

LEADING ON THE EDGE: THE FUTURE OF VIOLENCE PREVENTION ON CAMPUS



NASPA Annual Meeting • March 10, 2008 • Boston, MA

Presentation by Luoluo Hong, PhD, MPH
Vice Chancellor for Student Affairs
University of Hawai'i at Hilo

Sponsored by the Health in Higher Education Knowledge Community



World Health Organization Definition of Violence

“The intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation” (Krug, Dahlberg, Mercy, Zwi & Lozano, 2002).



Latest Statistics on US Campuses

- According to the *Violent Victimization of Students* report, between 1995-2002 college students ages 18-24 were victims of approximately 479,000 violent crimes each year, including robbery, rape/sexual assault, simple assault and aggravated assault (Baum & Claus, 2005)
 - Male students were twice as likely to be victims of violence than were female students
 - Non-Hispanic white students had slightly higher rates of violent victimization compared to African American students, and higher rates than students of other races



Latest Statistics on US Campuses (continued)

- ❑ Nationwide, 8% of male students and 1% of female students have a working firearm on campus (Miller, Hemenway & Wechsler, 2002)
- ❑ Firearms were present in 9% of all violent crimes, and a weapon was present in 34% of all violent crimes (Baum & Klaus, 2005)
- ❑ In the last academic year, 7% of students were in a physical fight, and 4% were physically assaulted (ACHA, 2004)
- ❑ About $\frac{1}{4}$ of students are injured as a result of violence, but only 60% of those injured seek treatment (Baum & Klaus, 2005)
- ❑ Only 35% of violent acts were reported to the police (Baum & Klaus, 2005)



Latest Statistics on US Campuses (continued)

- About 93% of incidents occurred off campus (15% of the 16 million college students enrolled in the US live on campus) (Baum & Klaus, 2005)
 - Most off-campus violence (72%) against students occurred between 6 PM and 6 AM
 - Most on-campus violence (56%) against students occurred between 6 AM and 6 PM
- Nearly 19% of students who consumed alcohol report being physically injured (ACHA, 2004)
- In 41% of all violent incidents, the offender was perceived to be under the influence of alcohol and/or other drugs (Baum & Klaus, 2005)



Latest Statistics on US Campuses – Sexual Assault

- ❑ 1 in 20 female & 1 in 100 male students report experiencing an attempted or completed sexual assault in the last year (American College Health Association National College Health Assessment, 2006)
- ❑ Over the course of a college career 20-25% of female students are predicted to be the target of attempted or completed rape (US Department of Justice, 2000)
- ❑ For every 1,000 women enrolled any institution can expect 35 incidents of rape to occur each academic year (US Department of Justice, 2000)
- ❑ Anywhere from 10-15% of college women report being stalked each year



Correlates of Campus Sexual Assault

- ❑ Nine out of 10 campus sexual assault offenders were acquaintances of the victim
- ❑ Over 85% of assaults occurred in the evening after 6 PM, over half after midnight
- ❑ Nearly 60% of on-campus assaults took place in the victim's residence, 31% in other residences & 10% in a fraternity house
- ❑ Less than 5% of campus sexual assaults were reported to law enforcement

Source: US Department of Justice, 2000



Correlates of Sexual Assault (continued)

- About 90% of incidents of sexual violence on campuses involve alcohol or other drug use by either or both the victim and the perpetrator
 - 10% of students who consumed alcohol reported being taken advantage of sexually
 - 3% of students who consumed alcohol reported taking advantage of another person
 - Over 80% of students who report experiencing unwanted sexual intercourse were under the influence of alcohol or other drugs at the time of the incident

Source: Core Alcohol & Drug Survey, 2005



ROOT CAUSES – Current View

- ❑ Perpetrator & victim socialization experiences, beliefs & attitudes towards sexuality
- ❑ Individual characteristics of the perpetrator
- ❑ Characteristics of the situation
- ❑ Interpersonal & situational dynamics
- ❑ Perpetrator's misinterpretation of the victim's intent

Source: Alan Berkowitz, et al., 1994

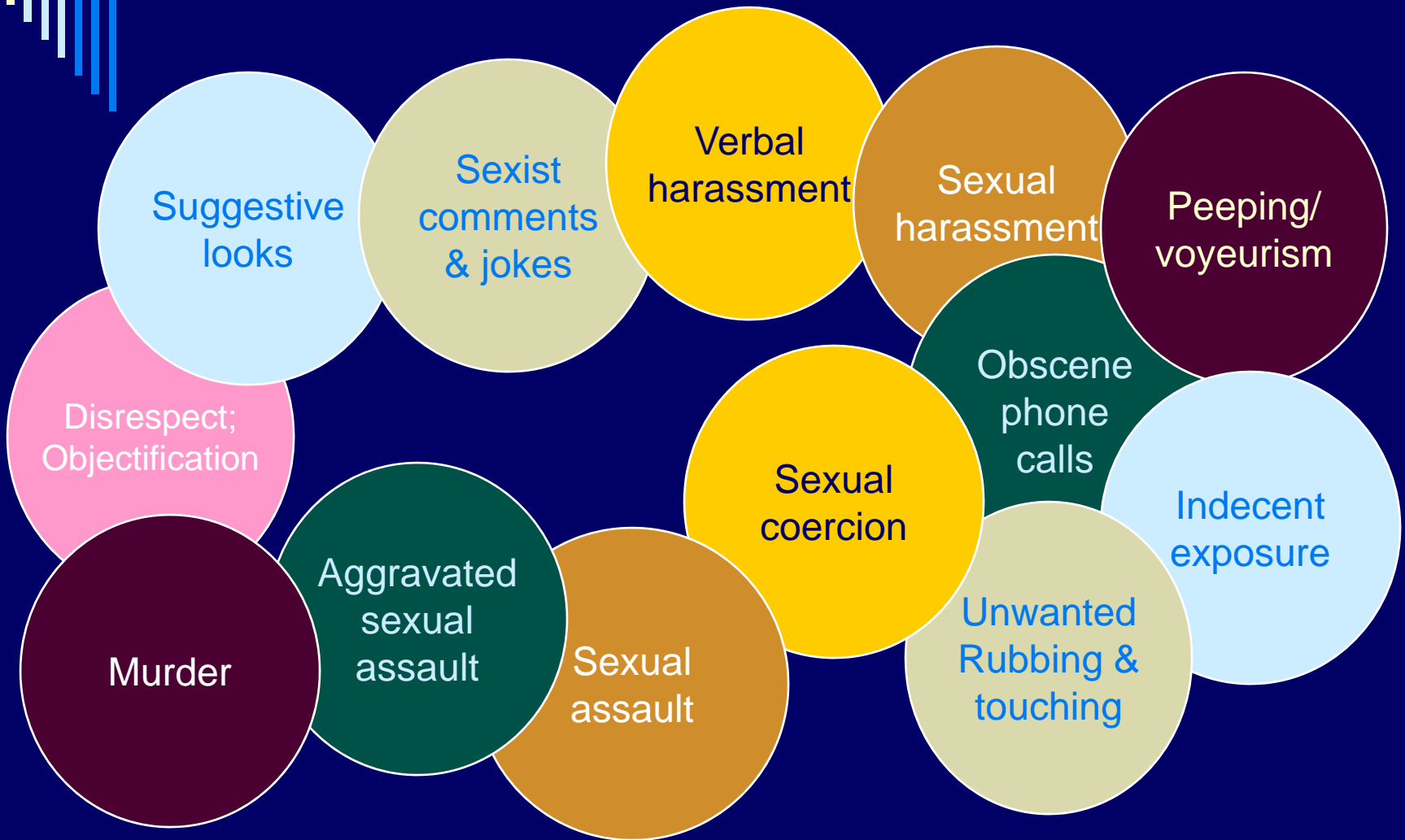


ROOT CAUSES – Leading Edge

- ❑ Part of a continuum of behaviors that begin with subtle violations & forms the foundation for a broader system of oppression, power & privilege
 - ❑ Acceptance of & indifference to violence embedded in cultural beliefs, societal norms, corporate practices & institutional policies
 - ❑ Deconstruction as gendered behavior
 - ❑ Interrelationship with issues of social injustice
-



Sexual Violence Continuum



Adapted from: National Center on Domestic & Sexual Violence, 2007



Rape Culture

“It is a complex of beliefs that encourages male sexual aggression and supports violence against women. It is a society where violence is seen as sexy and sexuality as violent.... A rape culture condones physical and emotional terrorism against women *as the norm*. In a rape culture, both men and women assume that sexual violence is a fact of life, inevitable as death or taxes. This violence, however, is neither biologically nor divinely ordained. Much of what we accept as inevitable is in fact the expression of values and attitudes that can change.”

Source: Buchwald, Fletcher & Roth, 1993.



Incidence of Rape

The risk of rape for a woman living in the US is

- ❑ 2.1 times greater than in United Kingdom, Spain or France
- ❑ 2.4 times greater than in South Korea, Mexico or Norway
- ❑ 3.3 times greater than in Denmark, Germany or Taiwan
- ❑ 6.2 times greater than in Russia or Italy
- ❑ 17.0 times greater than in Japan, Hong Kong or India
- ❑ 28.1 times greater than in Greece
- ❑ 91.3 times greater than in Saudi Arabia

Source: United Nations, 2000



Gender As Social Identity

- Gender refers to socially constructed statuses & ideas about how men & women are supposed to behave (Lorber, 2000) and relate to each other (Andersen & Collins, 2007)
 - Does not refer to biological or physiological differences between males & females
 - Definitions of masculinity & femininity may shift across time, place & context
 - Socialization into dominant gender role norms begins in childhood
 - While there are multiple constructions of gender, there is a hegemonic masculinity & an emphasized femininity (Connell, 1987)
-



Deconstructing Masculinity

- Traditional Metaphor (Brannon & David, 1976)
 - No Sissy Stuff
 - Be A Sturdy Oak
 - Be A Big Wheel
 - Give 'em Hell
 - Hypermasculinity (Collins, 2005; hooks, 2003; Kimmel, 1993; Majors & Billson, 1992)
 - All-male social groups (Benedict, 1997; Messner, 1992; O'Sullivan, 1993; Schwartz & DeKeseredy, 1997)
 - Metamorphosis (Gerschick & Miller, 1995; Hong, 2000; Connell, 1995)
 - Reliance/reproducing
 - Rejection/resisting
 - Reformulation/transforming
-



Masculinity & Violence

- Violence by boys & men is a behavioral affirmation of stereotypical (hegemonic) masculinity (Connell, 2001; Katz, 2006; Kaufman, 1999; Kimmel, 2000; Kivel, 1992; Lang, 2002).
 - Cultural beliefs about appropriate male behavior, as well as homophobia, serve to normalize men's violence against women & each other.
 - Boys & men represent the overwhelming proportion of perpetrators of all forms of interpersonal violence, including homicide, physical assault, sexual assault, domestic abuse & hate crimes.
 - Boys & men also comprise a significant proportion of the victims of non-sexual violence.
 - THEREFORE, the primary prevention of violence must target & involve men as active, integral & invested participants in the deconstruction of patriarchy, masculinity & violence
-



Social Justice

- Both a process & a goal to achieve:
 - “Full & equal participation of all groups in a society that is mutually shaped to meet their needs”
 - Equitable distribution of resources
- Vision is for all individuals to:
 - Be physically & psychologically safe
 - Be self-determining & interdependent,
 - Have sense of own agency & social responsibility toward & with others, community & global society

Source: Adams, Bell & Griffin, 2007



Opportunity Cost

“The fear of sexual assault that is part of the daily life of women in this country takes up a continent of psychic space. A rape culture is a culture of intimidation. It keeps women afraid of being attacked and so it keeps women confined in the range of their behavior. That fear makes a woman censor her behavior – her speech, her way of dressing, her actions. It undermines her confidence in her ability to be independent. The necessity to be mindful of one’s behavior at all times is far more than annoying. Women’s lives are unnecessarily constricted. As a society, this one issue hampers the best efforts of half our population. It costs us heavily in lost initiative and in emotional energy stolen from other, more creative thoughts.”

Source: Buchwald, 1993, p. 188



Traditional Paradigms

- ❑ Racial justice organizing has historically focused on racism as it affects men
 - ❑ Gender justice activism has traditionally highlighted sexism as it affects white women
 - ❑ Anti-homophobia education typically has failed to acknowledge the unique experiences of subordinated groups within the LGBTQ community
 - ❑ Anti-violence movement has been reluctant to address interpersonal violence within the broader context of institutional inequality & oppression, including patriarchy & white supremacy
-



Working at the Nexus

- “How do we develop analyses and organizing strategies against violence against women that acknowledge the race of gender and the gender of race?”
- “...we must also learn how to oppose the racist fixation on people of color as the primary perpetrators of violence, including domestic and sexual violence, and at the same time to fiercely challenge the real violence that men of color inflict on women.”

Source: Angela Davis (2000). Keynote address for Color of Violence: Violence Against Women of Color Conference, Santa Cruz, CA.



On Privilege & Power

- “Seeing privilege at the intersection [of our multiple identities] is complicated by the fact that there is no purely privileged or unprivileged person. Most of us are privileged in some ways and not in others.”
- “The presence of both the experience of privilege and the experience of subordination in different aspects of our lives causes the experiences to be blurred, further hiding the presence of privilege from our vocabulary and consciousness.”
- “Often we focus on the experience of oppression and act from privilege to combat that oppression without consciously making that choice.”

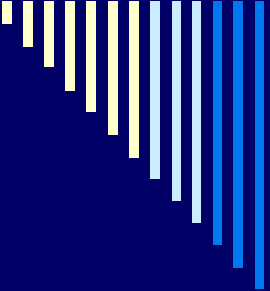
Source: Stephanie Wildman, 2000



On Privilege & Power (continued)

“I have often noticed men’s unwillingness to grant that they are overprivileged, even though they may grant that women are disadvantaged.... As a white person, I realized I had been taught about racism as something which puts others at a disadvantage, but had been taught not to see one of its corollary aspects, white privilege, which puts me at an advantage.”

Source: Peggy McIntosh, 1988



Toward a Genuine Prevention Agenda

- ❑ PRIMARY PREVENTION refers to specific measures which stop or reduce the possibility of violent events from occurring in the first place and which do so across a large portion of the community.
- ❑ SECONDARY PREVENTION refers to the early identification and amelioration of situations which could otherwise potentially lead to violence.
- ❑ TERTIARY PREVENTION responses repair or minimize the negative consequences associated with violence that has already occurred.

Source: US Department of Health & Human Services



Spectrum of Prevention

The Spectrum of Prevention



Definition of Level

1. Developing strategies to change laws & policies to influence outcomes
2. Adopting regulations & shaping norms to improve health & safety
3. Convening groups & individuals for broader goals & greater impact
4. Informing providers who will transmit skills & knowledge to others
5. Reaching groups of people with info & resources to promote health & safety
6. Enhancing individual capability to prevent injury or illness & promote safety

Source: Cohen & Swift, 1999



Campus Self-Assessment

- ❑ Which level of prevention spectrum does your institution's violence-related initiatives, policies, programs and services reflect?
 - ❑ What are the barriers to your institution moving beyond the 3rd level of prevention, e.g., "Educating Providers?"
 - ❑ What role can the Senior Student Affairs Officers serve to facilitate movement into the 4th through 6th levels of the prevention spectrum?
-



How the SSAO Can Lead

- ❑ Acknowledge violence intervention & prevention is an institutional responsibility
 - ❑ Consistently communicate clear anti-violence values
 - ❑ Empower & facilitate prevention work across campus
 - ❑ Facilitate opportunities for fearless dialogue
 - ❑ Initiate review & revision of institutional policies
 - ❑ Analyze “unintended consequences”
 - ❑ Develop policies that promote long-term solutions, not address short-term problems
 - ❑ Build & sustain campus-community coalitions for change
-



On the Leading Edge

TRADITIONAL ORIENTATION	SOCIAL JUSTICE ORIENTATION
Focuses primarily on individual responsibility	Focuses on individual choices/actions, systemic & institutional factors, & their interrelationship
Agency of the perpetrator is largely invisible or unacknowledged	Agency of the perpetrator is the focus of analysis and change
Does not acknowledge salience of identity, power & privilege in interpersonal relationships	Identity, power & privilege are essential to understanding & deconstructing interpersonal dynamics
Definitions are largely based in legal conceptions of violence	Definitions are largely based in human perceptions & experiences of violence
Prevention work tends to occur in isolation	Prevention work is embedded in efforts to build community capacity
Small group of invested individuals work to end violence (e.g., working from without)	Critical mass of invested individuals work to foster increased shared investment (e.g., working from within)



Caveats When Working With Men

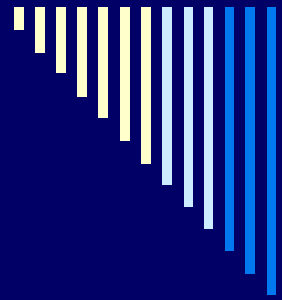
- Relying on approaches that appeal to men's sense of "real manhood" may exacerbate men's investment in a hegemonic male identity
 - Undermine discourses & construction of sexuality
 - Teach skills for negotiating consent
- Drawing on men's cultures (e.g., athletics) to appeal to and develop rapport with men
 - Critically deconstruct men's culture
 - Target masculine bonding as form of reinforcement
 - Examine men's victimization
- Encouraging men's "performance" of manhood in front of each other
 - Analyze intersections of multiple identities
 - Acknowledge men's voices are privileged over women's voices

Source: Michael Flood, 2003



Model Prevention Programs

- California Coalition Against Sexual Assault
 - Colorado State University Men's Project
 - Family Violence Prevention Fund
 - Men Can Stop Rape - Men of Strength Campaign
 - Western Washington University Men's Violence Prevention Project
-



Closing Quote

“As long as male domination exists, rape will exist. Only women revolting and men made conscious of their responsibility to fight sexism can collectively stop rape.”

- *Kalamu ya Salaam (1980)*



Electronic Resources

□ Statistics & Data

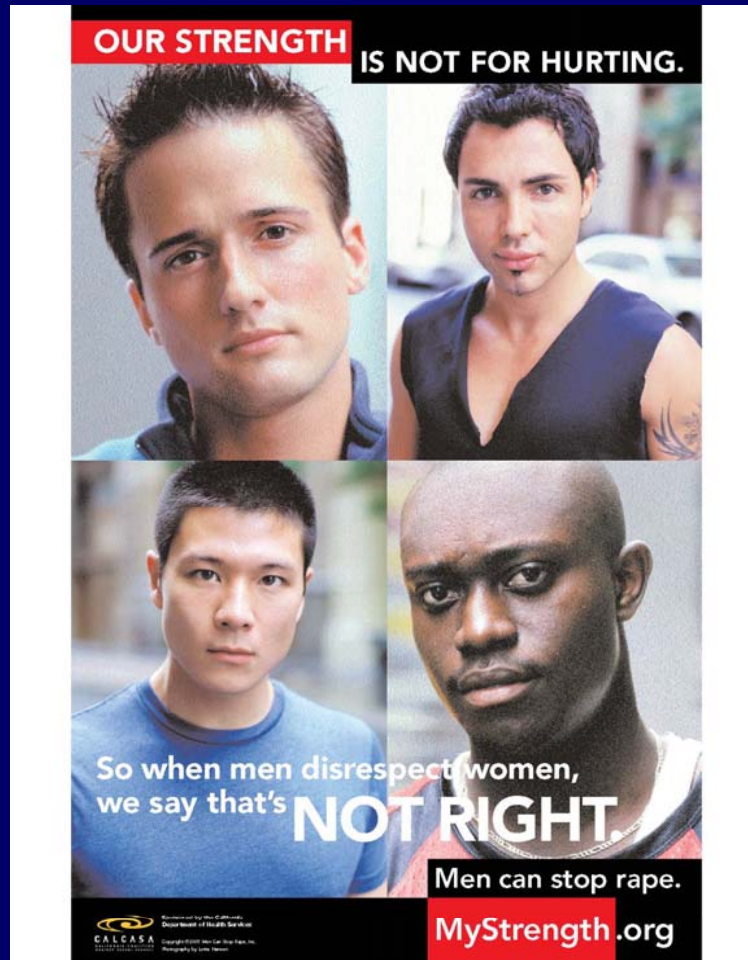
- <http://www.acha-ncha.org/>
- <http://www.higheredcenter.org/violence/>
- <http://www.ncjrs.gov/pdffiles1/nij/182369.pdf>
- <http://www.siu.edu/~coreinst/>
- <http://www.rainn.org/statistics/index.html>
- <http://www.ncadv.org/files/domesticviolencefacts.pdf>
- <http://www.securityoncampus.org/crimestats/index.html>

□ Prevention

- <http://www.preventioninstitute.org/>
 - <http://www.preventconnect.org/>
 - <http://www.mystrength.org/>
 - <http://toolkit.endabuse.org/>
 - <http://www.colorado.edu/cspv/>
-



Thank you!



For a copy of this presentation, please go to www.luoluhong.com/resources.html after Monday, March 17th to download a PDF file.

For questions, please contact:
luoluo.hong@hawaii.edu
Phone: (808) 974-7335