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ATTRACTING COLLEGE MEN TO SEXUAL VIOLENCE PREVENTION: A MULTIPLE CASE STUDY OF MALE PEER EDUCATORS

By

Janice M. Deeds

A DISSERTATION

Presented to the Faculty of

The Graduate College at the University of Nebraska

In Partial Fulfillment of Requirements

For the Degree of Doctor of Philosophy

Major: Educational Studies

Under the Supervision of Professor Marilyn L. Grady

Lincoln, Nebraska

October, 2009

Dedication

For Atticus Wolf Rogers and Hunter Jude Rogers, born July 15, 2009, with hope that you find mentors throughout your life as compassionate and committed to a just society as the men in this study. Always know that you can and will change the world.

Acknowledgements

I will always be grateful to my advisor, Dr. Marilyn Grady, for asking me "So, do you have your doctorate yet?" and setting me on the course towards this day. This experience would not have been as empowering and joyful without her endless confidence in my ability to do whatever it took, sense of humor, laser-like focus, and understanding of the challenges faced by working professionals in graduate programs.

Thank you to everyone in my family for their love and encouragement throughout this process and for the sacrifices they made to give me time to do this work. Special thanks go to my husband John and sister Annie for always believing in me, and to my nieces Miranda and Katie for being in college at the same time and helping me feel normal for doing homework all the time. Thank you Susan, my honorary sister, for knowing what it's like and sending treats.

Thank you to my students and colleagues for being inspiring, helpful and patient. Thank you to Ginger and Kathy, my sister doctoral students, for making this a lot more fun. Ryan, your meticulous proofreading and constructive feedback were essential to me, as is your friendship. Thank you Casey and Ashlea for burning the midnight oil and helping me with the technical details.

Finally, thank you to the men who participated in this study, for being involved in sexual violence prevention during their college years and for sharing their time and thoughts about those experiences now. You continue to give me hope for a future society free from sexual violence.

ATTRACTING COLLEGE MEN TO SEXUAL VIOLENCE PREVENTION: A MULTIPLE CASE STUDY OF MALE PEER EDUCATORS

Janice Mary Deeds, Ph.D.
University of Nebraska, 2009

Advisor: Marilyn L. Grady

The prevalence rate for sexual assault of U.S. college women has stayed around 13% since 1982 despite the efforts colleges and universities have made to create effective prevention programs. Campus violence prevention programs have changed in focus and approach as research has provided a broader understanding of sexual violence and the important roles men can play in its prevention.

Peer education is currently the most commonly used method of teaching sexual violence prevention information to college students, but unless college men become involved as sexual violence prevention peer educators, campus programs will not be able to effectively reach other male students. Studies have examined the impact of sexual violence prevention peer education on audience members and explored the experiences of male peer educators in anti-violence groups, but no research has focused on the reasons men choose to become sexual violence prevention peer educators.

Ten men who were sexual violence prevention peer educators at a Midwestern university between 1999 and 2008 were interviewed individually to understand what attracted them to sexual violence prevention, what experiences were barriers to their participation in the work, and how they overcame the barriers. A qualitative feminist-advocacy approach emphasized the participants' voices and the meaning they ascribed to the experiences.

Five themes emerged from the study: belief in social responsibility and fairness, perception of self as an outsider; strong relationships with women; male mentors or role models invited them; and personal exposure to sexual violence. Personal exposure to sexual violence appeared in three different forms: knowing a victim; being a victim; and attending a presentation that "gave a face to the statistics."

Suggestions for adapting sexual violence prevention programs to attract more male peer educators were given for each of the themes. Barriers unique to African-American and gay male peer educators were identified and strategies were recommended. The characteristics of feminist-advocacy research and implications for its use with college men were discussed.

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Chapter 1 - Introduction

David, a tall, brown-haired young man in a bright yellow t-shirt stands at the front of a meeting room inside the football stadium. Fifteen male student athletes, all first year football players, are leaning back in the stackable chairs that are arranged in a semi-circle facing him, with their legs spread wide and their arms folded tight across their chests. "Think of four women in your life, maybe your mom, your sister, your girlfriend, or your favorite aunt. Now choose one," David says, and pauses. "One woman in four will be sexually assaulted in her lifetime." Side conversations stop, and several men lean forward in their chairs. "Men are doing this, and men like us have to make it stop. We're going to talk about how you can help the women in your life and all women."

Students like David are providing some of the most effective education their peers on college campuses receive about sexual violence (Fabiano, 1994, as cited in Hong, 2000). His statement that one woman in four will be sexually assaulted comes from Fisher, Cullen and Turner's 2000 study of the sexual victimization of college women. Of the sample of 4300 women, 2.8% reported experiencing sexual assault or attempted sexual assault during the six months prior to the study. Fisher et al., suggested that this means approximately 5% of college women experience assault each year, and "over the course of a college career—which now lasts an average of five years—the percentage of completed or attempted rape victimization among women in higher educational institutions might climb to between one-fifth and one-quarter."

High rates of sexual violence on college and university campuses have been documented by many studies for the past two decades, and Federal funds from the

Violence Against Women Act beginning in 1994 have encouraged institutions of higher education to develop prevention programs and victim services (Koss, 2005). The prevalence rate for sexual assault of college women has stayed around 13% from 1982 to 2007 (Koss & Oro, 1982, as cited in Rozee & Koss, 2001; Krebs, Lindquist, Warner, Fisher & Martin, 2007), despite the efforts colleges have made to create effective prevention programs (Lonsway, 1996).

Federal funding has supported research on sexual assault and other forms of violence against women, beginning with the National Center for the Prevention and Control of Rape from 1975 to 1987 (Koss, 2005). In 1994 the United States Congress passed the Violence Against Women Act, providing funds for victim services agencies, training for law enforcement, and prevention education. In 1998 funds within the Act were set aside for college and university campus programs to reduce the incidence of sexual assault, dating or domestic violence, and stalking (Fisher et al., 2000). Campus violence prevention programs have changed in focus and approach as new research findings have emerged.

Campus prevention programs in the 1970's focused on teaching women self-defense tactics (Brownmiller, 1975). When research revealed that 80 to 90% of rape victims knew their assailant (Koss, Leonard, Beezley & Oro, 1985; as cited in Lonsway, 1996), prevention programs began to target male audiences to teach men to recognize the presence or absence of consent and to acknowledge rape-supportive attitudes and behaviors.

By the mid 1990's researchers were critical of prevention programs that labeled men potential perpetrators and began teaching men to assume the new role of bystander who

could choose to intervene in situations that put women at risk (Katz, 1995). Current researchers are examining male socialization that creates a link between traditional male gender roles and violence, and are developing programs that encourage college men to identify broader, non-violent definitions of masculinity (Hong, 1999; Banyard, Plante, & Moynihan, 2005; Kilmartin & Allison, 2007).

Research by Student Affairs and Health Education professionals has demonstrated the effectiveness of peer educators in sexual assault and relationship violence prevention (Fabiano, 1994, as cited in Hong, 2000; Hong, 1999; Stein, 2007). However, this research has focused on the impact on audience members (Heppner, Neville, Smith, Kivlighan, and Gershuny, 1999) or on the development of men's anti-violence groups (Hong, 1999). No studies have asked college men who are sexual violence prevention peer educators, "What attracted you to this work?" Qualitative research gives voice to those who have not been heard and offers a complex picture of an issue that has not been addressed. This case study with college men who have been active in sexual violence prevention peer education will provide a deeper understanding of what brought them in and kept them involved with this issue.

Peer education is a very effective method of creating cultural change on a campus, but without male peer educators the effect on male audiences will be diminished. Colleges and universities need to know what attracts and retains male participants in sexual violence prevention peer education if we are ever to reach the critical mass necessary to reduce sexual violence.

As David finishes his presentation the new football players slide out of their chairs and begin to move towards the door, heading downstairs for the final

hours of tonight's mandatory study-hall. Erasing notes on the whiteboard from an activity about the stereotyped roles that "real men" are supposed to fill, he turns to find one of the athletes, Matt, picking up cups and leftover handouts as the other men finally exit. "Thanks," David says, knowing from experience that the young man has something to talk about but may need an invitation.

Giving David the extra handouts, Matt says, "You know, I just started seeing this girl, and last week she told me that she'd been raped last year."

"It's hard to know what to say, isn't it?" says David.

"Yeah, I don't know how I'm supposed to act, either," Matt says. "I'm afraid I'll do something wrong."

"It sounds like you've done something right, or she wouldn't have trusted you enough to tell you. Hey, I know you have to go to study- hall now, but do you want to meet me at the Women's Center tomorrow? I could introduce you to the Victim Advocate there, and we could talk to her about your situation. I know she's talked to other guys about how to help their girlfriends."

After exchanging phone numbers and planning a time to meet, the athlete heads to study-hall and David finishes packing up. He has been a peer educator for two years, and after every presentation someone always stays afterwards to tell their story. Sometimes they become peer educators too, but not often enough. David hopes other men will take his place when he graduates next year, to be there for guys like Matt and the women in their lives.

Purpose

The purpose of this multiple case study was to understand what attracted ten college men to sexual violence prevention peer education at a large Midwestern University between 1999 and 2008. The phrase "sexual violence" is used interchangeably with "sexual assault" in many studies (Koss, 2005; Krebs, Lindquist, Warner, Fisher, & Martin, 2007). This study used the definition from the Center for Disease Control (Basile & Salzman, 2002) of sexual violence as "any sexual act that is forced against someone's will. These acts can be physical, verbal or psychological," and include completed or attempted oral, anal or vaginal sex acts; abusive sexual contact such as touching of the genitals, breasts or buttocks of another person; and non-contact sexual abuse such as verbal or behavioral sexual harassment, threats of sexual violence, and taking nude photographs of a sexual nature of another person.

Peer education is defined as instruction by individuals who are perceived as equals by and have some similarity to the people receiving the instruction (Gould & Lomax, 1993). In this study it means college students teaching other college students. Definitions of other terms used in this study are found in Appendix A.

Research questions

The central research question was, "What attracted these college men to sexual violence prevention peer education?"

Sub-questions were:

- How did these men become aware of sexual violence?
- How did these men become active in sexual violence prevention education?
- What experiences made it difficult for them to become involved or stay involved?
- How did they overcome those experiences and choose to be involved?

Chapter 2 – Review of the Literature

Sexual Violence at Colleges and Universities

The prevalence rate for sexual assault of college women has not changed significantly in the past two decades. A study by Koss & Oro in 1982 found 13% of the sample had experienced oral, anal or vaginal penetration against their consent. In 2007 the Campus Sexual Assault Study of 5,446 college women from two universities reported 13.7% had experienced a completed sexual assault, 12.6% had experienced an attempted sexual assault, and 7.2% had experienced both (Krebs, Lindquist, Warner, Fisher & Martin, 2007).

The commonly cited statistic that one woman in four will be sexually assaulted comes from Fisher, Cullen and Turner's 2000 study of the sexual victimization of college women. Of the sample of 4300 women, 2.8% reported experiencing sexual assault or attempted sexual assault during the six months prior to the study. Fisher et al. suggested that this means approximately 5% of college women are sexually assaulted each year, and "over the course of a college career—which now lasts an average of 5 years—the percentage of completed or attempted rape victimization among women in higher educational institutions might climb to between one-fifth and one-quarter." Despite their note of caution stating that this is just a projection and that a longitudinal study would provide more accurate information, the one-in-four number is used by many campus education programs, including a men against violence group called One in Four (Foubert, 2005).

Whether the sexual assault prevalence rate is 13% or 25%, criminal justice and public health organizations have been monitoring the rate for over two decades (Rozee &

Koss, 2001), and higher education institutions have faced the task of preventing the victimization of their students. But sexual assault is not the only form of violence experienced by college women. Federal funding has supported research on sexual assault and other forms of violence against women, beginning with the National Center for the Prevention and Control of Rape from 1975 to 1987 (Koss, 2005). The U.S. Department of Justice Bureau of Justice Statistics (2001) reports that women between the ages of 16 and 24, the age range of most college students, experience the highest rates of intimate partner violence.

In 1994 the United States Congress passed the Violence Against Women Act (VAWA), providing funds for victim services agencies, training for law enforcement, and prevention education. In 1998 funds within the Act were set aside for college and university campus programs to reduce the incidence of sexual assault, dating or domestic violence, and stalking (Koss, 2005).

In 1990 the Higher Education Act of 1965 was amended to include the Crime Awareness and Campus Security Act, requiring colleges and universities that participate in federal student aid programs to disclose information about campus crime statistics and security policies. This law was championed by the parents of Jeanne Clery, a first-year student at Lehigh University who was raped and murdered in her dorm room in 1986. Her parents were outraged to learn that students had not been told about 38 violent crimes on campus in the three years before her murder, so they joined with other victims of campus crimes and convinced Congress to pass this law, renamed for Jeanne Clery in 1998 (*Summary of the Jeanne Clery Act,* retrieved June 7, 2009 from http://www.securityoncampus.org).

The Violence Against Women Act and the Clery Act have established policies and procedures to ensure that members of campus communities are notified in a timely manner of violent crimes including sexual assault, allowing them to make informed choices to increase their own safety. The data gathered as a result of these laws and the prevention strategies developed and tested through VAWA have changed the approach of campus violence prevention programs.

Institutional Responses from the 1970's to the 1990's: Changing the Focus

Colleges and universities began to implement sexual assault prevention programs in the 1970's in response to the educational and advocacy efforts of feminist-led victim services organizations and feminist theorists (Brownmiller, 1975). The emphasis in these early programs was on self-defense tactics for women, including a long list of methods to reduce vulnerability as a target and training in physical techniques to fight back if attacked. During this period domestic violence research and services were focused on the abuse experienced by married women, with little attention to women in dating relationships (SafeNETWORK, 1999).

The focus and target audience of these prevention programs changed as new information about the prevalence of sexual violence was published. Makepeace's (1981) study found that one out of every five college students in heterosexual premarital relationships had experienced aggressive and abusive behaviors, and a 1986 study of "teen dating violence" revealed abusive behaviors in 26.9% of high school couples (O'Keeffe, Brockopp & Chew). These studies broadened the scope of college and university programs beyond sexual assault to address other forms of violence against women.

Based on the results of studies in the 1980's, campus programs began to focus on men as potential perpetrators. Research by Koss (1985) revealed that contrary to the stereotype of the stranger rapist attacking on a darkened street, most rape victims knew the perpetrator, as friends, dates, former or current lovers or spouses, coworkers, neighbors, or another acquaintance. New programs to address acquaintance rape were designed to educate men to recognize rape-supportive attitudes, to teach men to empathize with sexual assault victims and to recognize the presence or absence of consent.

Research and campus programs in the 1990's began to focus on the empowerment of male bystanders to intervene and prevent the violence of other men (Katz, 1995). Programming that approaches all men as potential rapists ignores the statistics that indicate only 5 to 15% of college men acknowledge committing rape, so just "don't do it" messages (Funk, 1993, as cited in Rozee and Koss, 2001) alienate 85 to 95% of men in college program audiences.

Bystander education includes an emphasis on recognizing and challenging false perceptions of sexual assault and relationship violence as accepted social norms, using male student-athletes and other male student leaders as role models and peer educators (Mahlstedt & Corcoran, 1999; Katz, 1995; Hong, 1999). Bystander education provides a role for non-violent college men and teaches them how to intervene when faced with rape supportive attitudes and violent behaviors of other men.

Peer Education and Violence Prevention

Peer education, instruction by individuals who have some similarity to those they are teaching (Gould & Lomax, 1993), has been used on college campuses to address health

issues since 1957 when the University of Nebraska-Lincoln created student health aide positions in response to the Asian flu epidemic (Helm, Knipmeyer, & Martin, 1972, as cited in Hong, 1999). The American College Health Association annual survey consistently indicates that students are comfortable receiving health related information from other students (2007).

Fabiano (1994) promoted a broader concept of the peer health educator role to include violence prevention education, acknowledging that violence is a source of physical and emotional injury. Her vision of student peer educators as "agents of cultural change" has been embraced by professional health educators on campuses across the country and is reflected in the proliferation of peer education groups dealing with alcohol and drug use, eating disorders, sexual violence and other issues beyond the early peer health education focus on first aid and disease prevention education.

Hong (2000) acknowledged using Fabiano's community action model of peer education in the development of the Men Against Violence student organization at Louisiana State University. She described Men Against Violence as "focusing on changing cultural and peer reference group norms, rather than on individual and interpersonal variables" and "peer education and service learning activities (that) serve as the conduit for developing a close knit community of men whose guiding values represent broader non-limiting ideas of what is appropriate, acceptable behavior for 'real men'" . Hong brought a feminist advocacy approach to her work with the students in Men Against Violence, and her discussion of the intersection of race, ethnicity and gender issues within the group provides a rich example of how peer educators can be "agents of cultural change (Fabiano, 1994)."

Stein (2007) supported the importance of peer educators in the development of men's willingness to prevent rape. Most of the men in Stein's study rated themselves as more willing than their close friends to take actions to prevent rape, indicating that their perception of other men's attitudes towards rape were inaccurate. Stein recommended integrating male students trained as sexual violence prevention peer educators into the residence halls and other aspects of campus culture. The peer educators engage men in rape prevention education, such as workshops, and through interaction with them in their daily life they will demonstrate that other men are willing to challenge rape supportive behaviors and attitudes.

A growing body of research supports the use of a social norms approach to prevention education. This approach identifies the misperceived norms that male students believe their peers hold related to sexual violence, and incorporates accurate information into educational programs and campus-wide media campaigns. Kilmartin, Conway, Friedberg, McQuoid, Tschan and Norbet (1999, as cited in Fabiano, Perkins, Berkowitz, Linkenbach, & Stark, 2003) created a campaign to correct men's misperceptions about other men's comfort with sexist remarks, and Bruce (2002, as cited in Fabiano et al., 2003) increased the percentage of men who engaged in behaviors likely to reduce the incidence of sexual assault through a media campaign correcting misperceptions about other men's rape-supportive attitudes.

Fabiano et al. (2003) found that the sole predictor of men's willingness to intervene to prevent sexual violence was their perception of other men's willingness to intervene. Kilmartin et al. (1999) and Bruce (2002, as cited in Fabiano et al., 2003) have demonstrated that college men underestimate other men's opposition to sexual violence

and readiness to intervene. Male peer education groups encourage male students to examine and challenge the norms they perceive to be in place on their campus regarding sexual violence.

The Men's Movement: Challenging the Link Between Masculinity and Violence

Researchers in the past decade have examined sexual violence in the context of male socialization that teaches boys and men to link traditional male gender roles with violence, and have developed prevention programs that support college men as they explore broader, nonviolent definitions of masculinity (Hong, 1998; Banyard et al, 2005; Kilmartin & Allison, 2007). Jackson Katz (1995) created the Mentors in Violence Prevention program at Northeastern University, teaching student athletes to examine the messages they had received about masculine and feminine roles and how those messages contribute to sexual assault and relationship violence. The Fraternity Violence Education Project began in 1989 as a research project and has evolved into a feminist social change peer education program that develops male leaders who challenge their peers to respond to social injustice and strive for egalitarian relationships (Mahlstedt & Corcoran, 1999).

Hong (2000) described the Men Against Violence student organization at Louisiana State University as:

> "creating a male peer culture…that supports a new masculinity – a masculinity that is inherently nonviolent…It urges them to approach male-female relationships in an equitable manner, resolve conflicts effectively, overcome homophobia, develop meaningful friendships with other men, and express and manage anger or fear appropriately (p. 270)."

All of these campus programs are rooted in the pro-feminist men's movement that "has focused on the social and individual expressions of men's power and privileges, including issues of men's violence" (Kaufman, 1999, p. 73). This model accepts and insists on collaboration with women in the planning, implementation and evaluation of men's violence prevention programs and acknowledges the work women have done on these issues for more than three decades.

Pro-feminist men also focus on the impact of what Connell (as cited in Cheng, 1999, p. 297) called hegemonic masculinity, the "culturally idealized form of masculine character." This ideal masculine character includes the attributes of domination, aggressiveness, competitiveness, suppression of emotion, and control of others. Kaufman (1999) and others in the pro-feminist men's movement suggested that helping men recognize the negative impact of striving for this ideal may encourage them to become involved in anti-violence work.

Kaufman (1999) also identified what he calls men's "contradictory experiences of power." Although men as a group hold power and privilege in our society, individual men have varying levels of access to that power and privilege based on factors such as class, race, sexual orientation, ethnicity, and age. As a result men feel isolated from other men, who they perceive as being more successful at achieving this ideal and who will judge them for not meeting the standards. Kaufman suggested that men may respond to these experiences by being threatened by women's expanding roles in society or they may become sympathetic to feminism.

Barriers to Male Involvement

One of the important findings in Stein's (2007) study of men's perceptions of their own and other men's willingness to prevent rape was that men generally assume their friends are more rape supportive than they actually are. Unless some men take a leadership role in expressing disapproval of sexual assault and other forms of violence, those assumptions will continue and be a barrier to involvement in prevention work.

Stein (2007) also suggested that men do not get involved in violence prevention because they do not know how to intervene. Scheel, Johnson, Schneider and Smith (2001) also identified this as a barrier for men. They state that the three most common approaches for prevention education put men in the perpetrator, victim or protector role. The roles of potential perpetrator or victim either alienate men or make them uncomfortable, while the protector role reinforces gender role stereotypes and does not teach men how to help. Effective violence prevention education programs teach appropriate intervention skills across the continuum of violence (Katz, 1995) and provide men with a new role as ally or supporter (Scheel et al., 2001).

Many studies have connected the predominant influence of hypermasculinity with acceptance of rape supportive attitudes and behaviors (Katz, 1995; Hong, 1999). Hypermasculine men have insensitive attitudes towards women, use sex to express male power, and see sex as "an achievement rather than a means of intimacy" (Kilmartin & Allison, 2007). They also believe that violence is an acceptable way to express power, and seek danger as a source of excitement. These types of men are identified as heroes and role models in popular media, with few positive examples of men seeking egalitarian relationships and non-violent conflict resolution. The absence of alternative definitions of masculinity makes it difficult for men to become involved in violence prevention.

Barriers for Special Populations

A discussion of men's power and privilege as a central factor in men's violence against women is incomplete without acknowledging that all men's experiences of power and privilege are not identical. Kaufman (1999) described "men's contradictory experiences of power" related "to the interactions of class, race, sexual orientation, ethnicity, age and other factors in the lives of men (p. 60)." A young, gay white man may experience the privileges of his youth and his race but face harassment and violence because of his sexual orientation. Similarly, a Mexican-American husband and father may benefit from the power his culture attributes to the male head of the family, but face hostility at his workplace if he has an accent.

Mahlstedt & Corcoran (1999) suggested that a feminist approach to prevention of sexual violence would acknowledge that the dynamics of power and privilege vary because of an individual's multiple positions within the larger social order based on race, ethnicity, social class and sexual orientation. "All intersections of roles – abuser and victim, peer and peer, facilitator and learner – as well as social difference have a bearing on the prevention process" (Mahlstedt, & Corcoran, 1999, p. 313).

One reason I was interested in studying what attracted these men to the sexual violence prevention programs at this predominantly white Midwestern University was that almost half of the participants were men of color. The group also included several men who identified as gay or bisexual, and I was interested in how men from these diverse groups could work together on violence prevention. Both programs made special recruiting efforts towards two other populations of men, fraternity members and student athletes, because of the opportunities they would have as peer educators to reach men in

the heart of the hegemonic masculine culture. Men in each of these groups experience additional barriers to participating in sexual violence prevention peer education.

Men of color:

Heppner et al. (1999) evaluated the effectiveness of two prevention education modules for black and white male students using the Elaboration Likelihood Model. This model suggests that messages that are personally relevant create stable attitude change, and the study showed the culturally relevant education module was more effective for black students than what the researchers called the colorblind module. Black male students may find the absence of culturally relevant content in prevention education, such as information about race-related rape myths, statistics on prevalence rates for black and white women, and black and white guest speakers, to be a barrier to their involvement in prevention work.

Men who are denied full access to male privilege and status because of their race, class or sexual orientation may try to prove their manhood by claiming a hypermasculine identity (Staples, 1982, & Kimmel, 1993, as cited in Hong, 2000). Hong (2000) referred to this theory to explain why the African American men in the Men Against Violence group spoke about women as equals, but still visited strip clubs and talked in meetings about women's bodies and their personal sexual exploits. Participation in these hypermasculine displays can be a barrier to men of color's full involvement in violence prevention work.

Fraternities and athletes:

Several studies have related fraternity membership to higher levels of sexual aggression and rape supportive attitudes (Koss & Gaines, 1993, and Lackie & DeMan,

1997, as cited in Humphrey and Kahn, 2000), but further research has found differences between high risk and low risk fraternities. Boswell and Spade (1996, as cited in Humphrey and Kahn, 2000) asked women to identify which fraternities were at the highest risk and lowest risk for sexual assault, and then examined the social interactions at parties at the four highest and four lowest risk houses. The characteristics of the parties at high risk fraternities included loud music that made conversation impossible, skewed gender ratios, gender segregation, and the men treated the women in more degrading ways.

Lower risk fraternity parties had a more balanced gender ratio, the men treated the women respectfully, and there was more gender integration. Humphrey and Kahn (2000) found a similar division in their study of fraternity and athletic team members, along with significantly higher hostility to women scores for the high risk groups. A study by Peeks (2006) of heterosexual college men's sexual experiences found that "involvement with alcohol and negative forms of pornography through fraternity membership" contributed to the severity of men's sexual aggression against women. Not all fraternities or athletic teams create environments that support sexual violence, but being a member of a high risk fraternity or team would make it difficult for a man to become involved in violence prevention work.

Gay and bisexual men:

A search for journal articles using Academic Search Premiere and PsycInfo found no articles on involving gay and bisexual men in sexual assault and relationship violence prevention work. Research on Gay and bisexual men has focused on their role as potential victim and not as a bystander, ally, or peer educator. As discussed in Stein

(2007), Scheel et al. (2001), and Hong (2000), men need to find a role for themselves in violence prevention work, to "believe that they are capable of becoming a social agent of support and be confident within that role" (Scheel et al., 2001, p. 267). The absence of that role is a barrier to gay and bisexual men's involvement in this work.

Staples' (1982, as cited in Hong, 2000) theory about the adoption of the hypermasculine role by men who are denied access to male power due to their class, race, or sexual orientation suggests another potential barrier for gay and bisexual male involvement in prevention work. Gay and bisexual men who take on hypermasculinity's insensitive attitudes towards women, use of sex to express male power, and perception of sex as "an achievement rather than a means of intimacy" (Kilmartin & Allison, 2007, p. 100) may be violent towards their partners. One of the central dimensions of traditional masculinity identified by Brannon (1985) is the rejection of anything that is associated with femininity, so gay and bisexual men may choose not to show support and empathy for women victims because they might lose their tenuous male power.

Finally, unless violence prevention groups have goals and participation guidelines that are inclusive of gay, lesbian, bisexual and transgender people, gay and bisexual men may not see a place for themselves in this work. On the Gay and Bisexual Men's Health page of the Center for Disease Control website (http://www.cdc.gov/lgbthealth/men.htm) there was a long list of links to reports about sexually transmitted infection and HIV/AIDS information, and a link to the CDC sexual violence prevention page (http://www.cdc.gov/ViolencePrevention/sexualviolence/index.html). However, the sexual violence prevention page did not mention gay and bisexual men's experiences with sexual violence, although on the Sexual Violence Facts at a Glance sheet

(http://www.cdc.gov/ViolencePrevention/pdf/SV-DataSheet-a.pdf) there was a statistic of 2.1% for adult men reporting forced sex at some time in their lives.

Another national resource for sexual violence prevention and victim services, the website for the National Sexual Violence Resource Center (http://www.nsvrc.org/), had no information specifically for gay, lesbian, bisexual or transgender sexual people but had a link to the National Coalition of Anti-Violence Programs which "addresses the pervasive problem of violence committed against and within the lesbian, gay, bisexual, transgender (LGBT) … communities (http://www.ncavp.org/about)." From my searches it seems that the sexual violence experiences of LGBT people are not addressed by these mainstream public health resources. This lack of inclusion creates another barrier for attracting gay and bisexual men to sexual violence prevention work.

Tradition of Inquiry

Qualitative researchers attempt to make sense of a problem by understanding the meanings that people bring to it (Denzin & Lincoln, 2005, cited in Creswell 2003). By learning the meaning that participants hold about a problem, new understandings can emerge that are not constricted by the researcher's previous knowledge or the current body of literature on the issue (Creswell, 2003). Qualitative research is conducted to provide a complex picture of a problem, and to talk directly to people who are involved in the issue (Creswell, 2003).

Many studies have focused on the impact of sexual assault and relationship violence prevention programs on audience members, and Hong's (1999) ethnographic study of the development of a Men Against Violence (MAV) campus organization revealed the experiences of MAV participants. I was unable to find any study that focused on the

experiences that bring college men into sexual violence prevention peer education groups, what obstacles they had to overcome to get involved and what kept them involved. Qualitative research methods will allow me to develop an understanding of these complex questions through the process of responsive interviewing.

The goal of responsive interviewing is a deep understanding of the research topic, which is accomplished by developing a relationship between the interviewer and the "conversation partner" (Rubin & Rubin, 2005). This relationship is a central concept in feminist research theory, which provides the framework within which the responsive interview guide for this study was developed. The use of the term "conversation partner" in place of "interviewee" emphasizes the empowerment of the person being interviewed to guide the conversation and give voice to their experiences and ideas. The responsive interview design remains flexible, allowing the interviewer to ask follow-up questions in response to ideas, themes and concepts offered by the conversation partner.

Case study research has been used in many disciplines (Creswell, 2007) for both qualitative and quantitative studies (Yin, 2003). Creswell (2007, p. 73) defined case study research as "a qualitative approach in which the investigator explores a bounded system (a case) or multiple bounded systems (cases) over time, through detailed, in-depth data collection, and reports a case description and case-based themes." Stake (1995, p. 8) describes the "business" of case study research as "particularization, not generalization. We take a particular case and come to know it well, not primarily as to how it is different from others but what it is, what it does."

Two key characteristics of qualitative research are the role of the researcher as data-collection instrument and the interpretive nature of the inquiry (Creswell, 2007).

Qualitative researchers do not strive for "objectivity" but use "what we as investigators bring to the research process in order to increase our sensitivity to what our participants are telling us. Sensitivity stands in contrast to objectivity. It requires that a researcher put him or herself into the research (Corbin & Strauss, 2008, p. 32)."

Qualitative researchers do not attempt to separate their own backgrounds or experiences from their interpretation of the data they gather, but throughout the research process they focus on understanding the meaning the participants place on the issue rather than their own meaning (Creswell, 2007). Striving for sensitivity helps researchers accomplish this because it "means having insight, being tuned in to, being able to pick up on relevant issues, events, and happenings in data. It means being able to present the view of participants and taking the role of the other through immersion in data (Corbin & Strauss, 2008, p. 32)."

Feminist advocacy

The goals of feminist research are to establish collaborative relationships with research participants, to place the researcher within the study rather than taking an objective stance, and to conduct research that is transformative (Creswell, 2007). The work of feminist scholars has been to "correct the invisibility and distortion of female experience in ways relevant to ending women's unequal social position" and to challenge the male-oriented framework of the research process (Lather, 1991, p. 71).

One aspect of the research process Lather explored for almost two decades is alternative concepts of validity as a method of establishing data credibility. Lather suggested that a feminist researcher's goal to conduct transformative research could include "*catalytic validity*" defined as a measure of how the research process "re-orients,

focuses and energizes participants toward knowing reality in order to transform it." The researcher "consciously channel(s) this impact so respondents gain self-understanding and, ultimately, self-determination through the research process (1991, p. 68)."

Although most feminist research topics focus on social justice for women and oppressive situations for women (Oleson, 2005), Mahlstedt and Corcoran (1999) applied a feminist social change approach to the issue of male involvement in violence prevention. "A feminist social change approach to prevention is based upon the belief that power relations within a patriarchal system of male dominance stand at the center of the problem (p. 312)."

Research that "re-orients, focuses and energizes" (Lather, 1991) male participants requires the feminist researcher to create collaborative relationships and "authentic, basic caring must accompany the challenge to confront sexism" (Mahlstedt, 1999). Describing feminist prevention education, Mahlstedt & Corcoran (1999) asserted that "support from other men and feminist role models" will provide the "structure within which (men) can examine their own behavior" leading to social and personal change (p. 313).

Mahlstedt & Corcoran (1999) and Lather (1991) encourage researchers to acknowledge the inequities of power between the researcher and the participant, and to do research that empowers the participant. Feminist researchers approach the participant as a partner, using methods like Rubin and Rubin's "responsive interviewing," so that "both interviewer and interviewee work together to achieve a shared understanding" of the participant's "uniqueness and his or her distinct knowledge (2005, p. 14)." These characteristics of feminist research make a qualitative case study appropriate for the complex issue of men's involvement in sexual violence prevention education.

Chapter 3 - Methods

Positioning Myself in the Research

Marshall and Rossman (1999, as cited in Creswell, 2003) recommended that a description of the researcher's role should include decisions about gaining access to the participants and the interpersonal skills the researcher brings to the study. Creswell (2003) stated that researchers should explicitly identify the biases, values and personal interests they bring to the research topic and process. This is what I brought to this study.

As a counselor for almost 30 years I have worked with victims of violence, and as an educator in human service agencies and college settings I have experience with each of the prevention models that held sway from the 1970's to the present. In 1998, I collaborated with a member of the Athletic Department staff to create and advise RSVP (Relationship and Sexual Violence Prevention), the sexual violence prevention peer education group that continues today. I provided support for the development of MALE (Men's Antiviolence Leadership Education), a campus men's group that I continue to advise.

Through my position as a Student Affairs professional I have worked with all of the men in this study in various roles that have included advisor, educator, counselor, friend, and employer. I was aware of the potential for perceived coercion because of the power imbalance caused by my relationships with the participants, so I carefully followed the recruiting procedures outlined in the plan approved by the Institutional Review Board (Appendix B).

I ensured that potential participants knew they could choose not to participate and could withdraw from the interview at anytime without any repercussions. I chose an

email letter (Appendix C) as the initial contact in my recruiting procedures even for students who are still attending the University because I thought they might find it easier to refuse by email than in person if they did not want to participate. As evidence that this process reduced the likelihood of perceived coercion, one potential participant who was still attending the University never replied to my recruitment email, but continued to use the Women's Center services and asked me for a letter of recommendation for graduate school. I wrote the letter and he was accepted.

As a feminist researcher I am committed to giving voice to people who have not been heard, and I believe in the power of the individual to affect change even when social institutions are resistant. I see violence prevention work as a broad range of attitudes and behaviors addressing a continuum of violence, and believe that every level of participation in this work is important. Thanks to my training and experience as a counselor, I have strong interviewing skills and establish rapport easily.

Creswell (2007) wrote that a case study approach is appropriate when "the inquirer has clearly identifiable cases with boundaries and seeks to provide an in-depth understanding of the cases or a comparison of several cases (p. 74)." I conducted individual interviews with ten men who were student participants in one of two specific violence prevention peer education groups at a Midwestern University between 1999 and 2008. I sought an in-depth understanding of the experiences that brought those men into violence prevention peer education work as well as the barriers that challenged their continued participation. I wanted to get a picture of what violence prevention work looks like from male college students' points of view.

Hatch (2002) warned against doing case studies within a researcher's regular educational context. "It is just too difficult to balance the sometimes-conflicting roles of researcher and educator when the enactment of both roles is required in the same setting (p. 47)." Participants may not be able to respond to the researcher as researcher rather than educator, and the researcher may not be able to recognize their own preconceptions.

In this study, all but two of the participants were no longer students attending the University, and neither of the two students was still involved with the peer education groups. I was no longer in my role as educator for the participants, and I could easily adopt the researcher's approach. I also approached this study from a feminist research perspective, so I invited the participants to be my conversation partners and to help me learn about the research topic. At the beginning of each interview I gave a broad explanation of my research questions and openly asked them to talk about the obstacles they experienced as well as the positive outcomes.

The men in this study had the unique characteristic of joining and staying involved in sexual violence prevention peer education groups on a college campus. My work with them in the past ten years made each interview a collaboration. The value of what I could learn from them outweighed my concerns over possible role conflict.

Sampling Method

A criterion sampling method was used. All men on the list of former members of the two violence prevention peer education groups received an email offering them the opportunity to participate in the study. Men who replied to the email were contacted to schedule a 90 minute interview. Twelve men replied they were interested in participating,

but one was unable to participate because of health problems, and another had job responsibilities that made scheduling an interview impossible.

I interviewed seven participants on the University campus, six in my office and one in the campus library. Three participants were living outside the area and unable to return. I traveled to their locations and did two interviews at my hotel and one at the participant's office in a conference room. Participants signed the informed consent form (Appendix D) approved by the Institutional Review Board before the interviews began.

Data Collection Procedures

Interviews were audio-taped and nine were professionally transcribed. I transcribed the interview with the tenth participant who was a student athlete to provide an extra level of confidentiality because of his highly public status within the state. Although I believe in the transcriptionist's integrity regarding the confidentiality agreement she signed (Appendix E), I chose to be extra cautious because of the potential for harm to him and to the collaborative relationship I have built with the Athletic Department. I used a tape recorder that was also a transcription machine and recorded micro-cassettes for all of the interviews. The tape recorder was not battery operated so I did not have to worry about fresh batteries for each interview. For two of the out-of-town interviews, I made a second recording with a digital recorder as a back-up. I made digital copies of the other eight micro-cassettes so I could send the digital recordings to the external auditor.

Participants were invited to choose pseudonyms for themselves to be used throughout this dissertation. Eight selected their own pseudonyms and I chose names for the other two. The names of the peer education groups, the University, and all

departments and individuals described were also changed to maintain the participants' anonymity.

I took few notes during the interviews, but after each session recorded in a journal my observations of each conversation partner and new questions or areas of inquiry that were suggested. I also used the journal to reflect on what I was learning about my research questions and about myself as a researcher, and to examine my responses for evidence of bias.

Development of the interview guide

The interview guide for this study (Appendix F) was developed through a series of focus groups and individual interviews with male college students. The focus groups and individual interviews explored the participants' opinions about the occurrence of sexual violence in the university community and how to involve men in sexual violence prevention. Qualitative analysis of those interviews yielded five themes relevant to men's involvement, and eight main questions were developed for the interview guide from those themes. I used the iterative research design described by Rubin and Rubin (2005), so after each interview I reflected on the interview process and incorporated new questions or areas of inquiry suggested by that conversation partner into future interviews.

Interview questions

Each 90 minute interview was guided by but not restricted to these eight main questions and potential follow-up questions.

1. Describe your involvement with sexual assault and relationship violence prevention peer education at the University.

Follow-ups: What activities did you participate in? What roles did you have in the group? How long were you involved in the group?

2. How would you describe your level of awareness of sexual assault and relationship violence before you became involved with the peer education group?

Follow-ups: How did you become aware of it? Where did you hear or read about it?

3. Who were your role models or the leaders who encouraged you to participate in sexual assault and relationship violence prevention work?

Follow-ups: What did they do to help you get involved? How did they approach you about getting involved? How were they involved in the work?

4. When you think of your experiences with the peer education group, what do you remember?

Follow-ups: What was the most satisfying or positive experience you remember? What was the most frustrating or negative experience?

5. What do you remember about the training methods used by the leaders of the peer education group?

Follow-ups: What did they do that was most effective? Least effective? What topics do you remember being discussed in the group trainings? What skills were emphasized?

6. What University policies regarding sexual assault and relationship violence were you aware of before joining the peer education group? During your membership in the group?

Follow-ups: What local, state or federal laws were you aware of, either before you joined the group or while you were a member? How did you learn about the University or other policies and laws?

7. What motivated you to become involved in sexual assault and relationship violence prevention peer education? What kept you involved?

Follow-ups: What made it difficult to be involved or stay involved?

8. Is there anything else you'd like to tell me about your experiences or your opinions about these topics?

Data Analysis Procedures and Presentation

Creswell (2007) referred to the process of data analysis used by qualitative researchers as "winnowing," sorting and classifying the data into categories and reducing the information to five or six themes. I followed the general outline he suggested for case study data analysis and interpretation (Creswell, 2003, pp. 191-195), and used MAXqda qualitative data analysis software because of the large database generated by ten transcribed interviews (Creswell, 2007, p. 165).

1. I prepared the data for analysis by editing the transcripts, replacing participant names with pseudonyms and removing any other information that would identify the participants. I also made the corrections suggested by two of the participants to their interview transcripts. I then saved each document as a rich text file (rtf) and imported it to the MAXqda software program.
2. Using MAXqda I read through each transcript, forming initial codes and highlighting quotes to provide a rich description of the participants' views and experiences. I used the memo function of the software to make some notes about the context of the codes I was creating.

3. After coding all of the transcripts I reviewed my handwritten notes from each interview and added or revised some of the codes to reflect any additional relevant information.
4. Using the winnowing process, I sorted and aggregated the data from 59 codes into nine categories. The definitions and explanatory memos I was able to attach to the codes in MAXqda were helpful in identifying related and redundant codes.
5. Using the software's retrieval function, I reread the quotes within each of the nine categories across the ten transcripts and looked for themes and patterns. I tried to hear what my conversation partners were saying brought them in and kept them in sexual violence prevention peer education. I identified five themes that answered the question.
6. I reviewed the interview transcripts on MAXqda to confirm that the themes reflected what the participants had said and selected quotes to illustrate the themes (Rubin & Rubin, 2005).
7. I used descriptive quotes from the transcripts and my notes and observations about the participants to write a descriptive narrative of case.
8. I interpreted the data using both direct interpretation, drawing meaning from a single instance, and categorical aggregation, looking for meaning to emerge from a collection of instances (Stake, 1995).

Methods of verification, validity and reliability

As recommended by Creswell (2007) and Babbie (2007), I used multiple sources and methods to corroborate the information gathered and to support the themes identified.

Participants received a copy of the transcript of their session and were asked for corrections or confirmation that the transcript was an accurate record of the discussion. Two participants sent corrections. I kept a journal during the data collection process to examine my work for bias. I reviewed my notes from each interview along with the transcript of that interview to be sure no relevant observations were overlooked.

Feminist researchers like Lather (1991 and 1993) reframed the concept of validation to reflect even more strongly the subjective experience of the researcher and of readers who also interpret a study's findings. In Lather's (1993) "voluptuous validation" the researcher sought understanding, as did Wolcott (cited in Creswell, 2007) in his discussion of the issue. For the purpose of this study, I used multiple cases to provide both the opportunity for "direct interpretation of individual instance" and for the "aggregation of instances" described by Stake (1995, p. 74). The individual instance can cause Kidder's "click of recognition (1982, as cited in Lather, 1991, p. 67)" or face validity, while cross-case analysis can produce those "aggregations of instances" that suggest patterns worthy of further study.

An external auditor examined the process and outcome of my study to assess and verify that I followed the procedures outlined and that my findings and interpretations are supported by the data (Appendix G).

Ethical considerations

In addition to following my IRB approved recruiting procedures to avoid the coercion of any participants, my main ethical considerations for this study were to preserve the anonymity of the participants and to provide resources and support for them if discussing these issues caused them any discomfort. To preserve anonymity, transcripts

of interviews were edited to use pseudonyms and to remove other information that would identify the participants. One participant was a recognizable former student athlete, so I chose to transcribe his interview personally in order to add another layer of protection for his privacy.

The transcriptionist and external auditor signed confidentiality agreements (Appendices E and H). Tapes and transcriptions were stored in a locked cabinet in my office and kept for three years after the project was completed, then destroyed. No information will be included in any writing or presentations of this study that could be linked to an individual participant.

In case discussing these issues caused them discomfort, a list of local and national resources that provide counseling and other support related to sexual assault and dating or domestic violence was included on the back of the participants' copies of the informed consent form (Appendix D), along with my contact information if they wanted me to help them locate other resources. None of the participants requested personal support from me, but two who are currently working with youth asked me to recommend additional educational resources for their work.

Delimitations and Limitations of the study

This study was confined to interviewing the male students who volunteered to participate in relationship violence prevention programs at one University between 1999 and 2008. This criterion sampling method decreased the generalizability of the findings. The total population eligible to participate in this study was approximately thirty; the sample of 10 decreases generalizability of the findings.

Chapter 4 - History Of Sexual Violence Prevention Education Programs At The University

History of the Women's Center and Women's Center Prevention Programs

The Women's Center was started by a group of students in 1971, as part of the women's rights movement. Title IX of the Educational Amendments Act, enacted in 1972, stated that "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance (http://www.justice.gov/crt/cor/coord/titleixstat.php#Sec.1681.Sex, U.S. Department of Justice, Civil Rights Division, retrieved July 28, 2009)." With the passage of Title IX, colleges and universities needed to demonstrate their support of women's access to higher education, so the Women's Center was integrated into the Division of Student Affairs with minimal funding and a student coordinator. In 1990, the Center was restructured to include a permanent professional staff member and additional part-time student staff positions.

When the students started the Center in 1971 there was little attention nationally or locally to the issues of domestic violence and sexual assault. Women who were victims of sexual assault or domestic violence looked in the phone book for help, and the only place they found that seemed likely to help them was the Women's Center at the University. The student volunteers received calls every week from women looking for help, and they knew something had to be done.

The students found community partners, such as mental health practitioners and feminist women's groups, and created a crisis line for victims of sexual assault and

domestic violence. They recruited and trained volunteers to staff the phone line. The number of calls grew rapidly, and the need for additional services became apparent. As with the campus Women's Center the service that the students created was integrated into an existing institution, in this case a local mental health services agency. After several years in this relationship the rape and domestic violence crisis line became an independent non-profit agency that provided services to more than 14,000 people in 2008.

While the services for victims were being developed and moved into the community, prevention programs were also in transition. In the 1970's and 1980's, the Women's Center offered self-defense classes each semester for women, led by a local martial arts instructor.

The campus police department offered two types of prevention training during the 1990's. The Rape Aggression Defense System (RAD) was a course for women that incorporated awareness, prevention, risk reduction and hands-on defensive training. Offered from 1995 to 1997, it was taught by police officers who had attended a national RAD certification training. The course is still offered at many colleges and universities, but has been adapted from its original 40 hour, multiple week requirement.

Sexual Harassment and Rape Prevention (SHARP) was also a course designed for women, and was offered from 1994 to 1996. This program emphasized surviving an attack, gaining control of a situation, and increasing women's confidence in using the techniques.

The Women's Center offered sexual violence prevention programs to audiences of male and female students during the 1990's. The presentations were built around the film

*Playing the Game (*Kinder & Sawyer, 1989), a fifteen-minute video about acquaintance rape that uses friends of the victim and the perpetrator to show that perspectives about what happened and who was responsible can be very different. The video was used by the Women's Center graduate assistant, a female student, and a male student volunteer to generate discussion, followed by information about state laws regarding sexual assault. These presentations were sometimes requested by residence halls, but the primary audience was first-year students in an orientation course in a large classroom of 100 to 150 students.

History of Relationship and Sexual Violence Prevention (RSVP)

In the fall of 1999, my second year as the Women's Center director, I met with the newly hired Multicultural Services Coordinator for the Athletic Department, who had been involved in a violence prevention peer education program at another college. During my first year as director I had observed the presentations based on the *Playing the Game* video, and although the student presenters did an excellent job with the material they had, I questioned the effectiveness of our method. I was looking for a model for our campus violence prevention programs that would empower students to create educational programs that met their needs and those of their peers rather than a staff-driven model, and the peer education model my colleague in the Athletic Department had used at her previous institution was a good match.

We invited student-athletes and students who volunteered or worked at the Women's Center to a planning meeting and invited them to help us create a new sexual violence prevention peer education model for our University. Members of this group created a new presentation they would use with classes, student organizations, and campus living units

(sororities, fraternities, and residence halls). They attended special training opportunities with national speakers, participated in weekly training meetings, and identified potential audiences for their presentations and strategies to reach these audiences.

My colleague in the Athletic Department left the University at the end of the academic year, and an African-American man was hired as the new Multicultural Services Coordinator for the Athletic Department. He was very interested in sexual violence prevention education, and through his leadership several student-athletes became involved in the new peer education model.

In the fall of 2000 the peer educators decided to create a student organization recognized by the student government in order to be eligible for funding and other benefits. They named the group Relationship and Sexual Violence Prevention (RSVSP), and began hosting discussions in the Student Union in addition to the presentations they were invited to do in classes, residence halls, and other student organization meetings.

RSVP Curriculum Development

When my colleague in the Athletic Department and I decided to create a peer education model, we relied heavily on the curriculum notebook she brought from her previous institution. This training manual included information about sexual assault, dating and domestic violence, and community resources. Activities were included that could be used with peer educators or with student audiences to raise awareness of violence issues, create a climate that would encourage discussion, and enhance presentation skills. When she left the University in May, 2000, the notebook went with her, but the outline of topics and the interactive approach to presenting this information remained at the core of the RSVP curriculum.

Three important speakers came to the University during the year we began this peer education program. Dr. Christopher Kilmartin, psychologist and stand-up comedian, performed *Crimes Against Nature,* a one-act play that reveals how messages about hegemonic masculinity received by boys and men are harmful to them and to their relationships with women, other men, and themselves. Jackson Katz was the keynote speaker at a violence prevention conference on campus. Katz is the creator of the Mentors in Violence Prevention (MVP) program that encourages male athletes to use their status to advocate for ending men's violence against women. Don McPherson, a violence prevention consultant formerly with the Mentors in Violence Prevention program, met with University athletic teams and did a special training for RSVP members.

The timing of these three speakers coming to the University could not have been better for the peer educator centered program we were developing. All three men emphasized that men had to get involved in violence prevention if anything was ever going to change. They openly challenged the stereotype that only women were concerned about sexual violence. This message reinforced our recruitment efforts with male participants and reassured women RSVP members that they were not alone in this work.

RSVP members had the opportunity to interact with these speakers, hear their messages, and be encouraged by them to get involved and stay involved in violence prevention issues. Some of the activities in the original RSVP curriculum came from the work of these men, and the peer educators were able to observe these role models doing the activities with audiences. At RSVP training meetings afterwards the peer educators were more polished in setting up and processing the activities, often using a phrase or

story they had learned from Katz, Kilmartin or McPherson to connect more effectively with their audiences.

Katz's movie *Tough Guise* and activities from the Mentors in Violence Prevention (MVP) program were added to the RSVP training for 2000-01. In the spring semester RSVP members expressed interest in an academic course to provide a more scholarly foundation to their work, so I developed a one-credit class that was offered for the first time in the fall of 2001. The first year I used journal articles, discussion of current events related to sexual violence, and student-selected projects to give the students a deeper understanding of sexual assault, dating and domestic violence, and stalking.

The RSVP class was offered each fall from 2001 to 2005, and each year the curriculum changed to reflect the interests and backgrounds of the class members. The participation of international students, gay and lesbian students, fraternity and sorority members, encouraged me to find and share current research about sexual violence in those populations. The projects by these students also contributed to our learning, and these topics were retained in the curriculum after the individual students had completed the course. Three to five students attended each year from 2001 to 2004, and one student did an independent study for the course in 2005.

From August, 2002 to May, 2004 the RSVP peer educators student organization was co-advised by me and the Women's Center graduate assistant, who also assisted with the RSVP class. This graduate student had taken the sexual violence prevention and victim services training from the local sexual assault and domestic violence victim services agency and was very committed to these issues. With her support the student organization re-organized their meetings and leadership structure to include a focus on peer educator

training, community education (including bulletin boards and other information sources), internal communication for RSVP members, and service-learning opportunities. She also worked with me to create outlines for each of the activities the peer educators used in presentations, and to develop peer educator training materials and agendas.

The curriculum was enhanced from 2002 to 2005 because of the Violence Against Women on Campus grant we received from the U.S. Department of Justice. This funding allowed me to attend national trainings where I learned about new resources and met others who were building peer education programs. We were able to purchase books and videos to use in our peer educator trainings and campus presentations. We also brought consultants and speakers to the University to help us learn how to bring men into our peer education programs.

During the fall semesters of 2006, 2007, and 2008 no one registered for the RSVP class. I had decided not to advertise the class because several new courses about violence and violence prevention were being offered. From the implementation of the peer education model in 1999, members of the RSVP student organization participated in weekly trainings that covered the basic information they needed to be effective peer educators. Students who wanted more had a wider array of course options in 2006 to help them gain a broader and deeper understanding of sexual violence and other forms of violence in society.

The students in the RSVP student organization from 2005-06 and 2006-07 were not interested in doing presentations so the training curriculum focused on bystander intervention strategies and discussions of how to create change through informal interactions with friends and peers. RSVP membership was showing an increase in the

final year of this study, 2007-08, and peer educators were doing presentations for classes and residence halls again.

A summary of topics and the year they were implemented in the curricula for RSVP peer educator training and the RSVP course is provided in Table 1.

Table 1. Topics included in RSVP student organization peer educators training (September, 1999 through May, 2008) and RSVP one-credit course (fall semesters 2001 through 2005).

Topics in RSVP Student Organization Trainings (x) and RSVP Courses (X)	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
History of violence prevention at the University and nationally			X	X x	X x	X x	X x	x	x
Sexual assault statistics, theories and state law, local victim services agency speaker	x	x	X x	X x	X x	X x	X x	x	x
Violence against/among lesbian, gay, bisexual and transgender people		x	x	x	X x	X x	x	x	x
International Perspectives					X	X	x	x	x
Stalking: "There's something about Mary" and the popular culture/media's portrayal of stalking	x	x	X x	X x	X x	X x	X x	x	x
Cyberstalking				x	X x	X x	x	x	x
Sexualized violence and the media	x	x	X X	X X	X X	X X	X X	x	x

Battering cycle; power and control wheels; dating and domestic violence	x	x	X x	X x	X x	X x	X x	x	x
Local domestic violence shelter speaker, services and volunteer opportunities	x	x	X x	X x	X x	X x	X x	x	x
Presentations by national speakers on campus	x				x	x			
Male involvement: Redefining masculinity	x	x	X x	X x	X x	X x	X x	X	X
Fraternity risk characteristics					x	X x	X x	x	x
Attend the campus violence prevention task force meeting				X	X	X			
Being an educator and advocate: understanding resistance to change; strategies, sources and approaches Presentation skills	x	x	X x	X x	X x	X x	x	x	x
Student selected projects			X	X	X	X	X		
Service learning activities (fundraising walks; community displays)				x	x	x	x	x	x

History of Men's Antiviolence Leadership Education (MALE)

Shortly after RSVP became active, the University received a grant from the U.S. Department of Justice through the Violence Against Women Act. Special funds were set aside by Congress each year since 1999 to reduce sexual assault, domestic/dating violence and stalking on college and university campuses, and after submitting proposals for several years we were selected for a Violence Against Women on Campus (VAWOC) grant. Training institutes were presented three times a year for the grantees, coordinated by the California Coalition Against Sexual Assault, and one of the Institutes had a special focus on male involvement in violence prevention. The Multicultural Services Coordinator from the Athletic Department and a male graduate student who was involved with the grant attended the training institute with me, and through this experience they were inspired to create a campus men's group.

This group, later named Men's Antiviolence Leadership Education (MALE), was originally conceived to educate African-American men about sexual violence because they are disproportionately represented in the prison population for sexual assault crimes. The statistics presented at the Denver institute suggested that race discrimination in the justice system contributed to this disproportion, and that the socialization of African-American men into hypermasculine roles was also part of the problem. My colleague from the Athletic Department was especially interested in using African-American men's interest in protecting themselves from discrimination as a way to bring them into sexual violence prevention work. His vision was to engage African-American male leaders on campus in highly visible prevention activities, in order to encourage other men to become involved. He also wanted to challenge stereotypes about African-American men and

sexual violence that were held by the mainstream community and by African-Americans themselves.

As the group evolved other members had a different focus, and proposed that reaching out to a larger population would be more effective in reducing sexual violence. The group grew increasingly diverse, and included African-American, Latino, white, gay, straight, Jewish, Christian, and Wiccan men. MALE activities included educational booths outside the student union and presenting programs in collaboration with the Women's Center. Some activities were geared towards African-American men and others attempted to attract a broader range of men. A small group of leaders met two or three times a month to plan activities and discuss outreach strategies.

Through the VAWOC grant we were able to bring a consultant to help the men's group articulate their mission and goals. The group chose MALE as their name during a retreat with the consultant, but only a few men were able to attend so no resolution was reached about the conflicting approaches towards the work.

During the VAWOC grant period RSVP was very active. They brought a regional speaker and photo exhibit to campus and were able to recruit and retain a large number of sorority members. Men from one of the historically black fraternities were also involved in RSVP during that period, although some of them were more engaged in MALE when it started.

As the original participants in MALE and RSVP graduated, new members were recruited, but as with all student organizations the level of activity was inconsistent. RSVP benefitted during its early years from the commitment and collaboration of graduate assistants from the Women's Center and the Athletic Department. A Women's

Center staff member provided continuity for MALE when there were few active volunteer members. Sexual violence prevention peer education has been provided on campus each year since the groups began, but some years the presentations were done primarily by graduate students and the Women's Center Director.

Chapter 5 - RSVP and MALE as Innovations: How Change Occurs

In Chapter 2 I reviewed the changing approaches to sexual violence prevention that colleges and universities used from the 1970's through the 1990's. In each case description in Chapter 6 the participants of this study reveal how their knowledge of sexual violence and awareness of their personal roles in violence prevention changed through their involvement in the RSVP or MALE peer education groups. As a feminist researcher I have to challenge myself to honestly explore my beliefs about the nature of change as it relates to the issues I study, and to acknowledge and respect the transforming experience that qualitative research is for the participants and for me as the researcher.

How does an innovative educational model become the standard practice in an organization? How does an individual with little awareness of a social issue become an advocate for the issue, recruiting others into the work and speaking to hundreds of his or her peers? This chapter examines three theories that suggest how individual and organizational changes occur, and reviews the development of RSVP and MALE through those theoretical lenses.

Theories of innovation diffusion and behavioral change

The Concerns-Based Adoption Model (CBAM)

The Concerns-Based Adoption Model (CBAM) is based on the premise that "the single most important factor in any change process is the people who will be most affected by the change" (Hord, Rutherford, Huling, & Hall, 2004). Research by Hall (as cited in Hord et al., 2004) identified seven types of concerns expressed by people using an innovation in an educational setting. The seven types can be grouped into three dimensions that reflect the developmental nature of the change process, beginning with

self focused concerns and progressing through concerns about tasks related to the change and then to the impact of the change. The stages are not mutually exclusive and individuals may have concerns from several stages at the same time, but specific concerns will be stronger at different points in the implementation of the innovation.

Three stages comprise the *Self* dimension. During the *Awareness* stage an individual knows little or nothing about the innovation. The *Information* stage is characterized by curiosity about the innovation and questions about how it compares to existing educational methods. *Personal* concerns in this context are about the individual's ability to use the new method effectively and without making embarrassing mistakes.

The *Task* dimension is the *Management* stage and occurs when final preparations for implementing the innovation and the first applications of the new method are taking place. These concerns center on having the materials and time necessary to use the new method.

Concerns in the *Impact* dimension include *Consequence, Collaboration,* and *Refocusing.* In this dimension an individual's concerns focus on the effect of the innovation on the students, how to collaborate with others to improve the positive effects of the method, and in some instances, creating another innovative method. This stage, *Refocusing*, is described by Hord et al. as only occurring in a few individuals after they have used the new method efficiently for some time.

Staffing changes within the Women's Center made it easy to implement the new RSVP model. The graduate student who had been facilitating the old program based on the *Playing the Game* video was ready to do her doctoral internship, and the new graduate assistant I hired knew we were trying something new but was not familiar with

or invested in the old model. In the CBAM model her concerns were centered in the *Information* and *Personal* stages during her first year. She wanted to understand the new model, what was expected of her in the model, and she was concerned about avoiding embarrassing mistakes.

The new peer educators in RSVP were in the same stages. During her second year the graduate assistant moved into the *Management* stage, preparing materials for the RSVP trainings and presentations, creating record-keeping systems and presentation request forms, and making RSVP operate more efficiently.

Externally the faculty members who requested sexual violence prevention programs from the Women's Center identified us as the experts and accepted the change with little or no discussion. They were in the *Information* stage, wanting to know how this new model would work and how it compared to the old model. Once those questions were answered they accepted the change and did not express any more concerns.

In the CBAM model, adoption of an innovation requires the presence of *Change Facilitators*. The *Change Facilitators* provide resources and support for individuals using the new method based on each individual's concerns. The Concerns-Based model requires the *Change Facilitators* to recognize the stages of concerns being expressed by each individual and respond appropriately. Some of the important resources offered by C*hange Facilitators* are the development of supportive organizational arrangements such as the adoption of innovation-related policies, training, consultation and reinforcement for using the innovation, monitoring the outcomes of the innovation, and sharing information about the innovation with external audiences.

My colleague in the Athletic Department and I assumed the role of *Change Facilitators* for the RSVP model during the first year, and it was difficult for me to be the only one in that role when she left. I focused on the development of organizational structures within the Women's Center to support the group and on training the new peer educators. When the new Athletic Department staff member agreed to co-advise the group and fully engage in the work I was able to focus on innovation-related policies, such as having RSVP acknowledged by the health education department on campus as peer education group equal to the ones they sponsored for alcohol risk reduction and sexual health.

After two years of working within the RSVP model my colleague in the Athletic Department moved into the *Refocusing* stage and created the Men's Anti-violence Leadership Education (MALE) group. He had resolved his concerns with how the RSVP model affected his work, how it affected the students, and how to manage the tasks required by the model, and had come to the conclusion that the University needed a group specifically for men about RSVP's issues.

Hord et al. (2004) remind educators that during the process of implementing change some unplanned and surprising results may occur. They refer to the skill of recognizing and being open to these results when they pop up as "mushroom detection." Developing this skill will help educators "learn to thrive in a changing landscape" (Hord et al., 2004).

I discovered my "mushroom" when the RSVP students' decided to create an official student organization in order to be able to raise funds and get other benefits on campus. At first I was concerned that I would lose control over the messages the peer educators would send in their presentations, but when I opened my mind to the possibilities I

realized that if the students felt ownership of the group it would increase their motivation to make it succeed. I provide the training for the peer educators, sometimes with the assistance of the Women's Center graduate assistant, which allows me to be sure of the quality of information the peers are providing. As advisor for the group I am also the institutional memory and contact person during periods of leadership change.

The innovation diffusion process

Rogers (1995) described the process of deciding to adopt an innovation as a series of decisions and actions that can be categorized in five stages. The first stage, *Knowledge*, is when "an individual (or other decision-making unit)" is exposed to an innovation and learns how it works. The *Persuasion* stage is when a favorable or unfavorable attitude toward the innovation is formed. In the *Decision* stage the individual or group making the decision "engages in activities that lead to a choice to adopt or reject the innovation." *Implementation* is when the individual or decision-making group begins to use the innovation, and *Confirmation* is when additional information is sought by the decision-maker that supports the decision or encourages a reversal of the decision.

Similar to the *Change Facilitators* defined by Hord et al., Rogers described the role of *Change Agent* as "an individual who influences clients' innovation–decisions in a direction deemed desirable by a change agency." The *Change Agent* fulfills a series of roles that correspond to the stages experienced by the decision-maker(s) during the innovation-decision process. For example, during the *Decision* stage the *Change Agent*s use their understanding of the client's needs and goals to motivate the client to use the innovation, creating "an intent in the client to change." The *Change Agent's* role during

the *Confirmation* stage is essential, providing reinforcing messages that support the decision to adopt an innovation and "freezing the new behavior" (Rogers, 1995).

Rogers (1995) identified five characteristics that affect innovativeness in organizations, and those characteristics are common to most institutions of higher education.

1. Centralization - When power and control are concentrated in a few people it may be difficult for innovative ideas to reach the decision-makers. Decision-makers who do not have frequent contact with people working at other levels of the organization may not be aware of the need for new methods. However, once a decision for an innovation is made, centralization makes it easier to encourage implementation.
2. Complexity – An organization with a wide range of occupational specialties and employees with high levels of knowledge, formal training, and expertise will encourage many innovative ideas, but achieving consensus on an innovation-decision will be very challenging.
3. Formalization – An organization that emphasizes following the rules can make it difficult to bring innovative ideas to consider, but implementation of a new method is easier than in a less formal organization.
4. Interconnectedness –The connection of work units by interpersonal networks has a positive effect on organizational implementation of innovations.
5. Organizational Slack – Uncommitted resources that can be made available for innovations are good for organizational innovativeness.

Rogers defined fives stages of the innovation process for organizations. *Agenda Setting* is when needs, problems and issues are identified, prioritized, and innovative solutions are desired. *Matching* is when an innovation is found that conceptually matches the problem or need established during *Agenda Setting*. Both the innovation and the organizational structure may be modified to create a closer fit between the innovative solution and the established problem during the *Redefining/Restructuring* stage.

During the *Clarifying* stage, the members of the organization discuss what the innovative solution will mean to them and their work. This discussion increases understanding of the innovation. Last, the innovation is incorporated into the organization and changes its status from an innovation to the usual routine during the *Routinizing* stage.

Using this model to examine the development of the RSVP program reveals why this innovation has been a success on a small scale but has not become part of the campus-wide routine. University administrators have many responsibilities and stakeholders demanding their time and attention. Only 35% of college students who are victims of sexual assault and dating violence report their victimization to the police (Baum & Klaus, 2005), and law enforcement may not share those reports with University administrators out of respect for the victims' privacy. Unless a sexual assault or dating violence incident has been brought to their attention, administrators may put the development or adoption of sexual violence prevention programs at a lower priority than other tasks and policies.

RSVP was developed by mid-level administrators in the Women's Center and the Athletic Department because we recognized the need and it became part of our *Agenda Setting.* We developed a program that *Match(ed)* the identified need and spent several

years modifying it in the *Redefining/Restructuring* stage. When staffing changes occurred in the Athletic Department we returned to the *Agenda Setting* stage to affirm with the new staff members that this was a problem they needed to address. But the organizational characteristics of Centralization, Complexity and Formalization made it difficult to move sexual violence prevention to the University *Agenda*.

In a large University some policies and procedures are decided at the *Central* level by a small group of administrators, but many others are decided at the academic or student affairs department levels. Professionals from many disciplines create programs and policies to address the *Agendas* their departments set. Multiple solutions to a problem like sexual violence are described by Rogers (1995) as an advantage for the development of innovations, but reaching consensus about a program or policy to adopt for the whole institution is very difficult.

Formalization establishes rules and procedures for the institution that everyone is expected to follow. Some of those rules include who is responsible for handling specific problems, and on many campuses dealing with sexual violence victims and prevention education is the responsibility of a Women's Center director, counseling services director, or Judicial Affairs director. Low levels of victim reporting and policies that protect victims' privacy may make it difficult for top-level administrators to have an accurate picture of the sexual violence occurring on campus. The issue never rises to the *Agenda Setting* stage.

When the Women's Center was coordinating the Department of Justice grant to reduce violence against women on campus a Task Force was created that enhanced the *Interconnectedness* organizational characteristic of the University. Relationships were

established between academic and student affairs departments that provided opportunities to move from *Agenda Setting* through *Clarification* and for some policies *Routinizing.* During the grant period RSVP was in the *Redefining/Restructuring* phase of development, and when the grant funding ended the Task Force lost momentum.

The Change Facilitator for MALE, my Athletic Department colleague, and the students in the first two years of the group struggled to define the need for the group. The originator of the idea wanted to focus on African-American men's experiences with violence and empower them to be prevention leaders on campus. Several of the student members wanted to reach out to the majority population as well as African-American men. Members of MALE stayed in the *Agenda Setting* stage throughout the period of this study, and the current leaders in 2009 continue to try and identify the problem they want to address with MALE.

The transtheoretical model of health behavior change

Prochaska and Velicer (1997) described behavioral change related to health decisions as a six stage process, and identified ten processes that produce progress through the stages. The model was developed through a comparative analysis of theories of psychotherapy and behavior change, and reflected the assumption that behavior change was a process rather than an event.

In Prochaska and Velicer's (1997) model, individuals who need to make a change in a health-related behavior, such as smoking cessation or exercising more often, would begin at the *Precontemplation* stage. At this stage the individual does not intend to make a change, are uninformed or underinformed about the consequences of their behavior, and may actively avoid reading or thinking about the behavior. Despite avoiding this

information eventually the individual learns more about the behavior and moves into the *Contemplation* stage. They become aware of the positive outcomes of changing their behavior. They also become aware of the downside of changing, creating an ambivalence that can prevent progress for a long time.

In the *Preparation* stage the individual develops a plan of action they intend to implement, usually within the next month. The *Action* stage in this model is considered the period when an individual has made specific behavior changes within the past six months. During the *Maintenance* stage the individual works to prevent a relapse to the previous behaviors. At this stage individuals are described as more confident that they can stay with the new behaviors than individuals in the *Action* stage. The model includes a final stage of *Termination* when all temptation to return to the old behavior is gone.

I used the Transtheoretical Model to review the programming and training activities for RSVP and MALE in the fall of 2007 (Table 2). By assigning each activity to one or more of the ten processes that help individuals progress through the stages of change, I was able to identify that most of our efforts were targeted at moving individuals through the early stages (*Precontemplation, Contemplation* and *Preparation).* We were usually in contact with students in the audiences for RSVP presentations only once or twice, and with such a small group of peer educators we didn't have the time or resources to create programs for individuals who were ready to move from *Preparation* to *Action*.

Our conversations with students during and after RSVP presentations suggested that most of our audience members were in the *Precontemplation* stage, so the types of activities we were providing to RSVP presentations were appropriate. More of the RSVP members were moving into or in the *Action* stage, so the RSVP training meetings,

recognition events, and the relationships that the Athletic Department staff member and I had with the peer educators were appropriate activities for RSVP members at those stages. Activities with MALE participants focused primarily on self-evaluation and recognizing how their environment motivated or discouraged them from changing their attitudes and behaviors towards violence. These types of activities are appropriate for individuals in the Precontemplation and Contemplation stages of this model

A review of the University's adoption of the RSVP program using the Concerns-based Adoption Model (Hord et al., 2004) and Prochaska and Velicer's (1997) health behavior change model revealed the developmental processes of the individuals most closely involved in providing violence prevention education. An examination of RSVP history within the framework of the innovation diffusion process (Rogers, 1995) revealed the stages that individuals, University departments and student organizations experienced when faced with the need for a change in sexual violence prevention education. This review of RSVP history through the lenses of behavior change and innovation adoption models has suggested some strategies for the future of RSVP and MALE that I will discuss in Chapter 10.

Table 2. A comparison of RSVP and MALE activities with Prochaska & Velicer's (1997) ten change processes to facilitate progress through the stages of health behavior change.

Change Process *Italics = effective with early stages;* Plain text = effective with later stages	**Activity**
Consciousness raising*: feedback, education, confrontation, interpretation, bibliotherapy and media campaigns*	"Stand" photographic exhibit, Letters to the student newspaper, RSVP concert & information fair, Clothesline Project display, Silent Witness display, "Try walking in these shoes" community exhibit
Dramatic Relief: *psychodrama, role playing, personal testimonies and emotion based media campaigns*	"Crimes against Nature", "Voices of Men", "Life Skills theater", Speak-out against violence, Greek Summit presentation, RSVP meetings
Self evaluation: *cognitive and affective assessments of one's self image…value clarification, healthy role models, imagery*	Relationship workshops, Body image workshops, Language Roundtable discussion, MALE, RSVP meetings, presentations to first year students of color learning communities
Environmental Reevaluation: *cognitive and affective assessment of how one's behavior affects others…empathy training, documentaries, family interventions*	Bystander trainings for first year students, Residence Hall Health Aides and Residence Assistants, MALE
Self Liberation: the belief that one can change and the commitment to act on that belief. New year's resolutions, public testimony and multiple choices enhance Self Liberation (willpower)	Fraternity sponsored panel discussions during Domestic Violence Awareness Month (2003 and 2007), Speak-Out Against Violence

Social Liberation: increase in social opportunities or alternatives for people who are relatively deprived or oppressed. Advocacy, empowerment procedures and appropriate policies increase opportunities	Participation in fund-raising walk for local shelter for victims of domestic violence
Counter conditioning: learning healthier behaviors that substitute for problem behaviors	Relationship workshops and RSVP presentations
Stimulus control: removes cues for unhealthy behaviors and adds prompts for healthy alternatives. Avoidance, environmental reengineering and self help groups	MALE, Domestic Violence Awareness Month publicity materials
Contingency management: consequences. Respond better to rewards, positive self statements, group recognition	RSVP volunteer recognition event attended by University administrators
Helping relationships: combine caring, trust, openness and acceptance as well as support. Rapport building, a therapeutic alliance, counselor calls and buddy systems	Staff members of the Women's Center, Student Affairs, Multicultural Center, and the Athletic Department

Chapter 6 - Case Descriptions

Each of the ten case descriptions is written in a narrative style and follows this framework:

- An opening quote from the participant that reflects a strong theme within his interview.
- A description of the participant's background and of the interview setting.
- A section with quotes from the participant that answers the research question and sub-questions:
    - What attracted these college men to sexual violence prevention peer education?"
    - How did these men become aware of sexual violence?
    - How did these men become active in sexual violence prevention education?
    - What experiences made it difficult for them to become involved or stay involved?
    - How did they overcome those experiences and choose to be involved?
- A closing quote reflecting another theme from the interview.

Participants were invited to choose pseudonyms for themselves to be used throughout this dissertation. Eight selected their own pseudonyms, and I chose names for the other two. The names of the peer education groups, the University, and all departments and individuals described were also changed to maintain the participants' anonymity.

Autolycos's Story:

"You brought me in and said, just come in and be yourself."

Autolycos met me in the University library for our interview. He had been away at medical school for a year, and was driving with his wife of two years, two dogs, and their possessions across the country to a small Western city where he will complete a year of practicum experiences. The dogs were at the vet's for a check-up, and his wife entertained herself in the library while Autolycos and I had our conversation.

Autolycos grew up in the middle of Nebraska, in a very small rural community with 23 students in his high school senior class. The community included no families of color, so his first experiences with cultural diversity occurred through athletic and academic camps and competitions with other schools. I was on the staff of a summer program for gifted students Autolycos attended after his junior year in high school, where I came to appreciate his efforts to enlarge his world-view.

We stayed in touch after the summer camp, so when I was hired as the Women's Center director for the University in 1998 he came to find me, bringing coffee and flowers. He was a junior chemistry major then, and in our interview remembered being excited when I invited him to help create Relationship and Sexual Violence Prevention (RSVP) with some new peers outside of his classes. His primary reasons for becoming involved in sexual violence prevention peer education were social needs. "I liked working with you, and this was college, (I) was supposed to grow and blossom in (my) social life and (my) academic life. I think RSVP was one of the better tools in getting me to do that."

Except for a “rumor in high school that one girl at a different school was date raped” Autolycos was not aware of sexual violence until he came to college. He remembered helping to pass resolutions to raise awareness of the issues when he was a member of his residence hall government as a first-year student, but said if people close to him were affected by sexual violence they never disclosed it to him.

Autolycos’s attraction to sexual violence prevention peer education came from a larger focus on fairness and honesty in relationships. “I think people should have a fair shake in any sort of relationship they get into.” He wanted to help create programs that would reach men from rural backgrounds like his own. Based on observations of his hometown, Autolycos described most men from rural areas as unwilling to talk about their relationships and having “kind of a misogynistic view. They do not have a model of how (to talk about relationships) so you’ve got to provide them the vocabulary and the models and some practice before they really start to do it.” He was not sure where his belief in gender equity came from, but thought it might be related to his basic “sense of fair play” and belief that fostering a healthy community is everyone’s social responsibility.

Autolycos could not remember any frustrations that made it difficult for him to become involved or to stay involved in RSVP. He talked about a couple of people with whom he did not have a “good fit” socially, but even that was not described as a frustration. His memories of the group center around the roles he assumed in the group and finding his place within a nonjudgmental environment.

Autolycos stayed with the group for four years, and helped write a constitution for the group to become a recognized student organization. Although he learned to do

presentations about gender role expectations and their relationship to sexual violence, Autolycos enjoyed his role as organization builder more. He took special care to make sure the group provided a safe place for men to be involved. When the group would debrief after a presentation, Autolycos said: “I would use myself as a litmus test...I’m not saying I’m the best person at saying, ‘Oh, well, this will appeal to men’ but I’m not the worst.”

Having these specific roles within the organization helped him stay involved. He also remembered feeling “personal satisfaction (that) I’m a good enough guy that the Women’s Center wants me to work there.” He talked vividly about an especially satisfying presentation for RSVP because he was able to “really get the audience into it” and connect with them.

Autolycos described the environment in the Women’s Center and within RSVP as important for keeping him involved in the sexual violence prevention peer education group.

> It was a place where men and women could work as equals and be happy with it. We gave each other’s views equal time and we talked about them, and if we disagreed we kind of let it sit for a while and then we came back to it and let people come up with compromises.

Throughout our conversation Autolycos compared his experiences with his peers in RSVP to his co-workers at the job he held after graduation and more recently with his classmates in medical school. Although he said he has learned that the open, non-judgmental environment of RSVP and the Women’s Center are “not how the world works” he also told me several ways he has used his humor to challenge gender

stereotyping among his colleagues at work and in medical school. “I don’t look at it as consciousness-raising, but it’s important enough to me that I will point it out…and provide another perspective.”

After our interview I went with Autolycos and his wife to meet their friends for dinner before they continued their journey west to his practicum site. I sat across from him, and as the conversations around us grew louder, he leaned across the table to tell me something he wanted to include in his interview comments. He said that an important experience that contributed to his ability to participate in RSVP was being in a relationships workshop in the summer high school program where we met. His experience with RSVP reinforced what he learned in that workshop and he continues to apply those lessons to work and school situations.

> Listening to men and women talk about their expectations (in relationships) was very eye-opening, and established for me that the best way to learn about differences and understand people was to listen in that kind of open environment.

David's Story:

> I was always looking for what I could do to actually have my impact, not just to support something but to actually have an effect, so RSVP was good because it presented an opportunity to actually impact people.

David and his wife returned to town to visit her family over Thanksgiving, so he came to my office for our interview. They have been living in another state and working for a Christian ministry, so we had not seen each other for several years. He was one of the early organizers for RSVP and replied enthusiastically to my email inviting him to participate in this study.

David began talking about his memories of the peer education group the moment he walked through the door, and brought his RSVP presentation notebook to the interview. As we settled into our chairs and he signed the consent form I turned on the tape recorder and he told me how he became involved in the group.

David was friends with Pat, a male student who was active in student government and who knew about RSVP. They were talking one day about David's interest in strengthening his speaking abilities and Pat suggested RSVP as an option.

> I was looking for opportunities to do more public speaking. So I came to the meeting and learned what it was about, and read some of the statistics, and thought this is a win-win situation for me. There (will be) a lot of presenting and public speaking, and also an opportunity to actually have an impact on something.

David described his awareness of sexual violence as "peripheral" because no one he knew had disclosed to him that they were sexually assaulted. He had a desire to "do things for women and help out" and ascribed that desire to his close relationship with his

mother. David had no sisters but had a lot of female friends, and in college had been a student assistant in the residence halls for three years so he had received training about responding to victims of sexual violence. This combination of experiences and personal goals clicked for David at his first RSVP meeting, so he "just dove right in."

David said that his father was an indirect role model for his involvement in sexual violence prevention peer education. He said that his father's leadership and personal philosophies were instilled in him and his brothers, and that those philosophies influenced him to get involved in RSVP. His father taught them to "always stick up for the underdog" and used metaphors from his woodworking hobby to teach his sons what he expected from them.

> My dad would say if I have a hammer, you better have a nail, which basically means if I'm preparing to do something, anticipate what I'm going to need. It was about anticipating the needs of others but being solution-oriented as well. So when I came to the realization that men's violence against women is a major problem, the desire to be solution-oriented instantly came to the forefront. What can I do? How can I have an impact in a big way?

David referred to his father's woodworking metaphor again when he talked about the impact of opportunities RSVP had to be trained by Jackson Katz and Don McPherson, two nationally recognized activists working to end men's violence against women. Katz developed the Mentors In Violence Prevention (MVP) program at Northeastern University in the 1990's to engage male student athletes as campus leaders in ending violence against women. McPherson was involved in MVP and has become an independent consultant for athletic programs and other groups. Before these trainings

David said the RSVP members were eager to start their prevention work, but something was missing.

> After these trainings we started to have tools. We were filling our toolbox up with things we could use to structure the conversations with a wider audience. And then when you hear a national presenter who is doing this kind of work with the Marines or with the NFL, you start to get the context. It helps you see the big picture but also gives you the tools to do it on your own.

David could not identify any barriers to his participation in RSVP, and was a very active group member until he graduated. One issue that some men would perceive as an obstacle became an opportunity in David's eyes. During the period he started working with sexual violence prevention he was also experiencing a religious conversion, and he often encountered stereotypes held by people in each of his two new friendship circles about people in the other circle. He enjoyed challenging those stereotypes and helping people recognize the values they shared.

> There's preconceived notions about (the beliefs of people) who go into the Women's Center, or the Catholic student center. So my friends in Bible study were surprised I was going to the Women's Center. They'd say, 'Why are you going there?' And I'd say, because I work with this group to prevent sexual assault and men's violence against women.

Although they were not problems for him, David talked about several issues that he perceived as obstacles for other men. He returned to the carpentry metaphor to suggest that it may not be an absence of bravery that prevents men from taking action to end sexual violence but an absence of something else.

> Most men would like to do something, to have an impact, but they just don't know how. They don't have the tools--sometimes it's the courage--but some of those things just come down to the tools. If you have the tools then you can do the job.

An important tool for doing sexual violence prevention education is training on how to confront other men about behavior that condones or enacts violence towards women. David believes that this aspect of relationship education is acquired through an informal and ineffective source.

> There's no training on how to confront others. Most of what we learn is from those really, really ugly confrontations with siblings. But (we don't learn) to have a constructive discussion with somebody.

The fear of being criticized if you have not always met the standards you advocate stops some men from speaking out. Although he knows he has changed his behaviors as a result of his experiences with RSVP, David knows that when he confronts men for using language that denigrates women they will challenge him to prove he has never used the same language.

> I think an obstacle to men getting involved in something like this was the danger of being called out as a hypocrite, recognizing there are parts of your life that do not conform to what you are trying to get others to conform themselves to.

David identified one stereotype that explained other men's responses to his religious ministry and to his work in sexual violence prevention.

> Religion and faith is often viewed as a very feminine thing by men, so that's the challenge. How do you take something that maybe from the outside looks

> primarily feminine and make it appealing to men in a way that's not going to make them feel feminine? Because that's what they fear.

David said that men doing sexual violence prevention work have to confront their own socialization that women and girls are inferior and that being called a girl or a woman is an insult. By becoming involved in things that have been labeled a "women's issue" men "run into the same problems that they are trying to confront."

Thanks to his father's solution-oriented influence David had many ideas for addressing the obstacles he listed. Several of the exercises used by RSVP help men connect to the issue of sexual violence and understand that it is not only a concern for women. He still used a simple method of asking men to think of four important women in their lives and to choose one. He then told them the statistic that one woman in four in the United States will be sexually assaulted in her lifetime, and paused for them to consider the implications. This was one of the exercises that David found very powerful at his first RSVP meeting.

David suggested that one way to get more men involved was to help them define what involvement looked like for themselves. "Most people that get involved in something like this, they allow their lives to be taken over by it and most men aren't in a position to do that. They are pursuing their future wives or trying to get straight A's or they're playing football." He wanted to introduce a "paradigm shift" to see violence prevention as a broader array of actions than just doing RSVP presentations to classes or fraternities. "You can just make a commitment to root out of your vocabulary language that objectifies others. You can refuse to allow others to speak disrespectfully about women in your presence."

David was very involved in a Christian organization that encouraged men to look closely at how they treat the women in their lives. He though that some of the methods used by this group could be effective for RSVP to help men on campus make a habit of the actions they have chosen to help prevent sexual violence. The student peer educators could email weekly or monthly reminders to men who sign up to participate, at no financial cost to RSVP.

David had adopted RSVP's focus on language and continues to use RSVP programs with youth groups in his jobs and with his church groups. He brought his RSVP notebook to our interview to refresh his memory because he was involved so long ago, but rarely had to look at it because he still used the educational activities frequently. He gave me some of the materials to photocopy when our interview was over.

As we reached the end of our discussion he talked about how RSVP had helped him recognize the power of language to build people up or tear them down. He talked about looking through the Old Testament for verses that refer to speech and related words, and estimated that he found about 100 verses related to speech. This connection between his faith and his positive experiences with RSVP led him to this conclusion:

> I think one of the most powerful things that RSVP can give to people is an awareness that language is a dangerous thing when used wrong. Whoever came up with 'sticks and stones can break my bones but words can never hurt me' was an idiot.

Rick's Story

> Quite frankly I wonder if my sisters have always told me the whole truth. I've watched enough daytime Oprah shows that I know (they might think) 'maybe it was my fault' and 'it was a bad situation, I don't need to freak my brother out and have him throw a conniption.' So I'm sure I don't know, and that worries me. You always worry about the things you don't know.

Rick was a student athlete during the early years of RSVP, and he represented the football team on the Council of Student-Athletes created by the Athletic Department to develop student leadership skills. Now married and a father of two girls, he invited me to his office for our interview.

Rick became involved with RSVP at the suggestion of several staff members at the Athletic Department, and was especially encouraged by the advisor for the Council. The staff members "were always pushing the athletes to do something besides go to class, go to practice and go home" and the students on the Council tried to set an example for their peers. Rick participated in many campus and community events as a representative of the Athletic Department and of the football team, but sexual violence prevention was a cause he said was "near and dear" to him as a brother to four sisters.

The educational activities at RSVP meetings had a strong impact on Rick because of his close relationships with his sisters and his mother. He also attributes his supportive attitude towards women to his father's teaching.

> My dad made the difference. He expected a certain behavior out of me in front of my mother. It was different than when I was with him: 'watch your mouth', or your manner, open doors, take your hat off, the simplest what I'll call old school

> things, I'd hear that message all the time. That's where my first awareness was of, I wouldn't even call it prevention, but of what's accepted and what's not accepted.

Rick became more aware of sexual violence during his four years on the football team when several of his teammates were charged with sexual assault and domestic violence. Student-athletes tend to socialize with each other because they understand the demands of each other's roles in ways non-athletes may not, so Rick often knew the victim and the accused assailant. Media attention was always very high when athletes were charged and the team had to deal with this added pressure off the field. "I mean we got to read about it in the paper and then decide if we wanted to keep that guy on our team a week later."

Rick was not sure how to explain these men's behavior but said there were men on the team who did not seem to know "the difference between what is right and what is wrong." He talked about the pressure to be tough on the playing field and how that toughness carried over into players' personal lives, sometimes leading to violent behaviors in personal relationships. Rick said you could not blame it on the sport, though, and mentioned two players who were known for their toughness and performance on the field but who were also known for their positive behaviors off the field.

Another challenge to his understanding of why some men are violent towards women was when a close friend of Rick's was accused of sexual assault. It was difficult for him to understand how someone he thought was "a good guy" could be accused of sexual violence because "He's not like that as a person." His friend was acquitted, but Rick still is not sure he knows the whole story. During our interview he struggled to

explain how his friend could be accused of sexual assault.

> The other thing I thought about is, if you looked at it differently, objectively, you know, how did those two people get in that position? I know he's a smarter guy than that. I'll leave it to bad judgment.

One of the most powerful experiences that brought Rick into sexual violence prevention education was when Don McPherson came to talk with the football team. As I described in David's story, Don consults with athletic programs and focuses on preventing men's violence against women. Don's confident presentation about men's responsibility for ending violence against women connected with Rick's concern for his sisters' safety and helped him decide to become active in RSVP.

> I just thought that here's a guy that really believes in what he's saying and he's saying it to us. I don't know if I could have done that. But (I) wish(ed) that (I) could. That (I) could make a difference, and for me that difference was, man I sure hope this doesn't happen to people I know.

Rick remembered that RSVP presentations encouraged people to be aware of the language they used and how it contributed to a positive or negative environment for women. He said it was difficult to find ways to talk to his teammates about the language they used in the locker room, especially using words like "bitch" and what he called "the f-bomb."

> That is an almost impossible habit to break if you are around testosterone driven groups of people…and I (was) in the middle of one. The language wasn't good in our locker room. It was just f-bomb central, they use it for emphasis. It could be a verb, a noun…So when people talked like that nobody was offended in the whole

> room, which shocked me. You know, there was never an awkward, 'did he just say that?' where you could make eye contact with somebody else...

Rick used non-confrontational approaches to bring what he was learning from RSVP to his teammates. He said he knew they would just laugh and tease him if he brought the language issue up in the locker room, so instead he talked with individual friends about what he was doing with RSVP and why. "I tried to expand the circle of people that were close to me. There's always strength in numbers."

The unwritten rules about what men were supposed to talk with each other about also created an obstacle to Rick's violence prevention work. Observing teammates who became angry over "something small" he worried about what was happening in other aspects of their lives but was not comfortable approaching them.

> They could literally blow a gasket, and you'd think what the hell? There's no reason you should be that mad over that and if it's a little thing here, imagine what it is in a relationship, (which) is a lot more stressful emotionally, and it's not something that you talk about in the locker room.

Rick used his easy-going manner and individual conversations to overcome the obstacles to being involved in sexual violence prevention education. His role as a leader within the team and on the Council of Student-Athletes gave him a sense of responsibility to his teammates and to the other student athletes.

> I would easily say that I was a leader within my class. I think people respected me cause they looked at me as a guy that worked extremely hard and was smart and did a lot of things off the field that other guys weren't willing to do.

As Rick talked about his role within the team he described a definite "insider" status but some of his comments suggested he felt different from most of the other players. As he talked about his leadership role he compared himself to other players who had more power over the team. While he expected that he would be laughed at for asking the group not to use derogatory language about women, he described another player as "a total bad-ass" and said that if he said not to say "bitch" anymore, people would stop saying it. "They'd want to be cool with him because he was looked up to."

Rick thought his attitude towards playing football was different from most of his teammates, and this allowed him to participate in activities like RSVP.

> I don't really hold myself out to be a good example of the group. I really went to the University to play but it wasn't going to be something that defined me, and for a lot of guys that is the case, unfortunately. So I'd like to think I had a little broader perspective than some of the people within the program.

Throughout our conversation Rick talked about his role as a father now, and about his two daughters "I'm gonna spend the rest of my life being worried about." He worried about the safety of all the women in his life. Although he was no longer active in sexual violence prevention education Rick still believed in the value of RSVP's work. He believed that making the message personal would continue to be an effective educational tool.

> The one thing that I always did (in presentations) is (ask men to) put your sister in that situation, put your mom in that situation, and that can be a sexual assault or that can be somebody just being disrespectful, and the level of anger that raises inside your soul, I think that that spirit will always be helpful. (Then you can)

attract those people that also have the qualities to just be better leaders.

Adam's Story

> I think it's different being a male victim, because if I'm doing a presentation for a group of men (they) want to know, 'why are you interested in this? It's a woman's issue.' So to state my actual reasons I have to come out as a victim and as a gay man.

Adam and I met during his sophomore year when he was beginning to find his role as a social justice activist on campus. During his undergraduate career he held leadership roles in several student organizations that focus on human rights, and we worked together on many projects because of my role at the Women's Center. He returned to the University to earn a master's degree so we were able to meet at my office for our interview.

Adam's sense of humor and friendly demeanor are a good balance for his intensity about social justice issues. He always had several projects demanding his attention and was very good at bringing other students to the work. Adam's circle of friends and acquaintances was vast and included people from many ethnicities, sexual orientations, gender identities, and life experiences. He communicated equally well with students, faculty, staff, administrators and members of the community that surrounded the campus.

Through our interactions in the social justice organizations Adam learned about a violence prevention issues course I was teaching and signed up. "(When) I took the class with you, that was my first (time) really thinking about (sexual violence issues). It just hadn't been an issue for me before."

After taking the course he began taking additional gender studies classes where he met women faculty he described as "my role models." From those courses he developed a

"very women-centered approach" to social justice issues including sexual violence. I was impressed with his intellectual and leadership skills and invited him to participate in the Women's Center's activities for the following academic year.

During the summer after Adam took my course he was sexually assaulted. The experience of being a victim motivated him to be involved but also made it difficult to stay involved. He described the "discomfort" of educating others about sexual violence so soon after being a victim himself. Adam did not disclose his experience to anyone until the fall, when he talked with staff at the Women's Center. Adam said the fact that the assault happened after he had taken the violence prevention class

> was a really good thing…The psychological damage was minimized because I had the knowledge so I could start going to work on the feelings…Feeling like it was my fault; those feelings still existed but I knew that was part of the process, and knowing that, I was able to question those feelings and sort of expel them.

Adam also started talking with a counselor about his father's emotional abuse of his mother before his parents divorced when he was a young child. Adam admired his mother's strength during that experience and in raising him as a single parent.

His awareness of sexual violence and other forms of violence continued to grow through his experiences in gender studies classes and because of his visibility as a leader in the newly forming Men's Anti-violence Leadership Education (MALE) group. Women began disclosing to Adam that they were victims, and he found motivation to stay involved in the work because of "just the sheer number of people I know who've had something bad in that area happen."

Knowing female victims gave Adam another option when deciding whether or not to

disclose his own victim status during presentations or individual conversations with other men. If he "wasn't comfortable coming out as a victim or coming out as a gay man in a group" he could come out as an ally to women friends who had been assaulted.

Adam described three challenges to being a sexual violence prevention peer educator. The first was an internal conflict about his credibility as a gay man giving advice to heterosexual men about their relationships with women. He talked about the process of developing an effective approach "as this sort of model … I could be one of the guys, talking to the other guys about how this all worked, but I think for gay men especially, there is (the question) 'Am I one of the guys?'" Although he knew of the research showing that a majority of college men were opposed to violence against women, Adam said "That still didn't change the feeling at the pit of (my) stomach when (I was) trying to bring this up with somebody that I didn't know (or) feel like I had that much in common with."

Adam described the second challenge as a unique aspect of sexual violence prevention work. Comparing it to his work as an activist on the environment or gay rights, he said:

> The normal sort of modes of activism don't seem like they would quite work here because … it's something that is really hard to talk about. You don't run into opposition; you run into silence. You know if people fight back, you can do something with that. Otherwise it's like hurling energy into a blob of Jell-o.

Adam's third challenge was what to do when he observed his friends using rape-supportive language or in situations involving alcohol and potential sexual assault. "I would call people out on it, and try to do so in a way that wasn't… confront(ing) people.

Part of me felt like I needed to, every time that happened, and it happened three or four times."

Adam's struggle was not about whether to intervene but about the impact of his friends' behavior on his relationship with them. "After taking the (violence prevention) course, some of my behaviors I have wondered about a little bit," he said. This critical reflection on his own behavior encouraged Adam to empathize with friends whose behaviors were questionable and not just respond from his point of view as a victim. "Ideologically I felt like I should be willing to end the friendship (because) bad people do this. But they weren't bad people. They were people who made bad choices."

He struggled with feeling that staying friends with someone who had perpetrated a sexual assault was "somehow a betrayal against what (he) was working on." He worried that ending the friendship would prevent future opportunities to educate the friend about his or her behavior. "The other problem was if I just sort of cut the relationship off, there was a chance that they would just…go do it again the next weekend. So cutting off the relationship, I don't think is the answer."

As a peer educator, Adam understood the social world of students and the world-view of many college men at his University. In this interview and in conversations we had during his involvement with MALE Adam spoke about the changes that being a victim, knowing other victims, and participating in sexual violence prevention work brought to his way of thinking about relationships. He suggested a reason that more men do not seek sexual violence prevention education is that it makes social interaction more complicated.

I think part of the reason that men have trouble is because when you start to

> introduce these things, all of a sudden what was just a normal Saturday night suddenly becomes an ethical quagmire…Because if you become really aware of (sexual violence), suddenly it's a whole different sort of experience.

Adam identified several resources that helped him overcome these challenges to continued involvement in sexual violence prevention peer education. When he was worried that his status as a gay man would undermine his credibility with a straight audience he emphasized the experiences of women as victims and modeled the role of ally for women. Although he did several large group presentations and reached over 1000 students, he talked proudly about his successes "having a conversation with someone one-on-one." He talked about the need for a different approach as he moves into new professional roles.

> I think the thing that will have to change is my perception of needing to be able to pass as one of the guys. That model is probably not going to work for me. So I need to come up with a different model where it's ok that I'm not like the people that I'm trying to convince.

Reflecting on his successes during his work with MALE was another resource Adam used to stay motivated in sexual violence prevention peer education. He said that my advising was very helpful because I helped him set realistic goals and recognize the value of "chang(ing) the thinking of a couple dozen people and provid(ing) resources to maybe half a dozen more. So even though I didn't get seven thousand men on the plaza, I probably have helped about 30 people."

This perspective gave a purpose to the "effort of throwing this energy into the blob of silence and Jell-o." Adam knew he was making a difference in some people's lives.

"That was immensely gratifying. I felt like I had done something." He generally chose to stay friends with the individuals whose behavior was questionable and worked to educate them about making better choices in the future.

> I think some of the conversations I had with men, I hope that in the next five years, ten years, some little switch will (come on) in a situation where (they'll think), 'This girl that just came home with me had five drinks, maybe we should just cuddle'.

Adam said that the tools and resources he learned about in the peer education program empowered him to help people, and suggested that advertising MALE and RSVP as skills-based programs that teach intervention techniques and referral methods would be "effective for men as fixers."

Adam's commitment to social activism was still evident, and throughout the interview he talked about his future career plans and how sexual violence prevention education would stay a part of his personal and professional work. As our conversation concluded Adam summarized the changes in his perspective on success since his undergraduate experiences in MALE.

> Even though I didn't manage to accomplish the goals, I realize I have a lifetime to help. And I may not be able, even if I find men everywhere, to stop rape now. But, I feel like I'm doing a good job at sort of chipping away at it.

Dave's Story:

> I felt many of the African American males on campus were still embracing ethnic stereotypes, ethnic cultural norms more than I was comfortable with. And since I didn't embrace them, I probably wasn't as valued; I was a little bit marginalized.

Soft-spoken and usually smiling, Dave was an African-American man in his early 40's who grew up in a Southeastern state. When we met at my office Dave started our interview by bringing me up-to-date on his job situation. He had not completed his dissertation and was working jobs in the community that were unrelated to his academic goals.

During the interview Dave had a hard time taking off his instructor hat and talking about his own experiences directly. He enjoys critical thinking, a trait he attributes to his mother's efforts to reduce potentially negative effects of popular culture on her son. She helped him "adopt early on the idea that women should be equal to men in all aspects." He remembers, "My mother was born in the thirties, she was kind of a feminist, an African American woman who wasn't given the power to be a feminist but she was a strong influence." He said, "My mother was a strong person who made me think a lot."

Women in Dave's academic life have raised his awareness of issues like sexual violence and gender discrimination. Female faculty members and classmates had a big influence on his worldview. "I was lucky enough to be surrounded by a lot of strong women in my undergrad program. I got a lot of exposure to feminist theory, and the more I read the more I felt I was a feminist."

As a doctoral student, Dave taught classes in a social science department that was very supportive of gender equity, and enjoyed challenging his undergrad students to

explore the stereotypes they held about women and men. He referred his students to the Women's Center for resources and encouraged them to attend presentations offered by the Center. He used the Center's library and its staff to enhance his own knowledge of gender issues and of sexual violence as well. As the director of the Women's Center I met with Dave at least weekly during his first semester as a teaching assistant.

Dave's exposure to sexual violence was primarily through his coursework, but he did have a male friend who was a victim of domestic violence. His friend was arrested when police were called, a situation that made Dave question his own assumptions about many aspects of domestic violence. Prior to this experience, "I assumed only bad people did it…the drunken boyfriend at the party…I assumed that all violence was male-on-female." Although he understood that the legal system required someone be taken away in a domestic violence situation, he struggled with what he perceived as the system's inappropriate response to a male victim.

Dave became involved with sexual violence prevention work on campus through several experiences. Because of his feminist perspective, Dave always included women as an oppressed group when he taught courses about diversity issues. Dave said, "I think as an ethnic minority it's my responsibility to help other disadvantaged minorities." Through our conversations about these issues I invited him to become involved with the Relationship and Sexual Violence Prevention (RSVP) peer education group, and with the Campus Task Force to End Violence Against Women that I was coordinating through the Women's Center.

As a graduate teaching assistant, Dave worked with a professor who was a member of the Task Force, who also suggested that he and his officemate, Derrick, participate

because their research interests were related to gender and violence issues. Dave was also a member of a historically black fraternity and several of his fraternity brothers were involved in RSVP. Some of them, along with other male students, were interested in creating a group that would explore issues related to masculinity and include a focus on men's violence against women. Dave worked with Derrick, Chase, Adam and others to establish the Men's Antiviolence Leadership Education (MALE) student group.

Dave's feminist perspective was a source of internal conflict for him as he interacted with other men of color. When our conversation began he spoke fondly of a weekly breakfast gathering of African-American men, but later he acknowledged sadly that he often felt separated from other African-American men on campus and in his community group. His doctoral training and the critical thinking skills he learned from his mother made him question the behaviors and attitudes of his friends even as he sought their support.

> African American men… prefer that African American image…the stereotypes that we see of African American hoods, and that has some value, some cache in this society… I think African American men have trouble moving beyond that. That's a valued position and that gives them power and prestige in this culture.

Dave also found the absence of male role models in sexual violence prevention education to be an obstacle, especially the absence of African-American men. He talked about young African-American men needing those role models today, but is reluctant to step into that role and think of himself as a leader. Childhood observations of male leaders in his church suggested that people who sought the title of leader were often flawed but unwilling to acknowledge their own fallibility.

Dave was critical of the way he and other young men are taught what it means to be men. Adult men he expected to be role models for healthy relationships with women offered other kinds of lessons, and many of his teachers were slightly older peers.

> My 7th grade football coach was one of those hyper masculine guys...He talked about girls as being that other group. They weren't equals…they were stealing time from us on the field or in the gymnasium or…they were interfering with our well being. And many things that I learned…were from other boys, a couple of years ahead of me and they taught me in the bathroom or in the locker room…how we socialized most of the men in this society…it's criminal.

Dave's concern that "embracing a leadership role" would make him like his church leaders prevented him from thinking of himself as a role model or a leader. He expressed concern that he did not have the authority to take the lead, but his feelings of responsibility compelled him to take action. The absence of support from men he perceived as having more authority was not limited to African-American men. Trying to establish the men's group MALE on campus was frustrating for Dave.

> There were a few gay male faculty that were more supportive. Most of the straight faculty members were not… they'd say it was a good idea but they weren't really that involved in trying to support it.

Dave did not identify any experiences that made him think about dropping out of the group, but talked about a disagreement within MALE about recruitment strategies and goals that was never resolved. Some of the members wanted to focus on outreach to African-American males and others wanted to reach out to what Dave called "the

dominant culture" first. Dave said they returned to this conversation "about four times, we'd agree to disagree, and we'd fold."

Although Dave characterized himself as being disconnected from both the dominant culture and from his African-American male peers that distance may also be what allowed him to get involved and stay involved in RSVP and MALE. Dave described himself and his fellow male peer educators as "…mostly men who were already marginalized from society, (from) a lot of the dominant culture… (We) already came with a different mindset... (We) were predisposed to the idea of equality and felt that this was an issue worth fighting for."

He believed these men of different ethnic and social backgrounds and gay and straight men were comfortable working together in the group because most of them were "born to embrace diversity ideas." His commitment to women, shared by his peers in MALE and RSVP, was strong enough to keep him involved even when his audience did not share his ideals.

> (We would tell men) even if you don't understand what the ideals and missions are of (MALE), then think about your mother and your sister and all the women in your life and do it for them, to make their lives better.

Dave overcame his reluctance to be considered a leader of the group by taking a one-on-one approach to education. He described the opportunities he found through the weekly breakfasts with his African-American male friends, just "having conversations with men." The comfortable relationships that were built over time allowed him to challenge his friends about their behaviors or language without losing his place in the group. "There's nothing that's taboo, we talk about it all there…Saying 'What the hell is

wrong with you' and 'might you try doing this instead' and 'you've done this before, why are you doing this again?'"

Dave's relationship with his mother and the introduction to feminist theory provided by his academic experiences helped him reject the messages he received in his youth that devalued women and limited his vision for his own future. His concern for gender equity has stayed strong, and at the end of our interview he spoke about returning to his doctoral work and his renewed interest in working with MALE and RSVP. Whether or not he chooses to call himself a leader, his sense of responsibility is his call to action.

> We as men are socialized to believe that we are empowered by society and women should be subservient to us. No, we are all equals. We as men have a responsibility for society to make it safer for everyone; safer for women and safe for men too. You make a safe society for everyone. Where they don't have to be afraid, that's better for everyone.

Derrick's Story:

> Maybe I just didn't get indoctrinated with the whole masculinity thing. I didn't have anybody that I respected that could say 'This is what it means to be a man.'

I travelled to a small community in the Appalachian Mountains to interview Derrick near the college where he is teaching. After completing his doctorate, he and his wife and young daughter moved far from the rest of their families to this community, where they can enjoy a more diverse cultural experience than in the Midwest. Derrick arrived at our interview site with pictures of his newest daughter, born a week ago while he was leading a group of students on a service-learning trip to a Latin American country. The baby arrived earlier than expected, but she and her mother were healthy and Derrick was pleased and happy to have two daughters.

Derrick was a graduate teaching assistant in a social science department and shared an office with Dave. In conversation he focused intently on the topic, and enjoyed connecting the dots between his own observations and what he learned through his academic courses. When he was working with Men's Anti-violence Leadership Education (MALE), intellectual discourse seemed to be his preferred approach to most topics, but during our interview he disclosed personal experiences and insights that helped me connect some dots as well.

In graduate college Derrick found strong women professors who introduced him to social science and feminist theories, and now his own research and teaching specialties include gender issues and violence. He said he was hoping his first child would be a boy, not because he did not want a girl, but because "we just need more feminist boys out there" and he wanted to try and raise one.

Derrick was not sure what attracted him to sexual violence prevention work, but that his exposure to feminist theory in his graduate program helped him "really understand" some personal experiences. "I don't know how I really came open to (feminist theory) to be honest because I was raised in a very conservative family," he said. He talked about some aspects of his childhood that he thinks allowed him to empathize with women. "I always like to root for the underdogs anyway. You know females in this society are the underdogs."

Derrick described his home situation with a "stay-at-home mom, father was never around. No male socializing agent, maybe that was the key thing." His brothers were almost 20 years older and had disabilities that put them outside the mainstream masculine identity.

> In a way they weren't what masculine was; they had a hit against them because of their disabilities. This hegemonic masculinity definitely does not include disabilities, so while they were very good with sports they were also subordinate. So they weren't these kind of hegemonic males and my father, he wasn't one either.

Without male figures in the home reinforcing society's messages about acceptable masculine behavior and attitudes, Derrick said he spent a lot of time outside "wandering around" and trying to figure out on his own what constitutes a masculine identity. "I just kind of picked up informally, yeah you play sports, and you do this type of stuff."

Violence against women "wasn't even on my radar" until graduate school, Derrick said. "It just wasn't a concern of mine. I'd listen to this derogatory rap and didn't even think twice about it." He said men in this society are brought up with the idea that "it's

not cool to be against violence against females." He began to question his own acceptance of these messages when women he knew disclosed that they were victims of sexual violence.

During his doctoral program he participated in a feminist reading group and was introduced to women's writing about sexual violence. After he took a course about sex and gender taught by one feminist faculty member and spent time talking with others in the Women's Studies program, Derrick found himself "invested (enough) in the topic to say it's not acceptable" for men to ignore sexual violence and gender inequities "and maybe we need to change that."

Through his conversations with the faculty members, he was introduced to me and invited to participate on the Campus Task Force to End Violence Against Women that I was coordinating through the Women's Center. Derrick was teaching an undergraduate course for his department and was encouraging his students to use the Women's Center library resources and attend Women's Center sponsored programs. He was also beginning his dissertation work at the time and we met several times to discuss how his topic intersected with the work of the Task Force.

Derrick's officemate Dave told him about some discussions he was having with other men about the need for a men's group to discuss issues of masculinity and men's violence against women. Together with Adam, Chase and a few other male undergraduate and graduate students, Derrick and Dave started the Men's Anti-violence Leadership Education (MALE) group. Derrick and Dave were very active in recruitment efforts, staffing a table on the plaza during lunch hours to invite men to become involved.

They invited members of the classes they were teaching to attend films, speakers, and discussions to raise awareness of MALE's issues.

Derrick talked about two personal challenges to his continued involvement in sexual violence prevention education. He has a male acquaintance with very different attitudes towards women and described making a daily decision about staying in the relationship. He hopes that by challenging sexist language and modeling different behaviors he can create change in his friend. "(He) starts telling domestic violence jokes at the poker table, and I go 'That's not appropriate, so don't say that at the table again because I'm not leaving my own house so you'll be leaving.' And I feel comfortable saying that, but we can still be friends. If you can't speak up even in your own house, nothing's going to change."

He quoted an activist who says that domestic violence will stop when friends of abusers tell the abusers they will not play basketball with them or be their friends anymore because of their violence. Derrick described feeling conflicted about socializing with his friend whose language is so offensive and said he did not know where to draw the line. "I could easily say 'I'm not going to be your friend because this is how you are' but I've decided not to do that because I think I can change these guys."

He quoted another person facing this kind of dilemma who, when asked why they stayed in a religious congregation that condemned their father for being gay, said it was because there were other things they liked about the congregation. "I think that's true, there (are) a lot of other things I like about those guys, and unfortunately they've just been socialized in that way. But they know where I stand…"

His second challenge was a love of the sport of Ultimate Fighting and a clear sense

that this contradicted his personal stance against violence, "male-on-male violence, male-on-female violence, female-on-male violence, or any of that." Derrick said it was really hard for him because he has "been pushed to love violence through football (and) all these sports" yet part of him "knows it's not acceptable."

> I can pretty much guarantee you that if I hadn't been socialized with football and any of that stuff, I'd look at (violent sports) very differently than I do now. I think it's so entrenched and so attractive that it's hard for me to give that up. So there (are) these inherent contradictions because I'm against violence but I love seeing this guy getting his butt kicked.

Derrick related the source of his ability to overcome these challenges to some of his personal characteristics. He talked a lot about finding opportunities to let go of his own privilege as a white heterosexual male, and his goals as a father include exposing his children to cultural, ethnic, racial, gender, and religious diversity. In his new teaching position Derrick endeavored to raise his students' awareness of these issues, as the faculty in his graduate program did for him.

Once he embraced a feminist perspective on gender and violence issues during his graduate experiences, he had to take action and become involved in men's anti-violence work. "It was a natural kind of outgrowth or just something that would have naturally come out. It's who I was. I am me and MALE fits within who I am."

At the end of our interview, Derrick suggested another source of his willingness to take risks and speak his mind to almost anyone with whom he disagrees. He said what gave him the strength to "stick his neck out" on all of these issues was "being a difficult person."

> To be honest I just grew up very insecure and so it might be one of those things that (I'm) just proving (myself). But you know I'm very quick on my tongue so I feel like I can defend myself verbally.

Throughout the interview Derrick wove stories of his new faculty position and his family with references from the political and social theorists at the foundation of his teaching. One moment he was quoting author bell hooks, the next worrying aloud about limiting his daughters' development through unconscious gender stereotyping. He spoke about being willing to engage in conversations and be open-minded, and about the need for men to see sexual violence as their issue too. Derrick expressed concern that his peers in the Men's Anti-violence Leadership Education group had not created enough of a "map" for future members, but then reflected on what he and the others had learned from the experience and how he was applying that to the work at his new college.

> It's an ongoing process…it's also a personal journey for a lot of us. It's those personal battles where it's just unbelievable. But if you can't speak up even in your own house, nothing's going to change.

Chase's Story

> We were essentially saying stop the violence…But we weren't addressing…an underlying cause, which is a perception that to be masculine you need to be strong and… evoke fear instead of love… and women are to be seen as objects...These are things that you (just) know, (and) a lot of times you don't think, 'Maybe this is pervading across an entire culture, and… a large part of what causes this violence.'

Chase took on many leadership roles during his undergraduate years and was well known by administrators, faculty, staff and students. He was a student assistant in the residence halls for two years and served on several campus-wide committees. He was involved in several social justice student organizations and co-created a group to enhance collaboration and communication among politically and socially progressive students. After graduation Chase returned to his hometown on the East coast, fell in love with a woman and followed her to the West coast. He is working part time as a writer's assistant and preparing to take the entrance examination for law school.

I met Chase in his new city for our interview. We had not seen each other since his graduation, so we spent some time catching up before settling in for our conversation. I was especially interested in talking with Chase because I knew that despite his commitment to ending violence he was only active in Men's Anti-violence Leadership Education (MALE) for part of one semester and he was not involved with Relationship and Sexual Violence Prevention (RSVP). His obstacles to involvement with sexual violence prevention work could have been different in an important way from the other participants.

Chase was one of the founding members of the Men's Anti-violence Leadership Education (MALE) group, along with Derrick, Adam and Dave. He was attracted to sexual violence prevention as a human rights issue and saw the connection between the hypermasculine male role imposed by socialization and violence in its many forms. As a leader in a campus human rights group he encouraged them to collaborate with the Women's Center for a year-long focus on international violence against women. Chase helped members of his group and other students on campus understand that sexual assault happens in Darfur and other distant places, but it also happens in their residence halls.

Chase said he was very excited about the work that the men in MALE wanted to do, and about the diverse group of men in the group. He described himself as very "focused on a broad array of human rights concerns" while other men in the group were dedicated to "women's rights concerns, GLBT (gay, lesbian, bisexual, transgender) concerns, working with the Cultural Center…with people from different backgrounds." He said the various issues MALE students brought to the group showed that the "common problem" of hypermasculine identity and its connection to violence "is something that crosses so many different demographics."

> Men play a very significant role in the creation of a definition of masculinity and (in) personifying that definition. (Men are) doing things (to) appear more masculine or …virile or stronger and that can be detrimental to other people. So it seemed like such a fantastic mission statement that MALE was coming along and saying…it doesn't need to be like this... we can change it if we want to.

Chase credits his 11th grade History teacher for inspiring him to dedicate himself to social justice issues, and "out of that came my interest and concern (about) violence

against women." He described his level of awareness of sexual violence in high school as "moderate" coming primarily from health class discussions. Although he did not know any victims of sexual violence personally he remembered one high school teacher's method of making national statistics become personal.

> It was very effective because I still remember it now. They said think of three women that are very close to you; one of them will be assaulted in their lifetime. Of course first you think of three people you care about really much and they drop that statistic on you and it really hits home. That was something that, here I am, maybe 6 years out of high school now and that still sticks with me.

Chase said that coming to college he knew "this was a real problem but I didn't know how it would affect me personally." He also was not sure what the risks were on college campuses. Coming from the East Coast to the Midwest he had a strong perception that the University was a "relatively safe campus." Participating in MALE and his human rights organization gave Chase a more accurate picture of safety on campus and across the world. "It seemed like every time I spoke with someone about this stuff, I was learning something new. And it was always something surprising."

Chase remembered being invited to participate in MALE by Adam, one of the students organizing the group. Adam and Chase had worked together to create the collaborative group for progressive students, so Adam knew that Chase's attitudes towards violence would be a good match for MALE. "We had talked about the ideas and what (MALE) stood for, and I said, these are great ideas, these are fantastic. I'd be happy to join."

Chase was a familiar face at the Women's Center because he used the resources in his role as a residence hall assistant and because of the Center's collaborative project with the human rights student organization he led. These experiences introduced him to people who "were talking about patriarchy and feminism…about masculinity and what it meant to be a man." Chase's primary involvement in MALE was attending planning meetings and discussing issues related to masculinity with the other MALE organizers.

Chase stayed within this select circle of friends who shared his values and did not experience any negative messages about his involvement in sexual violence prevention from that group. He was surprised that few faculty or staff members expressed interest or active support for MALE or RSVP, but some faculty members were involved in the human rights student organization and he found that encouraging.

Two things made it difficult for Chase to stay active with MALE despite his strong agreement with the mission of the group. As a highly involved student, Chase found the time commitment to be the greatest obstacle to participation in MALE events. Caring about "a broad array of human rights concerns" meant being involved in several student organizations while keeping a high grade point average and working in the residence halls.

The second obstacle was that he did not have a specific role within MALE like he did with other organizations. Not being responsible for administrative tasks made it easy for Chase to disengage from the group. "Part of that was my own doing," he said. He remembered the other group members would say "Here are some things that we need to do," and ask "Who has time and who would like to do it?" Chase did not feel the same

pressure to do the group's work as he did in the other organizations where he was clearly identified as a leader.

He talked about how important it was for him as a leader in the human rights group to connect with new members and make sure they knew they had something important to contribute to the work. Chase said if you can convince people that they can do something about an issue, "that's a fantastic recruiting tool. Of course then the challenge is making sure that they feel that way three weeks down the road, after they've started to invest themselves."

Chase estimated he was a member of MALE for close to four months before the time commitment became too great. He continued to be verbally supportive of Adam and the other MALE leaders until he graduated, writing anti-violence columns periodically for the student newspaper. During his senior year he wrote an honors thesis and had to reduce his involvement in the other student organizations as well.

As we ended our conversation Chase shared many ideas about how student leaders in MALE could recruit and retain new participants. As he talked about preparing for law school or other graduate work that will give him new skills for human rights work, Chase reflected on the value of his experiences with MALE.

> I love the mission of MALE. I love the idea and I thought it was so unique and now I hope it's not. I hope that it's starting to spread…I don't know if this idea of challenging masculinity is something that can catch on but...I would like to see this be the beginning of a movement...

Jalen's Story:

"Bottom line, I have a sister…"

Jalen came to the Women's Center for our interview. He was in town for a social gathering with other alumni from his fraternity, a well-respected historically African-American Greek organization that has collaborated on events with the Women's Center for several years. Having finished his bachelor's degree he is working for a community service agency in another town. Jalen said his friends tell him he usually looks 'mean,' but when he talked about his experiences with peer education his enthusiasm for the work and pleasure at the memories was visible on his face.

"I joined the fraternity and two weeks later I was named the President!" Jalen laughed. "Welcome to the fraternity, here's your leadership role." Although it was stressful at first he became more comfortable because of the mentorship of a male staff member who was an alumni member of the fraternity. "(He) is the same age as my older sister so he kind of became a big brother to me. He was an important part of my joining, and he really opened my eyes to a lot of activities on campus that affected women or minority students. And he said, 'Hey, check out the Women's Center.'"

Jalen's mentor was very involved with Relationship and Sexual Violence Prevention (RSVP) activities and he was the person who initiated the collaborative partnership between the Women's Center and the fraternity. Jalen admired his mentor's involvement in many activities across the campus, so he responded positively when his mentor encouraged Jalen to become active in RSVP. "If somebody that's mentoring you says something…you think it's for your best interest. Him bringing up the Women's Center and other things on campus, it really became a benefit to me."

Jalen also observed that his mentor provided support for many women students, friends, and family members who were victims of sexual violence. “I think that’s why he became familiar with the work of (RSVP) and the Women’s Center, because he was impacted by it.” As he attended RSVP meetings and his knowledge of sexual violence issues grew, Jalen talked with his friends about what he was learning and soon he was providing support for victims as his mentor had.

> A lot of the guys don’t know about (sexual violence), and so when you open up as a guy, the female has that comfort. They say ok, you’re aware of the situation, now let me open up and let you know why I didn’t speak out about it. And so I had a lot of female friends that came out at that point.

Jalen’s mentor was not the only source of his growing awareness of sexual violence. As a social science major he had done a project that exposed him to statistics about violence against women and was surprised to learn how many women were victims of sexual assault and how many died from injuries caused by an intimate partner. Reading those statistics Jalen realized that “it’s a really important topic but you’re not aware of it until you go to some type of (educational) activity or you’re affected by it directly.”

This knowledge made Jalen more sensitive to incidents reported in the news, especially about things that happened on campus. He began to understand why his female friends were “afraid to walk across campus at night.”

> It really opens your eyes to what goes on. You listen to the news, you’re a student on campus and they say some female student was walking across campus and was attacked or had a brush in with some creep that was trying to do this or do that to her. And you’re like well, geez, that happened at the building next to where I

stay.

As a member of RSVP Jalen found that the women in the group were willing to tell him about their own experiences with sexual violence. Hearing "straight from the victim" made what he had learned from texts and RSVP training "more of a real life situation."

> I came to a couple of the meetings in the Women's Center and I was listening to some of the females… share some of their stories about it… you sit down and you really listen to them closely, at that point (you) understand the impact that it has on the female community.

Jalen did not identify any experiences that made it difficult for him to stay involved with RSVP, but said it was discouraging that more people were not involved in sexual violence prevention peer education. "With 30-some thousand students on campus, you would think that coming to an RSVP meeting, or a Women's Center meeting, you would have more than 10, 15, 20 people there."

The positive experiences Jalen had because of his role as a sexual violence prevention peer educator made up for his discouragement over the low attendance rate at RSVP meetings. He enjoyed "just getting the awareness out" by educating people about the issues and the resources available on campus, the same way his mentor did.

> When you are a part of a large social group and you can kind of throw in something different…a lot of the conversations are (university) football and athletics and who's throwing the next party or what's going in the Culture Center. Then (I) can come in and say, 'Hey, what about RSVP? What about (the) Women's Center?'

Jalen said he tries to be the same kind of mentor for his fraternity brothers now that he is an alumni member. He often encourages the members to collaborate with the Women's Center, and tries to help them understand the intersection between gender issues and racial minority issues on campus. Jalen talked about the informal opportunities to educate people about sexual violence, including raising awareness that men can be victims too. "I knew a guy who was getting abused by his female companion, so what I learned from this group was how to comfort someone and know it's not just a women's issue."

At the end of our conversation Jalen and I talked about the high number of African-American men who were involved in RSVP and MALE on a campus with a very small population of black males. Jalen suggested that the recruitment process for African-American fraternities is designed to find men who have a social responsibility focus, and perhaps that makes them more open to the possibility of being peer educators on this issue. Unlike the predominantly white Greek houses, African-American fraternities do not recruit first year students but instead sponsor service and education activities throughout the year and invite men they think might be interested in the projects and in joining the fraternity.

Jalen said that men who join in their sophomore year or later are more aware of what their commitment to the fraternity means. They develop strong mentoring relationships with older members, and become mentors for others as their experience increases. He said this may be the reason for such strong African-American male involvement in sexual violence prevention peer education on our campus.

Jalen was committed to making the world a safer place for his sister, his friends, and for the youth and families at the community service agency where he works. He continued to educate people about sexual violence, and enjoyed being able to help women because of what he learned through RSVP and his relationship with the Women's Center.

> I would say the more positive impact (was) just (being able to) bring up different types of conversation. When you go to a different social group and you have a lot of females in the group, they are like, 'Wow! You knew about this before I did.' Or 'You're bringing information to the table that maybe I was looking for and couldn't find.' So that was a real positive impact for me.

Life's Story:

> When my mom and dad got divorced, my sister and other women helped me out to make sure that I was taken care of. I see my step mom as another mother…there (were) countless teachers that I had that were women that really helped me out, and (I) definitely want to make sure they are advocated for.

Life was an African-American man who graduated from the University several years ago and currently has a job on campus. He came to my office on his lunch break, and we talked about his new position and his new status as a married man briefly before we began the interview. Life held several leadership roles within a historically Black fraternity and other campus organizations. He became involved with the Relationship and Sexual Violence Prevention (RSVP) group when he joined the fraternity because of their long-standing collaborative partnership with the Women's Center and RSVP.

When Life became president of the fraternity he encouraged the group to continue working with RSVP, and "because of the relationship we were starting to build with the Women's Center with the fraternity, I wanted to try to take it a step further and get involved in more programs." He said that men of color can understand women's struggles for equality more than the general population of men because of the discrimination they experience.

Life was aware of some sexual violence among the students in his high school and within his family. He learned at that time that he was "really against" violence against women.

> I heard about a couple of relationships in which some of the guys were hitting some of the girls, forcing them into having sex with them. And … I had a couple

> of cousins that had been put in jail because of situations like that…which made me believe that's the kind of things that can really get an individual in trouble.

At the University he saw some of his fraternity brothers and other men treating women inappropriately and tried to have private conversations with them rather than calling them out in public.

> I knew it was happening and I didn't really stand for (it), I didn't believe that the man should be doing that. I know those are very harsh things to take for (most men), but someone needs to step up to the plate and let other men know, hey it's not cool to hit women, to rape, all those different issues. A woman should be respected.

Life talked about watching several older male students and one male staff member who were potential role models as he thought about what he wanted from relationships with women. He was also considering what kind of man he wanted to be, and wished he had a mentor he could learn from.

> I was trying to figure out myself as well. I knew I believed that women should have someone standing up for them, especially a man, but I hadn't got to the point where I was totally comfortable with myself. I didn't have someone that could support me doing that.

The officers in his fraternity and their advisor brought Life into sexual violence prevention peer education. They helped staff a booth in the Campus Union and distributed ribbons during the White Ribbon Campaign, an international event that asks men to wear a white ribbon and pledge never to be violent towards women. Each year he was in the fraternity, they co-sponsored at least one anti-violence event each semester

with the Women's Center. At the beginning of his year as president he worked with a small group of RSVP members to create an interactive theater-style presentation for all new fraternity and sorority members.

Life said the strongest motivation for his involvement with RSVP was his commitment to advocating for women because of his mother, sister, and other women who had helped him. "(What) really brought me in were my general attitudes about women. That women are good, women can help out communities very well, (and) women are smarter than we (men) think."

Life said he struggled to keep the fraternity members involved in RSVP projects when he was president for several reasons. During that leadership transition many of the men who had been very active in RSVP graduated or became less active in the fraternity due to work or other obligations. For the ones who were still active fraternity members, Life thought some philosophical differences were the cause of the struggles.

> A lot of the guys were older than me and focused on getting their degrees. Me being the youngest member I guess some of the guys didn't (agree with) the direction (I thought) we should be taking. I also think a lot of the guys weren't out of the stage of messing with the girls. (They weren't into) being the guy that is the friend of women.

Life had a personal experience that made it difficult for him to stay involved in the work. He described feeling conflicted about whether he could be a spokesperson for RSVP's goals and the Women's Center's values because of his own actions in a relationship.

> We all have our times in college when we do stupid, stupid things with a man or a woman…I messed with a young lady. I just feel like I didn't treat her right. People starting to talk about this situation made me realize that maybe I need to step away from this Women's Center thing for a little bit. Until I can kind of clear my head and people see my actions and realize that I am…doing the right things that a person supporting the Women's Center should be doing.

Life attributes this situation to "not knowing myself and what kind of women I wanted." He said that this may be an obstacle for other men's involvement in sexual violence prevention education, but he also thought coming through the experience might motivate them to try and be more consistent with their core values. "Some men (might) realize well, I did this wrong thing and now I want to change my life. I want to support women and make sure that they are getting the opportunities that everybody else has." Life said he thinks people know he is trying to do right now, and to be a good husband and a supportive friend for other women in his life.

As our conversation ended Life talked about his "appreciation of marriage" and the respect he had for a fraternity brother known for his contributions to the local African-American community. This fraternity brother was married, and from Life's perspective the support of his wife was essential to his brother's success. Life was comfortable again in a leadership role as an alumni member of his fraternity, and saw himself as a role model for young men who were asking themselves the same questions he did as an undergraduate.

> I think as I got older, I was able to teach some of the younger guys, because they are the ones watching, especially watching me. How is (Life) reacting to these

women, (now that he's) married? Life used to do all this stuff and he's married? What made him get married? Some of the guys want to hear more and see what I've done. Some people think what I've done has been good (for) the community and they want to do the same things.

Christopher's Story

> It was really positive working with male staff members from different departments and seeing that even though their jobs technically had nothing to do with sexual violence prevention they still cared and it was important to them.

Christopher came to my office for our conversation on a break from his part-time job on campus. When we worked together on a number of projects on campus in the past we had bonded over a love of coffee, so I started a pot as we checked the tape recorder settings and put the "Do not disturb" sign on my door. His gentle demeanor and quiet voice make his biting wit a surprise for many people, and most of our conversations in the past involved finding the humor in difficult situations.

Christopher's awareness of sexual violence began when he became the victim of a sexual assault early in his college experience. It took him several days to tell a friend that he was in pain and to talk about what had happened, and at his friend's encouragement he went for medical treatment. After Christopher tearfully described the incident and was examined, the physician said nothing, offered no referrals for sexual assault services or counseling and did not recommend screening for sexually transmitted infections and HIV.

The worst part of his experience with the medical clinic was when Christopher discovered that on his medical records the doctor had written "none" under "cause of injury." When people who have been victims of sexual violence are met with disbelief or dismissal after they disclose their experience they usually stop looking for help and blame themselves for the incident. Homophobia, societal myths about sexual violence, and stereotypes about male sexuality add layers of difficulty for male victims to come

forward and find assistance from legal, medical and victim services agencies. Christopher described feeling more ashamed and alone as a result of his experience with the doctor.

But the doctor's response was not the only feedback Christopher received about his experience. When he confided in his friends many of them disclosed their own experiences with sexual violence. The revelation that this happens to so many people and that he had been unaware of it until his own experience connected with Christopher's self-identity as an educator and social activist. In addition to his circle of friends, Christopher was a member of a student organization of peer health educators that was led by a staff member with strong personal beliefs in social justice and personal empowerment. This framework of education, empowerment and activism helped Christopher deal with the self-blame and shame felt by many victims.

Another important resource person for Christopher was Jeff, a male student who was also a victim of sexual assault. He had recently published an article in the student newspaper about his experience, to raise awareness of male victims and to publicize the services available on campus for all victims. Jeff listened to Christopher, encouraged him to talk with the campus victim advocate, and supported him as he wrote and published his own story in the student newspaper.

Jeff also urged Christopher to get involved with RSVP, to use his personal understanding of sexual violence to empower other students and to create a safer campus. As advisor for RSVP, I observed his ability to establish rapport with student audiences and to discuss difficult subjects without embarrassment or discomfort. I encouraged Christopher to use his skills to re-energize the campus men's group, MALE, in addition to RSVP because it offered an entry point to anti-violence issues for men who wanted to

focus on men's leadership. His ability to communicate equally well with women and men made him a good leader for both groups.

Christopher identified his frustration that more people did not participate in the programs and activities they offered as one barrier to his continued involvement in both RSVP and MALE. "The issue was so important to me and it all made so much sense to me, so I didn't get it when other people didn't rush to sign up."

Another challenge Christopher identified as a peer educator is that the topic of sexual violence is "not fun to talk about or exciting to bring up to new people." He also worried that he would embarrass himself in the practice presentations with other peer educators, so he spent a lot of time reading through a big resource notebook created by former RSVP members. "Reading through the materials, picking up different facts and statistics, and (getting) big picture ideas from that was really helpful for me."

Christopher described other aspects to the RSVP and MALE experiences that helped him overcome the barriers to his involvement. Being part of a "community of support" with other people who shared his goals for a violence-free world was "very positive and really affirming." Frequent training activities that included opportunities to watch others present helped him feel more comfortable and to develop his own presentation style.

Interactions with male Student Affairs staff members also helped Christopher feel good about the work he was doing. It was important for him to have a specific role and some specific tasks related to RSVP and MALE in order to stay involved, and suggested that this may be especially important for men.

> Having a specific task that you know you have to do, that you can do, and that others depend on you to do; I think that makes it easier for people to be involved…I think it might be more true for men than it is for women.

Christopher said with a smile that another reason he stayed involved was "if I left you would have hated me," and though we laughed, I knew he was acknowledging the role that mentors play in keeping us involved in difficult tasks. As advisor to RSVP and MALE I spent a lot of time talking with individual participants and with the group about balancing the many responsibilities they had. Most of them had the roles of student, activist, peer educator, family member, and friend; many had additional responsibilities as student athletes, employees, and members of other student organizations.

It can be difficult to help students acknowledge the limits to their involvement in organizations like RSVP and MALE. The goals of ending sexual violence and helping men understand their socialization into hegemonic masculine roles are not going to be met within a four year academic program. Christopher and I spent time during his final semester on campus talking about how his work with RSVP and MALE would be a foundation for his future work. This process, and setting reachable goals together at the beginning of each academic year, helped Christopher understand that we shared the power to create the changes we both value.

As we finished our coffee and Christopher prepared to go back to his job, he reflected on how his experiences with RSVP and MALE continue to affect him personally and professionally.

> When people are talking about misconceptions about sexual assault, because I had those experiences I feel more confident speaking out. That's true whether it's in

class or at work or just with my friends. And I think that's a big part of prevention: just being able to say something.

A summary of participant demographics is provided in Table 3. Participants' occupations, relationship status, and involvement in sexual violence prevention at the time of the interviews are provided in Table 4.

Table 3. Participant demographics.

	Autolycos	Dave	Derrick	Jalen	Adam	Christopher	Life	David	Chase	Rick
Demographics										
Undergrad/ Grad	U	G	G	U	U	U	U	U	U	U
Rural/Urban background	R	R	R	U	R	U	U	R	U	R
Race (self-identified), White or African-American	W	A	W	A	W	W	A	W	W	W
Sexual Orientation (Straight/Gay)	S	S	S	S	G	G	S	S	S	S
Other identities emphasized by participant	Older student	Older student		Fraternity	Activist		Fraternity	Christian	Activist	Athlete
Strong relationships with women as a child or young adult	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Father was a strong presence during childhood	Y	N	N	N	N	Unknown	N	Y	Unknown	Y
Encouraged by male mentor to join RSVP/ MALE	N	Y	N	Y	N	Y	Y	Y	Y	Y
Knew a victim or experienced violence	N	Y	Y	Y	Y	Y	Y	N	N	N

Table 4. Participants' Occupations and Involvement in Sexual Violence Prevention when interviewed from October, 2008 to January, 2009.

Participant	Occupation when interviewed	Sexual violence prevention in current activities.	Relationship/Family status
Autolycos	Medical Student	Yes	Married
Dave	Food Service manager	No	Single
Derrick	Faculty Member	Yes	Married, two daughters
Jalen	Community Youth Educator	Yes	Single, co-parenting one son
Adam	Graduate Student	Yes	Living with partner
Christopher	Health Educator	Yes	Single
Life	Student Affairs Staff	No	Married
David	Missionary	Yes	Married
Chase	Personal Assistant	Yes (in volunteer work)	Living with long-time girlfriend.
Rick	Accountant	No	Married, two daughters.

Chapter 7 - Themes

The purpose of this study was to understand what attracted ten college men to sexual violence prevention peer education at a large Midwestern University between 1999 and 2008. Five themes emerged from my analysis of the interview transcripts and field notes for each interview: a belief in fairness and social responsibility, a perception of self as an outsider, strong relationships with women, male mentors or role models invited them, and personal exposure to sexual violence. Personal exposure to sexual violence appeared in three different forms: knowing a victim, being a victim, and attending a presentation that "gave a face to the statistics."

Belief in Social Responsibility and Fairness

Most of the men in this study came to the University with a personal belief in the importance of helping others who are not being treated fairly. Some described this belief from a social justice perspective and made connections between multiple forms of oppression, including racism, heterosexism and sexism. Several participants came to the belief from a specifically feminist orientation they developed from coursework and interactions with feminist faculty members or student peers. Some remember learning these principles from childhood experiences.

Chase talked about a high school teacher who introduced him to the concept of social justice and inspired him to seek information about the labor movement or gay rights that was not being given to him in the classroom. "It was probably because of him that I went out and … read about Stonewall on my own, or (that I) have ever heard of Samuel Gompers." Chase said he learned about women's rights issues through his interest in

human rights because "of course (women's rights are) a human rights issue, and so it seemed important to me."

Chase was attracted to the opportunity to create a campus group for men to challenge the "popular definition of masculinity…and (to explore) how it can be seen to reinforce violence…to sort of challenge the notion of patriarchy…and to have men take the initiative to challenge it themselves." Chase described his belief in personal responsibility when he talked about how to get other men involved in sexual violence prevention work.

> (Sexual violence) is a problem that everybody has. It has nothing to do with your gender. It has nothing to do with whether you have a relative who has been assaulted or abused. It has everything to do with the fact that you live in a community and the fact that this happens to anybody means that it affects you."

Dave and Jalen talked about the responsibility they felt as African-American men to help others. Dave said, "I think as an ethnic minority it's my responsibility to help other disadvantaged minorities." He later extended his responsibility to include a larger population.

> We as men have a responsibility for society to make it safer for everyone; safer for women and safe for men too. You make a safe society for everyone. Where they don't have to be afraid, that's better for everyone.

Jalen said his mentor helped him make the connection between gender and racial oppression and urged him to get involved in student organizations that served both groups. "He really opened my eyes to a lot of the different activities that were on campus that affected women or that affected minority students, that affected kids that had some of the same interests as myself."

Jalen talked about why African-American men from his fraternity were more involved in sexual violence prevention peer education than other groups of men. He described the recruitment process for African-American fraternities as it differs from the predominantly white fraternities on our campus. Predominantly white fraternities recruit new members at the beginning of their freshman year, but Jalen's fraternity offers community service activities, social events and educational programs throughout the year that are open to the campus. Potential members and current fraternity members observe each other throughout the year to determine if there is a good match between their values and interests before anyone is asked to join.

Jalen thought this process was more likely to create a good "marriage or match." He wondered how a fraternity that recruits freshman could be sure of their choices. "How do they know they want me right out of high school? They don't know about my community involvement. I could lie to them." He suggested that his fraternity's recruitment process is more likely to find men who have an interest in social responsibility because potential members observe the service projects they do for the campus and community.

Derrick's exposure to feminist theory in his graduate program helped him empathize with women and understand their experiences of oppression. A gender seminar and a feminist literature group exposed him to the intersection of racism, sexism and heterosexism and motivated him to support victims of these forms of oppression. "I always like to root for the underdogs anyway. You know females in this society are the underdogs."

David also learned from his father to "stick up for the underdogs," but the strongest motivation for him to get involved in sexual violence prevention peer education was the

urge to make a difference in people's lives. He talked about his father's expectation that when David saw a problem he would take responsibility for fixing it. "I was always looking for what I could do to actually have my impact, not just to support something but to actually have an effect, so RSVP was good because it presented an opportunity to actually impact people."

Autolycos talked about his background in a rural community among peers with misogynistic attitudes, and he does not know where his personal belief in gender equity came from. He thought it might be related to his basic "sense of fair play" and belief that fostering a healthy community is everyone's social responsibility. "I think people should have a fair shake in any sort of relationship they get into."

Life's sense of responsibility came from his relationships with women in his family. He said that the motherly love he got from his sister, step mother and other women growing up made him want to advocate for women. "Someone needs to step up to the plate and let other men know, hey it's not cool to hit women, to rape, all those different issues. A woman should be respected."

Perception of Self as Outsider

Most of the men identified some way that they did not fit what Connell (1985) identified as hegemonic masculinity, a social construct that establishes men as dominant over women. Several of the men in this study perceived themselves as being outside the traditional male power structure even before they became involved with sexual violence prevention peer education. The role of outsider was what motivated some men to join MALE or RSVP or helped them to stay involved. For others, the outsider role was a concern they expected to deal with throughout their lives.

Chase's high school history teacher had taught him to question societal norms, so he was attracted to Men's Anti-violence Leadership Education (MALE) because he would meet other men willing to challenge the male power structure. He acknowledged that his sense of how the other men were responding to MALE's work was limited because his friends were not part of the larger campus social structure.

> (What was) the response of the campus to MALE? I'm not sure. I know that the people that I told thought it was a great idea but then again it was a very self-selecting close core circle. The people that I was talking to about it were (social justice and peace group) members, they were people who were protesting the war, they were people who were talking about patriarchy and feminism and they were talking about masculinity and what it meant to be a man.

Autolycos was a few years older than most of his undergraduate peers, and he often felt very different from them especially at his job on campus. He said he stayed with Relationship and Sexual Violence Prevention (RSVP) in part because the other members' attitudes more closely aligned with his.

> The guys were always hitting on the girls. Half the time it was sort of a junior high mentality which is fun at times but at other times you just want to say, I just kind of want to get serious and work. (RSVP) provided a good outlook to get serious and work.

For Adam, being a gay man and a victim of sexual assault made him different from most of the men he was trying to reach through MALE. He worried about his credibility talking with straight men about their relationships with women, and that admitting that he was a victim would make the audience focus on his experience and miss the message of

his presentation. He talked about anticipating homophobic responses that would try to blame him for the assault because there was alcohol involved. Because of the "sexual orientation thing," Adam worried about his ability to be a role model for other men. "I could be one of the guys, talking to the other guys about how this all worked, but I think for gay men especially, there is (the question) 'Am I one of the guys?'"

Dave perceived himself and his fellow male peer educators as "men who were already marginalized from … a lot of the dominant culture." For Dave this aspect of outsider status was a good thing because "(We) already came with a different mindset... (We) were predisposed to the idea of equality and felt that this was an issue worth fighting for." As an African-American man on a predominantly white campus he had experienced stereotyping when people would assume he had a sports scholarship for the football or basketball team.

Dave also talked about his separation from other African-American men on campus and in the community because of his feminist perspective and his open criticism of African-American men's "embracing ethnic stereotypes, ethnic cultural norms" that he perceived as negative.

Derrick talked about growing up with "no male socializing agent" because his father was frequently absent and his older brothers had disabilities and thus were outside of the stereotypical male role. "Maybe I just didn't get indoctrinated with the whole masculinity thing. I didn't have anybody that I respected that could say 'This is what it means to be a man.'" Not "being indoctrinated" made it possible for Derrick to be open to the feminist perspectives of his teachers and become involved in sexual violence prevention work.

Derrick said he had to try to figure out on his own what it meant to be a man, and described himself as growing up "insecure."

Although as a white man Derrick was aware of his privileged status in society, he found that his feminist world-view set him apart from some of his colleagues and acquaintances. He talked about the assumptions that other men make, that he would share their attitudes towards women and masculinity, unless he chose to speak out. At weekly card games he hosts, Derrick has chosen to maintain frustrating relationships hoping he can create change, even when the other men at the table have very different perspectives. He said sometimes he confronts language and attitudes that support sexual violence or what he perceives as bigotry, even though it causes some strain in the relationships. "If you can't speak up (even) in your own house, which a lot of people won't do, nothing's going to change."

As a member of the football team Rick had many privileges that came with being "inside" a powerful athletic department, and he was popular enough and respected by his teammates to hold leadership roles within his team and with the Council of Student-Athletes. But some of Rick's comments indicated he thought of himself as lower in the power structure than many other players. Rick described his status as an advantage because he had time to participate in activities like the Council and to represent athletes in RSVP, but a disadvantage because he did not have enough influence to change more players' behavior and attitudes towards sexual violence. Rick thought of himself as different from other players because his academic goals were his highest priority, even though he worked hard for the football team. "I really went to the University to play but it wasn't going to be something that defined me."

Strong Relationships with Women

Throughout the interviews participants spoke about their concerns for sisters, mothers, female friends and significant others as important motivation to get involved in sexual violence prevention peer education. Being "surrounded by a lot of strong women" both as a child and through their college experiences gave these men a sense of responsibility to advocate for the women in their lives and, by extension, all women. Female teachers provided academic mentoring relevant to sexual violence issues and sometimes encouragement to participate in RSVP, MALE or related Women's Center activities.

Life credited the women in his family with giving him a reason to do this work. After his parents divorced he said "my sister and other women helped me out to make sure that I was taken care of. I see my step mom as another mother." As he grew up he had many positive experiences with women teachers and developed an appreciation for women's contributions to society. "(What) really brought me in (to RSVP) were my general attitudes about women. That women are good, women can help out communities very well, (and) women are smarter than we (men) think."

Derrick found female mentors in his graduate program who exposed him to feminist authors and ideas, and who encouraged him to get involved in sexual violence prevention work. Their feminist teaching styles helped him "engage with th(e) material" and stay open-minded to the ideas.

Jalen summed up his motivation for being a sexual violence prevention peer educator as "Bottom line, I have a sister." He has lost several female family members to cancer, making his connection to his older sister even stronger. David had a desire to "do things

for women and help out" and ascribed that desire to his close relationship with his mother. He also had a lot of female friends.

Rick had four sisters, which made sexual violence prevention a cause he said was "near and dear" to him. Dave's mother taught him to view the world with a critical eye, especially information that came from popular culture like television programs. "My mother was a strong person who made me think a lot." Dave also had "a lot of strong women in my undergrad program" and enjoyed positive relationships with feminist female faculty in his graduate work.

Adam has a close relationship with his mother, who divorced his father when Adam was young. He took many gender studies classes as an undergraduate where he met many women faculty he considered role models. He developed lasting friendships with female student peers in those classes and others, and said that from those experiences he developed a "very woman-centered approach" to social justice issues, including sexual violence.

Male Mentors/Role Models Invited Them

For Jalen, Life and Dave, participation in a historically African-American fraternity provided them with a series of role models that encouraged them to commit to RSVP or MALE. The task of tending the fraternity's relationship with the Women's Center, RSVP and MALE has been passed down to new leaders within the fraternity for several years, and each of them has mentored other men in to sexual violence prevention work as their mentors did for them. Jalen's strongest mentor was a male staff member who was an alumni of the fraternity who "kind of became a big brother to" him. Life named all of his fraternity's officers and the advisor as central to his becoming involved.

Dave's involvement with MALE started because some of his fraternity brothers were involved with RSVP; at the same time his office mate and an advisor for the fraternity were inviting Dave to help them start MALE. Rick's academic advisors and the advisor for the Council of Student-Athletes approached him about representing the student-athletes at RSVP meetings and events.

A male acquaintance on the student newspaper who had been involved with MALE and the Women's Center encouraged Christopher to become involved. Christopher also found role models in male staff members who were involved in planning for MALE events when he first joined the group. "It was really positive working with male staff members from different departments and seeing that even though their jobs technically had nothing to do with sexual violence prevention they still cared and it was important to them."

Chase was invited to participate in MALE by Adam, and David learned about RSVP through a male student who was involved in student government and knew that David was looking for opportunities to develop his public speaking skills. Some mentors and role models were men who knew the participant well enough to suggest a specific role for him within the group. Several participants talked about having a specific role as essential in retaining men's involvement in a project.

Chase was only involved in MALE for four months and he attributes that to not having a position of responsibility as he did with other organizations. In those organizations he stayed active longer, and made part of his role finding roles for new members in order to keep them involved. Not having specific tasks "allowed (Chase) to

disengage from the group." Christopher's statement supported Chase's analysis of the situation.

> Having a specific task that you know you have to do, that you can do, and that others depend on you to do; I think that makes it easier for people to be involved…I think it might be more true for men than it is for women.

Some of the male role models and mentors provided encouragement that was not directly related to sexual violence prevention but their influence was recognized by the participant as relevant to their decision to become involved. Chase credits his 11th grade history teacher for inspiring him to dedicate himself to social justice issues, and "out of that came my interest and concern (about) violence against women." Rick learned from his father how he was supposed to treat women, starting with his mother.

> My dad made the difference. He expected a certain behavior out of me in front of my mother. It was different than when I was with him: 'watch your mouth', or your manner, open doors, take your hat off, the simplest what I'll call old school things, I'd hear that message all the time. That's where my first awareness was of…I wouldn't even call it prevention, but of what's accepted and what's not accepted.

Personal Exposure to Sexual Violence

Being exposed to the realities of sexual violence was important to all of the participants, but the exposure came from different sources. Knowing a victim of sexual violence, being a victim of sexual violence, and seeing some specific types of presentations about sexual violence all had profound impacts on the participants and motivated them to become involved in RSVP or MALE.

Knew a victim of sexual violence

Derrick and Dave talked about knowing victims as a motivation for getting involved while other participants were inspired to stay active in sexual violence prevention peer education because they met victims during their time in the group. Some men reported that friends told them about sexual assault experiences that had happened in the past once the men began talking about their work with RSVP or MALE and their friends saw them as people who would understand the victim's situation.

Derrick had a former fiancé and other female friends who were sexually assaulted. Dave and Jalen both new men who were experiencing abuse from female partners. Life talked about what he observed in high school and within his family.

> I heard about a couple of relationships in which some of the guys were hitting some of the girls, forcing them into having sex with them. And I had a couple of cousins that had been put in jail because of situations like that.

Adam and Christopher both found that when they confided in friends about their own sexual assault experiences their friends began to disclose their own experiences. Adam said he was motivated to stay involved in sexual violence prevention peer education because of "just the sheer number of people" he knew had been victims.

Was a victim of sexual violence

Christopher's experience as a victim of sexual assault was what brought him into contact with victim services through the Women's Center and then into a leadership role as a sexual violence prevention peer educator. He was motivated to educate others about sexual violence, especially about the experiences of male victims, by his negative

experience with a medical professional when he sought treatment for the injuries caused by the sexual assault.

Adam was sexually assaulted after he began to get involved with RSVP. He had taken the sexual violence prevention course I taught for RSVP peer educators and said having the information from the course about how victims blame themselves and why they are reluctant to report sexual assaults helped him during the healing process. The experience of being a victim motivated him to be involved but also made it difficult to stay involved because he was still in the process of healing from his own experience. Sometimes he was able to overcome the "discomfort" of educating others about sexual violence so soon after being a victim himself, and other times he said, "I still had days where I just needed to run away and I just needed to live in a world where sexual assault did not happen."

Attended a presentation that "Gave a face to the statistics"

Many of the men in this study talked about some experience that helped them make the dry statistics they read in a class or heard about in a presentation become about real people. Jalen described sitting in peer educator meetings and hearing the women in the group talk about their experiences as victims of sexual violence. Hearing "straight from the victims" made it "more of a real life situation" for him. "You sit down, and you listen closely, and at that point you understand the impact that this has on the female community."

Derrick and Dave both talked about the stories they heard from students in their classes, stories of victims' experiences, of students who did not know how to help friends who were victims, and of young men who used alcohol to make women vulnerable but

did not think of what they did as sexual assault. Others had an epiphany that sexual violence could happen to someone they cared about because of an exercise commonly used in sexual violence prevention education. Several of the men in this study were victims of sexual violence, and some had friends or family members who had shared their stories and needed their support.

David still uses a simple method of asking men to think of four important women in their lives and to choose one. He then tells them the statistic that one woman in four in the United States will be sexually assaulted in their lifetime, and pauses for them to consider the implications. This was one of the exercises that David found very powerful at his first RSVP meeting.

Chase remembered the statistic differently but was impressed by one high school teacher's method of making national statistics become personal.

> It was very effective because I still remember it now. They said think of three women that are very close to you; one of them will be assaulted in their lifetime. Of course first you think of three people you care about really much and they drop that statistic on you and it really hits home. That was something that, here I am, maybe 6 years out of high school now and that still sticks with me.

Rick remembered attending Don McPherson's presentation to the football team about men's responsibility for ending violence against women because it connected with Rick's concern for his sisters' safety and helped him decide to become active in RSVP. He used a variation of the exercise in his own presentations.

> The one thing that I always did is (ask men to) put your sister in that situation, put your mom in that situation, and that can be a sexual assault or that can be

somebody just being disrespectful, and the level of anger that raises inside your soul, I think that that spirit will always be helpful.

Dave also responded to exercises that connected the statistics to real people and used a similar approach in his presentations for MALE. He would tell men “Even if you don’t understand what the ideals and missions are of (MALE), then think about your mother and your sister and all the women in your life and do it for them, to make their lives better.”

Chapter 8 - Assertions

The purpose of this study was to learn what attracts college men to sexual violence prevention peer education by interviewing men who chose to be sexual violence prevention peer educators during their college years. The prevalence of sexual violence on college campuses has not been reduced in almost thirty years (Koss & Oro, 1982; Krebs et al., 2007), and the current prevention education approach at most institutions relies on student volunteers to teach their peers (Fabiano, 1994). Colleges and universities face the challenge of recruiting male students to be peer educators, so understanding the perspectives of men who have volunteered for this work may provide ideas to improve recruitment and retention of male students for sexual violence prevention programs.

I took a qualitative approach because a key characteristic of qualitative research is an emphasis on understanding the participants' perspectives and the meaning they ascribe to their experiences (Creswell, 2007). Through semi-structured interviews with ten men who were involved at different times during a ten year period, I sought a deep understanding of what attracted them to sexual violence prevention, what experiences made it difficult for them to get involved and stay involved, and what helped them overcome those difficulties.

Analyzing the data from those interviews and my field notes elicited five themes that were central to the participants' experiences. Qualitative research findings cannot be generalized to a larger population, but Stake (1995) sought an "aggregation of instances" that might suggest patterns or areas worth further investigation. Although Stake also supported themes that come from one case, "direct interpretation of individual instance," in this study each of the themes appeared in multiple participants' stories.

Another important characteristic of qualitative research is its interpretive nature. As the researcher, I interpreted what I heard and saw in the interviews. In chapter 6, I identified the five themes and offered quotes from the participants to support the themes I interpreted from their comments. In this chapter, I provide further discussion of what those themes could mean to colleges and universities trying to build or improve a sexual violence prevention peer education program, and to college students concerned about sexual violence.

I included suggestions for women working with men in sexual violence prevention programs, because women have been the leaders in this area for decades and some new approaches to collaboration are implied by the themes. I suggested additional research topics to increase our understanding of this issue.

Belief in social responsibility and fairness

Most of the men in this study came to campus with the belief that they had an important role to play in making their community safe and in protecting the rights of others, especially people from oppressed groups like women, people of color, and gay, lesbian, bisexual or transgender people. However, even the men with a strong interest in social justice did not come to campus looking for the sexual violence prevention peer education group. The social justice activists were invited by other members of the group or by a staff or faculty member who knew about RSVP or MALE because they assumed the activists would support the cause.

Co-programming with student organizations that support other social justice issues will provide opportunities to reach activist students and help them recognize the connections between forms of oppression. Chase talked about the hypermasculine

identity as the common problem underlying most violence and about discovering those connections because of the diverse interests of the men in MALE. Developing presentations and interactive events that help students make that link could bring more activist students into sexual violence prevention peer education.

Other men did not consider themselves activists or talk about social justice but they did know what was fair in relationships. These men had fathers who insisted on respectful behavior from their sons towards the women in their lives, but they did not get involved in sexual violence prevention until a mentor invited them to come and learn some actions they could take to make the world safer for those women. Opportunities to learn useful skills may help men who believe in fairness and responsibility become involved in peer education and use those skills throughout their lives.

Men who focus on fairness and social responsibility may find an obstacle to participation in sexual violence prevention groups if their behaviors are inconsistent with the group's mission. Falling back into the habit of using language that disrespects women, having a consensual sexual relationship with a woman you do not love, and staying in a friendship with someone who has sexually assaulted someone are all experiences that caused participants to consider whether they could stay involved with RSVP or MALE. Fear of being "called out" for being a hypocrite was a strong concern, but the biggest obstacles for these men were the standards they set for themselves.

Hong (2000) wrote about these inconsistencies with the African American men in a Men Against Violence group. They spoke about women as equals, but still visited strip clubs and talked in meetings about women's bodies and their personal sexual exploits.

Participation in these hypermasculine displays can be a barrier to men's full involvement in violence prevention work.

Peer education group advisors may incorporate discussions about personal and group expectations related to these kinds of behaviors, to bring the topic into the open. If men can show their vulnerabilities instead of stepping out of the organization they could be powerful examples for other men. Mentors and role models can help men plan how to fix these conflicts and avoid dropping out of the group.

Perception of self as outsider

An important lesson for me was not to assume that a man perceived himself as powerful just because he was not a member of an oppressed group. Reading Kaufman's (1999) discussion of men's contradictory experiences of power reminded me that being a member of a dominant group is only one aspect of someone's identity, and not always the salient identity for that individual. Rick was a football player, a role respected and envied by many people on campus and in the community, but his perception of how little influence he had with his teammates on sexual violence issues surprised me.

Kaufman (1999, p. 68) said "the experience of different men, their actual power and privilege in the world, is based on a range of social positions and relations." Although he saw himself as a leader in other ways, Rick imagined the greatest change in behaviors would happen only if the "badass" player with the most respect from his teammates spoke out against sexual violence. He did not express much hope that this would happen, because the "badass" player's image was connected to the hypermasculine identity that does not respect women. Rick used his influence in one-to-one conversations rather than

confronting the group as a whole, but he thought he would be ridiculed and dismissed by his teammates if he said something to the whole group.

Some football players have been peripherally involved with sexual violence prevention, speaking at an event once or participating in a service-learning activity for the victim services agency in our community, but not being active peer educators. An effective strategy might be to work with the Athletic Department staff to identify and recruit student athletes who excel on the field and have strong influence on the team who also demonstrate an interest in social justice through their academic coursework or community involvement.

Some men who identified as outsiders in this study saw it as an advantage because they were free to move outside the narrow confines of the masculine role mandated by society. “The realization of men’s contradictory experiences of power also allows us to better understand the interactions of class, race, sexual orientation, ethnicity, age and other factors in the lives of men” (Kaufman, 1999, p. 60).” Co-programming with student organizations that serve gay students, students of color, and other groups outside the dominant population, designed to focus on men’s “contradictory experiences of power” may provide a useful starting point for men’s involvement in sexual violence prevention peer education.

Strong relationships with women

Almost every man in this study talked about his concern for his sister, mother, or female friends as a reason to work to end sexual violence. From a feminist perspective, sometimes men’s urge to protect the women in their lives can be interpreted as reinforcing women’s less powerful status, unless the instinct to walk a woman to her car

because she may not be able to defend herself is followed up with telling your male friends to stop telling jokes that disrespect women. As a feminist, I understand this point of view, but after these interviews I see men's comfort with the role of protector as an entry point to sexual violence prevention peer education.

It is challenging to work with people who have not thought about these issues for years unless we recognize that people come to this work from all levels of experience and knowledge. If we welcome men who come to peer education from a place of concern for their sisters, they may stay long enough to have a conversation about other reasons they should be involved.

The graduate students and one of the undergraduates talked about female faculty introducing them to feminist analysis of sexual violence and inviting them to get involved in the Campus Task Force to End Violence Against Women. Contacting faculty members each semester and asking for recommendations for men to invite to join the peer education group would keep the faculty aware of the sexual violence prevention work and attract men to the group.

Some men enjoyed having information about the issue that they could share with friends and acquaintances. Jalen found that women trusted him more when he talked about his involvement in RSVP or when he showed support for victims in a class discussion of a news article about sexual violence. He noted that most victims of sexual violence are reluctant to talk about the topic with a man unless his words and actions show that he is a safe and supportive person.

Adam talked about men as "fixers" and felt like he made a difference for his friends because he knew about resources when they were needed. Derrick and Dave, in their

teaching roles, wanted to be able to respond to students who disclosed experiences of sexual violence. Advertising the peer education group as a place to learn how to be the go-to guy for your community may appeal to the protector, and the training to become a peer educator could transform him into an advocate.

Male mentors/role models invited them

Each of the other themes was usually present in the men's stories in conjunction with being invited by a male mentor, so this theme is very important. Several of the men in RSVP and MALE were invited to participate by the same male staff member. Members of the focus group study I conducted to create the semi-structured interview guide for this research identified the absence of male staff and faculty members in sexual violence prevention work as an obstacle to their own involvement. How do we find more male mentors and role models within the staff and faculty?

The most direct method is to invite them. Many men in administrative, staff and faculty positions at colleges and universities were young adults during the second wave of the feminist movement, when women were the primary force addressing sexual violence. Federal legislation like Title IX and the Violence Against Women Act brought victim services to campuses, but having someone with the title of Victim Advocate or Women's Center director is sometimes interpreted to mean that someone else is taking care of the problem.

Men may not want to step into someone else's territory, or they may not know what they can do to support the person with the title. They do not always know women want them to be involved, and they may not know what women want them to do. Education

about the issues, training for specific tasks, and direct invitations will increase men's awareness and comfort in participating.

Just as Christopher and Chase talked about providing specific roles for college men to get involved with sexual violence prevention, the same suggestion is important for identifying and inviting mentors and role models from the staff, faculty and administration into the work. Individuals in the Victim Advocate or Women's Center director roles could make a list of tasks for others to do that would be of use, and a list of potential people to take on the tasks.

Inviting one person to do a specific task is more effective than sending a blanket email asking for volunteers. Adam's "fixers" may welcome an invitation to do something about sexual violence as long as the "something" is clearly spelled out. When we reach out for men's involvement and ask them to do specific tasks we should remember that David frequently used a tool box metaphor in describing how peer educators were trained. Listen to how men talk about getting involved and use their language to engage them.

Personal exposure to sexual violence

Men who have known victims may want to work in the background of a sexual violence prevention group rather than doing presentations to the campus because they want to avoid exposing the victim's identity. Potential audience members of sexual violence prevention peer education programs may have the same concerns and avoid attending programs specifically about sexual assault or how to support victims. We may reach those men through programs about healthy relationships, the impact of violence-free gender-neutral language, and other topics that indirectly address the issues and

contribute to a safer campus. On-line discussion opportunities through blogs and other social networking websites will give students an anonymous way to get information and express their concerns.

Men who have been victims of sexual violence often do not seek assistance from law enforcement and may not know that campus victim services are open to them. They may not see a place for themselves in sexual violence prevention programs unless their experiences and needs are acknowledged in publicity materials and presentations.

Several participants remembered the impact of a presentation activity that helped them "put a face" to the statistics about sexual assault prevalence. Campus campaigns that incorporate the "one woman in four" exercise through posters, Youtube spots and other media may reach men who have not attended a presentation by the sexual violence prevention peer educators, leaving a lasting impression on many men and attracting some new peer educators.

Kaufman (1999) summarized the reasons that men may become sympathetic to feminism. Rereading Kaufman's article after I finished coding the data and identifying the themes, I heard the voices of the men in this study answering the question, "What attracted you to sexual violence prevention peer education?"

> It might be outrage at inequality, it might result from the influence of a partner, family member or friend, it might be his own sense of injustice at the hands of other men, it might be a sense of shared oppression, say because of his sexual orientation, it might be his own guilt about the privileges he enjoys as a man, it might be horror at men's violence, it might be sheer decency. (Kaufman, 1999, p. 70)

Suggestions for Women and Men Working as Allies Against Sexual Violence

Perhaps the most important idea for women to consider as we try to bring more men into sexual violence prevention is that men's approaches to education on this issue may not look like the programs women create. As I read and thought about how men and women's roles have changed in sexual violence prevention programs over the decades I found a useful metaphor. I was reminded of the challenges faced by 8th grade students trying to organize a school dance.

Girls have traditionally taken the lead in planning dances, while most of the boys are only peripherally involved except if they choose to attend. Girls make posters and announcements over the school intercom advertising the event. When the dance happens few boys attend and the girls are disappointed and sometimes angry that they did not show up. The boys may be surprised by the girls' response because most of them did not know what the girls expected from them.

The boys did not recognize the posters and announcements as personal invitations. Many did not attend because they were not sure other boys were going, and they did not feel confident about their dancing or other social skills. In our heteronormative society gay, lesbian, bisexual and transgender students may have been uncertain about whether they were welcome to participate in the planning or to attend the dance.

The themes that emerged from this study suggested that these participants had some unique experiences and characteristics that brought them into sexual violence prevention work. In our 8th grade dance metaphor, they were the boys who were already friends with the girls. They accepted their social responsibility to do something good for

the community. They had male friends who were involved and who told them they should participate. They already thought of themselves as different from other men, so they weren't afraid of losing face by participating in something that might not fit the masculine stereotype.

Most boys in 8th-grade do want opportunities to interact with girls but a dance and all the spoken and unspoken meanings it holds may not meet the boys' social needs. They may prefer miniature golf or video games. Men and women may respond to sexual violence prevention activities differently because of their life experiences and may need different things from sexual violence prevention peer education. The "one woman in four" exercise that motivates men to get involved may be taken very personally by a girl who is that "one woman" or who fears she will be.

The bystander training activities created by Jackson Katz (1995) for the Mentors in Violence Prevention program work for male athletes because they use situations and language that reflect their experiences as student-athletes. New peer education activities for men and women should be developed and evaluated by student focus groups, to provide new teaching exercises that connect with gender-related experiences. This approach may enhance understanding across genders and strengthen the alliance of men and women working to end sexual violence. Maybe we do not have to have a dance: the point is to get together and change the world.

Future Research

Qualitative research gives us the opportunity to dig down deep and understand the perspectives and meaning that participants attribute to their life experiences (Creswell, 2007). When pursuing the answer to a research question the researcher has to decide

what questions to follow up and what to set aside for further study after the initial project is completed. These are some of the topics to which I would like to return and that I hope other researchers may explore.

The African-American men in this study reported either an absent father or a distant relationship with him. Each had a strong mentor relationship that brought them into sexual violence prevention peer education and contributed to their own well-being. One of the European-American men also had a distant relationship with his father, but he attributed his entry into this work to his own personality traits and encouragement from female faculty members. How do race and attitudes towards fatherhood affect men's attraction to sexual violence prevention and other social justice work?

A collaborative research project between a predominantly white institution and a historically black college could provide a larger pool of participants and may provide a deeper understanding of the roles that fathers and mentors play in men's attraction to sexual violence prevention peer education and may suggest whether race is relevant to these roles.

Kaufman (1999) wrote about men's contradictory experiences with power, proposing that every man has some roles that have power and privilege and other roles that do not. How does the role a man considers to be primary affect his willingness to participate in sexual violence prevention? How does learning about the concept of contradictory experiences of power affect a man's self image and his relationships with others?

Student athletes, especially football players in American culture, appear to the general population to hold a powerful role and to meet the standards for the traditional masculine ideal. How does learning about the concept of men's contradictory experiences

of power affect a student athlete's willingness to take a leadership role in ending sexual violence? Does applying some of the suggested outreach approaches at the beginning of this chapter to the student-athlete population change their attitudes towards sexual violence prevention peer education and their participation rates?

Men from varying backgrounds worked well together in these groups. How did the social justice framework held by many of the leaders in MALE and RSVP contribute to that situation? How might the relationships in the group change if we successfully bring larger numbers of men without a social justice education background into the groups?

Finally, this study was focused entirely on male participants. I would like to do a parallel study of women who have participated in RSVP during the same ten-year period and answer the same research questions. What attracts college women to sexual violence prevention peer education? How did they become aware of sexual violence? What experiences made it difficult for them to become involved and stay involved, and how did they overcome those experiences and choose to be involved?

Chapter 9 - Methodological Issues

Ethical Issues in Participant Recruitment

There were several ethical considerations for this study. Because of the power imbalance caused by the relationship I had with the participants as the coordinator and advisor for RSVP and MALE there was the potential for perceived coercion. I was careful to follow the recruiting procedures outlined in the plan approved by the Institutional Review Board. I used email as the initial contact in my recruiting procedures even for students who were still attending the University, assuming that if they did not want to participate they may have found it easier to refuse by email than in person.

Additional ethical considerations were preserving the anonymity of the participants and providing resources and support for them if discussing the issue of sexual violence caused them any discomfort. To preserve anonymity, all transcripts of interviews used pseudonyms, and the tapes were labeled with pseudonyms and have been kept in a locked cabinet in my office. They will be destroyed after three years. The transcriptionist signed a confidentiality agreement, and deleted the interview files from her computer after I copied them to mine. She returned the cassette tapes to me after the transcripts were made.

The external auditor returned all data and other study materials to me and destroyed the electronic files on his computer after sending them to me. No information was included in this dissertation that could be linked to an individual participant. In some cases I made small changes in the case descriptions that did not change the data or the participant's meaning but masked their identity.

The Institutional Review Board approved the proposal for this study without any changes despite the phrase "sexual violence" in the title. I paid special attention to creating a protocol that would do no harm to the participants, and included referral sources for the informed consent to provide support for participants. None of the participants have contacted me about this or indicated any distress during the interviews.

Studying "My Own Backyard"

Creswell (2007) warned against studying your own organization because of the power imbalance between researcher and the participants, and because of the requirement in qualitative research to provide multiple perspectives as a validation method. I chose to study the members of groups I helped create, coordinate and advise because of the intrinsic value of these unique cases. The participants were no longer in the program and they were all adults in their late twenties and thirties during the study, so the power balance in our relationships had changed.

My research questions were based on the idea that although these men had chosen to participate, most men were not involved in sexual violence prevention peer education, so there was a lot of room for improvement. In my recruitment letter and the instructions at the beginning of the semi-structured interviews I indicated that I saw them as my partners in learning and that all suggestions and criticisms were welcomed.

Qualitative research uses an iterative process and emergent design, so after each interview was over I wrote down questions and themes that emerged from the discussions. As is appropriate for a semi-structured interview some of the follow-up questions I asked or the way I phrased a question in later interviews were different from the early ones because of what I had learned from the process.

The challenging part I discovered about "my backyard" research was that there were times in writing the case descriptions when I wanted to include information about a participant that I knew from our previous relationship but that I had not asked about in the interview. I wrote some reflections about that information and how I learned it in my field notes, but chose not to use it because I did not have it in the participants' own words as another source.

I found another challenge when in an early interview a participant did not talk about his family at all, and in later interviews when themes about fathers and mothers emerged I wished I had asked him. I had enough examples from other interviews for each theme that I am confident that the data is sound, so I took comfort in Wolcott's (1990) reassurance that readers will not be offended if I do not claim to know everything,

Learning to Use Qualitative Data Analysis Software

Gathering qualitative data through semi-structured interviews with ten men in locations stretching from both coasts of the U.S. required time, patience, and flexibility. Interviews lasted from 45 minutes to over two hours, creating hundreds of pages of transcripts. Learning to use the MAXqda qualitative data analysis software made coding, collecting quotes and developing themes easier, although I am not yet proficient enough to use the software to its fullest potential. I found a comfortable combination of doing some of the analysis with the software and doing some highlighting and note-writing by hand on printouts from the software. I made two very wise decisions when I bought the MAXqda software and took a workshop on its use with Dr. Vicki Plano-Clark.

Participant Empowerment and Feminist-Advocacy Research

An important component of feminist advocacy research is the empowerment of all the participants through the process of the study. It was important to provide information and opportunities for the men in this study who wanted to take action as a response to participating in the study. In addition to the counseling resources I listed on the back of the informed consent form I included website links and phone numbers for national men's groups that address sexual violence.

Many of the participants said before or after our interview that being invited to participate in the study had reminded them about what they learned in RSVP or MALE. Some of the men were still using the information in their work as educators, medical professionals and religious workers, and several offered new ideas for activities that I could incorporate into the current RSVP and MALE presentations. All spoke with pride about feeling like they did something important and tried to make a difference through their work as sexual violence prevention peer educators.

Some of the participants described taking a hard look at their current behaviors and feeling disappointed in themselves for not being the role models they tried to be for their peers in college. Feminist advocacy research emphasizes the transformative nature of participating in research, both for the participants and the researchers. These interviews and the time I spent reflecting on what the participants were teaching me has transformed my understanding of men's attraction to this issue and will change the way I approach the students I advise in RSVP and MALE this year and in the future.

Most of the participants expressed interest in providing resources and support for the current peer educators, indicating a transformation from men who used to be involved in a student group to actively engaged alumni of RSVP and MALE.

Sampling Issues

I was somewhat concerned about recruiting enough participants for my qualitative study since there are 26 men who have been sexual violence prevention peer educators at the University in the past ten years. However, the characteristics that attracted them to sexual violence prevention peer education also attracted ten of them to participate in the study, so they could continue to meet their social responsibility and act as mentors indirectly for other men in the future.

Validity

I used member checking and an external auditor to establish the trustworthiness of the data. This was especially important because I was studying participants I had once advised in a program I had helped to create. I sent a transcript of each participant's interview, edited to mask their identity, to them to review. I asked them to tell me if I had misquoted them anywhere, if they wanted to add anything that would clarify what they meant, and if they had any other thoughts they would add on reflection about our conversation. Two participants sent back minor corrections.

I contracted with a Social Work faculty member from another institution to do the external audit (Appendices G and H) because of his expertise in qualitative research methods and knowledge of the content area of men and masculinity.

Chapter 10 - Implications

As I stated in Chapter 1, the prevalence rate for sexual assault of college women has stayed around 13% from 1982 to 2007 (Koss & Oro, 1982, as cited in Rozee & Koss, 2001; Krebs et al., 2007), despite the efforts colleges have made to create effective prevention programs (Lonsway, 1996). Universities are populated with knowledgeable faculty and staff in multiple disciplines who care about college students, and with college students most of whom are at a developmental stage when they want to have an impact on the world around them. There are victim services agencies that provide prevention information and local statistics about sexual violence in the communities that are homes to most large Universities. With all these resources, why is the sexual assault prevalence rate undiminished?

Most of the men in this study came to campus with personal traits like a belief in social justice or with some personal exposure to sexual violence, but what brought them into RSVP or MALE was a mentor. Seven of the ten participants were still involved in sexual violence prevention issues at the time of the interviews, years after graduating from the University. Participating in RSVP or MALE experiences, including the curriculum (Table 1) and other activities that encourage progress through the stages of behavior health change (Table 2) had a lasting positive impact on the men in this study. Where are the mentors to bring more men into these experiences?

One answer may be found in how a new program like RSVP or MALE is or is not adopted within an institution. In the innovation diffusion theory, Rogers (1995) described the process an organization goes through to decide to adopt an innovative response to a problem like sexual violence, and five organizational characteristics that

affect the process. In a large, complex organization like a University responsibilities are assigned or assumed by departments or individuals. This can be an efficient use of staff and faculty resources but unless the departments and individuals are connected through interpersonal networks, innovative ideas may not be communicated across a large institution.

In this case, the Women's Center staff and volunteers, some of the Athletic Department staff, and many of the departments and individuals with whom they interacted knew about RSVP but the administrators above those departments rarely heard about the program. Most of the people who were aware of RSVP were the front-line staff members who dealt with victims and who were charged with responding to student behaviors that often lead to sexual violence. Few men outside of the original RSVP facilitators and members knew about the group, so the pool of potential mentors who could bring new men into the work was small. Victims of sexual violence were directed to services on campus and in the community, and because of low reporting rates for these crimes, the scope of the sexual violence problem never reached the upper administrators who could make prevention education a priority.

I propose that the RSVP model be the centerpiece for a campus-wide sexual violence prevention campaign that would empower everyone in the University community to create a safer environment. The Task Force to End Violence would be reactivated to create and present a compelling case to upper administration that the issue should be high on the University's agenda. The experiences of the men in this study covered a nine year period. During that time RSVP educational programs were provided by a small number of unpaid student peer educators with no funding except for the national violence

prevention trainers who were brought to campus with Department of Justice grant funds, yet it reached almost 8000 students from 1999 to 2008 (see Table 5) At its peak, 2003-04, with 26 members RSVP presentations reached 7% of the total student population of 23,000. What percentage of the University would be affected if the administration chose to implement the RSVP model across the campus?

Revitalizing the Task Force would also increase interpersonal networks across departments. The Task Force could create and implement a comprehensive prevention education plan. This plan would use the RSVP model to provide sexual violence prevention peer education for all members of the University community, including students at all levels, managerial and professional staff, operations and office personnel, faculty, deans, department chairs and directors.

A training program would be developed to train peer educators from all types of groups on campus, taught by members of the Task Force including the victim services advocate, faculty who teach courses relevant to sexual violence, active peer educators from RSVP and MALE, and others. As the Women's Center director and RSVP advisor I would coordinate the trainings and teach some of the curriculum. A summary of the peer groups that should be invited to participate in the expanded RSVP peer education model appears in Table 6.

The University has one organizational characteristic that could ensure the success of this plan. Rogers (1995) defined *Centralization* as when the power and control are concentrated in a few people, and suggested that this decision-making structure made implementation of an innovation easier than when power is decentralized. This plan could succeed if the University's upper-level administration decided to adopt it and

support its implementation. Directing funds to help with the recruitment and training of peers would be a sign of support, but the men in this study and in the pilot research said it was more important to hear faculty, staff and administrators speak out about sexual violence and encourage other men to become involved in prevention.

The strength of this proposal is that it will reach the people who want to make a difference but who have not known how or that anyone wanted them to get involved. It will not mandate that all individuals take the peer education training, but it will create a core group of trained peer educators who can provide formal and informal education within their own organizations and departments. Ongoing training opportunities and volunteer recognition events will reinforce the peer educators' commitment to the RSVP group and to reducing the incidence of sexual violence.

Who is responsible for finally reducing the 13% prevalence rate for sexual assault of college women? Everyone in the University community has a role to play in the collaborative effort required to create a safer campus environment. The individuals in this study have acknowledged their roles in this work, but for many of the reasons I have described in other chapters, sexual violence prevention has not been on most people's agendas.

Students can take a leadership role in bringing sexual violence prevention to the attention of their peers, faculty, staff and administrators. The men in this study accepted responsibility when they joined RSVP or MALE because they recognized themselves as part of the larger community. As Chase said, "It has everything to do with the fact that you live in a community and the fact that this happens to anybody means that it affects you."

In doing this research I took responsibility for giving voice to the men who chose to be sexual violence peer educators, because their perspectives had not been heard. As a feminist researcher I wanted my work to enhance the lives of women and men. In this study I wanted to contribute to the body of knowledge about ending sexual violence through peer education. I am responsible for sharing my findings with University administrators, and with staff and faculty at my own University and other institutions who are charged with sexual violence prevention education.

Unless I share the information from this study, and unless my colleagues from the Task Force and I communicate clearly that sexual violence is a problem that the University needs to solve, the administration cannot make an informed decision about its priorities. Unless the administration adopts and actively supports an innovative approach like the expanded RSVP project, it is unlikely that individual students, staff and faculty will seek sexual violence prevention education until it happens to them or to someone they know. Everyone in the University community has a responsibility for ending sexual violence, and the expanded RSVP project would provide the training and support to help each person find a role they can embrace.

Table 5. MALE and RSVP Members, Presentations by Audience and Attendance, from Academic Year 1999-2000 to 2007-2008.

Year	Members: Men	Women	Total	Presentation audiences	Presentation Attendance	Comments
1999-00	5 RSVP	5	10	Athletes, sororities, general undergraduate and graduate students.	471	Innovative partner in the Athletic Department helped create the RSVP group.
2000-01	6 RSVP	13	19	Greeks, residence halls, athletes, student organizations, social science classes, students using the Student Union building.	1399	Innovative partner left the University; graduate student appointed as Athletic Department liaison. Fraternity leader joined the group and arranged presentations to all new Greek members.
2001-02	2 RSVP	6	8	Same as '00-01, plus all first year orientation classes.	1464	New Athletic Dept. staff member agreed to co-advise RSVP.
2002-03	4 RSVP 6 MALE	14	18 6	Same as '01-02 minus Greeks.	970	MALE group created. Historically black fraternity begins to collaborate with RSVP group.
2003-04	7 RSVP 10 MALE	19	26 10	Greek and GLBT (Gay, lesbian, bisexual and transgender) organizations, athletes.	1643	Fall semester marks the final year of first-year student orientation classes. Athletic Dept. partner moves to another department.
2004-05	1 RSVP 2 MALE	3	4 2	Residence halls, classes.	583	Staff changes in Athletic dept; member recruitment declines.

2005-06	2 RSVP 2 MALE	2	4 2	Athletes, new Greek members.	900	New RSVP members don't want to do presentations. WC director presents except for Greek member summit and New Student Athlete orientation.
2006-07	1 RSVP 1 MALE	1	2 1	New student athletes.	200	Same as '05-06.
2007-08	2 RSVP 5 MALE	3	5 5	Student organizations, classes, athletes.	300	RSVP members do presentations again.
TOTAL	29 RSVP 26 MALE	65	92 26		7930	

Table 6. Sample peer groups at Universities that should be invited to participate in the expanded RSVP peer educators project.

Student groups	*Faculty/Staff/Administrative groups*
Student government	Faculty government members
Residence Hall government and student staff	All academic departments and programs
Fraternities and sororities, including multicultural Greek organizations	Deans and department directors
Student-athletes	Student Affairs directors
International students	Managerial and professional staff
Students with disabilities	Clerical/Office support staff
Student parents	Maintenance and operations staff
Nontraditional students	Food service staff
Graduate students	Bus/transportation staff
Undergraduates from all years and all majors	Library faculty and staff
Gay, lesbian, bisexual and transgender students	Gay, lesbian, bisexual and transgender staff/faculty
Campus religious student organizations	Campus religious leaders
Students employed on campus	Residence hall professional staff
Professional students (Law, Medicine)	Public relations/marketing staff

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Appendix A

Definition of terms

These phrases appear in the literature on this topic with some disagreement among the authors about their usage. These are the definitions used in this study.

Acquaintance rape – Rape that is committed by an individual known to the victim in some capacity (neighbors, dates, lovers, spouses, former lovers or spouses, co-workers, etc.).

Dating violence - When one partner attempts to maintain power and control over the other through one or more forms of abuse, including sexual, physical, emotional, or verbal abuse. This phrase is used most commonly with couples who are not married or living together.

Peer education – Instruction by individuals who are perceived as equals by and have some similarity to the people receiving the instruction. In this study it means college students teaching other college students.

Rape – Sexual penetration with the use of force or threat of force; or when the victim is incapacitated due to alcohol or drug use, mental disability or unconsciousness.

Intimate partner violence – When one partner attempts to maintain power and control over the other through one or more forms of abuse, including sexual, physical, emotional, or verbal abuse. This phrase is used to include heterosexual and same-sex couples regardless of marital status or living arrangements. It is more commonly used now than "domestic violence" because it is more inclusive.

Sexual violence – "Any sexual act that is forced against someone's will. These acts can be physical, verbal or psychological, and include completed or attempted oral, anal or vaginal sex acts; abusive sexual contact such as touching of the genitals, breasts or buttocks of another person; and non-contact sexual abuse such as verbal or behavioral sexual harassment, threats of sexual violence, and taking nude photographs of a sexual nature of another person" (Basile & Salzman, 2002).

Violence prevention or rape prevention – When used in studies prior to 1990 these phrases usually included both risk-reduction methods for potential victims and prevention education for potential perpetrators. Since 1990 most programs differentiate between risk-reduction methods, such as self-defense tactics, and prevention methods which target potential perpetrators or teach bystanders how to intervene and prevent violence.

University of Nebraska Lincoln

June 25, 2008

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Marilyn Grady
Department of Educational Administration
128 TEAC UNL 68588-0360

IRB Number: 2008069098EP
Project ID: 9098
Project Title: Engaging College Men in Violence Prevention Peer Education

Dear Janice:

This letter is to officially notify you of the approval of your project by the Institutional Review Board (IRB) for the Protection of Human Subjects. It is the Board's opinion that you have provided adequate safeguards for the rights and welfare of the participants in this study. Your proposal seems to be in compliance with this institution's Federal Wide Assurance 00002258 and the DHHS Regulations for the Protection of Human Subjects (45 CFR 46).

Your stamped and approved informed consent form has been uploaded to NUgrant (Informed_Consent_Form-Approved.pdf file). Please use this form to make copies to distribute to participants. If changes need to be made, please submit the revised informed consent form to the IRB for approval prior to using it.

Date of EP Review: 06/25/2008

You are authorized to implement this study as of the Date of Final Approval: 06/25/2008. This approval is Valid Until: 06/24/2009.

We wish to remind you that the principal investigator is responsible for reporting to this Board any of the following events within 48 hours of the event:
• Any serious event (including on-site and off-site adverse events, injuries, side effects, deaths, or other problems) which in the opinion of the local investigator was unanticipated, involved risk to subjects or others, and was possibly related to the research procedures;
• Any serious accidental or unintentional change to the IRB-approved protocol that involves risk or has the potential to recur;
• Any publication in the literature, safety monitoring report, interim result or other finding that indicates an unexpected change to the risk/benefit ratio of the research;
• Any breach in confidentiality or compromise in data privacy related to the subject or others; or
• Any complaint of a subject that indicates an unanticipated risk or that cannot be resolved by the research staff.

For projects which continue beyond one year from the starting date, the IRB will request continuing review and update of the research project. Your study will be due for continuing review as indicated above. The investigator must also advise the Board when this study is finished or discontinued by completing the enclosed Protocol Final Report form and returning it to the Institutional Review Board.

If you have any questions, please contact the IRB office at 472-6965.

Sincerely,
Mario Scalora, Ph.D.
Chair for the IRB

Appendix C

Participant recruitment email letter

Dear (name)
I am doing a research project about college men's involvement in sexual assault and relationship violence prevention peer education, and I am contacting you because you were involved in PREVENT or NU Men at UNL between 1999 and 2008. If you agree to participate we will arrange a convenient location for an interview that will take approximately 90 minutes of your time. If you are living in or near Lincoln the interview can take place at the Nebraska Union on UNL campus. If you live in another city or town I will arrange to travel to you and we will select a convenient location there.

I am interested in the full range of prevention peer education, from daily interactions with friends to doing classroom presentations or planning concerts. I'm also interested in the barriers men face to becoming involved in this work, so even if you think you weren't very involved I would still like to interview you.

The interview will be audiotaped, and the tapes will be erased after they are transcribed. No identifying information will be used in any materials created from these interviews. The information obtained in this study will be published in my doctoral dissertation, in professional journals, and will be presented at professional meetings.

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting our relationship or your relationship with the University of Nebraska-Lincoln. Your decision will not result in any loss of benefits to which you are otherwise entitled.

There may be no direct benefit to you if you participate in this research, however you will be contributing to the improvement of violence prevention education which may positively impact the lives of other men and women.

Please indicate whether you are interested in participating in this research by contacting me by email or phone at the contact information listed below. I look forward to hearing from you and to the opportunity to learn from you.

Sincerely,

Jan Deeds, M.A.
Assistant Director, Student Involvement
Director, Women's Center
340 Nebraska Union
1400 R Street
Lincoln, NE 68588-0446
jdeeds1@unl.edu
402-472-2598

IRB# 20080690 98EP
Date Approved: 06/25/2008
Valid Until: 06/24/2009

University of Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

INFORMED CONSENT FORM

IRB# _____

Engaging College Men in Sexual Assault/Relationship Violence Prevention Peer Education

This research project will identify the factors that engage male college students in sexual assault and relationship violence prevention peer education. Information gathered will be reported in a dissertation, journal articles, and presentations at professional meetings. It may also be used to modify existing sexual assault and relationship violence prevention programs at UNL or to create new ones. You were invited to participate in this research because you were a member of PREVENT or NU Men at UNL between 1999 and 2008.

Sexual assault and relationship violence prevention is a difficult topic, so participating in this research may create some emotional discomfort. To assist you with any discomfort related to the project, a list of national resources that provide information and support related to these issues is included on the back of this form. There may be no direct benefit to you as a participant in this research; however the information you provide will contribute to the improvement of violence prevention education.

This interview will require ninety minutes of your time and will include completion of an informed consent form. The location of this interview will be at the Nebraska Union, 1400 R Street, if you are living in or near Lincoln. If that is not convenient for you I will travel to your town and we will identify a convenient location there. The interview will be audio taped to ensure all responses are recorded. Interview questions will focus on your memories of your involvement with PREVENT or NU Men. You will not be asked to disclose if you have been involved in an incident of sexual assault or relationship violence.

All responses will be kept in strict confidence. A pseudonym will be used in place of your name in transcripts of the interview. Your name will not be included in the dissertation or other documents created. Pseudonyms will be used if any responses are cited in any documents. The audiotapes will be kept in a locked cabinet in the investigator's office until transcription, and will be erased after transcription. The data will be stored in a locked cabinet in the investigator's office and will only be seen by the investigators during the study and for three years after the study is complete. The information obtained in this study may be published in education journals or presented at professional meetings but the data will be reported as aggregated data.

If you have any questions about this research you may call the investigator at (402-472-2598). You may ask questions before or during the study. If you have questions concerning your rights as a research subject that have not been answered by the investigator or to report any concerns about the study, you many contact the University of Nebraska-Lincoln Institutional Review Board, telephone (402) 472-6965.

You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

You are voluntarily making a decision whether or not to participate in this research study. Your signature certifies that you have decided to participate having read and understood the information presented. You will be given a copy of this consent form to keep.

_____ Check if you agree to be audio taped during the interview.

_____ _____
Signature of Research Participant Date

Jan Deeds, MA, Primary Investigator Office: (402) 472-2598
Marilyn Grady, Ph.D., Secondary Investigator Office: (402) 472-0974

141 Teachers College Hall / P.O. Box 880360 / Lincoln, NE 68588-0360 / (402) 472-3726 / FAX (402) 472-4300

IRB Approval
IRB# 20080690981EP
Date Approved: 06/25/2008
Valid Until: 06/24/2009

My contact information:

Jan Deeds, M.A.
Women's Center
340 Nebraska Union
1400 R Street
Lincoln, NE 68588-0446
402-472-2598
jdeeds1@unl.edu

Resources
All of these services are available to men and women.

In the Lincoln, Nebraska area:
Voices of Hope
2545 R Street
Lincoln, NE 68510
402-475-7273
24-hour crisis line and referral to Voices of Hope counseling services. All services are free.

State and national hotlines and websites:

MEN CAN STOP RAPE (MCSR) is a Washington, DC-based, internationally recognized 501(c)(3) nonprofit organization that mobilizes young men to find and use their strength for creating a culture free from violence, especially men's violence against women. This website offers discussion opportunities with men across the U.S., and informative essays.
http://mencanstoprape.org

RAINN: Rape, Abuse, and Incest National Network
1-800-656-HOPE, or http://www.rainn.org

National Domestic Violence Hotline
1-800-799-SAFE

IRB# 20080690 98EP
Date Approved: 06/25/2008
Valid Until: 06/24/2009

University of Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

Confidentiality Agreement – Transcriptionist

I, Martha Ostrom, hereby agree that I will maintain confidentiality of all
(name of transcriptionist)

tape-recorded interviews that I have been contracted to transcribe for the following research project: **Engaging College Men in Sexual Assault/Relationship Violence Prevention Peer Education.**

This means that I will not discuss or share any tape-recorded or transcribed data with any individuals other than the researcher, Jan Deeds, or her supervisor, Dr. Marilyn Grady. When the transcriptions are complete, I will return all audiotapes to the researcher and will transfer all electronic files to the researcher. Upon confirmation of receipt of these files by the researcher, I will destroy the originals.

Martha Ostrom — 12·29·08

(Signature of transcriptionist) (Date)

141 Teachers College Hall · P.O. Box 880360 / Lincoln, NE 68588-0360 / (402) 472-3726 / FAX (402) 472-4300

Appendix F

Engaging College Men in Sexual Assault/Relationship Violence Prevention

Peer Education Interview Guide

Thank you for meeting with me. If you choose to participate in this interview please sign the consent form. You are free to decide not to participate in this study or to withdraw at any time without adversely affecting your relationship with the investigators or the University of Nebraska. Your decision will not result in any loss of benefits to which you are otherwise entitled.

(Turn on tape recorder)

Thanks for agreeing to be interviewed for this research project. I'm hopeful that the information you and the other former PREVENT and NU Men participants share with me will help everyone doing violence prevention work be more effective in engaging men in the work.

I see violence prevention work as a broad range of attitudes and behaviors, and believe that every part of it is valuable. You may think you weren't very involved, or that your participation wasn't important. I want to get a big picture of what violence prevention work looks like from male college students' points of view, so that might include small daily interactions with friends, doing presentations to classes, or planning a big event like a concert or a speaker. The most important goal for me in this interview is to understand your experiences with violence prevention work at UNL.

In order to understand what engages men in this work I also need to know about the barriers that prevent men from becoming involved. I have a set of questions to guide our conversation. I believe that a good interview is a partnership between us. I want to understand your experiences, feelings and thoughts about your time with PREVENT or NU Men, and you are the expert on those experiences.

Do you have any questions about what I've said or about the purpose of the interview?

1. Describe your involvement with sexual assault and relationship violence prevention peer education at the University.

Follow ups: What activities did you participate in? What roles did you have in the group? How long were you involved in the group?

2. How would you describe your level of awareness of sexual assault and relationship violence before you became involved with the peer education group?

Follow ups: How did you become aware of it? Where did you hear or read about it?

3. Who were your role models or the leaders who encouraged you to participate in sexual assault and relationship violence prevention work?

Follow ups: What did they do to help you get involved? How did they approach you about getting involved? How were they involved in the work?

4. When you think of your experiences with the peer education group, what do you remember?

Follow ups: What was the most satisfying or positive experience you remember? What was the most frustrating or negative experience?

5. What do you remember about the training methods used by the leaders of the peer education group?

Follow ups: What did they do that was most effective? Least effective? What topics do you remember being discussed in the group trainings? What skills were emphasized?

6. What University policies regarding sexual assault and relationship violence were you aware of before joining the peer education group? During your membership in the group?

Follow ups: What local, state or federal laws were you aware of, either before you joined the group or while you were a member? How did you learn about the University or other policies and laws?

7. What motivated you to become involved in sexual assault and relationship violence prevention peer education? What kept you involved?

Follow ups: What made it difficult to be involved or stay involved?

Is there anything else you'd like to tell me about your experiences or your opinions about these topics?

Sometimes talking about sexual assault and relationship violence can create discomfort or stress, so I've included a few national resources on the back of the consent form. You can call their 800 numbers or visit their websites for information and opportunities to talk confidentially about your concerns. You also have my contact information, so if you are comfortable asking me to help you find a counselor in your area please call or email me any time.

Thanks again for talking with me. I'll send you a copy of the transcript of this conversation and ask you to send me any corrections. I want to have an accurate record of your comments. You'll see in the transcript that a pseudonym will be used in place of your name, and any information that might identify you will be modified or removed. If you'd like to see a copy of my dissertation I'll send you a pdf when it's completed.

(**Turn off tape recorder)**

Appendix G

EXTERNAL AUDITOR REPORT

Introduction

Janice M. Deeds requested that I complete an external audit of her dissertation *Attracting college men to sexual violence prevention: A multiple case study of male peer educators*. I received the document and accompanying materials on September 4, 2009 and completed the audit on September 11, 2009. The purpose of the audit, as referenced in the dissertation, was "to assess and verify that [the researcher] followed the procedures outlined and that [her] findings and interpretations are supported by the data" (p. 33).

I organized the audit in the following manner:

- Materials submitted
- Process/procedure of the audit
- Findings based on the process
- Summary of findings

Materials submitted

Materials submitted for the audit included:

- a thumb drive containing:
    - a folder with IRB forms
    - a folder with transcripts of each interview
    - MP3 files of each interview
    - A draft of the dissertation as of July 31, 2009
- a hard copy of the dissertation

- a hard copy of the dissertation proposal
- hard copies of IRB approval and approved forms
- individual folders for each participant; each included:
    - recruitment email correspondence
    - signed consent form
    - member checking documentation (email)
    - transcript of the interview, edited to remove information that might identify him
    - copy of field journal entry related to the participant
    - CD of interview
    - Additional documents, as provided by the participant

Three participants' folders did not contain CDs because of the large amount of information in the interviews. The researcher included these, however, in the thumb drive.

Process/procedure

First, I read the following chapters of the dissertation to familiarize myself with the background and framework of the study: introduction, purpose statement, and research questions (Chapter 1); literature review (Chapter 2); methods (Chapter 3); and history of sexual violence prevention education programs at the University (Chapter 4). I took reading notes on the material.

Next, I read the case description section (Chapter 5) in the following manner: After reading each case description in the document, I carefully reviewed the contents of the folder that corresponded to it. I noted and scanned the following for each

case: (1) a copy of the informed consent for that participant; (2) recruitment email correspondence; (3) member check documentation (if applicable); (4) a field journal entry; (5) a transcript; and (6) any accompanying materials (curriculum, handouts, etc.). I intentionally reviewed all of these documents in one sitting, so that I could compare the written text to the information in the folders.

Next, I listened to at least 10 minutes of 3 audiotapes of interviews to verify the accuracy of the transcripts. Then, I read the remainder of the dissertation, which included the following chapters: (6) themes; (7) assertions; and (8) methodological issues. Again, I took reading notes as I did so with the intention of ensuring that the findings were consistent with the data.

Next, I read the proposal. I compared this document to the final product and recorded my findings.

Finally, I spot checked the references. In particular I noted if 7 text citations were properly referenced on the reference page.

Findings

Purpose of the Study

The focus of the dissertation was consistent with the focus the researcher originally proposed for her study. The researcher slightly altered the wording of the purpose from the proposal to the document. In the proposal, her purpose was "to identify the factors that brought twenty male students…into sexual assault and relationship violence peer education work and sustained their involvement." In the dissertation, she stated that her purpose was "to understand what attracted ten college men to sexual violence prevention peer education" (p. 5). She broadened

her scope, in effect, perhaps as a response to the data received (i.e., the participants spoke of more than just their motivation to join and sustain involvement in sexual violence peer education).

Research Questions

The researcher used the first research question in her proposal as the central research question in the dissertation. This shift was a logical one, as "what motivated men to become involved" encompassed the overall purpose of the study. The sub-questions in the dissertation, though worded slightly differently, retained the spirit of the original research questions. In the dissertation, the researcher deemphasized the training methods that the men found most effective. Participants did speak of these, however, as this content was subsumed in the question, "How did these men become active in sexual violence prevention education?"

Rationale for Methodology

The researcher justified the need for qualitative case study research methodology in her proposal. She explained the gap in the literature, the need for voices of men in sexual violence prevention education to be heard. She executed this purpose in the dissertation, as indicated by faithful representation of the participants' stories and thick, rich descriptions of their experiences.

Sampling Method/Recruitment

The dissertation used a criterion sampling method, as proposed. The researcher successfully avoided coercion in her recruitment. Because of her position as director of the Women's Center in the university that hosted the study, she had easy access to the men who had participated in the program. She used email as her

initial form of contact, which, as she stated, allowed each potential participant to accept or decline her offer to participate in the study. She offered a specific example that verified this lack of coercion.

It is reasonable to believe that approximately 60% of those contacted responded, with 2 of those eventually declining for reasons described in the document. Furthermore, all informed consent documents indicated that each participant agreed to the conditions of the study with full knowledge of risks and benefits. Finally, her decision and ability to travel to individuals' places of residence (e.g., North Carolina) contributed to the naturalistic inquiry intent of qualitative research.

Development of the Interview Guide

The researcher cited use of Rubin and Rubin's iterative research design, whereby she "reflected on the interview process and incorporated new questions or areas of inquiry suggested by that conversation partner into future interviews" (p. 29). She demonstrated use of this design in her listing of questions and subsequent follow-ups. Scanning of transcripts revealed that she followed this general format, while at the same time felt free to engage spontaneously with the participant. To further demonstrate the use of Rubin and Rubin's model, it might have been helpful for the researcher to provide a specific example that details how and why she added and/or altered a question as originally proposed.

Data Analysis

The researcher outlined in detail use of Creswell's procedure for data analysis. Specifically, she classified and sorted the data into categories and, eventually, into themes. Review of the transcripts corroborated her use of Creswell's method. Her

margin notes and markings from MAXqda software program were consistent across all transcripts. She acknowledged in the dissertation her discomfort at using the software, but her efforts to do so, as well as attending a workshop on its use, are commendable. Utilizing both the software program and her own markings/highlighting were appropriate counterbalances in the data analysis process.

The researcher accurately represented the transcripts in her findings and assertions sections. She utilized a consistent format from one case to another in her case descriptions chapter. She furthermore reflected use of the interview protocol in these discussions. Her explication of themes matched well the case descriptions. She provided relevant data from most participants to justify each theme. Finally, her assertions stemmed naturally and logically from the themes.

Six of the 7 references I spot checked were accurately referenced on the reference page.

The Fabiano (1994) citation on page 11 did not have a corresponding reference on the reference page.

Positioning Self in the Research

An obvious concern for the study was the researcher's potential bias. She acknowledged that she has worked in the field of prevention education for nearly 30 years. Furthermore, she had recollections of working directly with many of the participants. It is likely that her work in the field and these past relationships impacted the interviewing process, as well as her subsequent data analysis.

The researcher articulated numerous steps to reduce the likelihood that this bias negatively affected her study. First, she acknowledged the potential for coercion

in her recruitment of participants and took steps (as described above) to delimit this possibility. Second, she made a conscious effort to distance herself from her participants. She stated, for example, that 8 of the 10 participants were no longer attending the University and none were currently involved in peer education groups, thereby reducing the chance of role conflict. Third, she stated her intentional use of a feminist research perspective, whereby she invited her participants to be "conversation partners" engaging in a collaboration. Fourth, and most poignantly, she kept a field journal in an attempt to actively check her bias. These entries were suitably evocative. For example, she wrote in her field journal that when one participant was a student, she enjoyed "talking theory" with him. She acknowledged that this pattern might have impacted the interview. She stated as well that his view of the history of the prevention education program might not have matched hers. Consequently, she indicated, she needed to allow his version to take precedence in the interview. This level of self-awareness speaks well of the researcher's ability to avoid role conflict through active acknowledgement of her own potential biases. Review of this particular transcript and corresponding case study description in the dissertation confirmed this accomplishment.

Her ability to regard her participants as "partners in learning" (p. 126) contributed to an understanding of the ultimate power and vitality of qualitative research for both participants and researcher. She stated that as a result of the interview process her participants were able to reflect on their past and current roles as prevention educators (despite the fact that many were no longer actively doing this work in an institutional setting). Additionally, she admitted that her participation in the

research might change the way she approaches the students she currently advises in prevention education programs.

While the researcher did well in citing the potential power dynamic in the research process because of her employment, she did not overtly consider gender and race/ethnicity as possible contributors to research bias. More than one participant, for example, reflected on the differences between African-American and Caucasian culture as relates to understanding of and implicit acceptance of sexual violence. How the participants described this phenomenon had everything to do with the "here and now" of the interview. In other words, it is reasonable to believe that both the male-female and Caucasian-person of color dynamic impacted the interviews in ways that might have biased the data. An acknowledgement of this potential bias (on both the part of the interviewer and interviewee) would have been helpful to further elucidate the researcher's discussion of positioning herself in the research. Irving Seidman's *Interviewing as Qualitative Research* has a cogent discussion of these issues.

Methods of Verification, Validity, and Reliability

The researcher used multiple sources and methods to corroborate the information gathered. First, she invited each participant to complete a member check. She verified this invitation by including email documentation in each case folder. While only two participants sent minor corrections, it is clear that she offered the opportunity for all to check the accuracy of their transcripts. Second, she submitted field journal entries and acknowledged active use of this data to reduce possible bias. Third, she justified how her use of a cross-case analysis produced

patterns that could result in themes and related assertions. Fourth, my listening of 3 of the 7 audiotapes of transcripts revealed that the transcriptionist wrote the script verbatim, including verbal utterances ("um" and "ahh," for example) and parenthetical notations (such as "laughs" and "pause"). This choice preserved the accuracy of the data and, as a result, enhanced the validity of the data analysis process.

Ethical Considerations

The researcher stated her intention to preserve the anonymity of the participants. She accomplished this aim through the use of pseudonyms and removal of information that would identify any participant. Further indication of her ability to respect confidentiality was reflected in her decision to transcribe one of the interviews herself because of the individual's recognizable status as a student-athlete.

Furthermore, she included a list of local and national resources that provided counseling and other support services. In doing so, she recognized the possibility that here interviews might have unsurfaced "old wounds." This decision was particularly relevant for the participants who had been victims of sexual violence themselves. It appears that the researcher showed more than adequate concern for the safety of her participants in this respect.

Delimitations and Limitations of the Study

The researcher acknowledged the limitations of qualitative research, specifically the inability to generalize her findings. She might have asserted in this section one other limitation that she spoke of elsewhere in the document—the fact that her

work with these individuals may have biased the interview process. Additionally, she might have acknowledged the inherent limitations of a retrospective analysis. Because most of the participants spoke of experiences from the past, it is likely that they distorted the information on some level. The researcher addressed this possibility in a general way, but might have explicated it in her description of specific case studies as well.

Summary of Findings

After careful examination of both the process and product of the researcher's work, I can attest to the fact that she followed the qualitative research procedures as outlined in her proposal and that her findings and interpretation of those findings support her data:

- She kept the purpose of the study in tact from proposal to dissertation.
- She allowed the wording of research questions to emerge through the interviewing process. At the same time, she retained the original spirit of these questions as conceived in her proposal.
- She stayed true to qualitative methodology in her use of rich, thick description and methods of verification, including member checks and maintenance of a field journal.
- She took steps to ensure a participant base without coercion or bias, despite her involvement in the field and past encounters with the individuals.
- She faithfully represented the participants' stories in her case descriptions. She used a combination of qualitative research software and her own markings to create relevant themes and assertions based on those themes.

- She included in the document a discussion of the difficulty of positioning herself in the research, allowing for the potential bias inherent in this dynamic.
- She took steps to ensure participant confidentiality.
- She implemented protection from implicit harm that might have emerged as a result of participation in the study.
- She acknowledged limitations and delimitations.

It was apparent in reviewing the materials that the researcher maintained an excellent audit trail. She was rigorous and systematic in her data collection and record keeping. The few suggestions I made in the above document do not undermine the rigor, validity, and methodological soundness of her work.

Attested to on this 11th day of September, 2009.

Mark Giesler, PhD, LMSW

Assistant Professor

Department of Social Work

Saginaw Valley State University

IRB# 20080690 98EP
Date Approved: 06/25/2008
Valid Until: 06/24/2009

University of Nebraska Lincoln

COLLEGE OF EDUCATION AND HUMAN SCIENCES
Department of Educational Administration

Confidentiality Agreement – External Auditor

I, Mark A. Giesler, hereby agree that I will maintain confidentiality of all
(name of external auditor)

data that I have been contracted to audit for the following research project: **Engaging College Men in Sexual Assault/Relationship Violence Prevention Peer Education.** This means that I will not discuss nor share any tape-recorded or transcribed data or any disaggregated questionnaire data with any individuals other than the researcher, Jan Deeds, or her supervisor, Dr. Marilyn Grady. When the audit is complete, I will return all data to the researcher and will transfer all electronic files to the researcher. Upon confirmation of receipt of these files by the researcher, I will destroy the originals.

Mark A. Giesler
(Signature of auditor)

9/3/09
(Date)