

## Coming Together to Change Campus Culture

A Survival Guide for Applying the Social Norms Approach

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# Hello!

## We're Kate & Sophia

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We're here to tell you what we know about social norms

# Our Goal

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Navigate you through the process of doing a social norms campaign.



## Social Norms Survival Guide

### Survival Tips!

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**TIP 1**  
Let research be your guide.



**TIP 2**  
Collaborate! You don't have to do it alone!



**TIP 3**  
Know your strengths.



**TIP 4**  
Know your audience.



**TIP 5**  
Be ready to revise, revise, revise.



**TIP 6**  
Don't be afraid of failure.

# Survival Tip #1

Let research be your guide.



## Social Norms 101

Why do people do what they do?

Some behaviors are not influenced by others.

Unconditional Preference

Some behaviors are not influenced by others.

Unconditional Preference

*I'll do it no matter what  
others do or think.*

Some behaviors are not influenced by others.

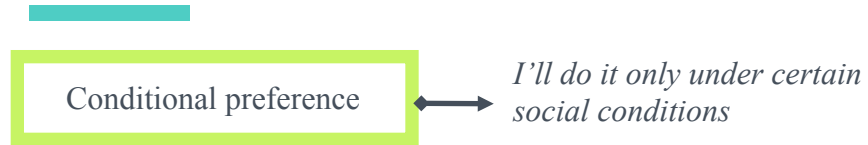
Unconditional Preference

*I'll do it no matter what others do or think.*

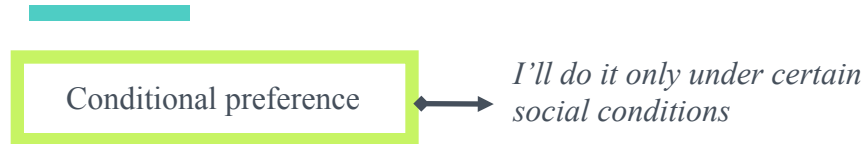
**No barriers to action.**

What are some of your unconditional preferences?

Some behaviors we prefer to do *sometimes*.



Some behaviors we prefer to do *sometimes*.



**Action only when conditions are met.**

## Condition #1

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### Empirical Expectations

The belief that enough other people are also doing it.

## Condition #2

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### Normative Expectations

The belief that enough other people think I should do it.

## 1. Unconditional Preferences

I'll do it no matter what others think or do.

## 2. Empirical Expectations

Enough other people are also doing it.

## 3. Normative Expectations

Others will approve of me doing it.

Why did these people stand up?



**Empirical Expectations**  
The belief that enough other people are also doing it

**Normative expectations**  
The belief that enough other people think I should do it.



I see some big movie stars standing up. They must know something about the quality of the performance that I missed. I want to fit in and appear equally sophisticated.

Hmm...all of these people who are standing up will think I'm rude if I don't stand up. I like having people think I'm a nice guy.

**Empirical Expectations**  
The belief that enough other people are also doing it

**Normative expectations**  
The belief that enough other people think I should do it.

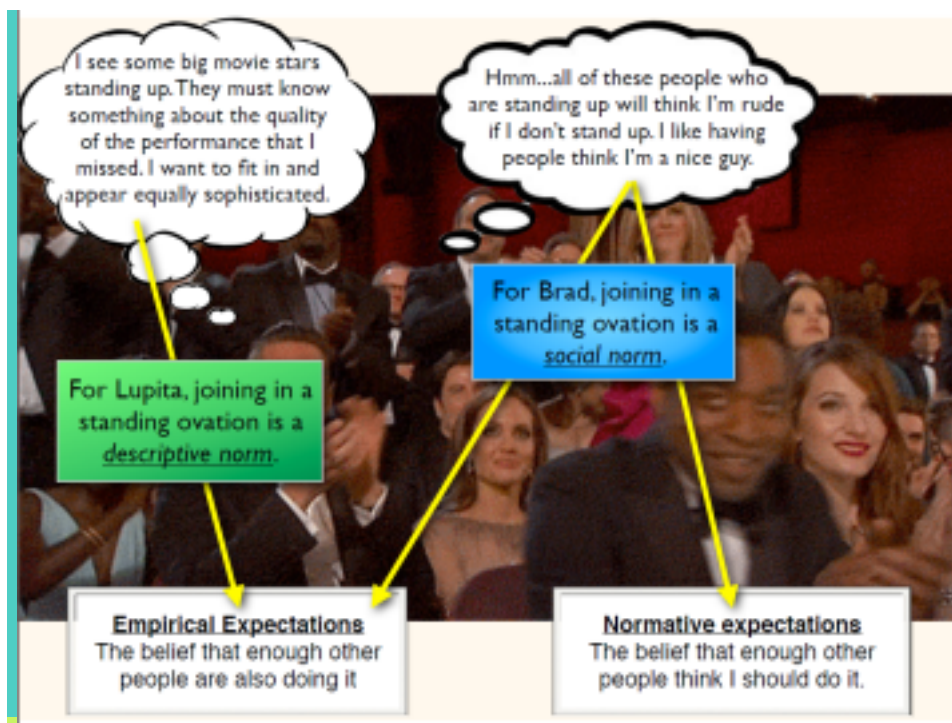
I see some big movie stars standing up. They must know something about the quality of the performance that I missed. I want to fit in and appear equally sophisticated.

Hmm...all of these people who are standing up will think I'm rude if I don't stand up. I like having people think I'm a nice guy.

For Lupita, joining in a standing ovation is a *descriptive norm*.

**Empirical Expectations**  
The belief that enough other people are also doing it

**Normative expectations**  
The belief that enough other people think I should do it.



# Social Norms

Behavioral rules supported by a combination of empirical and normative expectations.

## Assumptions of the Social Norms Approach

Norms influence behavior.

Norms are often misperceived.

Misperceptions encourage people to conform to a false norm.

Correcting misperceptions allows individuals to act in accordance to their actual beliefs.

## Social Norms Terminology & Definitions

### Environment

- The "field" in which behavior occurs, having physical, legal, social, and cultural elements that serve to shape the attitudes and behaviors of individuals within it. Norms are an important aspect of the human environment.

### Norm

- A belief or custom that is held by the majority of a group or community

### Actual Norm

- What most people actually believe or do

### Perceived Norm

- What most people think or perceive the norm to be

### Misperceived Norm

- When the perceived norm is different from the actual norm, i.e., when what most people think is the norm is not actually the case

# Social Norms 201

## Measuring social norms

### Why we measure both **actuality** and **perception**

What's going  
on

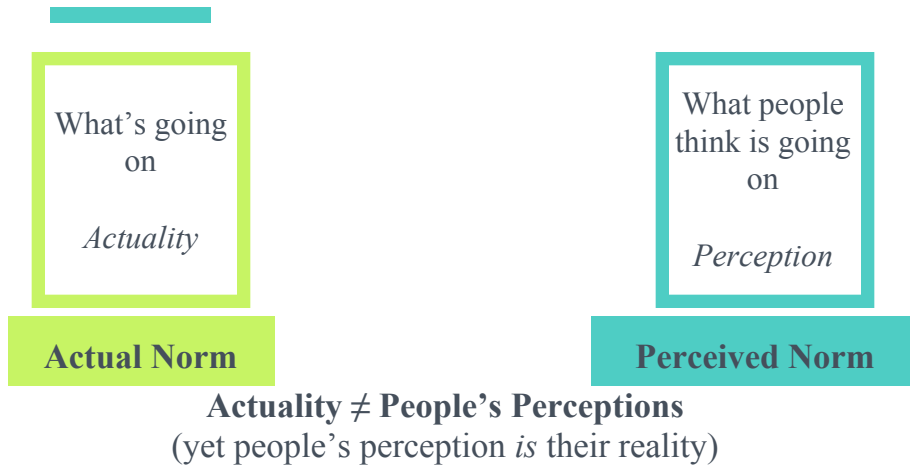
*Actuality*

What people  
think is going  
on

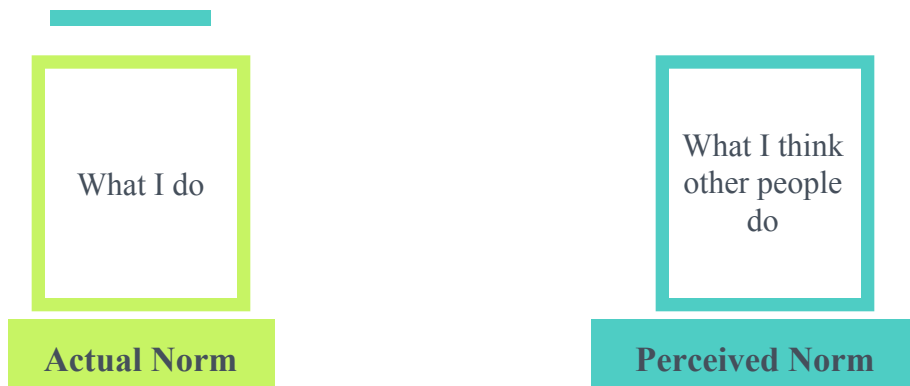
*Perception*

**Actuality  $\neq$  People's Perceptions**  
(yet people's perception *is* their reality)

Why we measure both **actuality** and **perception**



How we measure it...



**How we measure it...**

What I do

**Actual Norm**

**How often do you check social media or personal email?**

- ▣ 10 times a day or more
- ▣ 4-9 times a day
- ▣ 1-3 times a day
- ▣ A few times each week
- ▣ Never

**How we measure it...**

**How often do you think others check social media or personal email?**

- ▣ 10 times a day or more
- ▣ 4-9 times a day
- ▣ 1-3 times a day
- ▣ A few times each week
- ▣ Never

What I think other people do

**Perceived Norm**

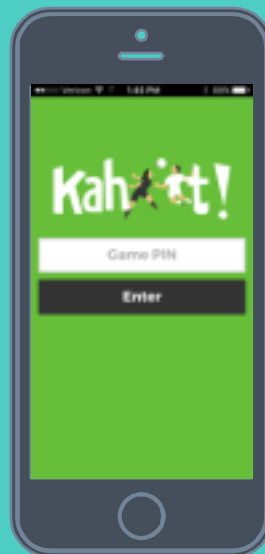
# It's time to Kahoot!

Pull out your phones and play along!

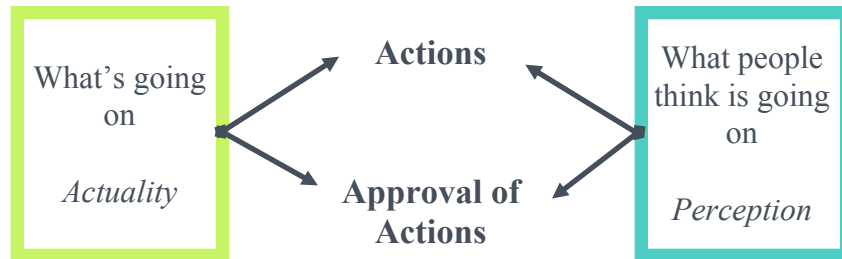
Search Kahoot!



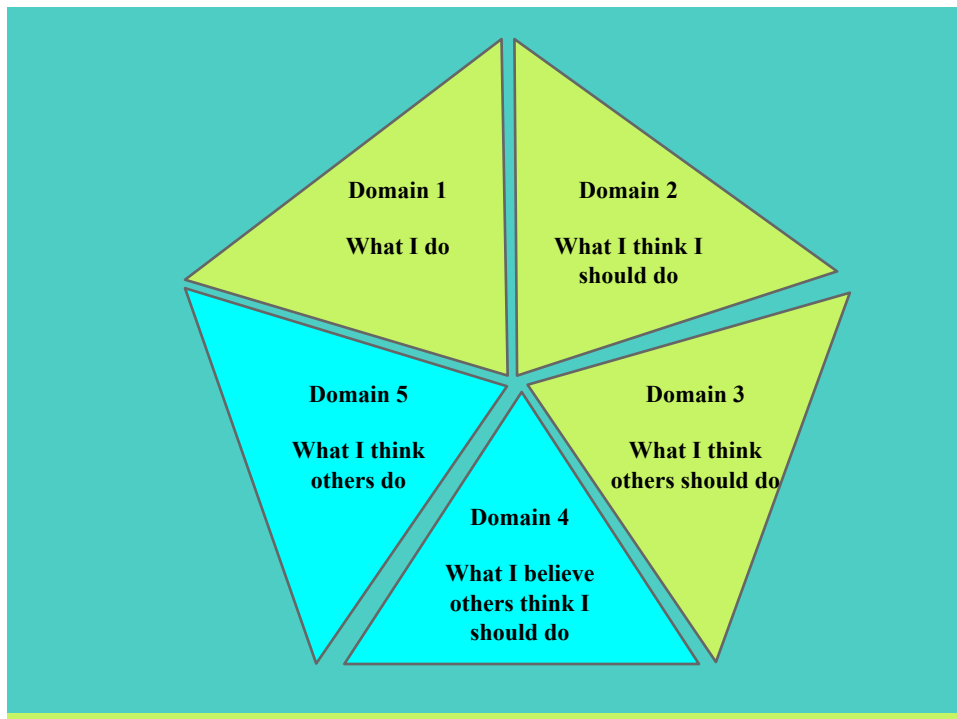
Enter Game PIN



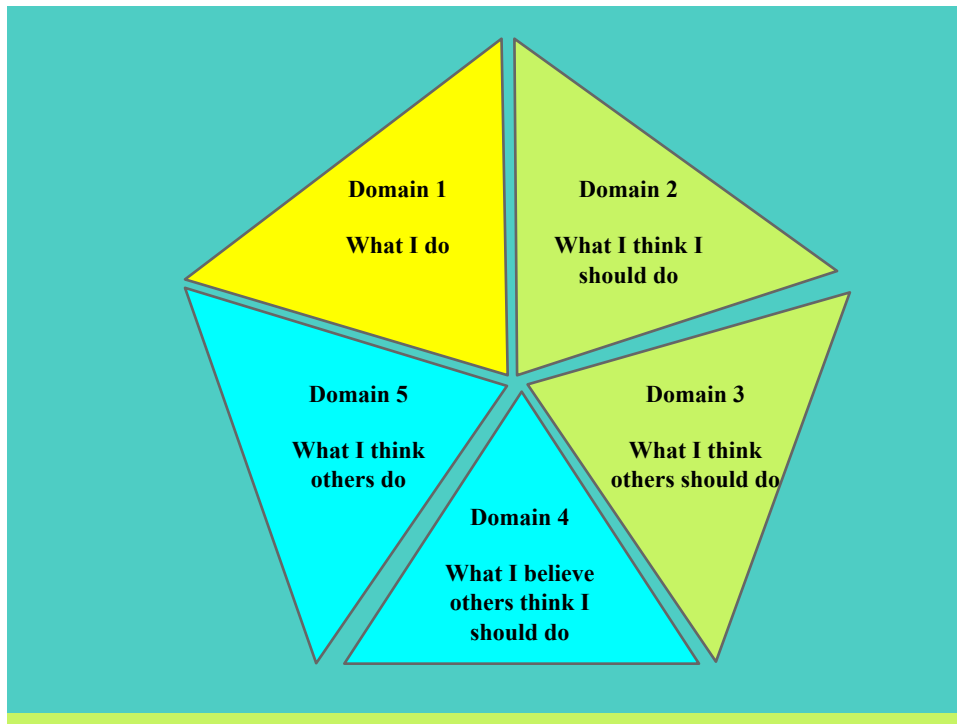
Why we measure both **actuality** and **perception**



**Actuality  $\neq$  People's Perceptions**  
 (yet people's perception *is* their reality)





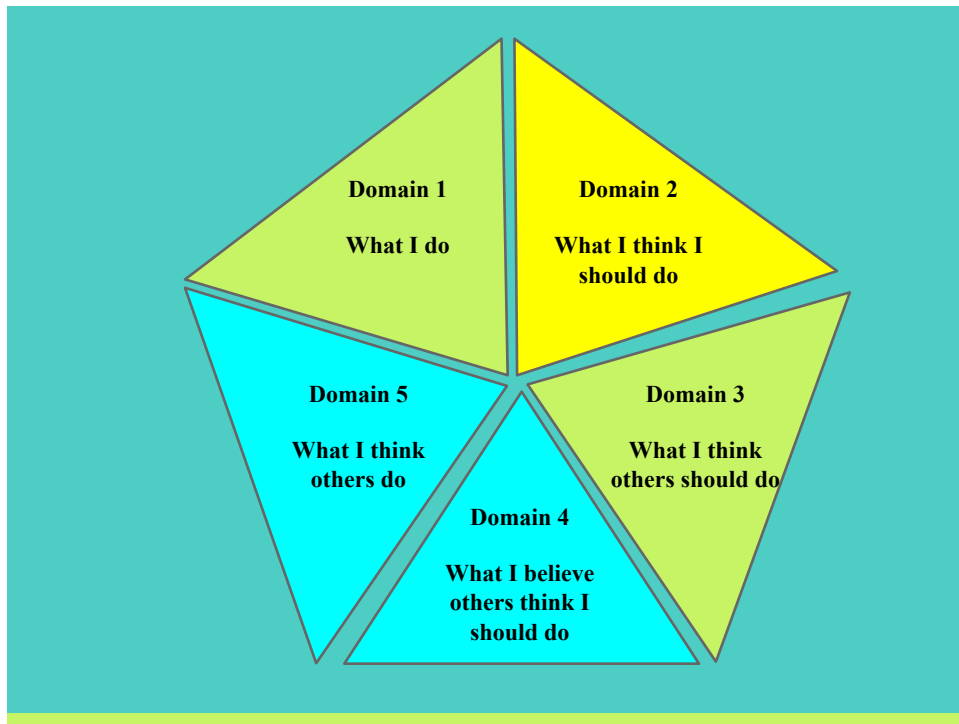


## Domain 1: Actual Behavioral Norm

How often do you work out?

- ▣ 5 times a week or more
- ▣ 3-4 times a week
- ▣ 1-2 times a week
- ▣ Once every other week
- ▣ Never



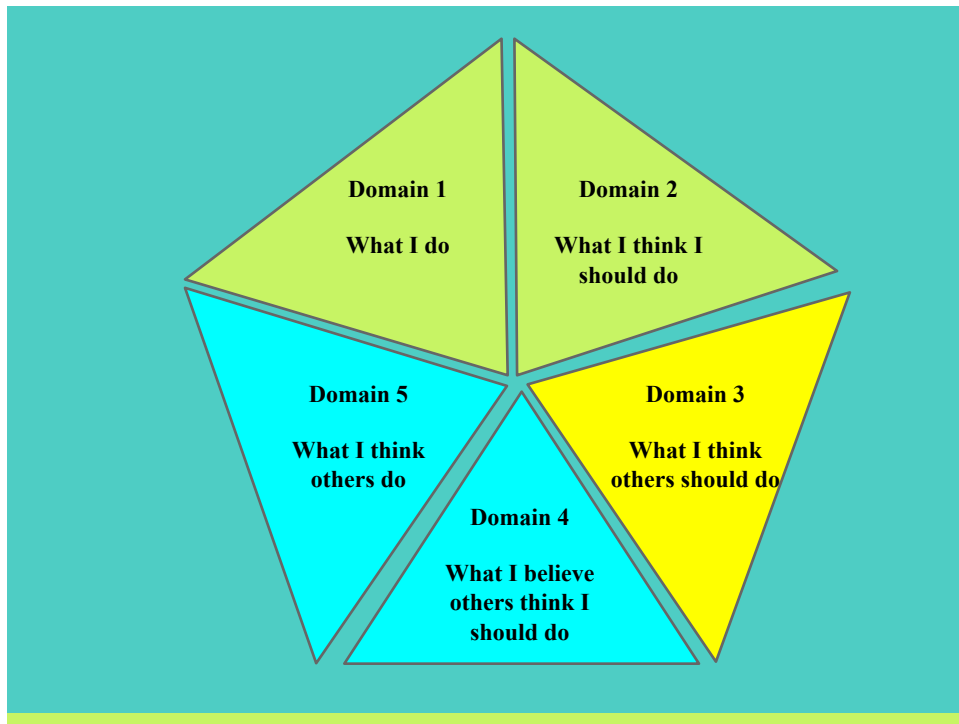


## Domain 2: Internal Expectations

**How often do you think you should work out?**

- ▣ 5 times a week or more
- ▣ 3-4 times a week
- ▣ 1-2 times a week
- ▣ Once every other week
- ▣ Never

What at least 50% of people think they should do.

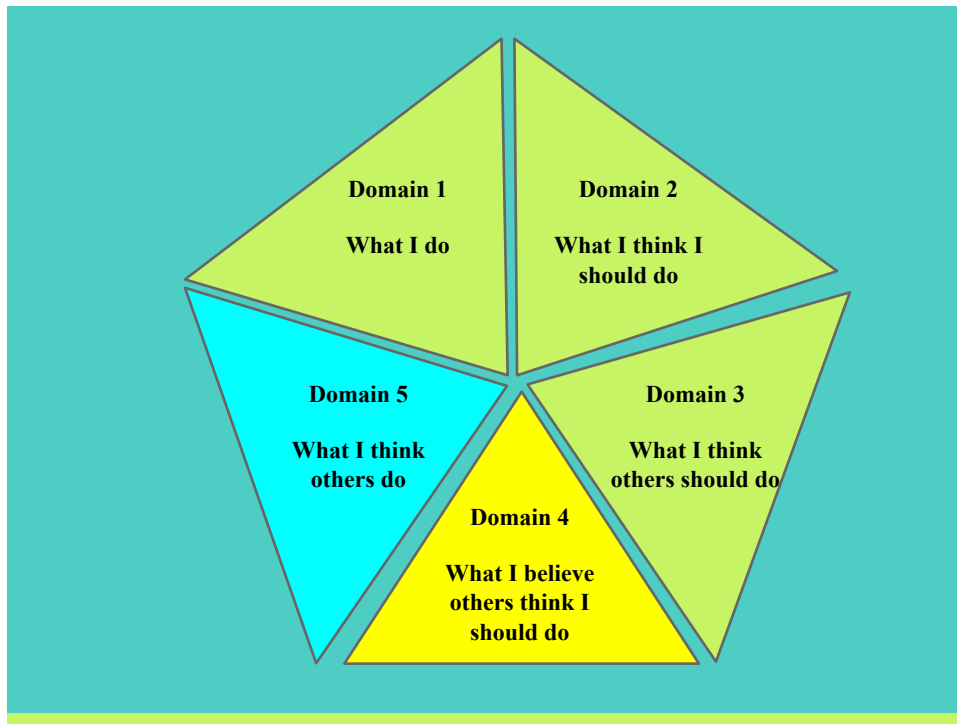


### Domain 3: External Expectation Norm

How often do you think others should work out?

- ▣ 5 times a week or more
- ▣ 3-4 times a week
- ▣ 1-2 times a week
- ▣ Once every other week
- ▣ Never

What at least 50% of people believe that others should do.

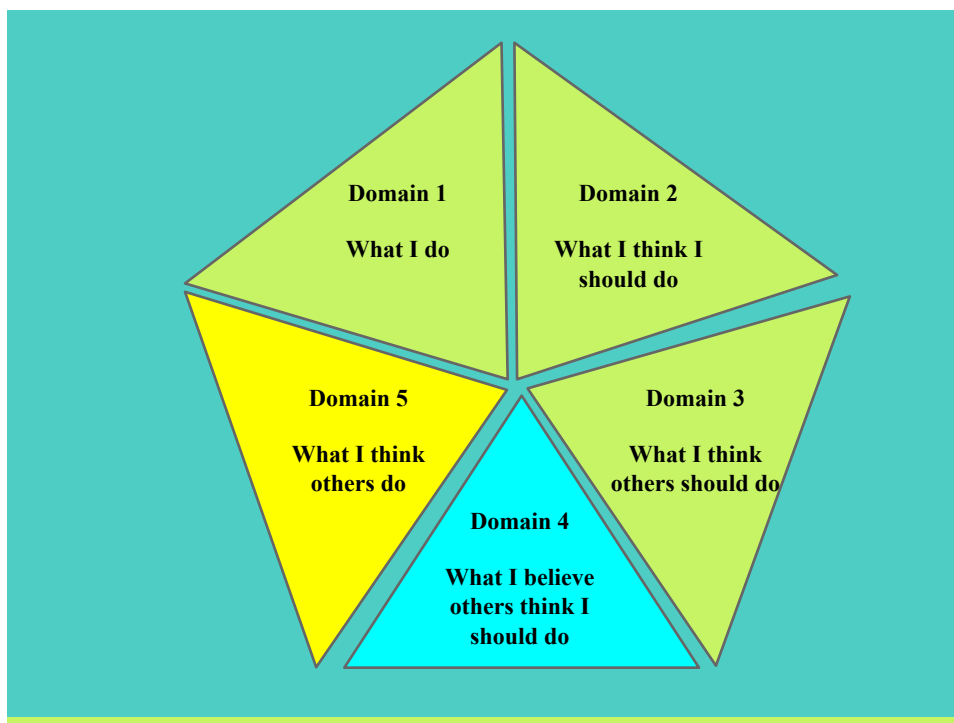


## Domain 4: *Perceived* External Expectation Norm

How often do you think others expect you to work out?

- ▣ 5 times a week or more
- ▣ 3-4 times a week
- ▣ 1-2 times a week
- ▣ Once every other week
- ▣ Never



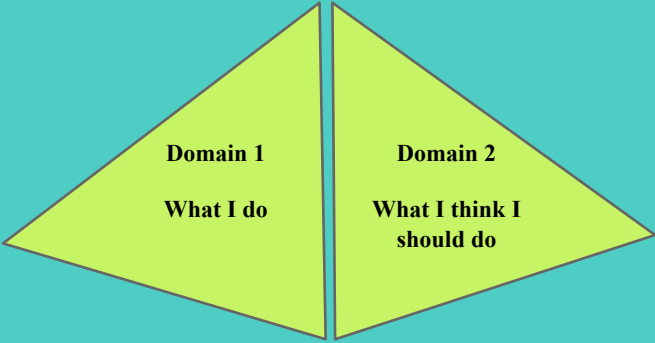


## Domain 5: *Perceived Behavioral Norm*

How often do you think others work out?

- ▣ 5 times a week or more
- ▣ 3-4 times a week
- ▣ 1-2 times a week
- ▣ Once every other week
- ▣ Never

What at least 50% of people believe others actually do.

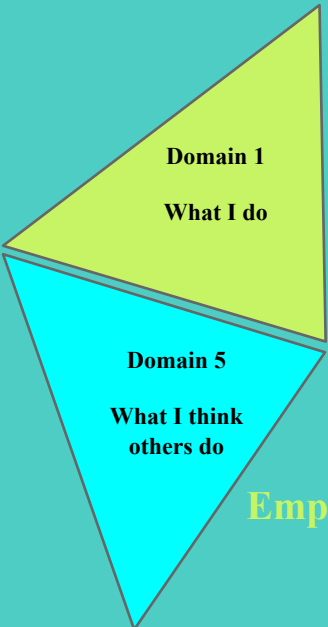


The diagram consists of two light green triangles pointing downwards, separated by a vertical line. The left triangle is labeled "Domain 1" and "What I do". The right triangle is labeled "Domain 2" and "What I think I should do".

**Domain 1**  
What I do

**Domain 2**  
What I think I should do

**Are individuals acting in a way that meets the standards they have set for themselves?**



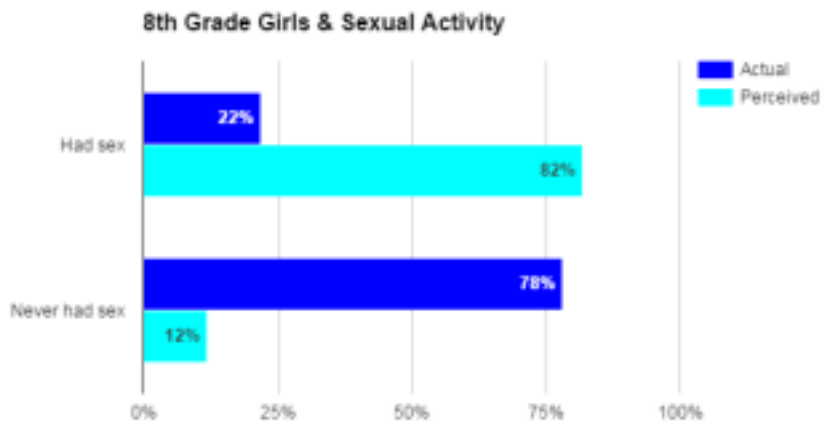
The diagram consists of two triangles pointing downwards, one light green and one light blue. The top triangle is labeled "Domain 1" and "What I do". The bottom triangle is labeled "Domain 5" and "What I think others do".

**Domain 1**  
What I do

**Domain 5**  
What I think others do

**Is the behavioral norm being correctly perceived?**

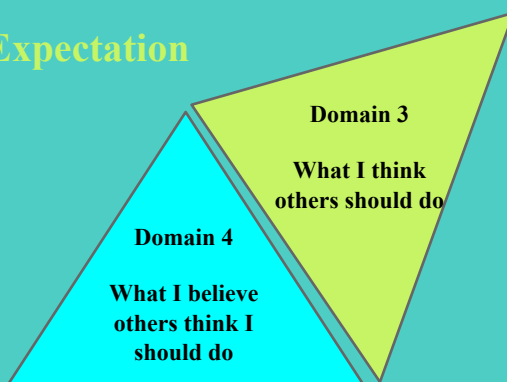
**Empirical Expectation**



Middle School Girls - Sexual Activity Social Norms

Is the external expectation norm correctly perceived?

### Normative Expectation



You made it out of the jungle!!



**Any Questions?**



1.

Formulate a hypothesis about misperceptions

## Survival Tips

#2 Collaborate!

#4 Know your audience



## Identifying partners

- Who are the stakeholders?
- Campus SaVE Act & Title IX



## Identifying norms

Activity 3: Choosing behaviors/norms we want to change

Positive/undesired behaviors you want to increase or promote	
Behavior	Why do you think people do this behavior?

Positive/undesired norms you want to increase or promote
Norm

Negative/undesired behaviors you want to decrease or eliminate	
Behavior	Why do you think people do this behavior?

Negative/undesired norms you want to decrease or eliminate
Norm

# 2. Design & administer your survey

## Survival Tips

- #1 Let research be your guide
- #4 Know your audience
- #2 Collaborate!
- #5 Be ready to revise, revise, revise



## Questionnaire Development



**Topics**  
Identified Bystander and Consent Norms as area of focus.



**Don't reinvent the wheel**  
Review survey questions from other institutions.



**No, but why?**  
Include questions about potential barriers.



**Opportunity to review**  
Include universities definition of consent and interventions that students have been trained on.



**Demographics**  
Personalize demographics section to your setting.

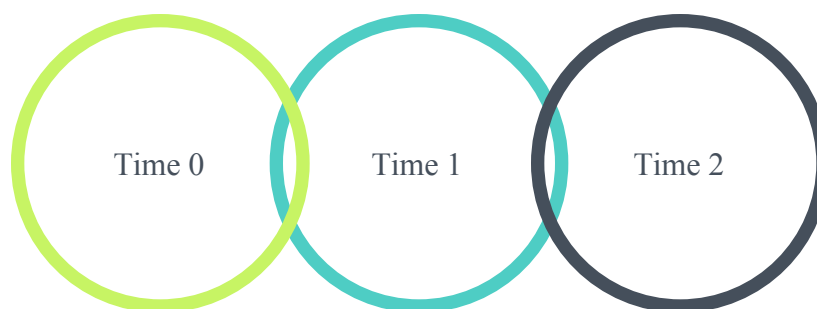


**Feedback and revise**  
Receive feedback from both staff and students.



Be ready to revise, revise,  
revise!

## Timing of Survey Administration



How do I know what behaviors to survey in my community? How do I know these questions will make sense?

How do I know what actions to take to change norms about those behaviors?

How will I know that my actions have changed social norms?



### Decide what tool to use

Paper  
Electronic Survey  
Both?



# Multiple Distribution Sites

E-mail entire student population  
Set up computers in high traffic areas

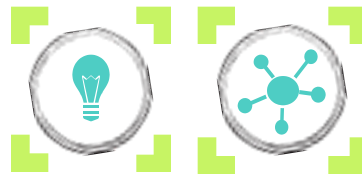
## 3.

### Analyze Data

# Survival Tips

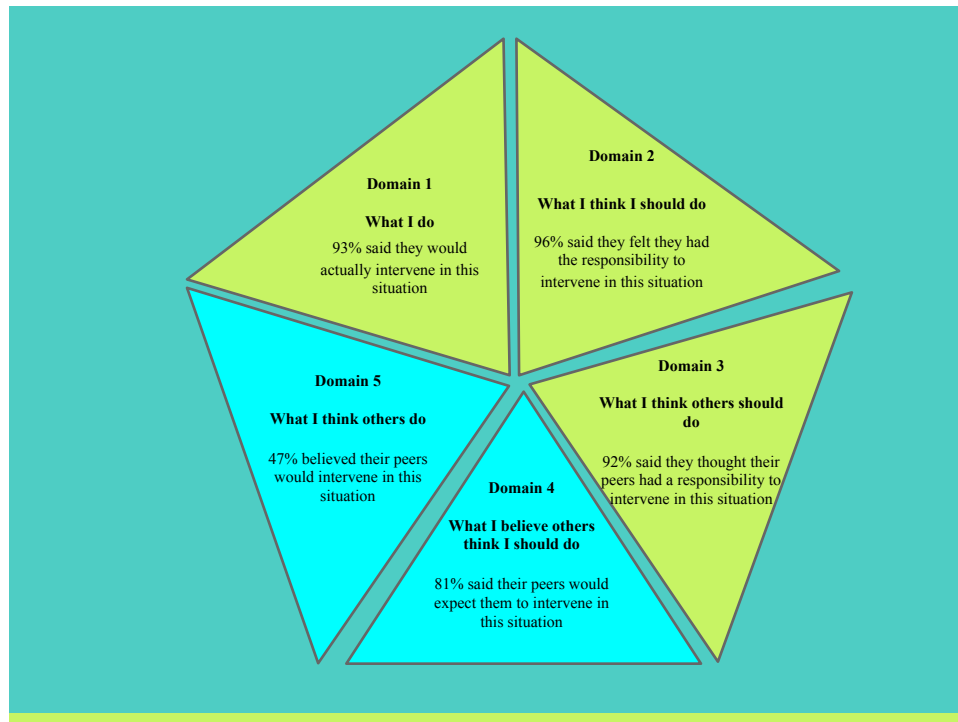
#2 Collaborate!

#3 Know your strengths



444 surveys

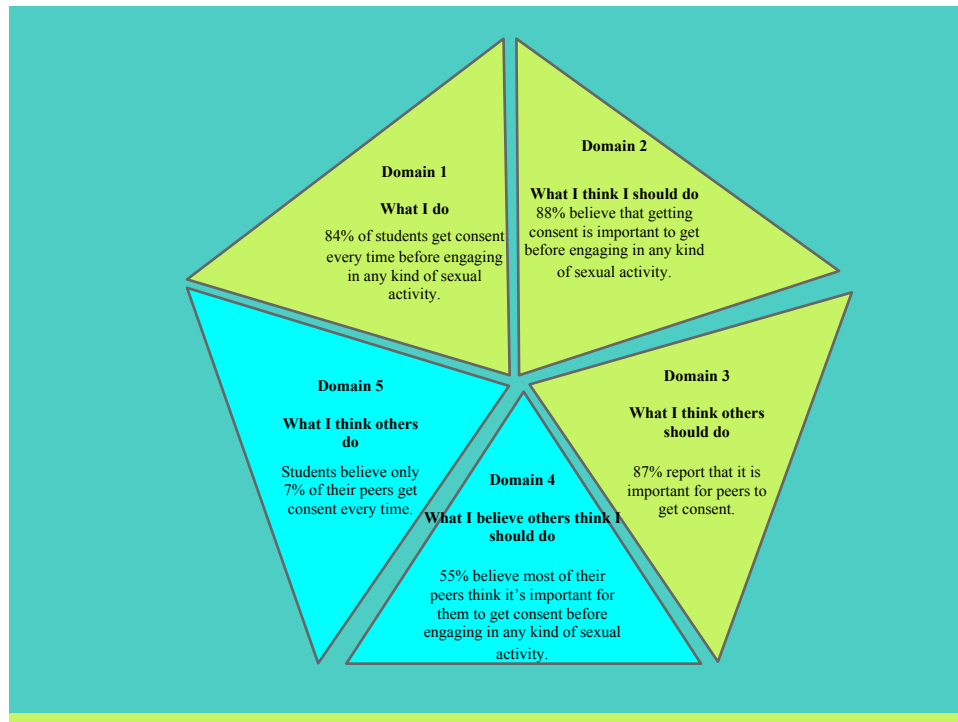
Over 300 completed on first day



## What does this mean?

- ▣ **Respondents are unaware that their classmates are intervening as often as they are** (92% versus a perception of a 47%) resulting in a misperception between the **actual** behavioral norm and the **perceived** behavioral norm.
- ▣ **Respondents intervene less often than they think they should** (92% versus an internal expectation of 96%).
- ▣ **Respondents are underestimating what their peers expect them to do** (92% versus 81%).





## What does this mean?

- ▣ According to the data, **students are getting consent as often as they think they should (84% versus 88%)**. Students are also correctly estimating how often they think they should get consent to how often their peers think they should get consent (88% versus 87%).

### Therefore, there is no misperception to correct.

- ▣ However, the percentage that students are getting consent does not meet the university's desired frequency of getting consent (5.0 or every time). In order to achieve desired frequency, **we will need to change student's beliefs regarding how often they should actively obtain consent.**



Nearly 3 out of 4 students would not call campus security to help with intervening.



Half of students are worried about making the wrong decision and intervene when nothing was wrong and more than 40% worried about making the situation worse by intervening.





Most often, students would intervene by going to the woman and asking if she was o.k.



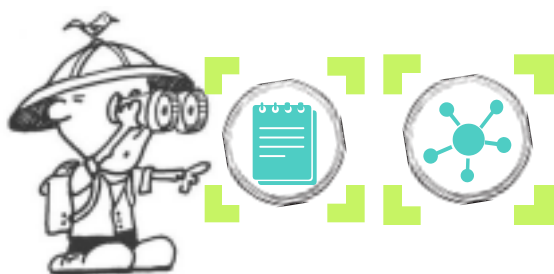
# 3.5.

## Review and Recommendations

# Survival Tips

#2 Collaborate

#5 Be ready to revise, revise, revise



## Next Steps...



## Review & Recommendations Part 1

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- Need and purpose of the survey
- Survey Instrument
- Results
- Points of interest
- Next Steps

## Review & Recommendations Part 2

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- Create an empowered campus that demonstrates commitment to sexual violence prevention
- Guiding Principles in Primary Prevention
- Review steps in the development of a social norms campaign

# 4.

Design campaign  
to correct  
misperception

## Survival Tips

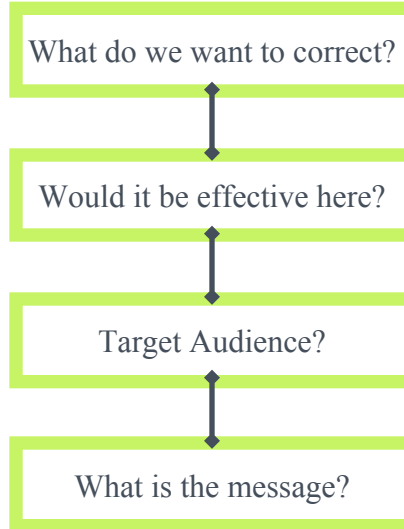
#1 Let research be your guide

#2 Collaborate!

#4 Know your audience



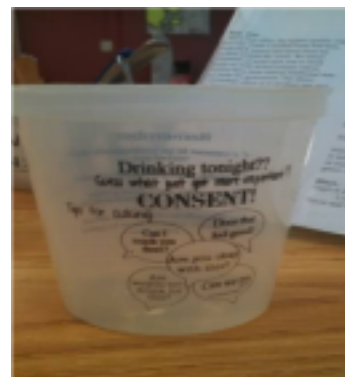
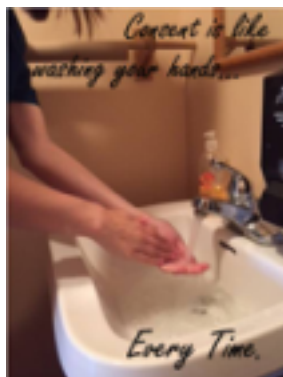
## Step 4: Designing a media campaign



- Develop campaign components (events, materials, etc.).

### Social media

- Student newspaper
- Radio
- T-shirts
- Koozies
- Pens
- Cups





## Messaging in multiple settings: Materials



## Messaging in multiple settings: Video reinforcement





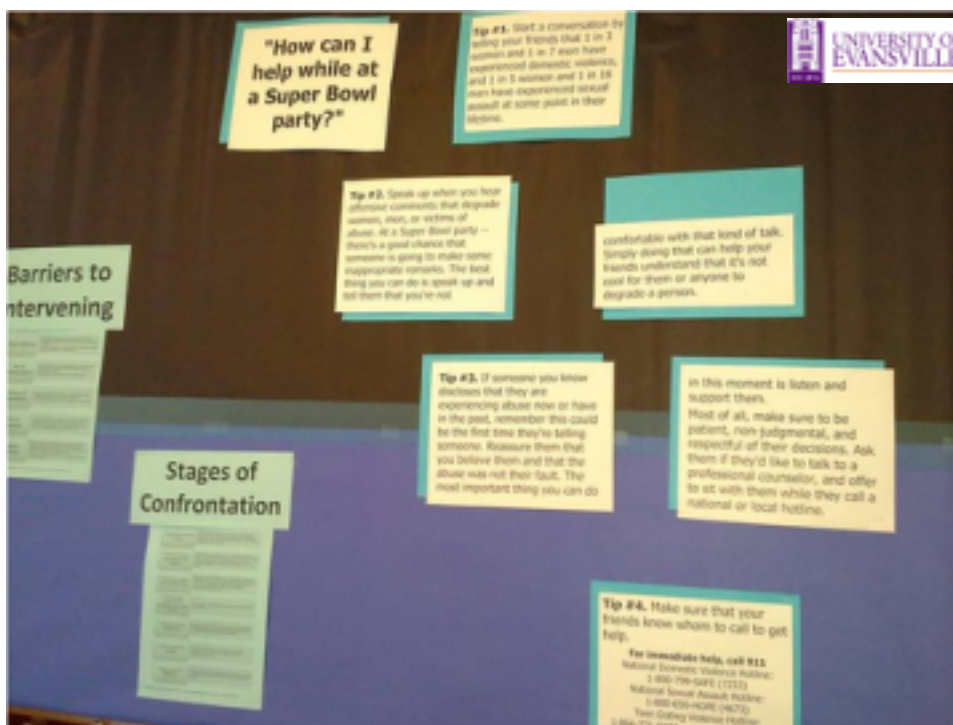
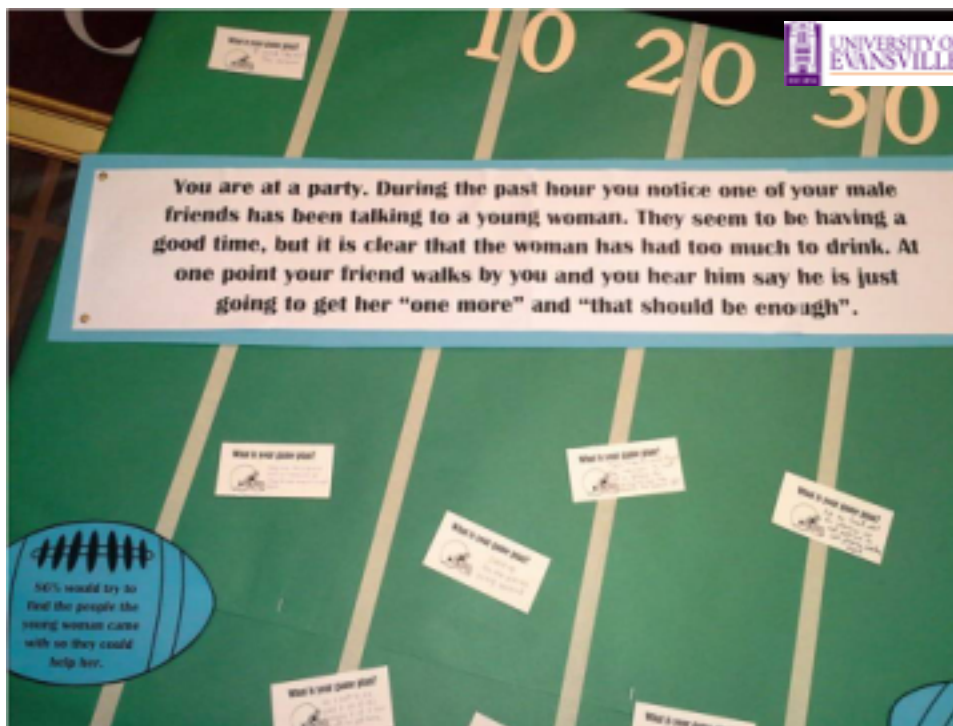


## Messaging in multiple settings: Programming



## Messaging in multiple settings: Programming





# 5.

Educate your audience on your results and your plan to address results.

## Survival Tips

#1 Let research be your guide

#2 Collaborate!

#4 Know your audience





“Preventing sexual violence on campus takes more than one department, office, club, team, administrator, professor, staff member, or student. It takes all of us, working together in big and small ways. Everyone can play a role in creating safety, equality, and respect on campus.”

-National Sexual Assault Resource Center



# 6.

## Evaluate Impact

# Survival Tips

#2 Collaborate!

#3 Know your strengths



349 surveys

## Bystander Intervention

Issue 1: Students intervene less than they feel they should.	Pre-Test	Post-Test	Difference
I (student) would intervene	92.51%	<b>91.36%</b>	-1.15
I <i>definitely</i> would intervene	35.37%	37.18%	1.81
I feel like I have the responsibility to intervene	96.16%	<b>96.84%</b>	.68
I feel like I <i>definitely</i> have the responsibility to intervene	65.46%	69.25%	3.76
Difference between responsibility and response: 5.48%			

## Bystander Intervention

Issue 2: There is a gap between peer expectations and perception of those expectations.	Pre-Test	Post-Test	Difference
I (student) think they (peers) have the responsibility to intervene	92.35%	<b>95.1%</b>	2.75
I <i>definitely</i> think they have the responsibility to intervene	60.14%	60.52%	.38
My peers would actually intervene	47.06%	<b>54.88%</b>	7.82
My peers would <i>definitely</i> actually intervene	1.81%	4.02%	2.21
Difference between peer expectation and perceived peer response: 40.22%			

## Consent

Issue 3: Students are not asking for consent every time they engage in sexual activity.	Pre-Test	Post-Test	Difference
I (student) get consent before engaging in any kind of sexual activity <i>every time</i>	52.84%	52.65%	-.19
Percentage needed to achieve goal: 47.35%			

# 6.5

## Now what?

# Survival Tips

## #6 Don't be afraid of failure



## Bystander Intervention

Issue 1: Students intervene less than they feel they should.	Pre-Test	Post-Test	Post-Test (w/o freshmen)	Difference
I (student) would intervene	92.51%	91.36%	<b>90.91%</b>	-1.6
I <i>definitely</i> would intervene	35.37%	37.18%	38.53%	3.16
I feel like I have the responsibility to intervene	96.16%	96.84%	<b>98.27%</b>	2.11
I feel like I <i>definitely</i> have the responsibility to intervene	65.46%	69.25%	70.56%	5.1
Difference between responsibility and response: 7.36%				



## Bystander Intervention

<b>Issue 2: There is a gap between peer expectations and perception of those expectations.</b>	Pre-Test	Post-Test	Post-Test (w/o freshmen)	Difference
I (student) think they (peers) have the responsibility to intervene	92.35%	95.1%	<b>94.78%</b>	2.43
I <i>definitely</i> think they have the responsibility to intervene	60.14%	60.52%	62.61%	2.47
My peers would actually intervene	47.06%	54.88%	<b>56.71%</b>	9.65
My peers would <i>definitely</i> actually intervene	1.81%	4.02%	3.9%	2.09
Difference between peer expectation and perceived peer response: 38.07%				

## Consent

<b>Issue 3: Students are not asking for consent every time they engage in sexual activity.</b>	Pre-Test	Post-Test	Post-Test (w/o freshmen)	Difference
I (student) get consent before engaging in any kind of sexual activity <i>every time</i>	52.84%	52.65%	<b>54.55%</b>	1.71
Percentage needed to achieve goal: 45.45%				



## Trailblazing ahead!

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- Important to remember that this will not change overnight
- Compare and contrast previously provided recommendations with carried out interventions
  - Provide suggestions based on these findings
- **Talk to students**



## Examine exposure

### Bystander Intervention:

- 1.) Students intervene less than they feel they should.
- 2.) Students did not want to involve campus safety.
- 3.) Students felt they would make the situation worse/someone else could do it better.
- 4.) There is a gap between peer expectations and the perception of those expectations.

### Consent Norms:

- 5.) Students are not asking for consent every time they engage in sexual activity.

Project/Event	Strategic Goal	Issue(s) Addressed	Estimated Exposure
Distributed koozies, cups, shirts, and coasters with messages about consent and bystander intervention strategies	Promoting community education	1, 3, 4, 5	35.2%
Tailgate event – raise awareness about the It's On Us campaign and group while bringing students together	Fostering coalitions and networks	4	34.3%*



“Consider changing the name ‘Campus Safety and Security’ to ‘Campus Safety’ to emphasize the focus on support.”



“Create a video featuring male campus leaders that challenges hyper masculine behavior and redefines what “being a man” means at UE to support a mutually respecting and empathetic climate.”

## Acknowledgements

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We would like to thank the following individuals for their expertise and help with this workshop and project.

- ▣ Dr. Sylvia Buck and Jaime Adams-Kemper, University of Evansville
- ▣ Dr. Alan Berkowitz, social norms researcher
- ▣ Marie Kellemen, former ICADV empowerment evaluator

# Thanks!

## Any questions?



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