

**Preventing Sexual Violence on Campus:
A Guide for Engaging Men
2007**

A publication of:

Jane Doe Inc., The Massachusetts Coalition
Against Sexual Assault and Domestic Violence

Introduction

The Men's Initiative for Jane Doe Inc. (MIJD) is a forum designed to engage males in actively working together with women to eliminate sexual assault and domestic violence. MIJD asks men to personally pledge to never commit, condone, or remain silent about sexual and domestic violence and to use their resources to support change.

An important part of changing the aspects of campus culture that contribute to the prevalence of sexual violence, is involving, inspiring and engaging men. Nationally, 1 in 3 girls and 1 in 7 boys will be sexually assaulted before the age of 18. (National Crime Victimization Survey, Bureau of Justice) The overwhelming majority of offenders are male. (reference). Clearly men have a stake in the problem of sexual assault, and common sense would tell us that men have a role to play in the prevention of sexual assault.

This guide is designed to give campus organizers guidance in devising strategies that help raise awareness among men about sexual assault and engage different campus communities in preventing rape, sexual assault and sexual harassment.

You may have already decided that working with men, or engaging men, would be important to the prevention of sexual assault and relationship abuse problems on your campus. This guide is written to help with that starting place.

There are many worthwhile strategies and often the best approach varies from campus to campus. This guide will help those interested in organizing men against sexual violence to learn what other groups are doing, become educated about strategies in use and begin to identify the most effective organizing activities for your own circumstances. Written first with the student leader in mind, staff, administrators and faculty will find the references and suggestions useful as well.

Acknowledgements

We want to thank the activists and organizers in Massachusetts and across the country and internationally for their work on fostering men's engagement. In particular, we thank the following contributors and editors:

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This document's development was supported by the Rape Prevention Education Grant #VF1CE001105-01, from the Centers for Disease Control and Prevention through the Massachusetts Department of Public Health. Points of view in this document are those of the authors and do not necessarily represent the official position or policies of the Massachusetts Department of Public Health or the Centers for Disease Control and Prevention.

History of Men's Work

Engaging men for the purposes of stopping violence against women has been around for long time, but this has certainly become more popular in recent years.

Going as far back as the mid 70's, men can be found organizing in collaboration with the women's anti-rape movement. Men Stopping Rape in Madison Wisconsin, DC Men Against Rape, The Men's Task Force Against Rape and Sexism at the University of Illinois and RAVEN in St. Louis are all examples of work started in the 70's. A quick look through the collected works by Tom Mosmiller and Michael Kimmel, Against the Tide (1992), shows that these efforts from the 70's were not the earliest by men in the United States. One can find evidence going as far back as the late 1700's and forward for men speaking out and stepping forward in connection with women's struggles for equality, better wages, suffrage, the right to abortion and other causes.

The work on college campuses for engaging men for the prevention of sexual assault has developed and grown enormously over the years as well.

The Work is About Cultural Change

Are men or boys inherently bad? No, we would never say such a thing. But something in the path from childhood to adulthood for males, does lead to producing predators. Another point is that while the great majority of offenders are male, its important to remember that the major of men are not offenders of sexual violence. So what might the majority of men be able to do to help stop the violence?

Consider the construction of manhood. Manhood is an idea. When one's manhood is at stake, what is actually at stake? It's a reputation, the idea of who we are. And this brings us to the question of culture. Culture helps define who we are. A culture can support or dictate certain behavior or a culture can resist or ban behaviors. Without attempting here the full argument, we do say that traditional manhood is predatory. And that this is a serious and significant problem. Some may say that male aggression is innate, or the way of nature, a mechanism of Darwinian survival, the way for the most virile to procreate. But there is no accident that the same qualities of virile manhood are the qualities of a good soldier, or a determined factory worker, or for the celebrated male sports athlete. We celebrate these successful men. We culturally celebrate this idea of manhood.

At the same time, these same fundamental and celebrated norms encourage sexually predatory behavior. Put simply, successful men may have sex with whom and whenever they want, this is their reward. During war, the soldier may rape and pillage, the celebrated business man or sports star may have whom he wishes through purchase or offer. This is well established in American culture.

Where does one begin to resist this? This is a good question. And the fundamental purpose of engaging men for the prevention of sexual assault.

Let's call our work cultural change work. We can begin by assuming a good assets point of view. The goal will be to celebrate a changing agreement among men to be for a developed manhood. To develop manhood to embrace the whole man, the whole boy, and the whole person.

More recently, since the mid 90's a greater success in this direction has begun to emerge. John Stoltenberg, author of *Refusing to be a Man* and *The End of Manhood*, had an idea for promoting a safe manhood, one that would retain our male strength of old, while abandoning the predatory nature. He envisions a manhood that will celebrate relationship, life and safety. This idea is evident in a program he helped design called *Men of Strength*. See www.mencanstoprape.org and www.mystrength.org for good information on this approach.

Which Men Are We Engaging?

Rus Ervin Funk in *Reaching Men* refers to a range in men's readiness to work on this problem. Which is an analysis very similar to Prochaska's Stages of Change (www.prochange.com). It is helpful to understand that while there are men who are hostile and aggressive, there are also many men who are ready to help.

Let's use five categories: Hostile, Uninterested, Interested, Ready, and Leaders. Engaging men in each of these categories would suggest a different strategy depending on the category. Leaders require support and community, the Ready require something to do, the Interested require information and an invitation, those Uninterested could use a wake up call and the Hostile need intervention. For example, the programmatic focus of the Men's Initiative for Jane Doe Inc, has been to provide support and community for Leaders.

A starting strategy can include identifying leaders and those ready to help.

Getting Started: Clarifying Goals, Time Commitment, and Who Will Be Involved

Changing the campus culture to reduce the incidence of sexual violence is always challenging. Organizers will face competing demands on people's time as well as resistance and defensiveness. Seeing this project through in the long-term will require tenacity, flexibility, a sense of humor, and a strong commitment to change. It will also require being thoughtful about the purpose of your organizing effort and involving the right people. For example, some men's engagement and prevention initiatives will be entirely student-driven while others will involve collaborations between students, staff, faculty, and possibly outside organizations such as your local rape crisis center. Some initiatives may be undertaken solely by men while others will involve women and men working together.

When starting or reviving a men's engagement initiative, the most basic question is, what prompted you to begin organizing? Was there an incident of sexual assault or sexism on campus that got your attention? Is there a school policy that needs to be changed? Has a sexual assault awareness program prompted your interest? Are male survivors beginning to speak out or seek support? Have you cared about these issues for a long time and always wanted to organize?

Building A Cohesive Group

An important part of any lasting organizing initiative is having enough people to do the work. One way to build a group is to sponsor a retreat or series of meetings through which interested people can get to know each other, learn more about the issue and work together to strategize around next steps. If your campus is residential, you may be able to sponsor a day-long retreat, whereas if more students are commuting or working on the weekends, shorter meeting times may be best. Taking steps to include students who are working their way through school may result in a more socio-economically diverse pool. The more steps you take to make sure your group is accessible, the greater participation is likely to be.

Self-Assessment

The following self-assessment tool is designed to help you answer these basic questions and then use the answers to inform your decisions about first steps.

ASSESSMENT TOOL: GETTING STARTED

What Does Your Campus Need

1. Why is there interest in organizing men against sexual violence? Is the organizing in response to a specific incident? A more general concern?
2. Who has taken the lead in organizing?
3. Are there support services for survivors? Are they accessible to male survivors?
4. Do people need to know more about sexual assault?
5. Is there a core group of people ready to take action? Who is able to be publicly associated with the issue? In what ways?
6. How many people are willing to commit time to the project? How much time? Are they students, faculty, staff or a combination?
7. Given the realities of people's time, what is a do-able first step that might get others excited about the initiative?

Reflecting on Your Responses

The responses to these questions will likely inform your next steps. Are you focused on changing specific policies? If so, you will need allies in the administration and need to work with the bodies that make decisions about policies. Is your group more interested in changing campus culture around dating and sex? If so, you may need to work primarily with other students and be strategic about what messages could appeal. Are you focused on collaborating with rape crisis centers or other community-based initiatives? If so, you may need to talk with those organizations to identify the best role for your group.

Ending sexual violence is a daunting goal that no one initiative can accomplish. In order to have the most impact, it is important to be strategic about what you choose to address. Is there a policy on campus that needs to change? Is your goal to raise awareness about sexual violence? Are there some changes you want to bring about in the culture of dating relationships on your campus?

Having a good sense of your goals will help you evaluate specific initiatives to see which one would be most effective. For example, If your goal is raising awareness, then sponsoring survivor speakers from the local rape crisis center is a good activity, but it may not be the best choice if your goals are focused on changing the culture of dating.

Getting Started in Brief

- Identify a core group of women and men who are interested
- Have informal conversations, see what issues or actions spark the most passion
- Identify people's skills, current strengths and skills they want to develop. Try to match projects to those skills so that people remain interested.
- Agree on the level of time commitment people are willing to give. Make sure organizing projects are realistic given the size of the group and the scope of the time commitment.

Women and Men Working Together

Often we are asked if this should be men's work alone, that men should lead and do all of the work. Yes and No. In our perfect future transforming world, yes, men will be taking enormous responsibility and leading their part in this effort. In our real world today, women hold this work, as women have held this work for 30 years. Women will naturally first work with the men they trust and know to begin engagement. There is absolutely a time and place for men only work and responsibilities, but what we recommend is that this effort is collaborative on the whole between women and men.

Whole Campus Inclusion

A cultural and social shift will not only require a multi-year effort, but will ultimately require whole community participation. One simple framework for this would be to

facilitate an advisory group with whole campus representation as a vehicle discussing campus needs and developing support for multi-year programming. Staff, faculty, students and off-campus community all have some connection to each other and each have something to contribute to the social and cultural atmosphere on campus.

Engaging Campus Administration

Along with connections for faculty and staff, it is also necessary for success in the long term to foster a relationship with the school administration. Following the suggestion of operating an advisory group, one would include representation from the campus administration. Each entity on campus has their own perception of the problem informed by their formal responsibility. Form a working dialog, take the long view, be prepared to take several steps.

Engaging the full diversity of cultural groups on campus.

We offer similar advice for the purpose of multicultural competency, sensitivity and awareness. First, ask a basic question about yourself. Who are you? What is your primary community? Are you clear and honest about your primary community? Are you at the receiving end of institutional disregard such as a member of a minority population group may experience? Or perhaps you belong to a majority group. Once you are clear on this, you are ready to have a conversation with others. Some students have success in inviting a multi-cultural dialog on issues in common. This is a process of exploring the intersectionality among oppressions and finding mutual respect and common ground. It is generally not helpful to suggest blame, rather its more helpful for a person to name where they are in such a way that they can respectfully form relationship with others who stand in a different place. To recognize that there are different places is a critical task.

Marginalized and minority population groups frequently organize clubs and organizations. These organizations and clubs can form the basis for collaboration, establishing round table dialogs and co-sponsoring projects for engaging men on ending gender based violence. Attending to sexism and violence against women is basically a different experience when you are a heterosexual, white European-American, of upper class means, compared to when you are dealing with a primary oppression such as racism, classism, homophobia or some other institutional marginalization.

Annual and Four Year cycles

In organizing in the campus environment one must take careful account of the annual and four year academic cycles.

This lends itself to starting out with a four year plan. By the fourth year, all elements are in place: Orientation, Leadership Training, Team Building, Action Programming, and Leadership Appreciation. Necessarily, some of each will be part of the very first year of work, but this is a guide to emphasize that a healthy working project needs to be mindful of a lifecycle for its participants.

Year	1 st Year	2 nd Year	3 rd Year	4 th Year
	Freshman	Sophomore	Junior	Senior
Beginner	Learners	Learners	Learners	Learners
Member		Team Members	Team Members	Team Members
Advanced			Leaders	Leaders
Emeritus				Story Tellers

Being mindful of the annual academic year also critical to success and goes without saying, but here is a framework to consider for the annual calendar:

Fall	Winter	Spring	Summer
Orientation Events	Team Building	Actions & Celebrations	Break
Plan for Winter/Spring	Plan for Spring	Plan for Fall/Winter	

A Suggestion for the Annual Calendar

September

Recruit new membership during freshman orientation, and personally invite men to attend a learning retreat in October.

October

This is national Domestic Violence Awareness Month.
 Conduct A Men’s Learning Retreat
 Hold the first weekly club meeting following the retreat
 Meet with the women’s center’s April Take Back the Night Committee to identify collaboration elements, plan two joint meetings.

November

The International 16 Days of Activism are held Nov 25-Dec 10
 Conduct weekly club meetings.
 Commemorate International Day to End Violence Against Women, Nov 25th
 Place an article in campus paper

December

Host a film & discussion event
 Conduct weekly club meetings

January

Holiday break

February

Resume weekly club meetings, focus on action plans for April
Conduct a winter fund raising party to sponsor "women take back the night"
On February 14th Begin Tabling for White Ribbon Day Signatures.

March

Continue weekly club meetings, focus on action plans for April
Continue tabling for White Ribbon Signatures
Accommodate the interruption of spring break

April

April is National Sexual Assault Awareness Month
Conduct a White Ribbon Day in the First Week of April
Support Women Take Back the Night
Publish a Men's Pledge Ad in the campus paper end of the month.

May

Conclude a men of strength celebration end of year party
Establish leaders for next year, appreciate leaders for current year

June – August

Summer off

Reference Guide to Curriculum and Resources:

Project Suggestions: For leadership development, raising campus dialog, collaborating with women's action, and establishing support systems for men who are ready:

1. A Men's Retreat: <http://www.menagainstsexualviolence.org/resources.html>
2. A Film and Discussion: "Beyond Beats and Rhymes" <http://www.bhurt.com>
3. A Men's Discussion Group: using an online curriculum guide
<http://toolkit.endabuse.org>
4. White Ribbon Pledge Drive: <http://www.whiteribbon.com>
5. White Ribbon Day: <http://www.whiteribbonday.org.au>
6. A Holiday Parade Float: <http://www.strongmendontbully.com>
7. Women Take Back the Night : http://en.wikipedia.org/wiki/Take_Back_the_Night
8. Clothesline Project: <http://www.clotheslineproject.org/>

This is a memorial project to survivors of violence against women. The Boston Area Rape Crisis Center maintains a traveling exhibit. You are also encouraged to create your own display.

9. Silent Witness: <http://www.silentwitness.net/>

This is a memorial project to victims of domestic violence homicide. A collection of red figures are arranged in a display, one each for local domestic murder victims, along with a short biography of the person or persons. In the Boston area, contact Peace at Home for information:
http://www.peaceathome.org/swe_hosting.html

Models to borrow from or implement:

1. Strength Campaign: <http://www.mencanstoprape.org>
2. The Men's Project: <http://www.oneinfourusa.org>
3. Mentors In Violence Prevention: <http://www.sportinsociety.org/mvp>
4. MAV College Chapters, Men Against Violence:
<http://www.plu.edu/~mav/resources/home.html>
5. NH Bystander Empowerment: <http://www.unh.edu/sharpp>
6. Got Consent Campaign: <http://www.consent.unh.edu>

Massachusetts Coalition Resources

1. Jane Doe Inc., Massachusetts Coalition Against Sexual Assault and Domestic Violence: <http://www.janedoe.org>
2. Men's Initiative for Jane Doe Inc.: <http://www.mijd.org/campus>
3. BACSAC: Boston Area Campus Sexual Assault Coalition. This is a coalition of campus personnel that work together for the purpose of improving sexual assault prevention and response on campus. For information contact the Boston Area Rape Crisis Center: <http://www.barcc.org>
4. Five College Area: In the Northampton and Amherst area of Western Massachusetts, this collaboration of area colleges work together also for the purpose of improving sexual assault prevention and response on campus. <http://www.fivecolleges.edu/sapic/>

For information contact The Everywomen Center at UMASS Amherst:
<http://www.umass.edu/ewc>

5. Newsletters: Monthly, Sept thru June.
<http://www.mijd.org/subscribe>
6. Listserv: engagemen-subscribe@yahoogroups.com
7. Survivor Speakers Bureaus: Boston Area Rape Crisis Center, www.barcc.org and Womansplace Crisis Center,

Male Survivor Support Information:

Male Survivor Project of BARCC: www.barcc.org
Gay Men's Domestic Violence Project: www.gmdvp.org
Statewide Hotline, SafeLink: 1-877-785-2020: TTY: 1-877-521-2601

A selection of National Speakers

Keith Edwards: www.menendingrape.org
Byron Hurt: www.bhurt.com
Don McPherson: <http://sli.adelphi.edu/staff/mcpherson.php>
Mike Dormitz: www.thedatesafeproject.org
Rus Funk: www.rusfunk.com
Jackson Katz: www.jacksonkatz.com
Alan Berkowitz: www.alanberkowitz.com
Paul Kivel: www.paulkivel.com

Curriculum Guides

Men Against Sexual Violence Toolkit:

<http://www.menagainstsexualviolence.org/resources.html>

Family Violence Prevention Fund, Men and Boys Toolkit:

<http://toolkit.endabuse.org/Home/>

Selected Additional Resources

Networks and Coalitions:

www.janedoe.org -- Massachusetts Coalition Against Sexual Assault and Domestic Violence

www.ncadv.org -- National Coalition Against Domestic Violence

www.pcadv.org -- Pennsylvania Coalition Against Domestic Violence

www.pcar.org -- Pennsylvania Coalition Against Rape

www.nnedv.org -- National Network to End Domestic Violence

www.dvinstitute.org -- Institute on Domestic Violence in the African American Community

www.dvalianza.org -- National Latino Alliance for the Elimination of Domestic Violence

Men's Campaigns, Services and Activism:

www.mijd.org – Mens Initiative for Jane Doe Inc.

www.mrcforchange.org – Mens Resource Center for Change (Western Massachusetts)

www.strongmendontbully.com – Gloucester Men Against Domestic Violence

www.whiteribbon.com – White Ribbon Campaign (Canada)

www.mencanstoprape.org – Men Can Stop Rape (D.C.)

www.menagainstsexualviolence.org – Men Against Sexual Violence (PA)

www.menstoppingviolence.org – Men Stopping Violence (GA)

www.emergedv.com – Emerge Batterers Intervention Program (MA)

www.nomas.org – National Organization of Men Against Sexism

www.mensresourcesinternational.org – Men's Resources International (MA)

www.freedomfromfear.wa.gov.au – one of several impressive message campaigns

www.nationalcompadresnetwork.com – Latinos network

General reference for domestic violence:

www.vawnet.org -- Violence Against Women Network

www.endabuse.org -- Family Violence Prevention Fund

www.mincava.umn.edu -- Minnesota Center Against Violence and Abuse

National Listservs:

<http://www.vahealth.org/civp/sexualviolence/listserv.asp>

Books:

Bancroft, Lundy. *Why Does He Do That?: Inside the Minds of Angry and Controlling Men.* (Putnam Publishing, 2002)

Beneke, Timothy. Men on Rape: What They Have to Say About Sexual Violence. (St. Martins Press, 1983)

Beneke, Timothy. Proving Manhood: Reflections on Men and Sexism. (University of California Press, 1997)

Funk, Rus. Stopping Rape: A Challenge for Men. (New Society Publishing, 1993)

Funk, Rus. Reaching Men Strategies for Preventing Sexist Attitudes, Behaviors, and Violence (Jist Publishing, 2006)

Glennon, William. Fathering: Strengthening Connection With Your Children No Matter Where You Are. (Conari, 1995)

Katz, Jackson. The Macho Paradox: Why Some Men Hurt Women and and How All Men Can Help (Sourcebooks, Inc., 2005)

Kelly, Joe. Dads and Daughters: How to Inspire, Understand, and Support Your Daughter When Shes Growing Up So Fast. (Broadway, 2002)

Kilmartin, Chris. & Berkowitz, Alan. Sexual Assault In Context Teaching College Men About Gender (Lawrence Erlbaum Associates, 2001)

Kimmel, Michael and Mossmiller, Thomas (eds.). Against the Tide: Pro-feminist Men in the United States, 1779-1990: A Documentary History. (Beacon Press, 1992)

Kivel, Paul. Men's Work: How to Stop the Violence That Tears Our Lives Apart (Hazelden, 1998)

Pollack, William. Real Boys: Rescuing Our Sons From the Myths of Boyhood. (Owl Books, 1999)

Stoltenberg, John. Refusing to be a Man. (Meridian Books, 1990)

Magazines:

Voice Male, published by the Men's Resource Center for Change (Amherst, MA)
www.mrcforchange.org