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Letter to Spring Arbor University

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Grand Valley State University

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13 March 2012

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Dr. Webb:

Several months ago, I attempted to implement a sexual assault/date rape prevention program provided by the AWARE Shelter (a domestic violence/sexual assault shelter in Jackson) but was turned down by multiple tiers of Spring Arbor University (SAU) staff. For this reason, I reorganized my information and am returning to plead my case with you. I have also sent the program that I am suggesting along with this letter to the mayor, Karen F. Dunigan; the congressman, Tim Walberg; Director of Campus Safety, Tom Fiero; the Sexual Assault Program Coordinator at AWARE, Linda Schwalm; and the Jackson Citizen Patriot Newspaper. My hope is that this plea is compelling enough to materialize a community crisis response team, a sexual assault/date rape awareness program, all affiliated advertisements (posters, pamphlets, etc.), and lastly, open communication on this topic between SAU and its internal and external communities.

I believe Spring Arbor University could benefit from a sexual assault/date rape prevention program. Though the university's Clery statistics are not particularly negative, I believe they could be improved if the students (both men and women) are better educated on sexual assault (SA) and date rape. SAU women need more information on how to avoid date rape and SA as well as who to turn to in the event of such a tragedy. Furthermore, SAU men need more information about how to avoid becoming perpetrators themselves as well as how to hold other men accountable. At this time, there is little information regarding SA emergency protocol section on Spring Arbor University's website. I believe that with an SA/date rape prevention program and more exposure of SA and date rape realities (which have been fittingly coined "the silent epidemic"); SAU women will be better protected. Additionally, non-SAU women who socialize with SAU men may also benefit from the sense of responsibility that these men can learn from such educational programs.

Please review the information included with this letter and consider Spring Arbor University's obligation to its community on this issue.

Sincerely,

Kenneth Deaver

1. Introduction: Why would the development of and consistent attention to a sexual assault/date rape awareness program be a benefit for the institution, faculty, staff and students of a university without this program? There are three reasons:

NOTICE TO THE READER: There has been extensive media coverage on child sex scandals in recent months. However, this sexual assault and date rape awareness program proposal is aimed at reducing sexual assault (SA) and date rape of college women, though many of the suggestions could be used to reduce a broader range of sex crimes such as the aforementioned child sexual abuse scandals in the media, Lesbian, Gay, Bisexual, Transgender (LGBT) SA, and military SA.

- a. Sexual assault/date rape awareness programs increase the prevention of those crimes.
According to one study, "[a sexual assault prevention program] was effective in decreasing the incidence of sexual assault for women without a sexual assault history. The program also led to a decrease in dating behaviors found to be associated with acquaintance rape and an increase in knowledge about sexual assault for the treatment group" (American Psychological Association). This increase in knowledge that is referenced could include common ambiguities such as definitions of domestic violence or date rape to the court of law, factors that invalidate verbal consent, legal consequences for committing date rape or any form of sexual assault (SA), characteristics of abusive men, environments that facilitate date rape, etc.
- b. Comprehensive SA/date rape programs coordinate preexisting departments, services, and organizations within the campus as well as the greater community "so that women who have been victims of domestic violence, dating violence, sexual assault and stalking seek professional assistance and feel more comfortable utilizing the support systems already in place" (Grand Valley State University Violence Against Women Act Grant

Narrative 1). In *Shifting the Paradigm*, The American College Health Association's (ACHA) SA prevention handbook, it is recommended to "develop a multidisciplinary taskforce on campus to address sexual violence prevention and responsive services that include high-level campus administration, academic leaders, student leaders, and community partnerships" (ACHA 6). One of the most crucial components to a sexual SA prevention program is interdepartmental communication, which promotes SA awareness, increases avenues for reporting, and expedites the gathering of evidence and the prosecution of offenders.

- c. As previously mentioned, **promoting SA awareness** is a third critical role of SA awareness programs. The ACHA recommends that "efforts to prevent sexual violence should be multifaceted and include but not be limited to such strategies as classroom discussions, health promotion programs, media campaigns, peer education, and discussions during student health and counseling services visits" (ACHA 5). Though Clery reporting is mandatory, schools are not eager to call attention to their Clery statistics and many parents and students do not realize the dangerous reality of sexual assault. Many sources indicate that an estimated 20% of college women will experience some degree of SA at least once during their college career (National Institute of Justice 6, INews, and Alert Carolina). One can reasonably assume that if students are naïve to such risks, they are also more vulnerable to them.

2. Literature Review

a. A history of sexual assault (SA) awareness and prevention

SA public awareness began in the 1960's, on the wave of the feminist movement. In 1967, the first domestic violence shelter opened in Maine. As the "silent epidemic" grew louder, many previously untold rape accounts emerged. Author Susan Brownmiller compiled them into the book *Against Our Will*, which was published in 1975. The book was a significant step towards addressing the issue because as the book gained popularity, institutions finally had to recognize its existence. Rape shield laws were enacted and Congress passed the Rape Control Act.

In 1984, researcher Mary Koss conducted a poll on college campuses that revealed date rape and acquaintance rape were startlingly more common than previously thought. Author Robin Warshaw compiled more rape accounts in her book, *I Never Called it Rape* in 1988. The book marked a turning point in prevention strategies as theorists argued over causes of the widespread problem as well as which educational methods would be most preventative.

The Violence Against Women Act (VAWA) and the Rape, Abuse and Incest National Network (RAINN) were both created in 1994. They remain two of the most important milestones for evolution of SA prevention and awareness. The federally funded VAWA now has its own office and continues to allocate funds towards its mission, while RAINN is the largest support system for SA in the country. To reemphasize the importance of total community involvement to combat the silent epidemic, the US Department of Justice states that VAWA "requires a *coordinated community response* to domestic violence, sexual assault and stalking crimes, encouraging jurisdictions to bring together multiple players to share experience and information and to use their distinct roles to improve community-defined responses" (Office of Violence Against Women 2). This strategy has been mimicked by many successful SA prevention programs such as that of the American College Health Association's SA prevention toolkit,

as well as SA prevention at Grand Valley State University (GVSU), one of the safest public universities in the state of Michigan.

To date, research continues to emerge on the cultural roots of SA as well as effectiveness of various SA prevention approaches. As more and more schools improve their SA prevention and awareness primarily by assembling coordinated community response teams (CCRTs), there is a trend of religiously affiliated universities to lag in this area. Let private religiously affiliated universities in Michigan take the lead in this arena and demonstrate to their community and to their competitors how successful SA prevention and awareness can be without compromising any of the moral stances that are characteristic of religiously affiliated schools.

b. The vicious cycle of underreporting

“Sexual assault is widely considered to be the most underreported violent crime in America” (National Institute of Justice 4). There are several logical reasons for this. According to the University of Iowa’s Handbook on Sexual Assault on the College Campus, **victim blaming is largely a cause**. Rape survivor Laura Dunn says victims don’t speak up because “they see [other] victims get annihilated for speaking, they get slandered, they’re the butts of jokes” (Wisconsin Center for Investigative Journalism). Unfortunately, victim blaming can be prolific throughout each step of the post rape process. Untrained police often unintentionally “revictimize” survivors through “callous and disbelieving” questions that seem to be steeped in blame and pry for graphic detail (Wisconsin Center for Investigative Journalism). An elegant solution to this problem, according to Sergeant Faye Schouten of the University of Wisconsin-Whitewater Police, is to “coordinate the roles of advocates, forensic nurses and police across all county agencies.” At her school, “every campus police officer has been specially trained to handle sensitive crimes” (Wisconsin Center for Investigative Journalism). This type of personnel training should be the

standard. It only appears outstanding because so many schools' programs are lacking. Also, equipping each victim with a personal advocate drastically simplifies the complexity of SA reporting.

A second cause of widespread underreporting is the **broad range in people's definitions of "rape"**. Sometimes, women do not realize that the traumatic experience that they have undergone is legally "rape". Grayer areas that are most vulnerable to underreporting include non-forcible rape, spousal rape, acquaintance rape, nonconsensual sex in the presence of drugs or alcohol, and sexual harassment. All SA prevention programs clarify these definitions, as well as bring attention to the resources where the definitions may be found at a later time, should students need a refresher.

c. Current SA programs

Although data suggests that sexual assault prevention programs are "effective in decreasing the incidence of sexual assault for women without a sexual assault history", incarcerating offenders is much less efficacious (American Psychological Association). According to a publication from the Nation Institute of Justice (NIJ), **"nonstranger rapists are rarely convicted of their crimes"** (NIJ 12). This weakness is due to improper evidence collection and interrogation by untrained officers, infrequent reporting due to the aforementioned reasons, and a lack of sense of community responsibility when dealing with this issue. The recent sex abuse scandal that dishonorably ended Joe Paterno's coaching career is a typical case of an insufficient sense of community responsibility. Paterno reported the abuse to his superiors and then freed himself of all personal responsibility, even after no justice was delivered. If a community works together, community responsibility organically meshes with personal responsibility to promote the common good, in our case, to ensure that justice is brought to student SA offenders.

Another weakness in current SA programs is the imbalance in the typical target audience. Most SA programs are merely a bulleted list of strategies that women can do to avoid rape. It contributes to

the victim blaming phenomenon discussed above while simultaneously excusing men from responsibility, as this theory paints rapists as dark strangers in the bushes rather than charming classmates. Also, **current SA prevention does not address societal norms that some theorists claim perpetuate date rape**, namely those of male dominance and aggressiveness in conjunction with female submissiveness and passiveness. Furthermore, objectification/dehumanization of women by the media (American Colleges Health Association 6), pornography, and male peer socialization all contribute to SA-related crimes as a mere exaggeration of cultural norms. The solutions to this problem, reshaping campus culture as well as encouraging “active bystanders”, will be discussed in later chapters.

The third downfall of modern SA prevention is a lack of publicity and accommodation. Abused women are expected to search the far corners of schools’ websites to find a small page dictating SA protocol, relive the horror while giving a report to seemingly insensitive and prying police, drive to the ER (all the while fretting about what their parents will say when they get the bill), and then sit in a cold room with often unsympathetic doctors who are rarely educated to counsel women on legal options and where to go for further assistance. Today’s standard SA protocol is barbaric at best. Rape survivor Abby Panozzo described her experience with the process following her abuse as “exhausting” and remarked that she understood why no one wants to report (Wisconsin Center for Investigative Journalism). This problem harkens back to the underreporting problem discussed above.

To draw attention to the last weakness of current SA programs to be discussed, we turn to statistics produced by the National Institute of Justice. Researchers claim that “less than 5 percent of completed and attempted rapes of college students are brought to the attention of campus authorities and/or law enforcement” (NIJ 3). Furthermore, twenty percent of the schools studied did not participate in Clery Act security reporting. Of those schools that did participate in security reporting, a third did not discuss crime statistics while thirty seven percent of those who did discuss crime statistics

did not report their statistics in the Clery required manner. Clearly, there is not enough publicity and regulation on the issue of SA at college campuses, as so many schools are failing to achieve the national standards on reporting and publishing protocol.

Turning to SA prevention at the campus level, “only about 4 in 10 schools offer any sexual assault training. What training is available is usually for resident advisers and student security officers, not the general student population” (NIJ 6). What’s more, only about half of the schools that do offer training extend this education to faculty and staff. This results in the vast majority of faculty and staff of schools in this country being very poorly informed on how to aid students who may open up to them in the event of a sexual assault. The final, and most alarming statistic, is that nationwide, only forty percent of campus security personnel are trained on how to deal with SA, though **“the majority of 4-year public institutions....require this training”** (NIJ 6). There appears to be a lack of accountability for schools to own up to federally mandated responsibilities in SA protocol.

Until the federal government finds a way to hold schools more accountable, it is up to the schools themselves to address the problems of sexual assault, underreporting, and insufficient training. All of these problems are interrelated, and can be improved through methods explained in the attached proposal. As it stands, some public and private schools have risen to the call and maintain excellent SA programs on their own accords. Some outstanding schools’ programs are described below:

d. Grand Valley State University: An Exemplary Program at a Public University

The GVSU Women’s Center VAWA Grant Narrative (hereto referred to as “the narrative”) exhibits all of the qualities of what an excellent SA prevention program can be. The strategies discussed in the narrative will be summarized below.

A primary goal of the narrative is to connect preexisting support systems. Those systems exist within the university and also amongst its broader community. Internally, the narrative describes coordinating campus police, the Counseling Center, the Women's Center, faculty/staff, and student organizations. Externally, the aforementioned groups should also be in communication with the Young Women's Christian Association (YWCA), the state police, and the Kent County Domestic Violence Community Coordinated Response Team (CCRT) "to achieve the best possible results when it comes to anti-violence education" (GVSU Women's Center VAWA Grant Narrative 4).

Once connected, the narrative suggests "[creating] a GVSU Coordinated Community Response Team" and "[increasing] collaboration and coordination among internal and external partners by meeting 12 times per year" (GVSU Women's Center VAWA Grant Narrative 7). This would allot time to devise strategies for raising SA awareness and facilitating SA reporting. To raise awareness, the narrative suggests a plethora of tools and activities to educate the GVSU community, such as incorporating SA prevention messages and themes into drama/arts, university-hosted social events, freshman orientation week, annual emails, pamphlets, magazines, newspapers, posters and other media, student organizations (concurring with American Colleges Health Association suggestions), conferences, the university website or a separate but affiliated SA website, and lastly public service announcements.

To facilitate reporting, the narrative suggests training faculty, staff, and most importantly, police officers to be empathetic, vigilant, and role models. This suggestion is likely to decrease the chronic issue of victim blaming. Also, the narrative describes "creating multiple avenues for reporting" (GVSU Women's Center VAWA Grant Narrative 1) to increase victim's comfort with the systems in place. Many acquaintance rape victims fear reporting to police (the most commonly suggested route) because they may "fear reprisal; and victims who may have been drinking before the assault might fear sanctions for

violating campus policy on alcohol use” (NIJ 6,7). Since acquaintance rape is the most common form of rape (NIJ ii), it is imperative that reporting options are expanded beyond the traditional scope. When any faculty, staff, or student organization is capable of helping victims, a much more accommodating atmosphere is fostered to facilitate reporting.

The last component of the narrative that makes it practical to replicate at other schools is its plans for sustainability beyond the life of the (3 year) grant. Though any SA prevention program will incur start-up costs, there are ways to allocate expenses so that they can be incorporated into preexisting programs’ budgets. Beyond initial fees for professional trainings, the narrative delegates materials expenses to be financed by the Dean of Students office, the student organization expenses to be financed by the Student Life fund, and the officer and counselor training to be carried on within their departments by designated staff members. This way, the only new expenses per year are those of conventions and professional speakers.

e. Aquinas College: An Exemplary Program at a Catholic University

The SA prevention program at Aquinas College in Grand Rapids, Michigan, is progressive for a religiously affiliated university. Like the Grand Valley program, the Aquinas program discredits drugs and alcohol as plausible legal excuses for SA offenders, “[advises] members of the Aquinas Community on a timely basis about crime occurring on campus or in neighboring areas”, and utilizes multiple forms of advertising to warn and inform students about SA (Aquinas College Campus Safety). Furthermore, the college website (Aquinas.edu) explains how victims can seek help, what prosecuting options they have, and what sanctions are taken against perpetrators. The Aquinas program attacks SA preventatively and responsively, as successful programs do.

To raise SA awareness, “the College annually sponsors several activities and speakers on the subject of sexual assault in addition to providing literature on request”. As previously mentioned,

activities and speakers (especially previous rape victims) are powerful and engaging ways to educate the student body, and are likely more effective than Power Point presentations for changing attitudes towards SA and gender discrepancies. Furthermore, the Aquinas website (Aquinas.edu) provides legal definitions for SA and consent. These definitions are crucial for standardizing rape perceptions, because, (alluding to Robin Warshaw's compilation), many victims will say in hindsight, *"I Never Called It Rape"*.

To promote SA reporting, the school has networked the Area Coordinator (Residence Director), Dean of Students, Department of Campus Safety, and the Director of Campus Life. All of the aforementioned individuals or departments are trained and qualified to assist victims with reporting. Also, the college offers confidential reporting, which oftentimes increases reporting rates of victims aged less than twenty one years when alcohol is involved. To further accommodate victims, the Aquinas Campus Safety webpage states that "victims will be notified of any on-campus and local counseling and mental health services and medical services, and will be given the opportunity to change their living arrangements if alternatives are reasonably available" (Aquinas.edu). These opportunities are especially important in the event of acquaintance rape, where the perpetrator may be an individual living in close proximity to the victim (e.g. the same or neighboring residence halls).

f. Calvin College: An Exemplary Program at a Protestant College

The mission statement of Calvin College's Sexual Assault Prevention Team (SAPT) is "to end rape, sexual assault, and harassment by educating for change in attitudes and behaviors and by equipping compassionate and knowledgeable responders". Like Aquinas', Calvin College's SAPT is both preventative and responsive, addressing the issue from each side. Calvin College also healthily targets both women *and* men for SA prevention, a frequently one-sided endeavor by many victim-blaming programs. It is crucial to address the cultural roots that, unbeknownst to society, lead to SA. Overall,

Calvin's program is comprehensive, modern, and engaging, and all without the flippancy towards premarital sexual interactions that is characteristic of secular or public schools. Calvin College's SAPT demonstrates that it is possible to advocate SA prevention without compromising Christian principles.

Like Grand Valley, Calvin College's Sexual Assault Prevention Team (SAPT) succeeds in three very important areas of SA prevention. First, it connects support systems through "an interdisciplinary committee of students, faculty, and administrators" (calvin.edu), and involves various departments such as campus safety, health services, resident director, the Grand Rapids Young Women's Christian Association (YWCA), and legal services in Grand Rapids. Through the coordination of the SAPT, protocol, training, and educational efforts are uniform throughout the departments and the student body. This was emphasized in the GVSU Women's Center VAWA Grant Narrative.

The second strength of Calvin College's SA prevention is its awareness effort. The Calvin SAPT arranges speakers and videos for the student body, distributes pamphlets, creates films, and provides reading materials (such as active bystander methods to offset victim-blaming). It also offers free counseling at Calvin's Broene Counseling Center as well as referrals for off campus providers. On the website (calvin.edu), rape myths are debunked, SA legal terms are defined, and protocol is outlined. Nancy VanNoord is a professor at Calvin College who was present during the SAPT's mid 1980's inception. She observes, "once we started [publicizing sexual assault], it became more acceptable to talk about it". According to comments from VanNoord during a phone interview, the SAPT brought the epidemic out of the dark and increased women's comfort level with discussing their stories.

The last main strength about Calvin's SA prevention is its effort to increase reporting. As previously mentioned, multiple avenues for reporting, advocates, and the promotion of SA awareness serve to increase reporting rates. In the event of the SA of a Calvin student, Calvin's policy states that "a trained volunteer advocate will be paged to call [the victim] and help [the victim] decide what to do".

For victims who choose the recommended route of a post-rape physical examination, “the Nurse Examiner Program at the YWCA provides a free physical exam including the Rape Evidence Kit. Their **female personnel are specialized and the setting is private**” (bold added) (SAPT resources page).

Utilizing the excellent services of the Grand Rapids YWCA not only makes women feel more comfortable, but it also connects existing support systems (as emphasized by the GVSU Women’s Center VAWA Grant Narrative) in the community, which supports Calvin’s primary SA prevention strength described above.

3. A proposal for implementing a sexual assault prevention program at religiously affiliated universities, drafted from the Grand Valley State University Women's Center Violence Against Woman Act Grant Narrative

- a. **Objectives: To raise awareness at religiously affiliated universities of violence against women, to provide prevention education, and to expand the number of options for victims of sexual harassment to report.**
- b. **Methodology**
 - i. **Creating a Coordinated Community Response Team**

As seen in other prominent programs such as Grand Valley's or the ACHA Handbook, a coordinated community response team (CCRT) is vital to the development and success of an SA prevention program. There is simply too much work to be done for a single department to handle it, and the expertise of the different departments are all involved in SA prevention and SA response. The most efficient way of coordinating a CCRT is by having one representative from all of the necessary departments. This team may include a representative from Campus Safety, from Housing, from Counseling, the County Sheriff's Office, the local domestic violence/SA shelter, and University Athletics. An individual must be selected to lead this group of representatives. For pragmatic reasons, the CCRT head should be chosen from a department within the university rather than one of the community affiliates.

To train the CCRT, a logical source of education can be found through the local domestic violence/SA shelter resources and personnel, the ACHA: *Shifting the Paradigm* Handbook, other recognized organizations such as VAWA/OVW, the Rape, Abuse and Incest National Network (RAINN), and by a knowledge exchange between the various expertises within the newly formed CCRT. Grand

Valley utilizes the Young Women Christian Association (YWCA) for much of its training; some universities may require a commute because YWCAs are sparse.

ii. Tasks of the CCRT instrumental in creating an effective SA prevention program

The CCRT will annually email all university students to explain the school's SA protocol, to inform students of annual social events that will include SA prevention messages, and to provide links where students can find more information about SA protocol and prevention.

The CCRT will also present to parents and guardians during freshman orientation/move-in week to educate parents about SA/date rape statistics (at the university and nationally), to inform parents about what information their children will receive regarding SA prevention, and to inform parents what the university's response protocol is in the event of SA, date rape, or related offenses.

During this same week, the CCRT will present to the students, or will schedule national speakers to present to the students on topics like alcohol and date rape, becoming active bystanders, legal definitions of date rape and SA, and other such information.

To publicize SA/date rape awareness throughout the rest of the school year and for the rest of the student body, the CCRT will arrange social events about SA. A likely alternative to this objective would be to simply incorporate SA awareness into preexisting social events at the university. Bands, speakers, and drama or other arts are an engaging way to educate the campus community. Also, posters advertising the aforementioned events should also contain SA prevention messages. These posters should be in residence halls, dining halls, lecture halls, etc. There needs to be a cultural transformation so that SA is not a taboo subject. Publicizing the issue is an easy way to combat underreporting.

Other methods to publicize to be used in conjunction with social events are public service announcements (PSAs) through the school's magazine, or through the school's radio station. Furthermore, an antiviolence website, or addition to the university website would also increase SA prevention and response exposure. Brochures at receptionists' desks, posters in the commons, and other such tools would serve the university to a common goal.

To open more avenues for SA reporting and to increase a community sense of responsibility, all Residence Directors (RDs), campus security officers, as well as some of the members of the departments from which each representative in the CCRT came must be trained in SA sensitivity, filing reports, and providing victims with resources. This can be done through annual seminars (professional speakers or YWCA conventions) and annual workshops (presumably through the local domestic violence/SA shelter). Furthermore, campus security/police need extra training on how to empathetically question emotional victims, what evidence to gather, which questions to ask, etc. This training can be carried out by the campus security officer that is part of the CCRT.

The CCRT will meet monthly to ensure policies are uniform, to disburse the latest information in SA studies, and for general collaboration.

To facilitate reporting and accommodate SA victims, the CCRT will train selected university staff/faculty or local church personnel to be advocates. An alternative would be to utilize the local domestic violence/SA shelter's advocates for this role. Advocates assist victims with hospital visits, filing reports, judicial processes, etc.

The CCRT will incorporate "active bystander" training into preexisting men's student organizations (when applicable) or create a student organization centered around SA/date rape prevention and men's accountability. Active bystanders are (typically male) third parties with a sense of community responsibility who seek to prevent SA/date rape in social situations as well as hold men

accountable in regards to objectifying women, sexual harassment, etc. In addition to the men's group, a men's conference should be held annually to address SA and date rape. As with all other events, advertising is crucial to a successful turn out. Posters, email, the university news, radio, and other social events are an effective means of reaching out.

To expand the university's counseling services, counselors may benefit from an annual professional development training to increase their abilities in helping students resolve dating violence, domestic violence, SA, and stalking. Since these occurrences are not common reasons for counselor visits, the training may prove very beneficial to honing counselor's expertise in this area. Also, YWCAs offer a 30 hour workshop called "New Service Provider" that is intended to fully prepare counselors for providing SA therapy.

c. Sustainability beyond first year start-up costs

As delineated in the GVSU Women's Center VAWA Grant Narrative, trained university faculty and staff will train new or untrained faculty and staff. Advertising costs can be absorbed by respective programs. Designing and constructing posters, brochures, and drama programs can be achieved by students, as described in Part D of the proposal. Unfortunately, some events will annually incur expenses, but for a very worthy reason. YWCA trainings, professional speakers, and other such occasions may cost the university money, but to the benefit of the faculty, staff, students, and ultimately the entire community.

d. CCRT task delegation and promoting interdepartmental communication

The Coordinated Community Response Team is merely a small representation of the larger "team", which are the university and its surrounding community. Since a representative from each relevant department will have a place in the CCRT, each department will have access to all knowledge

accumulated from the CCRT's collective knowledge, which draws from many professions and areas of expertise. Therefore, it is the responsibility of each CCRT member to disburse information to his/her department as needed on protocol, legal definitions, victim interaction, and all other activities regarding SA and date rape.

Much of the manpower required to start up these programs can be delegated to students and integrated into class work or into social events. Examples of how SA awareness can proliferate the university may be through articles in the school newspaper or school magazine, the previously mentioned radio PSAs, poster design by advertising majors, and social events such as concerts. These are merely a glimpse of the opportunities for increasing SA exposure and distributing the workload of this task.

4. Conclusions: What to do next

a. A larger project: designing a workbook

Because many preexisting workbooks are designed without the influence of religious texts, religiously affiliated universities may encounter a dilemma when developing a sexual assault/date rape awareness and prevention program based on secular workbooks. For example, page fifteen of the ACHA: *Shifting the Paradigm* Toolkit is all about consent, which is obviously central to any SA/date rape prevention program. However, there are no implications in the ACHA manual of the sexual activity in question occurring within the confines of marriage. These are likely grounds for religiously affiliated schools to discard such a Toolkit. Rather than delaying the development of an SA/date rape prevention program due to moral conflicts with preexisting manuals, religiously affiliated schools would be well served to merely create their own manual, drawing heavily from preexisting manuals, but omitting or modifying portions of moral discrepancy. Furthermore, if copyright laws are in question, developing a customized workbook eliminates any legal roadblocks.

b. Evaluating the program: a longitudinal study

Though it is undeniable that any school should run a sexual assault/date rape prevention program, a longitudinal study would be very helpful in assessing the program's efficacy. To do so, researchers at the university should analyze reporting statistics for five years following the genesis of their school's SA prevention program. Also, interviews with students, campus police, the counseling center, faculty, and staff would paint a more complete picture of the SA climate of the school. Pages twenty one and twenty two of the ACHA toolkit provide a rich variety of self-assessment questions, for the school's CCRT to complete. Also, Rape Myth Acceptance Scales (RMAS) and Sexual Experiences Survey (SES) have been used for decades to assess SA program efficacy (Young 15, 17). RMAS is used to assess changing attitudes while SES is used to identify non-reported rape victims and rapists. The two

surveys are to be completed by random samples of students as well as faculty and staff. Interviews and self-assessments should be completed for five years as well.

NOTICE TO THE READER: It is expected that after the inception of an SA awareness program, a school's reporting numbers will *increase* rather than decrease. This is likely due to a decrease in victim blaming and a greater understanding of what constitutes "rape" because of the increased SA awareness and education at the school. When victims do not fear victim blaming or re-victimization at the hands of the police or the judicial system, they are more likely to report.

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5. Appendix

- a. Part I: Introduction – Rationale (p1 – 2)**
- b. Part II: Literature Review – History, issues, and examples (p3 – 12)**
- c. Part III: Proposal – Implementing a program (p13 – 17)**
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