was able to help, or until I felt that their safety was no longer in jeopardy. A few other times, I have seen men and women trying to take advantage of others and I have either stepped in to try and stop

it, or let someone else know who would be able to do more than I would.

- In undergrad, I would take friends home from the bar if I've noticed they have drank too much and stayed with them until they are sober enough to take care of themselves.
- It wasn't on campus, but there's been an instance where someone just had too much to drink so I just took the person away from the situation and brought them to a safe area and let them sleep and give them water.
- I've had friends who have drank too much. Once I have realized someone has gone too far, I have stopped drinking and focused my attention on them to make sure we all get back safely. My friends and I are good about looking out for each other and if we do go out as a group, we come home as a group.
- I've had many times where a friend has had too much to drink and I would just cut them off, bring them home, and give them water. Just make sure they are safe and in bed.
- I've had multiple experiences assisting people who have had too much to drink. It usually just helped to get them to a safe space and talk to them.
- I've witnessed someone who drank too much and took it upon myself to make sure they got home safely.
- Kid drank too much and I took him to the bathroom to puke then put him in a bed
- Monitored person's airway, provided hydration, and alerted more skilled people when needed.
- Multiple friends have come to me with drinking problems, bullying problems, family problems, abuse issues and I have helped them overcome these or work towards a better situation.
- My close friend had too much to drink so I insisted that we went home and watch movies and drink water before bed.
- My friend drank too much so I told him that it was time he was done drinking and I took him into his house and stayed with him to make sure he would be okay.
- My friend had too much to drink and guys were trying to get her to stay at the house and she was starting to pass out and they were grabbing her so I called someone to come pick us up so I knew she would be safe that night.
- My friend was passed out on the lawn from too much to drink so I took him inside and watched him in the bathroom until he fell asleep. I gave him water and helped him so that he wouldn't puke all over the floor. I also made sure he was lying face down when he passed out.
- My friends were drinking and my guy friend started feeling one of my female friends in inappropriate spots. So I grabbed my buddy by the neck and acted really pissed and told him not to touch her like that ever again and his drunken self was too intimidated to do anything for the rest of the night.
- My friends were drinking heavily. I pulled them away and brought them back to their room and stayed there with them just in case to keep them safe.
- Prevented someone from drinking too much by informing them how embarrassing they would look.
- Some guy showed up at my ex-boyfriends place and he was super super drunk. Everyone was getting really mad at him and the guy swung at my ex's friend. They were about to knock him out but I started yelling at them and walked the drunk guy back to his dorm with a male friend of mine.
- Some of my friends who are girls have had too much to drink and have wanted to walk home or drive home or go home with different guys that didn't seem trust-worthy. I either walked them home, drove their car myself and walked back, or told them they're not going home with that guy and if they hadn't listened I would have told the guy that he wasn't going home with her either. These have been at house parties or at the bar.
- Someone had too much to drink and I told them to stop and got them a ride home.
- Someone had too much to drink and wanted to drive home. Didn't give them back their keys.
- Someone was too drunk, I told them I would walk them home.
- Someone who was obviously drunk, and unable to handle themselves properly, I stuck with them and suggested they stop drinking, took the drink out of their hand, and guided them home and put

them to bed.

- Sought medical attention for the person in need
- Stopped a guy trying to force himself on a drunk girl. Used force.
- Stopped someone from drinking too much alcohol.
- Told a friend to stop drinking
- Too much to drink, put them to bed with a glass of water
- Took away their alcohol and made them go home and sat with them until I knew they were alright.
- Took drinks away and drove home a drunk. Stuck up for someone being harassed.
- When a friend came home both drunk and high, I made sure he was safe in his room and made sure he had water and a bucket to puke in, etc. We also took his keys and kept his door locked for his safety.
- When I encountered an individual who had way too much to drink, I took it upon myself to make sure that the individual did not have another drink that night. I also made sure that the individual made it back safely to the place her he/she was staying. Finally, I made sure that the individual had everything he/she needed close by (garbage can, water, food, etc.)
- When my friend had too much to drink I took him home and just relaxed with him until he felt better. Also there was a girl that was walking back to her dorm at night and I helped her walk home to avoid conflict with dangerous individuals.
- While working (local bar) I witnessed a patron being harassed and cornered by a group of other customers, (not from UWRF) due to his sexual orientation. I intervened and when they retaliated towards me I removed them out of the establishment and they are not allowed to return. I've also prevented highly intoxicated girls on multiple occasions from being taken from the bar in a near falling down drunk state. I told the men to leave and contact the girls when they sober up (if an option) and called the ladies a cab.

Dealing with Emotional Distress/Suicidal Thoughts - UWRF Students (37

Comments)

- Too much to drink: successfully removed student from situation and safely brought student home, rechecking often / Suicide: offered an ear, took student to treatment
- A close friend of mine was struggling with depression and was self-harming. I stopped her, cleaned her up, and talked to her about it the next day and offered to go with her to the doctor and counselor.
- A close friend was contemplating suicide, so after getting advice on what to do from my family and another counselor I know from back home, I stepped in and contacted UWRF Counseling Services to make sure she was safe.
- A friend was contemplating suicide and I helped them through their feelings and gave them resources to get help.
- A resident has been experiencing thoughts of suicide and I make it a point to talk to them and let them know that someone cares about them.
- A very good friend of mine has been dealing with depression and multiple times so far she has been having thoughts of suicide so I did the only things I could think of: did what I could to be there for her and also to love and care for her like I would if she was my sister.
- Friend committing suicide
- Friend was feeling depressed. Talked to her. Got her in to see a psych
- I am often the go-to individual for people who are experience emotional pain and those who are considering suicide. I listen and talk them through their situation by offering hope, love, kindness, and genuine care. I have even helped with friends of friends whom I have never met. I often suggest professional help at an appropriate time to do so.
- I called campus police for one of my friends who was having emotional difficulties so she could receive professional help.

- I could tell one of my friends was going through a tough time and seemed depressed. She often joked about wanting to die and that she hated her life. I sat down and talked with her about it. What was bothering her and what she or I could do to help? I helped her through various reasons why she felt the way she did, and also recommended that she should speak to a counselor on campus.
- I had a friend who came to me and said she was depressed and wanting to commit suicide, I have known her for some time and this has happened before, I just sat there and talked to her made her laugh and see that the problem wasn't so bad and she is still here.
- I have been able to stop a friend from drinking too much by monitoring them and taking away their drinks when they got drunk and thought they needed more. I have also dropped everything to come to a friend's aid who was having emotional issues and needed someone to talk to.
- I have had many friends who have experienced episodes of depression including thoughts and attempts at suicide. I believe that through my love and support for them, it helped them to realize they are cared about and loved.
- I have helped a variety of different people go through tough times when they have thought about suicide and helped them change their lives. In addition, I understand what it is like to be on the opposite end of these abuse and harassment issues and know that no one should go through these types of experiences.
- I have talked a few people down from making bad decisions while drunk or emotionally stressed.
- I have talked to people who were having issues, and helped them talk through it. I then gave them suggestions on a person or institution they could seek out to give them more assistance.
- I helped a friend who was depressed by being there for her, listening to her problems and offering advice.
- I prevented a friend from committing suicide one night.
- I talked and listened to a friend that was upset and contemplating suicide
- I talked to my roommate of different options to get help for thoughts of suicide.
- I was an RA in a residence hall and I talked to multiple people about depression and advised them to go as a group to counseling. I also talked to a student about past and present sexual abuse and they both sought help as well.
- My friend texted me and threatened to kill herself. I immediately texted her back, and called her, but she didn't respond. I then immediately called her sister (who she lives with) but her sister didn't respond either. I then called the campus police, and explained the situation. She had been struggling with depression since I met her. The police went to her house, checked on her, and made sure she was mentally stable and would not harm herself. She was mad at me, but I would much rather have her be mad at me than dead or injured.
- My friend came out of the closet about being gay. Before he came out he was thinking about suicide. If I hadn't given him a hand and let him know I was there for him, then he would have killed himself.
- My friend was having thoughts of suicide. I talked to her, called her mom when she would not listen to me. Encouraged her to go to counseling.
- My male friend was experiencing severe suicidal thoughts two years ago. We were chatting online through Facebook and I felt really bad for him. I have been in the same situation before (because I have depression/anxiety) so I knew that I could talk him through it. Being there for him helped too. He still struggles with depression and anxiety but it helps that he has others that support him as friends.
- On a few occasions, people that were emotionally stressed and/or suicidal came to me or were approached by me and I helped as best I could. I helped one person enroll in counseling at UWRF, I just regularly checked up on another person, and one person ended up going on to commit suicide despite my efforts to intervene. That last situation was last semester, and I'm still not okay when I think about it, wondering if I could have done more. But he refused to see counseling and my and my friend's efforts to cheer him up weren't enough. The amount of stress that people are under every waking day is enough to make a person sick, between work, school, relationships, and expectations from others.

- One of my friends is going through a really difficult time right now; she has been for about the last year. She goes in and out of bouts of depression and suicidal thoughts. Every time I know she is suffering a lot, I bring her what I can to cheer her up, I sit with her until she wants me to go, and I remind her of all the wonderful things in life that she shouldn't let go of and I remind her why she is such an amazing person. I hope that by telling her these things, I can seep some positivity into her thoughts and deter her from thinking about suicide. So far it seems to be working; she is still alive...
- Someone I knew was experiencing significant emotional distress. I spoke with them and suggested they contact somebody for help and consultation. They did and now see a counselor on a regular basis.
- Someone I knew was thinking of harming themselves so I talked it through with this individual and was able to give them the help they needed.
- Someone was having a really rough week and was severely emotionally compromised so I talked with them along with other friends and just helped them to feel a bit better.
- Someone was upset and I sat with them, trying to comfort them. They ended up less sad
- Talked the person through it
- Talked with the individual and convinced her to talk with a counselor.
- There are tons of students emotionally distressed. I have not dealt with suicide really but just very emotionally broken and worn out students. I myself face this and help others by letting them know it will be okay. That they will get done what they get done and just accept the rest because they will not die over it. Overall I try to give advice that helps them relax as well as get through it.
- When people are experiencing emotional distress I talk to them and let them vent about everything that is bother them and show them that they are not alone and that people actually care about them.
- Whenever my friend is in need she always comes to me and asks for help. She is very depressed and is emotional unstable. So whenever she has a bad day she come to me and we talk it out. Sometimes it takes an hour sometimes all day but to me it doesn't matter how much time it takes as long as she feels better when we are done talking then I know I helped her that day. I wish I could bring her somewhere for more help but no matter what I know talking with me helps her and I'll do it anytime anywhere to help her or anyone in that matter.

Dealing with Sexual Abuse - UWRF Students (17 *Comments*)

- A couple was intoxicated at the bar, the girl more than the guy. I pretended like I knew her, pulled her aside and asked her if she was ok. She left the bar after that.
- A guy was physically beating his GF, so I whooped his ass. (Not in RF)
- A man was being verbally abusive to his wife and I simply asked him, "Why do you think that it is okay to speak to her that way?" He tried to intimidate me verbally and I looked him in the eye and told him I wasn't intimidated by him. He backed down and his wife left. A friend had been drinking too much. I took his keys away from him and drove him to detox. I have done this more than once.
- Another student was worried about a male in the building with us (we were on a study abroad), and I worked with the staff in the hostel to solve the issue.
- I had a friend that was passed out drunk, and I brought her to her room, when I came back to check on her I saw a guy in her room. She couldn't fend the guy off herself so I threw the guy out of the room, along with yelling at the guy for being a freak. If I hadn't come back to check on her she couldn't been sexually assaulted.
- I have reported a sexual assault of a student in the past and filled out the correct forms and notified who I needed to notify about the situation.
- I saw a man taking a very drunk women home with him and I instead walked her home to avoid her getting into a bad situation

- I was an RA in a residence hall and I talked to multiple people about depression and advised them to go as a group to counseling. I also talked to a student about past and present sexual abuse and they both sought help as well.
- I was at a party in high school and there was a young woman nearly put in harm's way by being forced into sexual actions, and that then caused me to burst into the room and grab her and run.
- I witnessed a young female being raped and I pulled the male off of her and struck him across the face, which resulted in him running away.
- Most of these situations I have not personally witnessed. When I hear about these things though, there are many things I would do. If I ever witnessed someone being sexually harassed or even assaulted, I would personally put myself in danger for them. I would do anything that I could to stop any type of bad situation because that is what I expect from others if it were me being harmed.
- My friend had too much to drink and guys were trying to get her to stay at the house and she was starting to pass out and they were grabbing her so I called someone to come pick us up so I knew she would be safe that night.
- My friends were drinking and my guy friend started feeling one of my female friends in inappropriate spots so I grabbed my buddy by the neck and acted really pissed and told him not to touch her like that ever again and his drunken self was too intimidated to do anything for the rest of the night.
- Some of my friends who are girls have had too much to drink and have wanted to walk home or drive home or go home with different guys that didn't seem trust-worthy. I either walked them home, drove their car myself and walked back, or told them they're not going home with that guy and if they hadn't listened I would have told the guy that he wasn't going home with her either. These have been at house parties or at the bar.
- Stopped a guy trying to force himself on a drunk girl. Used force.
- When my friend had too much to drink I took him home and just relaxed with him until he felt better. Also there was a girl that was walking back to her dorm at night and I helped her walk home to avoid conflict with dangerous individuals.
- While working (local bar) I witnessed a patron being harassed and cornered by a group of other customers, (not from UWRF) due to his sexual orientation. I intervened and when they retaliated towards me I removed them out of the establishment and they are not allowed to return. I've also prevented highly intoxicated girls on multiple occasions from being taken from the bar in a near falling down drunk state. I told the men to leave and contact the girls when they sober up (if an option) and called the ladies a cab.

Dealing with Verbal Abuse - UWRF Students (18 *Comments*)

- A friend of mine was being picked on because of his sexuality. I stood up for him and defended him against the insults. Today, he isn't made fun of as much.
- A kid was getting bullied so I stepped in and also told someone in authority.
- Calling people out when they make sexist/racist/discriminatory comments.
- I directly addressed a student who was making racist comments towards other students. All I needed to say was "hey, be more respectful" and the student immediately stopped her comments.
- I have stood up for someone who was being made fun of and being harassed and I have also helped my fair share of drunks.
- In high school the football players were bullying the disabled students and I stepped up and told them to stop before they had to deal with me and face the wrath of not being in the yearbook; as I was the editor-in-chief for 4 years.
- In one of my high school classes one of my group members misunderstood what he was supposed to do and the other group members were being mean and calling him dumb, and the like, and I stepped in and defended him because I have been in his situation too many times for me to not do anything.

- It happened to a couple of student on campus and to myself being discriminated. I had to intervene because if I didn't, I knew that I'll regret it later. Anyways, four or five guys were together, calling these two international females names. I just step in because the international students were scared and they smiled because they didn't know what the guys were talking about. I got upset too because they were picking on people who were different from them. I just told them off like I would to anybody who will look down on me. I also told them to take more classes and learn about diversities and history because they were lacking the education. They just kept on cursing and telling us to go back to where I came from, but I didn't step down or walk away. I just kept on talking and speaking my mind, while they just kept yelling. Finally, two guys came and intervene and just told them to cool down and walk away since this wasn't high school anymore. The guys walked away. I was surprised I stayed cool and under control at all time. Those guys helped me, but they also kind of joke stating that a minority female shouldn't stand up to some tall white boys alone, because something out of control might happen. I just stared at them, ask them if they were calling me weak. They said no, and I just told them because it was the right thing to do. The girls were thanking me a lot while I was thanked the guys who helped me.
- I've witnessed harassment/bullying of others on several occasions and never hesitated to call the offender out on how wrong they were and how what they were saying was not okay.
- Multiple friends have come to me with drinking problems, bullying problems, family problems, abuse issues and I have helped them overcome these or work towards a better situation.
- Multiple times have criticized friends for calling people 'faggots'
- On the bus, my team was calling our opponents' "overrated" after we beat them in a playoff game. I stepped on the bus and shouted at them to stop, because they played the best they could and that is not how we as a team treat our opponents. The chanting stopped.
- Someone kept calling my friend "faggot" I took the kid aside, let him know that the word was offensive to my friend and NOT acceptable, and kicked him out. He complained loudly and told me to "fuck off" and that "it wasn't my business" but my friend was appreciative.
- Someone was being made fun of and ganged up on for the way he talked and acted and I asked the group to just stop and walk away, to find something better to do with their night.
- Someone who I know was being physically abused and I intervened, I don't think my intervention resolved the problem, but I have peace of mind in knowing that I protected her during that incident.
- Someone was talking to a woman in vulgar terminology, so I reminded them of how demeaning such terms can be to a woman. That person then decided to watch their language.
- Stood up to the person bullying the other person verbally
- Students/friends were making fun of a mentally challenged student's behavior in the lunch room and I got on them about the individual's inability to help it, control it, how that's what's "normal" to them, and the fact that they have no right to judge them because of that. Chances are that that individual is smarter than them, they're brain just processes things DIFFERENTLY but they are otherwise no different than we are. Granted, they continued to pick on the mentally challenged students in the future, but each time I was there and scolded them about it, they had stopped.

Dealing with Hazing - UWRF Students (1 *Comment*)

- When I was hazed in an organization and they were terminated because of it

Miscellaneous (10 *Comments*)

- Two groups of guys outside a bar getting ready to fight over a "he said, she said" sort of thing. A couple of my friends and I got the groups to put some distance between each other then sort of acted like mediators to get a picture of both sides. After both sides recognized their errors they were able to part ways even though they were still angry. We told them that the last option would be for us to call the police. I don't know how effective this was, but the outcome was favorable; though it may have been due to other, unforeseen circumstances.

- A fight broke out and I stepped in the middle of it. I got hurt a little bit, but it was worth stopping the fight. Most people won't hit a girl
- Alerted my RA about the situation.
- I am a distance learner and am not on campus. Sorry I don't feel I can accurately do your survey.
- I am an RA so I intervene a lot. Just stepping in and distracting from what's going on, being assertive and confident, and being firm in my statement that the behavior must stop always work. And in the rare instances that these don't work, University Police comes in and makes it work =)
- I have brought up past experiences and worked through it with them.
- Notified an authority figure
- People trying to start a fight about something, I stepped in to say fighting isn't worth it- walk away from the situation before something violent occurs.
- Personal experience. Really rather not have people know
- Prefer not to state the situation....legal issues are pending.

Question 27 Ethnicity

Athletes (No Responses)

Greeks (2 Responses)

- Mixed race
- White

General Students (4 Responses)

- White (2X)
- Asian
- Italian

Appendix C – Quantitative Summary of Responses by Question

Athletes

Q1 Leadership

Q2 As a student-athlete I see myself as a leader.

2% Strongly Disagree (1)

2% Disagree (2)

48% Agree (3)

48% Strongly Agree (4)

Q3 As a student-athlete I think others see me as a leader in the following ways:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
As a role model to peers (other college students) (1)	0%	10%	71%	19%
As a role model to younger students (high school and younger) (2)	0%	0%	35%	65%
As a campus opinion leader (3)	0%	29%	58%	13%
As a leader in social settings (4)	0%	13%	65%	23%

Q4 As a student-athlete I believe:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
It is my responsibility to intervene when I notice a problematic situation. (1)	0%	15%	52%	34%
I need to set an example in my own behavior for what I expect of others. (2)	0%	2%	39%	60%
There is no need to get involved in problematic situations. (3)	23%	61%	11%	5%

Q5 Alcohol Use

Q6 In an average week, how much do you drink in total Sunday through Wednesday? (“one drink” is 12 oz. of beer, 5 oz. of wine, 1.5 oz. of 80 proof liquor)

84% I don’t drink (1)

16% 1-3 drinks (2)

0% 4-6 drinks (3)

0% 7-9 drinks (4)

0% 10+ drinks (5)

Q7 In an average week, how much do you drink in total Thursday through Saturday? (“one drink” is 12 oz. of beer, 5 oz. of wine, 1.5 oz. of 80 proof liquor)

45% I don’t drink (1)
 31% 1-3 drinks (2)
 15% 4-6 drinks (3)
 3% 7-9 drinks (4)
 6% 10+ drinks (5)

Q8 Attitudes/Perceptions

Q9 For this section, please answer as it relates to your collegiate experience. “Hazing” refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm, REGARDLESS of the person’s willingness to participate.

Q10 On average, how often during the school year do you witness the following situations?

	Never (1)	Once (2)	A few times a semester (3)	Weekly (4)	Daily (5)
Someone who has had too much to drink (1)	3%	5%	45%	45%	2%
Hazing (2)	69%	21%	8%	2%	0%
Someone being taken advantage of sexually (3)	84%	6%	8%	2%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	37%	18%	37%	5%	3%
Someone experiencing significant emotional distress or thoughts of suicide (5)	61%	26%	8%	3%	2%

Q11 How much does it bother you when you observe the following behaviors?

	Extreme amount (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	8%	13%	50%	24%	5%
Hazing (2)	26%	43%	30%	2%	0%
Someone being taken advantage of sexually (3)	84%	15%	2%	0%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	44%	47%	8%	2%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	52%	44%	3%	2%	0%

Q12 How often do you witness these situations and feel someone's health and safety are in jeopardy?

	Never (1)	Once (2)	A few times a semester (3)	Weekly (4)	Daily (5)
Someone who has had too much to drink (1)	23%	19%	44%	15%	0%
Hazing (2)	76%	15%	8%	2%	0%
Someone being taken advantage of sexually (3)	76%	13%	11%	0%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	52%	27%	19%	2%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	60%	23%	18%	0%	0%

Q13 What do you feel the perception of STUDENT-ATHLETES is at UWRF in relation to drinking?

- 11% Athletes drink more than the average student (1)
- 50% Athletes drink about the same as most students (2)
- 39% Athletes drink less than the average student (3)

Q14 What do you feel the perception of GREEKS (fraternity/sorority members) is at UWRF in relation to drinking?

- 50% Greeks drink more than the average student (1)
- 45% Greeks drink about the same as most students (2)
- 5% Greeks drink less than the average student (3)

Q15 How much do you think STUDENT-ATHLETES are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	3%	20%	47%	20%	8%
Hazing (2)	12%	36%	42%	10%	0%
Someone being taken advantage of sexually (3)	36%	46%	17%	2%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	19%	49%	27%	3%	2%
Someone experiencing significant emotional distress or thoughts of suicide (5)	36%	45%	17%	2%	0%

Q16 How much do you think GREEKS are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	2%	12%	40%	36%	10%
Hazing (2)	10%	29%	31%	21%	9%
Someone being taken advantage of sexually (3)	29%	26%	33%	10%	2%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	16%	34%	34%	12%	3%
Someone experiencing significant emotional distress or thoughts of suicide (5)	29%	36%	21%	12%	2%

Q17 How much do you think UWRF STUDENTS are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	3%	14%	42%	31%	10%
Hazing (2)	15%	25%	36%	24%	0%
Someone being taken advantage of sexually (3)	25%	42%	31%	2%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	14%	41%	34%	12%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	29%	34%	26%	9%	2%

Q18 In general, how often do STUDENT-ATHLETES actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	18%	33%	32%	16%	2%
Hazing (2)	18%	25%	35%	19%	4%
Someone being taken advantage of sexually (3)	33%	28%	26%	12%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	16%	32%	40%	9%	4%
Someone experiencing significant emotional distress or thoughts of suicide (5)	25%	43%	20%	11%	2%

Q19 In general, how often do GREEKS actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	8%	25%	34%	28%	6%
Hazing (2)	13%	26%	28%	21%	11%
Someone being taken advantage of sexually (3)	23%	28%	30%	15%	4%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	13%	26%	42%	13%	6%
Someone experiencing significant emotional distress or thoughts of suicide (5)	23%	40%	23%	11%	4%

Q20 In general, how often do UWRF STUDENTS actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	2%	18%	42%	35%	4%
Hazing (2)	11%	15%	54%	15%	6%
Someone being taken advantage of sexually (3)	16%	33%	42%	7%	2%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	7%	22%	55%	13%	4%
Someone experiencing significant emotional distress or thoughts of suicide (5)	13%	36%	36%	11%	4%

Q21 How much do you think something SHOULD be done in the following situations?

	Extreme amount (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	22%	45%	31%	2%	0%
Hazing (2)	41%	40%	19%	0%	0%
Someone being taken advantage of sexually (3)	81%	16%	3%	0%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	59%	31%	7%	3%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	75%	18%	4%	4%	0%

Q22 When observing the following behaviors, I am most likely to respond in the following ways
(select ONE thing you would most likely do for EACH situation).

	Join in (1)	Do nothing (2)	Talk to an administrator, coach, or other professional staff member (3)	Talk to a friend, teammate or other student (4)	Try to stop it (5)
Someone who has had too much to drink (1)	2%	9%	10%	28%	52%
Hazing (2)	0%	7%	34%	24%	34%
Someone being taken advantage of sexually (3)	0%	3%	22%	12%	62%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	0%	2%	19%	31%	48%
Someone experiencing significant emotional distress or thoughts of suicide (5)	0%	2%	42%	14%	42%

Q23 Think of a time when you witnessed the situations listed below. If you did NOT intervene, please indicate the reason why (Check ALL the responses that apply for EACH situation):

	Someone who has had too much to drink (1)	Hazing (2)	Someone being taken advantage of sexually (3)	Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc. (4)	Someone experiencing significant emotional distress or thoughts of suicide (5)
Assumed it wasn't a problem (1)	89%	19%	4%	26%	0%
Was afraid of embarrassing myself (2)	40%	13%	33%	47%	7%
Assumed someone else would do something (3)	61%	22%	26%	57%	13%
Believed that others aren't bothered (4)	50%	33%	11%	56%	28%
Was afraid my teammates would not approve/support me (5)	40%	30%	10%	30%	40%
Felt that my involvement could put my safety at risk (6)	67%	28%	28%	50%	6%
Didn't know WHEN to intervene (7)	42%	21%	33%	29%	25%
Didn't know HOW to intervene (8)	52%	19%	35%	45%	45%
Lack of confidence to intervene (9)	47%	29%	29%	41%	24%
It was none of my business (10)	59%	24%	28%	48%	21%
Fear of retaliation (11)	47%	20%	40%	53%	20%
I have never witnessed a situation of (12)	13%	78%	76%	44%	67%

Q24 I believe if someone had stepped up and intervened, a negative situation/outcome could have been avoided in the following situations:

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	42%	27%	23%	8%	0%
Hazing (2)	46%	32%	14%	6%	2%
Someone being taken advantage of sexually (3)	62%	25%	8%	4%	2%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	46%	38%	12%	2%	2%
Someone experiencing significant emotional distress or thoughts of suicide (5)	58%	27%	12%	2%	2%

Q25 I feel I have the skills to intervene in the following situations:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Someone who has had too much to drink (1)	4%	11%	47%	38%
Hazing (2)	8%	15%	57%	21%
Someone being taken advantage of sexually (3)	4%	17%	53%	26%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	2%	17%	55%	26%
Someone experiencing significant emotional distress or thoughts of suicide (5)	6%	21%	50%	23%

Q26 I would like to learn skills to intervene when the following incidents occur:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Someone who has had too much to drink (1)	6%	14%	54%	26%
Hazing (2)	8%	14%	56%	22%
Someone being taken advantage of sexually (3)	4%	14%	51%	31%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	4%	12%	57%	27%
Someone experiencing significant emotional distress or thoughts of suicide (5)	6%	10%	52%	32%

Q27 With regard to these issues have you ever done something to intervene that was successful?

64% Yes (1)
36% No (2)

Q28 If yes, briefly describe the situation, and what you did.

See Appendix B

Q29 If you have intervened in any of these situations, please explain WHY you chose to intervene (Check ALL responses down each column that apply for EACH situation across the top).

	Someone who has had too much to drink (1)	Hazing (2)	Someone being taken advantage of sexually (3)	Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	Someone experiencing significant emotional distress or thoughts of suicide (5)
To preserve the reputation of my team (1)	78%	39%	26%	35%	17%
It was the right thing to do (2)	86%	35%	38%	51%	38%
So a teammate wouldn't get in trouble (3)	87%	26%	22%	30%	17%
So the situation wouldn't escalate (4)	76%	33%	33%	39%	30%
Someone needed help (5)	71%	31%	40%	49%	46%
It was easy to help (6)	74%	17%	17%	43%	35%
Because others expected me to (7)	67%	0%	11%	22%	11%
It makes me feel good to help (8)	64%	20%	32%	68%	60%
I would want someone to help me in that situation (9)	87%	33%	33%	47%	43%
I related to the person's experience (10)	53%	20%	7%	53%	20%
To impress others (11)	43%	43%	29%	29%	29%
I think teammates should look out for each other (12)	91%	31%	34%	47%	41%

Q30 Demographics

Q31 What is your gender?

34%	Male (1)
66%	Female (2)
0%	Transgendered (3)

Q32 What is your year in school?

38%	Freshman (1)
38%	Sophomore (2)
9%	Junior (3)
15%	Senior (4)
0%	Graduate Student (5)
0%	Other (6)

Q33 What is your ethnicity?

96%	Caucasian (1)
2%	African American (2)
0%	Hispanic (3)
0%	Native American (4)
2%	Asian/Pacific-Islander (5)
0%	Multi-ethnic (6)
0%	Other (7) _____

Greeks

Q1 Leadership

Q2 As a fraternity/sorority member I see myself as a leader.

2% Strongly Disagree (1)
 0% Disagree (2)
 40% Agree (3)
 58% Strongly Agree (4)

Q3 As a fraternity/sorority member I think others see me as a leader in the following ways:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
As a role model to peers (other college students) (1)	2%	11%	59%	28%
As a role model to younger students (high school and younger) (2)	2%	13%	61%	24%
As a campus opinion leader (3)	2%	20%	54%	24%
As a leader in social settings (4)	2%	11%	59%	28%

Q4 As a fraternity/sorority I believe:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
It is my responsibility to intervene when I notice a problematic situation. (1)	2%	2%	65%	30%
I need to set an example in my own behavior for what I expect of others. (2)	2%	0%	28%	70%
There is no need to get involved in problematic situations. (3)	24%	54%	11%	11%

Q5 Alcohol Use

Q6 In an average week, how much do you drink in total Sunday through Wednesday? ("one drink" is 12 oz. of beer, 5 oz. of wine, 1.5 oz. of 80 proof liquor)

57% I don't drink (1)
 33% 1-3 drinks (2)
 7% 4-6 drinks (3)
 0% 7-9 drinks (4)
 4% 10+ drinks (5)

Q7 In an average week, how much do you drink in total Thursday through Saturday? (“one drink” is 12 oz. of beer, 5 oz. of wine, 1.5 oz. of 80 proof liquor)

- 30% I don’t drink (1)
- 35% 1-3 drinks (2)
- 15% 4-6 drinks (3)
- 11% 7-9 drinks (4)
- 9% 10+ drinks (5)

Q8 Attitudes/Perceptions

Q9 For this section, please answer as it relates to your collegiate experience. “Hazing” refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm, REGARDLESS of the person’s willingness to participate.

Q10 On average, how often during the school year do you witness the following situations?

	Never (1)	Once (2)	A few times a semester (3)	Weekly (4)	Daily (5)
Someone who has had too much to drink (1)	0%	9%	67%	22%	2%
Hazing (2)	89%	2%	7%	0%	2%
Someone being taken advantage of sexually (3)	78%	13%	4%	2%	2%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	47%	18%	24%	9%	2%
Someone experiencing significant emotional distress or thoughts of suicide (5)	48%	20%	26%	7%	0%

Q11 How much does it bother you when you observe the following behaviors?

	Extreme amount (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	9%	22%	48%	20%	2%
Hazing (2)	61%	28%	7%	2%	2%
Someone being taken advantage of sexually (3)	83%	11%	7%	0%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	59%	28%	11%	2%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	74%	15%	11%	0%	0%

Q12 How often do you witness these situations and feel someone's health and safety are in jeopardy?

	Never (1)	Once (2)	A few times a semester (3)	Weekly (4)	Daily (5)
Someone who has had too much to drink (1)	13%	35%	46%	7%	0%
Hazing (2)	87%	7%	4%	2%	0%
Someone being taken advantage of sexually (3)	71%	13%	13%	2%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	60%	16%	20%	4%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	47%	20%	27%	7%	0%

Q14 What do you feel the perception of STUDENT-ATHLETES is at UWRF in relation to drinking?

- 48% Athletes drink more than the average student (1)
- 50% Athletes drink about the same as most students (2)
- 2% Athletes drink less than the average student (3)

Q15 What do you feel the perception of GREEKS (fraternity/sorority members) is at UWRF in relation to drinking?

- 30% Greeks drink more than the average student (1)
- 61% Greeks drink about the same as most students (2)
- 9% Greeks drink less than the average student (3)

Q16 How much do you think STUDENT ATHLETES are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	0%	12%	49%	23%	16%
Hazing (2)	14%	19%	33%	23%	12%
Someone being taken advantage of sexually (3)	28%	28%	16%	19%	9%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	14%	37%	19%	16%	14%
Someone experiencing significant emotional distress or thoughts of suicide (5)	26%	33%	26%	9%	7%

Q17 How much do you think GREEKS are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	12%	37%	42%	7%	2%
Hazing (2)	72%	21%	2%	0%	5%
Someone being taken advantage of sexually (3)	71%	24%	0%	0%	5%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	51%	30%	14%	0%	5%
Someone experiencing significant emotional distress or thoughts of suicide (5)	53%	33%	7%	2%	5%

Q18 How much do you think UWRF STUDENTS are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	2%	12%	70%	14%	2%
Hazing (2)	26%	28%	30%	12%	5%
Someone being taken advantage of sexually (3)	44%	33%	16%	5%	2%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	23%	42%	28%	2%	5%
Someone experiencing significant emotional distress or thoughts of suicide (5)	33%	37%	21%	5%	5%

Q19 In general, how often do STUDENT-ATHLETES actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	3%	11%	39%	37%	11%
Hazing (2)	11%	21%	29%	24%	16%
Someone being taken advantage of sexually (3)	18%	24%	37%	16%	5%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	13%	11%	42%	26%	8%
Someone experiencing significant emotional distress or thoughts of suicide (5)	16%	21%	37%	18%	8%

Q20 In general, how often do GREEKS actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	18%	33%	43%	5%	3%
Hazing (2)	58%	25%	10%	3%	5%
Someone being taken advantage of sexually (3)	49%	31%	15%	3%	3%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	33%	35%	25%	5%	3%
Someone experiencing significant emotional distress or thoughts of suicide (5)	33%	40%	18%	8%	3%

Q21. In general, how often do UWRF STUDENTS actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	8%	15%	50%	25%	3%
Hazing (2)	10%	23%	33%	20%	15%
Someone being taken advantage of sexually (3)	23%	25%	38%	13%	3%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	20%	20%	38%	20%	3%
Someone experiencing significant emotional distress or thoughts of suicide (5)	23%	18%	43%	15%	3%

Q21 How much do you think something **SHOULD** be done in the following situations?

	Extreme amount (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	17%	49%	27%	7%	0%
Hazing (2)	73%	20%	5%	2%	0%
Someone being taken advantage of sexually (3)	90%	5%	5%	0%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	61%	29%	7%	2%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	76%	20%	5%	0%	0%

Q22 When observing the following behaviors, I am most likely to respond in the following ways (select ONE thing you would most likely do for EACH situation).

	Join in (1)	Do nothing (2)	Talk to an administrator, coach, or other professional staff member (3)	Talk to a friend, teammate or other student (4)	Try to stop it (5)
Someone who has had too much to drink (1)	5%	7%	5%	34%	49%
Hazing (2)	0%	0%	29%	15%	56%
Someone being taken advantage of sexually (3)	0%	0%	15%	15%	71%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	0%	2%	7%	24%	66%
Someone experiencing significant emotional distress or thoughts of suicide (5)	0%	2%	37%	15%	46%

Q23 Think of a time when you witnessed the situations listed below. If you did NOT intervene, please indicate the reason why (Check ALL the responses that apply for EACH situation):

	Someone who has had too much to drink (1)	Hazing (2)	Someone being taken advantage of sexually (3)	Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc. (4)	Someone experiencing significant emotional distress or thoughts of suicide (5)
Assumed it wasn't a problem (1)	85%	15%	0%	15%	5%
Was afraid of embarrassing myself (2)	50%	13%	0%	50%	0%
Assumed someone else would do something (3)	82%	0%	9%	36%	18%
Believed that others aren't bothered (4)	60%	20%	0%	50%	10%
Was afraid my chapter members would not approve/support me (5)	33%	33%	33%	33%	50%
Felt that my involvement could put my safety at risk (6)	89%	11%	0%	33%	0%
Didn't know WHEN to intervene (7)	46%	23%	15%	46%	54%
Didn't know HOW to intervene (8)	67%	40%	27%	53%	67%
Lack of confidence to intervene (9)	57%	29%	29%	29%	57%
It was none of my business (10)	82%	12%	6%	24%	29%
Fear of retaliation (11)	75%	25%	0%	25%	13%
I have never witnessed a situation of (12)	4%	88%	88%	44%	52%

Q24 I believe if someone had stepped up and intervened, a negative situation/outcome could have been avoided in the following situations:

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	29%	21%	42%	5%	3%
Hazing (2)	56%	28%	14%	3%	0%
Someone being taken advantage of sexually (3)	68%	24%	5%	3%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	51%	30%	11%	8%	0%
Someone experiencing significant emotional distress or thoughts of suicide (5)	41%	38%	22%	0%	0%

Q25 I feel I have the skills to intervene in the following situations:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Someone who has had too much to drink (1)	11%	13%	45%	32%
Hazing (2)	11%	11%	34%	45%
Someone being taken advantage of sexually (3)	11%	13%	37%	39%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	11%	16%	34%	39%
Someone experiencing significant emotional distress or thoughts of suicide (5)	21%	18%	29%	32%

Q26 I would like to learn skills to intervene when the following incidents occur:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Someone who has had too much to drink (1)	3%	19%	62%	16%
Hazing (2)	6%	14%	67%	14%
Someone being taken advantage of sexually (3)	0%	6%	63%	31%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	3%	8%	67%	22%
Someone experiencing significant emotional distress or thoughts of suicide (5)	5%	8%	51%	35%

Q27 23a. With regard to these issues have you ever done something to intervene that was successful?

68% Yes (1)

32% No (2)

If No Is Selected, Then Skip To End of Block

Q28 If yes, briefly describe the situation, and what you did.

See Appendix B

Q29 If you have intervened in any of these situations, please explain WHY you chose to intervene (Check ALL responses down each column that apply for EACH situation across the top).

	Someone who has had too much to drink (1)	Hazing (2)	Someone being taken advantage of sexually (3)	Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	Someone experiencing significant emotional distress or thoughts of suicide (5)
To preserve the reputation of my fraternity or sorority (1)	94%	24%	29%	53%	18%
It was the right thing to do (2)	97%	28%	48%	69%	66%
So a Greek brother/sister wouldn't get in trouble (3)	100%	23%	23%	38%	15%
So the situation wouldn't escalate (4)	91%	26%	35%	52%	48%
Someone needed help (5)	77%	15%	35%	54%	54%
It was easy to help (6)	67%	0%	0%	33%	25%
Because others expected me to (7)	73%	18%	27%	73%	45%
It makes me feel good to help (8)	68%	23%	36%	64%	55%
I would want someone to help me in that situation (9)	81%	31%	50%	65%	58%
I related to the person's experience (10)	61%	11%	28%	61%	61%
To impress others (11)	100%	0%	0%	100%	100%
I think Greeks should look out for each other (12)	90%	48%	48%	71%	57%

Q30 Demographics

Q31 What is your gender?

42% Male (1)
55% Female (2)
3% Transgendered (3)

Q32 What is your year in school?

8% Freshman (1)
34% Sophomore (2)
39% Junior (3)
0% Senior (4)
3% Graduate Student (5)
0% Other (6)

Q33 What is your ethnicity?

89% Caucasian (1)
0% African American (2)
0% Hispanic (3)
0% Native American (4)
3% Asian/Pacific-Islander (5)
0% Multi-ethnic (6)
8% Other (7) _____

Q34 What Fraternity or Sorority are you a member of?

22% Alpha Omicron Pi (1)
8% Alpha Sigma Alpha (2)
11% Phi Mu (3)
14% Sigma Alpha (4)
0% Delta Lambda Phi (5)
24% Alpha Gamma Rho (6)
8% Delta Theta Sigma (7)
14% Theta Chi (8)

UWRF Students

Q1 Leadership

Q2 As a UWRF student I see myself as a leader.

- 3% Strongly Disagree (1)
- 23% Disagree (2)
- 56% Agree (3)
- 18% Strongly Agree (4)

Q3 As a UWRF student I think others see me as a leader in the following ways:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
As a role model to peers (other college students) (1)	2%	20%	60%	18%
As a role model to younger students (high school and younger) (2)	2%	12%	56%	30%
As a campus opinion leader (3)	8%	53%	33%	6%
As a leader in social settings (4)	5%	33%	46%	15%

Q4 As a UWRF student I believe:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
It is my responsibility to intervene when I notice a problematic situation. (1)	0%	12%	61%	26%
I need to set an example in my own behavior for what I expect of others. (2)	1%	4%	45%	51%
There is no need to get involved in problematic situations. (3)	22%	62%	14%	2%

Q5 Alcohol Use

Q6 In an average week, how much do you drink in total Sunday through Wednesday? (“one drink” is 12 oz. of beer, 5 oz. of wine, 1.5 oz. of 80 proof liquor)

- 69% I don’t drink (1)
- 23% 1-3 drinks (2)
- 4% 4-6 drinks (3)
- 2% 7-9 drinks (4)
- 2% 10+ drinks (5)

Q7 In an average week, how much do you drink in total Thursday through Saturday? (“one drink” is 12 oz. of beer, 5 oz. of wine, 1.5 oz. of 80 proof liquor)

45% I don’t drink (1)
 27% 1-3 drinks (2)
 13% 4-6 drinks (3)
 7% 7-9 drinks (4)
 9% 10+ drinks (5)

Q8 Attitudes/Perceptions

Q9 For this section, please answer as it relates to your collegiate experience. “Hazing” refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades, or risks emotional and/or physical harm, REGARDLESS of the person’s willingness to participate.

Q10 On average, how often during the school year do you witness the following situations?

	Never (1)	Once (2)	A few times a semester (3)	Weekly (4)	Daily (5)
Someone who has had too much to drink (1)	13%	11%	39%	36%	1%
Hazing (2)	81%	8%	8%	2%	1%
Someone being taken advantage of sexually (3)	86%	10%	3%	1%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	43%	22%	28%	6%	2%
Someone experiencing significant emotional distress or thoughts of suicide (5)	51%	24%	19%	4%	2%

Q11 How much does it bother you when you observe the following behaviors?

	Extreme amount (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	7%	17%	39%	25%	11%
Hazing (2)	33%	35%	23%	5%	3%
Someone being taken advantage of sexually (3)	81%	15%	1%	0%	2%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	54%	34%	9%	1%	2%
Someone experiencing significant emotional distress or thoughts of suicide (5)	58%	29%	10%	1%	2%

Q12 How often do you witness these situations and feel someone's health and safety are in jeopardy?

	Never (1)	Once (2)	A few times a semester (3)	Weekly (4)	Daily (5)
Someone who has had too much to drink (1)	30%	23%	40%	6%	1%
Hazing (2)	83%	9%	7%	1%	0%
Someone being taken advantage of sexually (3)	79%	14%	6%	1%	0%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	62%	20%	16%	2%	1%
Someone experiencing significant emotional distress or thoughts of suicide (5)	54%	25%	17%	3%	1%

Q13 What do you feel the perception of STUDENT-ATHLETES is at UWRF in relation to drinking?

- 34% Athletes drink more than the average student (1)
- 55% Athletes drink about the same as most students (2)
- 11% Athletes drink less than the average student (3)

Q14 What do you feel the perception of GREEKS (fraternity/sorority members) is at UWRF in relation to drinking?

- 48% Greeks drink more than the average student (1)
- 45% Greeks drink about the same as most students (2)
- 6% Greeks drink less than the average student (3)

Q16 How much do you think STUDENT-ATHLETES are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	3%	7%	35%	40%	15%
Hazing (2)	8%	14%	35%	34%	9%
Someone being taken advantage of sexually (3)	23%	30%	28%	14%	5%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	13%	27%	33%	20%	7%
Someone experiencing significant emotional distress or thoughts of suicide (5)	19%	32%	31%	14%	6%

Q17 How much do you think GREEKS are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	3%	10%	35%	34%	18%
Hazing (2)	11%	14%	37%	23%	15%
Someone being taken advantage of sexually (3)	24%	30%	30%	10%	6%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	16%	30%	34%	13%	7%
Someone experiencing significant emotional distress or thoughts of suicide (5)	23%	33%	27%	11%	6%

Q18 How much do you think UWRF STUDENTS are bothered when they observe the following behaviors?

	Extremely (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	5%	10%	47%	32%	6%
Hazing (2)	12%	26%	43%	16%	3%
Someone being taken advantage of sexually (3)	35%	35%	25%	4%	1%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	22%	36%	31%	9%	2%
Someone experiencing significant emotional distress or thoughts of suicide (5)	27%	36%	30%	5%	1%

Q19 In general, how often do STUDENT-ATHLETES actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	4%	10%	40%	36%	11%
Hazing (2)	4%	11%	39%	35%	12%
Someone being taken advantage of sexually (3)	13%	20%	38%	21%	7%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	6%	16%	40%	29%	9%
Someone experiencing significant emotional distress or thoughts of suicide (5)	9%	21%	40%	22%	8%

Q20 In general, how often do GREEKS actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	3%	15%	42%	31%	9%
Hazing (2)	8%	14%	36%	30%	12%
Someone being taken advantage of sexually (3)	15%	22%	39%	16%	7%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	7%	24%	40%	20%	9%
Someone experiencing significant emotional distress or thoughts of suicide (5)	13%	23%	40%	18%	6%

Q18 In general, how often do UWRF STUDENTS actually DO something to intervene when the following occur?

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	3%	20%	46%	26%	4%
Hazing (2)	6%	18%	45%	24%	8%
Someone being taken advantage of sexually (3)	16%	31%	35%	13%	4%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	8%	28%	42%	18%	4%
Someone experiencing significant emotional distress or thoughts of suicide (5)	15%	29%	37%	16%	4%

Q21 How much do you think something SHOULD be done in the following situations?

	Extreme amount (1)	Very much (2)	Somewhat (3)	Not very much (4)	Not at all (5)
Someone who has had too much to drink (1)	17%	39%	35%	8%	2%
Hazing (2)	39%	39%	20%	2%	1%
Someone being taken advantage of sexually (3)	80%	15%	4%	1%	1%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	57%	33%	7%	2%	1%
Someone experiencing significant emotional distress or thoughts of suicide (5)	70%	22%	7%	1%	1%

Q22 When observing the following behaviors, I am most likely to respond in the following ways (select ONE thing you would most likely do for EACH situation).

	Join in (1)	Do nothing (2)	Talk to an administrator, coach, or other professional staff member (3)	Talk to a friend, teammate or other student (4)	Try to stop it (5)
Someone who has had too much to drink (1)	5%	21%	8%	29%	37%
Hazing (2)	1%	10%	37%	19%	33%
Someone being taken advantage of sexually (3)	0%	2%	21%	8%	69%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	1%	4%	16%	23%	56%
Someone experiencing significant emotional distress or thoughts of suicide (5)	0%	2%	34%	13%	52%

Q23 Think of a time when you witnessed the situations listed below. If you did NOT intervene, please indicate the reason why (Check ALL the responses that apply for EACH situation):

	Someone who has had too much to drink (1)	Hazing (2)	Someone being taken advantage of sexually (3)	Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	Someone experiencing significant emotional distress or thoughts of suicide (5)
Assumed it wasn't a problem (1)	88%	11%	3%	15%	10%
Was afraid of embarrassing myself (2)	47%	27%	21%	52%	12%
Assumed someone else would do something (3)	79%	22%	16%	25%	20%
Believed that others aren't bothered (4)	67%	14%	9%	32%	7%
Was afraid other students would not approve/support me (5)	64%	27%	14%	44%	10%
Felt that my involvement could put my safety at risk (6)	57%	24%	40%	38%	13%
Didn't know WHEN to intervene (7)	52%	20%	21%	40%	45%
Didn't know HOW to intervene (8)	50%	25%	21%	44%	51%
Lack of confidence to intervene (9)	47%	27%	21%	53%	33%
It was none of my business (10)	81%	22%	12%	24%	24%
Fear of retaliation (11)	46%	30%	20%	47%	11%
I have never witnessed a situation of (12)	9%	83%	80%	35%	49%

Q24 I believe if someone had stepped up and intervened, a negative situation/outcome could have been avoided in the following situations:

	Almost every time (1)	Frequently (2)	Occasionally (3)	Seldom (4)	Never (5)
Someone who has had too much to drink (1)	17%	31%	33%	14%	5%
Hazing (2)	27%	33%	26%	11%	3%
Someone being taken advantage of sexually (3)	50%	30%	11%	5%	4%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	36%	34%	20%	6%	4%
Someone experiencing significant emotional distress or thoughts of suicide (5)	38%	38%	15%	5%	3%

Q25 I feel I have the skills to intervene in the following situations:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Someone who has had too much to drink (1)	6%	14%	58%	21%
Hazing (2)	12%	34%	40%	15%
Someone being taken advantage of sexually (3)	10%	25%	39%	26%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	6%	15%	56%	23%
Someone experiencing significant emotional distress or thoughts of suicide (5)	8%	18%	47%	27%

Q26 I would like to learn skills to intervene when the following incidents occur:

	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Someone who has had too much to drink (1)	6%	24%	53%	17%
Hazing (2)	5%	21%	57%	17%
Someone being taken advantage of sexually (3)	5%	11%	52%	32%
Verbal mistreatment/ harassment based on gender, race, class, sexual orientation, etc. (4)	5%	12%	57%	26%
Someone experiencing significant emotional distress or thoughts of suicide (5)	4%	12%	53%	31%

Q27 With regard to these issues have you ever done something to intervene that was successful?

66% Yes (1)

34% No (2)

Q28 If yes, briefly describe the situation, and what you did.

See Appendix B

Q29 If you have intervened in any of these situations, please explain WHY you chose to intervene (Check ALL responses down each column that apply for EACH situation across the top).

	Someone who has had too much to drink (1)	Hazing (2)	Someone being taken advantage of sexually (3)	Verbal mistreatment/harassment based on gender, race, class, sexual orientation, etc. (4)	Someone experiencing significant emotional distress or thoughts of suicide (5)
To preserve the reputation of my university (1)	53%	31%	43%	57%	37%
It was the right thing to do (2)	71%	31%	46%	70%	65%
So a fellow student wouldn't get in trouble (3)	89%	13%	14%	17%	17%
So the situation wouldn't escalate (4)	70%	24%	33%	48%	53%
Someone needed help (5)	67%	25%	42%	50%	69%
It was easy to help (6)	70%	15%	12%	33%	28%
Because others expected me to (7)	63%	22%	34%	38%	41%
It makes me feel good to help (8)	71%	25%	35%	56%	60%
I would want someone to help me in that situation (9)	73%	27%	43%	53%	67%
I related to the person's experience (10)	51%	8%	19%	37%	54%
To impress others (11)	56%	22%	22%	22%	11%
I think students should look out for each other (12)	81%	37%	42%	59%	60%

Q30 Demographics

Q31 What is your gender?

29% Male (1)
71% Female (2)
0% Transgendered (3)

Q32 What is your year in school?

23% Freshman (1)
20% Sophomore (2)
22% Junior (3)
28% Senior (4)
4% Graduate Student (5)
4% Other (6)

Q33 What is your ethnicity?

91% Caucasian (1)
1% African American (2)
0% Hispanic (3)
0% Native American (4)
4% Asian/Pacific-Islander (5)
3% Multi-ethnic (6)
2% Other (7) _____