Hello!

We’re Kate & Sophia

We’re here to tell you what we know about social norms
Our Goal

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

Social Norms Survival Guide

Survey questionnaire Survey Survival Tips!

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

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.

Conditional preference

I’ll do it only under certain social conditions

Action only when conditions are met.
Condition #1

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

Condition #2

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.
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.

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.

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.

For Lupita, joining in a standing ovation is a descriptive norm.
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 ≠ People’s Perceptions
(yet people’s perception is their reality)
Why we measure both *actuality* and *perception*

**Actual Norm**

- What is going on
  - *Actuality*

**Perceived Norm**

- What people think is going on
  - *Perception*

*Actuality ≠ People’s Perceptions*  
(yet people’s perception *is* their reality)

How we measure it...

**Actual Norm**

- What I do

**Perceived Norm**

- What I think other people do
How we measure it...

**What I do**

<table>
<thead>
<tr>
<th>Actual Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you check social media or personal email?</td>
</tr>
<tr>
<td>- 10 times a day or more</td>
</tr>
<tr>
<td>- 4-9 times a day</td>
</tr>
<tr>
<td>- 1-3 times a day</td>
</tr>
<tr>
<td>- A few times each week</td>
</tr>
<tr>
<td>- Never</td>
</tr>
</tbody>
</table>

**What I think other people do**

<table>
<thead>
<tr>
<th>Perceived Norm</th>
</tr>
</thead>
<tbody>
<tr>
<td>How often do you think others check social media or personal email?</td>
</tr>
<tr>
<td>- 10 times a day or more</td>
</tr>
<tr>
<td>- 4-9 times a day</td>
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<tr>
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</tr>
</tbody>
</table>
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 ≠ 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

What at least 50% of people do.
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

What at least 50% of people think others expect them to do.
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.
Are individuals acting in a way that meets the standards they have set for themselves?

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

Domain 3
What I think others should do

Domain 4
What I believe others think I should do
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 1: Choosing behaviors/norms to enact or change

<table>
<thead>
<tr>
<th>Positive/negative behaviors you want to increase or promote</th>
<th>Why do your team engage in this behavior?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detection</td>
<td>Why do your team engage in this behavior?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive/negative behaviors you want to decrease or eliminate</th>
<th>Why do your team engage in this behavior?</th>
</tr>
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<tbody>
<tr>
<td>Detection</td>
<td>Why do your team engage in this behavior?</td>
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</tbody>
</table>
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.

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

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

**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

- Time 0
- Time 1
- Time 2

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.
Survival Tips

#2 Collaborate
#5 Be ready to revise, revise, revise

Next Steps...

Document 1:
Review of Data & Literature Review

Document 2:
Recommendations based on data.

Meet to discuss interventions
Review & Recommendations
Part 1

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

Review & Recommendations
Part 2

- 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

- What do we want to correct?
- Would it be effective here?
- Target Audience?
- What is the message?

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
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.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (student) would intervene</td>
<td>92.51%</td>
<td>91.36%</td>
<td>-1.15</td>
</tr>
<tr>
<td>I definitely would intervene</td>
<td>35.37%</td>
<td>37.18%</td>
<td>1.81</td>
</tr>
<tr>
<td>I feel like I have the responsibility to intervene</td>
<td>96.16%</td>
<td>96.84%</td>
<td>.68</td>
</tr>
<tr>
<td>I feel like I definitely have the responsibility to intervene</td>
<td>65.46%</td>
<td>69.25%</td>
<td>3.76</td>
</tr>
</tbody>
</table>

Difference between responsibility and response: 5.48%

### Issue 2: There is a gap between peer expectations and perception of those expectations.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (student) think they (peers) have the responsibility to intervene</td>
<td>92.35%</td>
<td>95.1%</td>
<td>2.75</td>
</tr>
<tr>
<td>I definitely think they have the responsibility to intervene</td>
<td>60.14%</td>
<td>60.52%</td>
<td>.38</td>
</tr>
<tr>
<td>My peers would actually intervene</td>
<td>47.06%</td>
<td>54.88%</td>
<td>7.82</td>
</tr>
<tr>
<td>My peers would definitely actually intervene</td>
<td>1.81%</td>
<td>4.02%</td>
<td>2.21</td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th></th>
<th>Pre-Test</th>
<th>Post-Test</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (student) get consent before engaging in any kind of sexual activity every time</td>
<td>52.84%</td>
<td>52.65%</td>
<td>-.19</td>
</tr>
</tbody>
</table>

Percentage needed to achieve goal: 47.35%

### 6.5

Now what?
Survival Tips

#6 Don’t be afraid of failure

Bystander Intervention

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

Difference between responsibility and response: 7.36%
Bystander Intervention

Issue 2: There is a gap between peer expectations and perception of those expectations.

<table>
<thead>
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<th>Post-Test</th>
<th>Post-Test (w/o freshmen)</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>I (student) think they (peers) have the responsibility to intervene</td>
<td>92.35%</td>
<td>95.1%</td>
<td>94.78%</td>
<td>2.43</td>
</tr>
<tr>
<td>I definitely think they have the responsibility to intervene</td>
<td>60.14%</td>
<td>60.52%</td>
<td>62.61%</td>
<td>2.47</td>
</tr>
<tr>
<td>My peers would actually intervene</td>
<td>47.06%</td>
<td>54.88%</td>
<td>56.71%</td>
<td>9.65</td>
</tr>
<tr>
<td>My peers would definitely actually intervene</td>
<td>1.81%</td>
<td>4.02%</td>
<td>3.9%</td>
<td>2.09</td>
</tr>
</tbody>
</table>

Difference between peer expectation and perceived peer response: 38.07%

Consent

Issue 3: Students are not asking for consent every time they engage in sexual activity.

<table>
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<tr>
<td>I (student) get consent before engaging in any kind of sexual activity every time</td>
<td>52.84%</td>
<td>52.65%</td>
<td>54.55%</td>
<td>1.71</td>
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</table>

Percentage needed to achieve goal: 45.45%
Trailblazing ahead!

- 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

“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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- Dr. Alan Berkowitz, social norms researcher
- Marie Kellemen, former ICADV empowerment evaluator
Thanks!

Any questions?

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