Overview

I. Framework & development process
II. Methods of implementation
III. Initial Reflections
IV. Data collection process and results
V. Opportunities for growth
VI. Initial and ongoing challenges
VII. Q & A

Princeton U Matter:
Developing and Sustaining a Collaborative, Cross-Topic Active Bystander Initiative

Janine Mascari, MPH, CHES
Context

- New initiative
- Seek out funding (not departmental operating budget)
- 2 years after the Dear Colleague Letter
- VAWA Reauthorization Act (March 2014)
  - Education programs
  - Bystander intervention
  - Risk reduction
  - Prevention and awareness campaigns

Framework & Development Process
Framework

• Inspired by: University of Wisconsin–Oshkosh’s UMatter campaign
• Evidence-based
  • Uses socioecological prevention model
  • Grounded in learning objectives
  • Guiding principles: action-oriented, healthy choices, bystander intervention, prosocial
• Student engagement is key

Other models:
• Bystander Intervention Theory (Darley & Latane, 1968)
• College AIM (NIAAA, 2015)
• Eight Dimensions of Wellness (SAMHSA)
• JED Foundation Comprehensive Approach to Suicide Prevention (jedfoundation.org)
• NSVRC Spectrum of Prevention (Davis, Parks, Coeh, 2006)

Action Matters provides information and tools to help individuals contribute to their own and others’ safety and well-being.

Connecting Matters helps individuals to tune into their own and others’ mental health.

Limits Matter provides resources to help individuals decide where to set limits for themselves regarding alcohol.

Respect Matters emphasizes mutual respect as the basis for building healthy relationships and preventing interpersonal violence.
Development: Timeline

Proposal for funding of initiative
- student workers
- website development
- consultant fees (prevention model)
- branding identity development fees
- printing material costs
- data analyst fees

Funding awarded
- baseline data collection
- giveaways & promotion
- student workers hired
- website developed

Official launch
- development of prevention model & learning objectives
- held focus groups

Sept 2013
Jan 2014
Jan 2015
Sept 2015
Development: Brand Identity

- Student, staff and faculty focus groups
- Calls to action
- Worked with Office of Communications
- Web Development Services/IT for a dynamic website

Development: Learning Objectives

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Skills</th>
</tr>
</thead>
</table>
| 1. Increase frequency of socializing without alcohol | • Have the skills to turn down a drink.  
• Know where to find information about late-night activities at Princeton that do not include alcohol.  
• Believe that other Princeton students will support the decision to not drink.  
• Believe that students can have fulfilling social lives at Princeton without drinking. |
People behind the initiative

- Janine Mascari, MPH, CHES (HPPS)
- Diana Chen ’20
- Calvin Chin, Ph.D. (CPS)
- Jasmin Capellan ’20
- Kathy Wagner, MPH, CHES (HPPS)
- Dayna Valek ’20
- Avina I. Ross, Ph.D., M.S. (SHARE)
- Jackie Deitch-Stackhouse, MSS, MLSP, LCSW (SHARE)
- Daniel Benitez ’21

General UMatter
- Heather Mayer (SHARE)
- Janice Huang (HPPS)
- Jiya Pandya (Graduate Fellow)
- Sonya Satinsky, Ph.D., MPH (HPPS)

Student Staff
- Liaisons to the offices / UMatter
- Facilitate outreach opportunities
- Create content for digital and print media
Cross-campus partnerships

- Athletics (varsity)
- Campus Dining
- Eating Clubs
- Facilities
- Faculty
- Graduate School
- Office of Dean of Undergraduate Students (ODUS)
- Parking and Transportation
- Vice President for Campus Life
- Vice Provost for Institutional Research

Methods of Implementation
Approaches and Methods

Social Media

1. **EAT A BIG BREAKFAST**
   You’ll enjoy the day more if you aren’t hungry.

2. **WEAR SUNSCREEN**
   UV rays still reach you even if it’s cloudy.

3. **HYDRATE**
   It’s a long day. Be sure to drink lots of water.

4. **PACE YOURSELF**
   If you choose to drink, spread it out and alternate with water to last the whole day.

5. **LOOK OUT FOR EACH OTHER**
   Call P-Safe if someone needs help, has vomited, lost motor coordination, or is not coherent.

6. **RIDE THE UMATTER BUS**
   4-6 pm get a ride from the Street to the dorms on the UMatter Bus.
Giveaways/Gear

• First year students
• Orientation leaders
• Workshop/training attendees
• Campus-wide

Events

• Interactive Tabling Event
• Annual Kick-Off
• Photo campaigns

Website Content
UMatter Bus

• Idea developed from **EGR 392 Mitigating Sexual Aggression** (design thinking class)

• Provide students with safe, convenient ride home from the Street on weekend nights.
  • Respect Matters
  • Limits Matter
  • Volunteer trained student leaders staff it

• **Goals**: increase self-awareness and thoughtful decision-making about interpersonal connections and intimacy, and provide increased frequency of bystander interventions.

77% student riders responded they thought through their plans for the rest of the night, while on the bus.

18% reported changing their plans (e.g., decided to go home instead of partying more, decided to get food)

Trainings and Consultations

• **Trainings**
  • Eating Clubs
  • First-year students
  • Orientation leaders

• **Consultations**
  • Academic departments
  • Eating Clubs
  • Staff
  • Student groups
  • External folks
Initial Reflections

Pair – Share

• What does your campus need? (topic areas)

• What do your staff (and partners) have capacity for?

• What additional resources are you lacking?
Data Collection & Analysis

Evaluation Methods

• UMatter Survey (pre- and post-implementation)

• Pre- and post-program evaluations

• Measures of “reach”
  - Website analytics
  - Social Media: page likes, followers, re-tweets, etc.
  - Program requests and attendance

• Mentions of UMatter across institution / by upper-level administrators

88% of undergraduate respondents Agree or Strongly Agree that
“UMatter is an important initiative to have on a campus like ours.”
Preliminary Analysis: Changes 2015-2019

**I have a responsibility to intervene for someone who... (*p < .001)**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is in mental or emotional distress*</td>
<td>65.8</td>
<td>74.2</td>
</tr>
<tr>
<td>Is being taken advantage of sexually*</td>
<td>90.4</td>
<td>95.9</td>
</tr>
<tr>
<td>Has had too much to drink*</td>
<td>57.3</td>
<td>71.5</td>
</tr>
</tbody>
</table>

**Percentages that Agree/Strongly Agree**

**In the last year, I intervened when I saw someone who...^ (*p < .001)**

<table>
<thead>
<tr>
<th>Scenario</th>
<th>2015</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Was in mental or emotional distress*</td>
<td>43.1</td>
<td>51.4</td>
</tr>
<tr>
<td>Was being taken advantage of sexually</td>
<td>25</td>
<td>30.3</td>
</tr>
<tr>
<td>Had too much to drink*</td>
<td>29.5</td>
<td>35.1</td>
</tr>
</tbody>
</table>

^excludes those who did not witness
Preliminary Analysis: Changes 2015-2019

Cultural-Level Shifts (*p < .001)

Percentages that Agree/Strongly Agree

<table>
<thead>
<tr>
<th>Statement</th>
<th>2015 (N = 1671)</th>
<th>2019 (N = 1683)</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is part of our campus culture for students to intervene on each other*</td>
<td>32.5</td>
<td>44.3</td>
</tr>
<tr>
<td>Although Princeton is a competitive place, most of the students care about each other*</td>
<td>49.6</td>
<td>57.5</td>
</tr>
<tr>
<td>If I ever had serious problems, I feel there are lots of people on campus I could turn to for help*</td>
<td>52.8</td>
<td>67</td>
</tr>
</tbody>
</table>

Social Media and Website “Reach”

7/1/2018 - 6/30/2019

<table>
<thead>
<tr>
<th>Platform</th>
<th>Followers</th>
<th>Total Number of Posts</th>
<th>515 users</th>
<th>1,708 pageviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>1,020</td>
<td>96</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Twitter</td>
<td>253</td>
<td>77</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instagram</td>
<td>497</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Opportunities for Growth

Expansion Beyond Undergraduates

- Graduate students
  - Hired student staff
  - Modifications needed - not academic-calendar specific
  - Different modes of receiving information
  - Some training/programs already established

- Faculty
  - Some training/programs already established
  - Consultative role
Diversity & Inclusion

• Apply Diversity and Inclusion Framework for Campus Life
• Data analysis by identity-based groups
• Address barriers to engaging with UMatter
• Ensure its messages are inclusive and culturally competent

For more about Princeton University’s Diversity & Inclusion Framework, please contact odi@princeton.edu

Initial & Ongoing Challenges
Initial Challenges

• Securing (sustained) funding
• Establishing relationships with key partners
• Measuring and enhancing engagement
• Elevator pitch for different audiences
• Subcategory training for student staff

Ongoing Challenges

• Capacity
  • Supervision of student staff
  • Peer-led to peer-informed initiative expectation
  • Expansion or strategic growth of initiative
• Innovation bias
  • Keep at forefront for upper-level administrators
  • Competition with new initiatives/related efforts
  • Avoid duplication of efforts
  • Branding confusion
• Maintaining key relationships with partners
• Social media platforms and algorithms
Questions? Let’s chat!

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609-258-5036