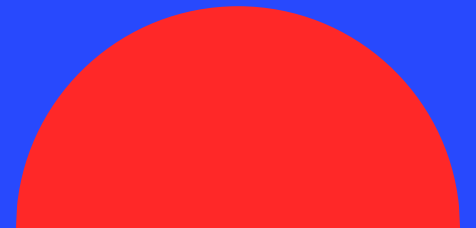
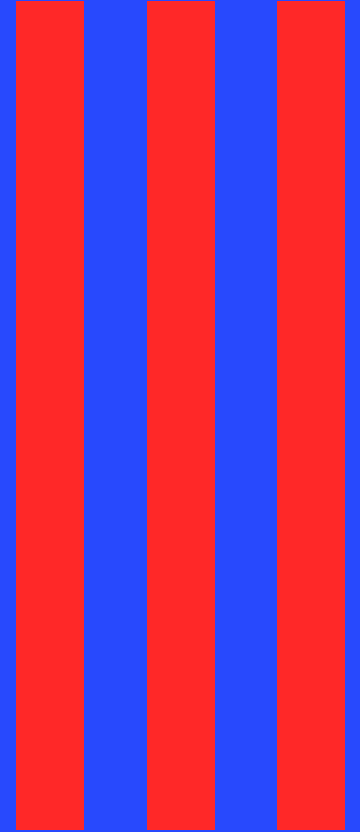


# Jayhawks Take Action: Being an Active Bystander

2024 Staff Leadership Summit – September 26, 2024

Presented by: Staff Senate D&I's Education ACTION team



# Guidelines & Community Agreements

- Be present and engage
- Speak from your own experience
- Participate to the fullest of your ability
- Expect & accept discomfort (and joy)
- Listen to learn, not to respond
- Be aware of intent & impact\*
- Share the mic
- Take the learning, leave the stories
- Don't freeze people in time
- Speak our emotions as well as our intellect.

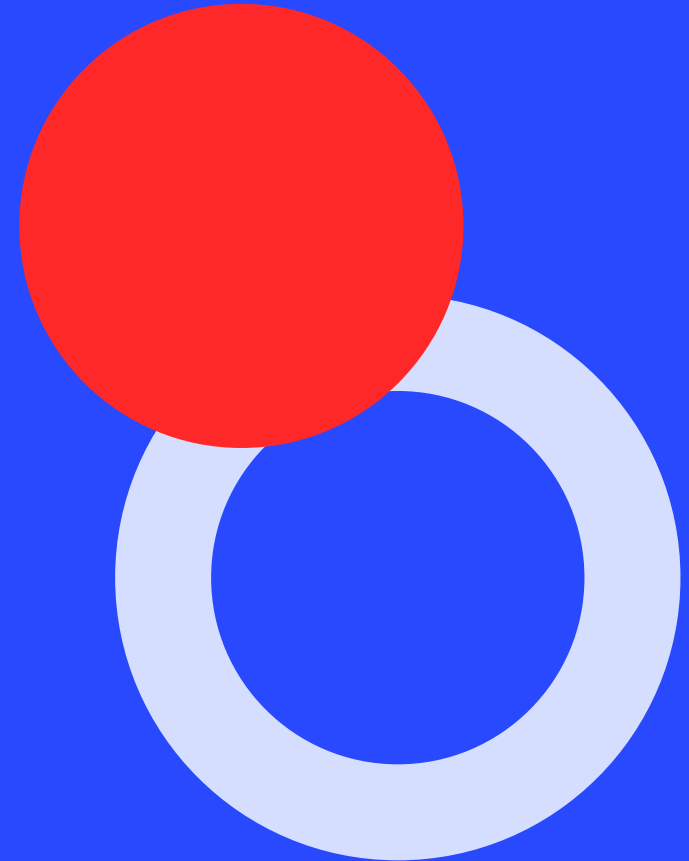
## **Content Warnings:**

- Discussions will address forms of discrimination, bias, and microaggressions based on different social identities.
- Take care of yourself – fidgets, water breaks, etc.

# Learning Outcomes

## Participants will:

1. **DEFINE** what it is to be an ACTIVE/pro-social Bystander.
2. **RECOGNIZE** something is happening that requires interventions (EX: microaggressions/bullying).
3. **IDENTIFY BARRIERS** to safely intervene in the workplace.
4. Identify **STRATEGIES TO INTERVENE** safely and how they may be applied.
5. Learn to **FOLLOW UP** by supporting the impacted.



# Key Terminology

## Social Identities

The representation of all our varied identities and differences, collectively and as individuals:

- Race
- Ethnicity
- Gender
- Disability
- Sexual Orientation
- Gender Identity
- National Origin
- Socio-economic status

And More

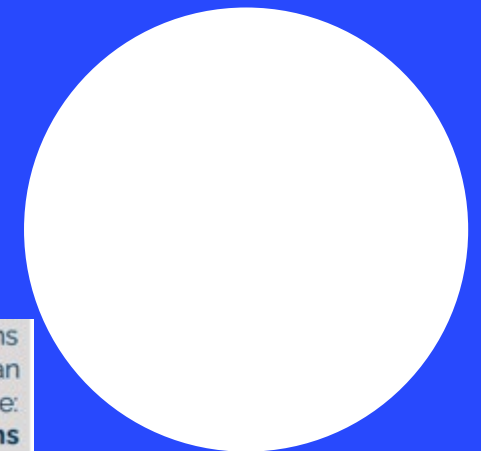
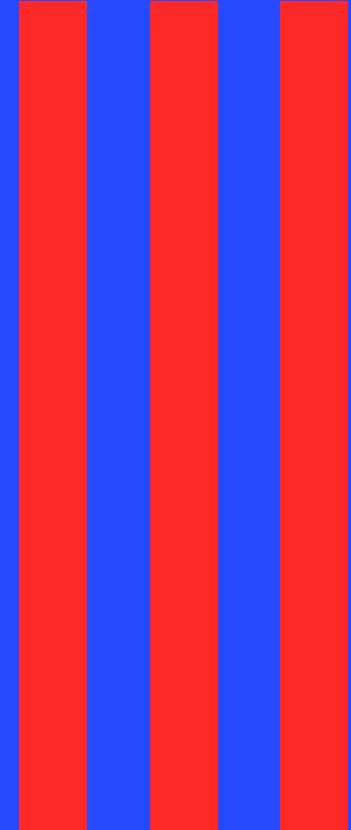
## Equity

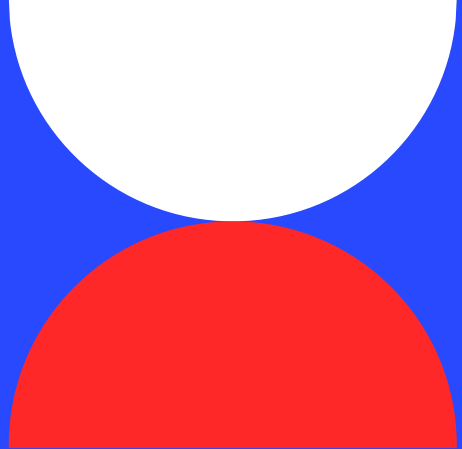
Seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all.

## Inclusion

Builds a culture of belonging by actively inviting the contribution and participation of all people.

The Office of DEIB's definitions for these terms and more (belonging, intersectionality, etc.) can be found on our website:  
<https://diversity.ku.edu/concepts-definitions>





# Step 1: What is a Bystander?

A **Bystander** is defined as individuals who witness concerning behaviors, problematic events, or emergencies and by their presence have the opportunity to provide assistance, do nothing, or help facilitate the negative behavior.

In the context of this workshop, the term **ACTIVE BYSTANDER** will be used to refer to an individual who intervenes in a way that impacts the outcome positively.

Being an **ACTIVE BYSTANDER** means assessing how we can best support the person experiencing harm, while also limiting any additional harm from occurring in the process.

## **What is a Mandated Reporter?**

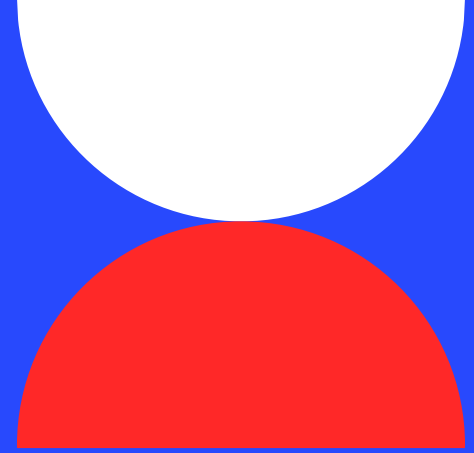
Mandated reporters are staff and faculty (including graduate and undergraduate staff) who have a special obligation to share information pertaining to harassment, discrimination, and sexual misconduct with the OCRTIX.

## **Are there Confidential Employees?**

Yes. Confidential Employees include: CARE Services, CAPS / Psychological Clinic Therapists, Watkins Medical Providers, Pastoral Counselors, Student Legal Services / General Counsel, Ombuds Office, KU News Outlets. (UDK, KPR) \*within role



# Step 2: Recognize that something is happening or has happened.



## Recognition of Harm:

### Attitudes & Beliefs

Sexism  
Strict Gender Roles  
Homophobia/Transphobia  
Victim Blaming  
Fatphobia

### Physical Expression

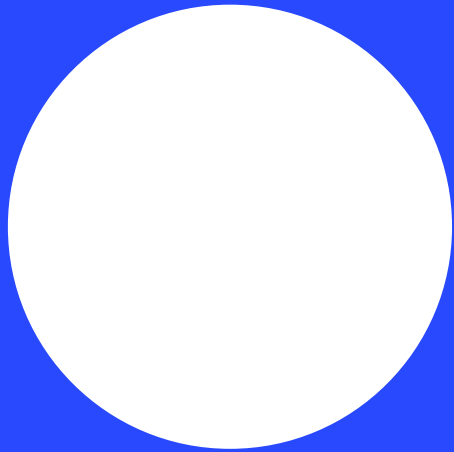
Invading Personal Space  
Stalking  
Unwanted Touching  
Physical Assault

### Verbal Expression

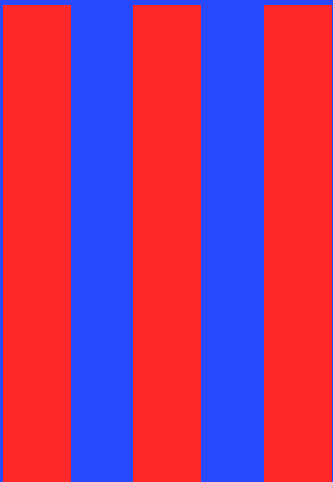
Sexist comments  
Verbal Threats  
Unwanted requests  
Victim Blaming  
Comments about how someone presents (appearance/looks/body size) no matter the intention

BULLYING

# How do we know something has happened?



1. By checking with a buddy
2. Reading the impacted person's body language
3. Knowing the impacted.
4. Checking in with the impacted privately.







# Step 3: Identify the barriers to intervening.

What prevents people from intervening?

## Personal Barriers

- Lack of confidence
- Lack of knowledge (don't know what to do)
- Personal Safety
- Job Safety/Lack of Seniority
- Fear of “Getting into Trouble”
- It's a “Private Matter”

## KU Barriers

- Social Pressure
- Departmental Culture
- Fear of Embarrassment
- Threat of Retaliation – personal &/or professional
- Fear of being labeled
- Not my job/ Above my paygrade
- Generational Norms

## Societal Barriers

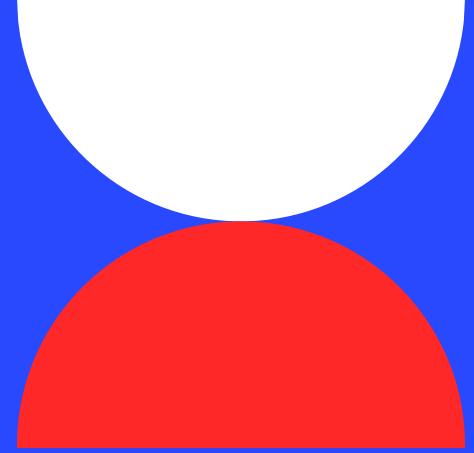
- Diffusion of Responsibility
- Recognition Apprehension
- Pluralistic Ignorance
- Systems of Oppression
- Lack of awareness of the space that marginalized identities take up and give to other people.

**NOTE:** Being aware of your own barriers can help you in dismantling them.

# Step 4: Strategies to Intervene

We want intervening to become the norm in disrupting violence here at KU. We also want to intervene safely.

1. Intervene with others.
2. Leverage your privileges.
3. Knowing the impacted



# Bystander Intervention: 5 D's

**DIRECT**

**DISTRACT**

**DELEGATE**

**DOCUMENT \*\***

**DELAY\*\***

*Remember: There is not one single right way to intervene in a situation.*

**NOTE:** \*\* Use in combination with one of the 1<sup>st</sup> three D's listed.

We can promise privacy, but not confidentiality as mandatory reporters. Inform the impacted that you are a mandated reporter and will be making a report because you are concerned for their wellbeing.

# Step 5: Follow-UP

After intervening, it is important to follow up with those involved.  
**Information on how to support the impacted.**

## 1. Think about tone.

- a. Slow down, be “soft”.
- b. Allow emotions to be present.

## 2. What happens next?

- a. OCR TIX office - mandatory reporters report incident @ <https://civilrights.ku.edu/>

## 3. Offer assistance.

- a. Do not tell the impacted what to do.
- b. You are not always the person needed to give help. Be self-aware and know your limits.
- c. Talk evidence preservation, if applicable.

## 4. Offer further resources, if you want or are asked.

- a. Police / KUPD / Housing
- b. Hospital/SANE exam
- c. Ombuds Office – will help get resources.
- d. **Other relevant offices or resource** – EAP, case mgmt., etc.

**\*\*Resource list shared later on**

**Slide resource: Office Civil Rights & Title IX**

# Break into small groups for Intervention Practice

## Applying the Five D's

1. Direct
2. Distract
3. Delegate
4. Document
5. Delay



# KU Resources

## **CONFIDENTIAL**

Ombuds Office

785-864-7261 \* [ombuds@ku.edu](mailto:ombuds@ku.edu)

Employee Assistance Program (EAP) – offers counseling for staff/faculty

888-270-8897 \* access the portal: [Guidanceresources.com](https://guidanceresources.com)

Portal steps available at <https://humanresources.ku.edu/employee-assistance-program-eap#faq>

The Willow Domestic Violence Center (24/7)

785-843-3333

The Sexual Trauma & Abuse Care Center (24/7)

785-843-8985 \* [stacarecenter.org](http://stacarecenter.org)

Headquarters Counseling Center 24/7 Hotline

(National Suicide Prevention Lifeline Crisis Center serving KS)

785-841-2345 **OR**

National Suicide Prevention Lifeline: 800-273-8255 (TALK)

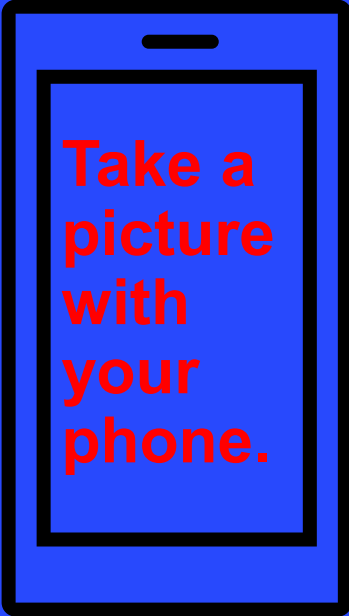
## **REPORTING**

Office of Civil Rights & Title IX

785-864-6414 \* [civilrights.ku.edu](http://civilrights.ku.edu)

KU Report It

785-864-3710 \* [reportit.ku.edu](http://reportit.ku.edu)

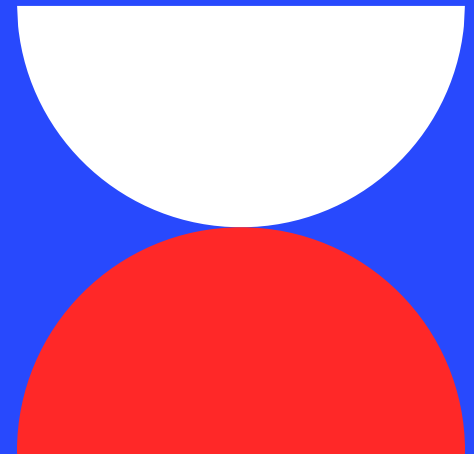


Take a  
picture  
with  
your  
phone.

# Questions?

# Thank you

**We wish to thank Office of DEIB, OCRTIX and SAPEC in helping us and utilizing some of their information for this presentation. Also thanks to Staff Senate in their support of this committee.**



# Next Steps / Opportunities

## **Consider:**

SGD's – Safe Zone Training

Office of DEIB – many trainings listed on My Talent

Volunteer to help facilitate with SAPEC's Jayhawks Give a Flock or attend one of SAPEC's trainings.

Join one of the 12 campus councils, if applicable.

Join Staff Senate as a volunteer on one of the committees or become a senator.

