Chapter 18

THE ASSESSMENT OF SEXUAL ASSAULT PREVENTION AND AWARENESS CENTER FOR UNIVERSITY STUDENTS

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INTRODUCTION

Preventing sexual assault, intimate partner violence, sexual harassment and stalking in university settings is essential for college student's well-being. Many researchers pointed out the university environment can be a high risk of experiencing sexual assault. However, few studies examined the volunteers' experiences in prevention efforts as well as the assessment of the events in prevention centers in universities. This article explores the educational and support services at the Sexual Assault Prevention and Awareness Center (SAPAC) in Michigan. It focuses on the effectiveness of the Networking, Publicity, and Activism program for the university community. This paper draws on the author's own experiences of taking a position to volunteer at SAPAC. Force Field Analysis and SWOT analysis were implemented to identify specific needs and future objectives to change. To achieve change through survivors, collaboration and raising the awareness about sexualized violence in the university community were discussed.

Sexual Assault Prevention and Awareness Center defines sexual assault as any form of unwanted sexual contact obtained without consent and/or obtained through the use of force, threat of force, intimidation, or coercion. There were four degrees of Criminal Sexual Conduct under Michigan law, and they covered a range of sexual contact and levels of force or intimidation. Survivor resistance was not a factor in assessing Criminal Sexual Conduct and the law was gender-neutral. Marital rape had also been illegal in Michigan since 1988 (SAPAC, 2019). In the following sections, I will give an overview of the history and goals of SAPAC and the assessment of key events under the Networking, Publicity, and Activism (NPAs) program were presented.

In January 1985, students launched a sit-in at the office of the Vice-President for Student Services at the University of Michigan, Henry Johnson, to address the

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safety concerns of women on campus and the need to open a rape crisis center. In May 1985, university executive officers approved $75,000 for the initiation of an anti-assault program. In February 1986, the Sexual Assault Prevention and Awareness Center (SAPAC) opened under the direction of coordinator Julie Steiner. The center, located at Michigan Union emerged as a source of counseling, education, and information for assault survivors in the University community (SAPAC, 2019).

It is significant to highlight why SAPAC is essential for many women survivors' safety as well as the students' awareness about sexual assault. Vital goals of the SAPAC were to reduce or prevent the epidemic of sexual violence, and intimate partner violence including emotional, physical and sexual abuse on college campuses, and to change the overall campus climate surrounding issues of sexual violence. To realize these goals, analyzing the strengths, weaknesses, opportunities, and threats of SAPAC was critical.

Sakamoto and Pitner (2005) emphasized the importance of progressive multicultural approaches as this can empower women. These approaches take into account social justice issues through overcoming prejudice. To achieve social justice in the University of Michigan community, the NPAs, Publicity, and Activism program educated the community about sexual assault, intimate partner violence, sexual harassment, and stalking. This program hoped to provide people with a nonviolent campus community by a primary prevention approach through advocacy and networking programs.

Many service organizations can obtain grants from national and local governments and the private sector. However, Pyles (2009) argued that obtaining these grants for social change efforts might include obstacles. For instance, at the University of Michigan, SAPAC had difficulties obtaining grants. Some of them came from donations. Most of these funding came from the Office of Student Affairs. Moreover, Pyles (2009) emphasized that grantmakers may fail to fund long-term projects, and the sustainability of social programs can be negotiated. For instance, SafeHouse sheltered clients for thirty days, so these women needed to find other long-term housing. There could be some alternative solutions; yet, many women did not find housing.

METHOD

This article aimed to examine how the organization works with its clients in effective ways by applying SWOT analysis and Force Field analysis. Within this examination, the following goals have been developed: (1) To increase women's awareness and knowledge of their legal rights about sexual violence and gen-

der-based violence. (2) To empower women in the university community with information through SAPAC about gender-based violence, male domination in society with available services and organizations. (3) To understand the link between violence and problems of patriarchal thinking and male domination.

An initial assessment of a position to volunteer

While it was very difficult to find a position to volunteer, SAPAC had done for mass meetings and gained volunteers. I volunteered in the NPAs program at SAPAC, to understand how to provide a safe space for survivors of sexual violence. This program aimed to prevent harmful myths, to initiate, and increase the participation in public dialogues, and to encourage bystanders to get involved.

SAPAC focused on the women-centric model. The women-centric model follows a feminist ideology and usually focuses on issues of concern to women (Rubin & Rubin, 2008). The women-centered model emphasizes the importance of building face-to-face interpersonal relationships and hands-on partnerships between neighborhood women and local public and private institutions (Smock, 2004, p. 165).

SAPAC gained some funding from the Division of Student Affairs. Survivor care, education and training, and students' advocacy, administration coordinating are the significant components in the center. Survivor care included different services such as peer-led support groups and other NPAs program. Education and training also worked on peer education services. Student advocacy worked towards the men's activism with their student interns. Each service had its staff members, volunteer projects and activities.

Overall, I focused on analyzing the NPAs program at SAPAC as a volunteer. Being a volunteer allowed me to experience how SAPAC promotes healthy relationships, teaches non-violence and equality, supports survivor healing, and fosters a respectful and safe environment for all members of the University of Michigan community.

Description of Work to Date

I attended the meetings of NPAs on Tuesdays at 8pm. The director and four coordinators were very busy; finding a time to meet with me was one barrier. Specifically, I worked with two co-coordinators at SAPAC. My goal was to explore the barriers and strengths of how to inform and advocate for university community. Moreover, I planned on coordinating and attending events for SAPAC. Through this, I hoped to understand the issues and learn about best practices.

RELEVANT CONCEPTUAL FRAMEWORKS AND THEORIES

SAPAC mostly focused on crisis interventions, empowerment, and the feminist approach to preventing sexual assault. There are many external pressures to build alliances, networks, and collaborations (Sen, 2003). SAPAC's collaborations are SafeHouse Center and Office of Student Conflict Resolution. I found that Foundations often fail to provide sufficient donations. The understanding of its collaborations helped the understanding of funding issues. Sen (2003) noted that foundations often fund one coordinated effort on one case. However, they might not spend time on different issues. Furthermore, proving an alliance externally might be impossible because of potential conflicts around funding, time and politics (Sen, 2003). Sen (2003) also emphasizes that "if the clarity of purpose of collaborations happens, every partner brings its self-interest, resources are equitably shared, and the collective formation itself has resources devoted to it" (p. 147). This approach was helpful to provide clients with efficient services such as shelters because SAPAC did not have its shelter for women. Housing was a very important resource for survivors and this collaboration can provide it.

DESCRIPTION OF MODEL(S), STRATEGIES AND TACTICS FOR THE EVENTS IN THE NPAS

During Domestic Violence Day, the goal was to inform people of their rights in dating relationships, how to provide people with safe environments and relationships. We asked to University of Michigan community "What do you want your community looks like?" A great number of University of Michigan students' responses were peace, respectful, loving, and other positive thoughts and feelings. We gave a candy bar to people to encourage them to think about their community, and to increase the participation for this event. To gain consciousness about sexual assault, and intimate partner violence among students on campus, we informed people with some statistic information with the loudspeaker.

The revolutionary feminist consciousness-raising helped me to understand the patriarchy as a system of domination, and how it became institutionalized and how it was perpetuated and maintained (hooks, 2000). During raising consciousness, we framed the intimate partner violence with speaking knowledge and statistics about the number of survivors in the university community. To motivate people, to think and analyze the issues on individuals and groups, we created an inspiring environment to write down what they wanted their community to look like.

In regards to motivation and participation of events, van Zomeren, and Iyer, (2009) stated that individuals in a condition where group norms are consistent

with oppression are more likely to engage in oppressive acts (p. 655). In regards to the role of the Internet, Shapiro (2004) emphasizes that,

"By requiring fewer financial resources, providing a more physically safe space to organize and participate in activism, developing community, and combining support, and political education, the Internet has played a critical role in minimizing many obstacles to movement formation and participation. (p. 176)

I thought that the Internet was useful to inform people and encourage them to join certain movements. We shared the event on Facebook to reach more people. This event included the director's speech at 8 pm on the Diag, Ann Arbor. The Internet was a useful tool to reach many people.

During the event, it was significant to hear examples, and barriers at SAPAC from the director, such as funding issues, and lacking of their shelter. After she shared a few stories which included murdered women from their partner, or their husband, it was significant to the understanding of why women experience sexual assault, and what they needed to prevent certain problems are related to gender and women. As a volunteer person, I attended one event which is the Domestic Violence Day event under the NPAs program. We informed students of the University of Michigan, Diag. Two co-coordinators, two volunteers. I explained the importance of the day, and being aware of the issues surrounds the university community. We asked the question to make them be aware of their community.

LEARNING GOALS AND MY ROLE(S)

I learned how feminist theory allowed women to gain power, and remove from the violent environment. Although many women might not have the power of economic support or self-confidence to escape from violence, my goal was to experience and gain knowledge about how to empower women to gain a safe environment. I also wanted to learn how SAPAC ensured and enhanced survivors' rights through education, advocacy, and action. To building power in the community, I observed how the Center mobilize their constituencies and how to educate legislators. In regards to learning different tactics in the Center, capacity building was significant in coordinating internships and volunteer groups to strengthen any advocacy, networking or movement. While observing different tactics such as personal support, legislation and policy contributed to my understanding of the framing of sexual assault and intimate partner violence.

To demonstrate the advocacy skill through providing information, and education in preventing violence at NPAs was a significant goal for me. To be effective in the Center, understanding of the women-centered model was vital. Kaplan

(1982) emphasized that within this model, encouraging women survivors to build personal connections can offer a safe environment. I participated in any events, projects, and meetings under the NPAs. I learned how to use feminist values, and how this theory allowed women to gain power and remove from violence environment. Providing information, and education were core factors in preventing violence. I demonstrated advocacy skills through the program of NPAs.

In future practice, it would critical to increasing our knowledge and experience gender equality and masculinities in the global world. Connel (2005) says that the very gender inequalities in economic assets, political power, and cultural authority, as well as the means of coercion, that gender reforms intend to change, currently mean that men control most of the resources required to implement women's claims for justice (p. 1802).

In terms of my role in the center, I learned how the center follows a feminist ideology and focuses on issues of sexual assault, intimate partner violence, and other concerns to women. The following section moves on to identifying Force Field Analysis and the implementation of this analysis on the events under the NPAs.

A DESCRIPTION AND ANALYSIS OF THE INTERVENTIONS, ACTIVITIES, AND STEPS

Force Field Analysis discovers the core elements of an organization or program and its resources and obstacles (Gottfredson, 2001). In this analysis, the researchers can move on new and more effective directions. However, Force Field Analysis is not much value in determining what the direction or nature of change should be. This method is served by the needs assessment. Therefore, Force Field Analysis provides key ideas of the changes, improvements or recommendations (Gottfredson, 2001). These recommended changes can enhance the effectiveness of the program or organization.

In regards to applying Force Field Analysis on one event at NPAs which was "Speak Out" a defining change objective was to break the silence that surrounds the sexualized violence. I learned that many of the driving forces were the motivation of creating a safe environment for survivors to share their experiences, and breaking the silence surrounds the sexual assault. The volunteers were a significant resource in helping to organize and provide a safe space for survivors. Restraining forces were that some survivors were not willing to share their experiences in front of people although this environment provided safety and confidentiality for them. The lack of belief and information about this tactic was a restraining force.

It was difficult to understand how the Center was successful in spreading the awareness of the sexualized violence at the University of Michigan community. I thought it was a powerful thing that some survivors shared their real-life experiences and feelings. They discovered the commonalities in their stories and were able to feel support in sharing their stories. After a few people's stories were shared, others felt more comfortable. Many survivors pointed out that they shared their stories the first time in this event. They also shared suggestions with other people on how to prevent and end the issues of sexual violence. Developing a comprehensive change strategy was a key tactic to achieve change through survivors collaborating together.

The project of "Speak Out" at the SAPAC was helpful to hear survivors' voices and to provide services for them in regard to analyzing the varying feelings and thoughts. For example, survivors emphasized that many people believed that something was not wrong and blamed the survivors just because they were beautiful, were under the influence of alcohol, or alone at night, etc. These were not right at all. Even though survivors knew that these things did not put them at fault, they still experienced embarrassment or guilt through the community. One week later, we talked about how to improve this event next time during our regular meetings. We learned we need more time to share survivors' experiences. After sharing their stories, many survivors needed to go to a separate room to talk to a professional counsellor about their feelings and thoughts. A few people left during someone's sharing time, which might have caused an interruption that could have made the survivors feel uncomfortable. These were some suggestions for this event at our regular meeting. Within organizing skills, this was the assisting volunteers to identify issues that they cared about what needed to be changed. The goal of this meeting was also to develop and pursue common agendas.

Although "Speak Out" includes effectiveness and strengths in breaking up the silence surrounds the sexualized violence, feeling powerless exist in survivors' experience. I challenged when I was listening to one of the survivors' stories because she experienced two times sexual assault and her mother blamed her. If one person experiences sexual assault and it happened more than one time, it is not the survivor's fault at all. I expect that people think about how to end perpetrators' behaviour patterns. Otherwise, this problem will not solve. It was a challenge to acknowledge her mother's attitude to me. If the closest person thinks about sexual assault comes from girls' attitudes how we provide people with a safe environment.

Another challenge at SAPAC the lack of relationships between student interns' activities or workshops and Red Shirt Volunteers' activities. They worked on their workshops or events, and this separation and lack of communication made their

work ineffective. For instance, I helped one student intern's workshop which was a self-care event. It was movie night and a decorating cup-cake. I told my group, but it was not effective to get involved in this event. The main reason could be every volunteer group had their self-care activity. The biggest concern was how the organization do not notice this disconnectedness.

At one of the NPAs regular meetings, the Coordinator of the Relationship Workshop attended and requested to share how her to improve its facilitation teams. Many volunteers highlighted that the facilitators needed to offer examples from real-life experience about sexual assault and be willing to speak to an audience about it instead of just reading information around. The critical thing was that I concluded from observing the meeting many facilitators are not fully engaged in the meeting. Thus, they needed to be more observant and involved in their work. In this practice, participants can acquire a deeper understanding of sexual assault and tools, strategies to deal with it. In the below Figure 1, the goals of three events at NPAs was presented.
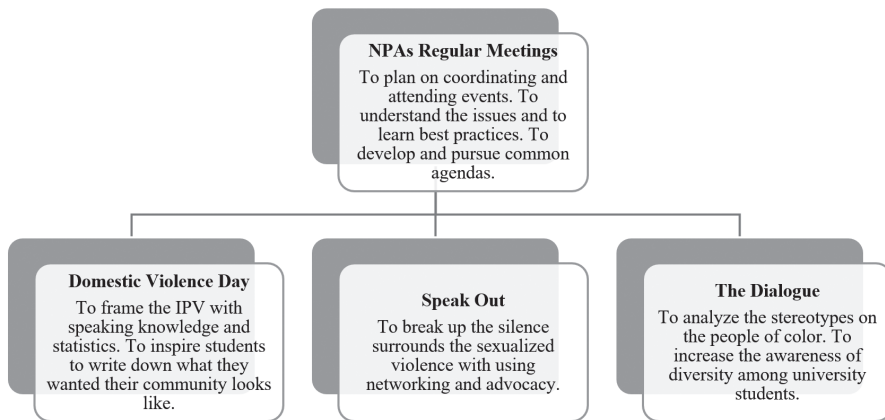

Figure 1. The goals of the events at NPA program

A SUMMARY OF WORK ACCOMPLISHED

To have a broader social awareness to be more inclusive in our dialogue, NPA volunteers and I attended a Freeze-Out which is sponsored by the Black Student Union and Students of Color at Rackham at U-M. They protested on the Diag for faculty and students of color, to raise awareness about minority enrollment and the general campus climate at the University. As NPA volunteers, we attended the dialogue of this student movement to analyze race and diversity on campus.

At the beginning of the program, the video, "The Black Bruins (Spoken Words) Sy Stokes" was view by the audience. This video showed a lack of diversity at the university level throughout the U.S. statistics. The goal of this video was to voice this depleting number of students attending universities to find a way to create a diverse university. In testimonials, black students' experiences were almost similar to how much other people let them down and how exhausted they were talking. Although people looked connected, they did not in reality when they wanted to make a change and stand up. Many testimonials were in undergrads, and also a few grad students and staff members. One of undergrad student emphasized that many students did not know minority ethnic groups and vulnerability at the school.

One speaker emphasized that people need to be a coalition, to find a solution and prevent the misrepresentations of color. Some testimonials highlighted that activism should include not only coalition-building strategy and also loving each other. Otherwise, people did not support each other. People needed to learn how to respect, love others sincerely and feeling togetherness. Trask (1991) states that "…coalitions must acknowledge not only differences, the necessity for a struggle to preserve that difference (p. 1212). I noticed that many students who were not black, and they might ignore the color of people rather than acknowledge the presence of their existence. Staggenborg, (2005) states that "collective action frames are ways of presenting issues that identify injustices, attribute blame, suggest solutions, and inspire collective action" (cited in Pyles, 2009, p. 114). In terms of this knowledge, the Black Student Union framed the diversity on campus in these ways.

Assess and Critique "Freeze-Out" and Applying SWOT Analysis and Force Field Analysis

In the relation between the dialogue of "freeze-out" and SAPAC was that analyzing the stereotypes on the people of color such as black males generally were perpetrators. This dialogue also contributed to recognize that the LGBTQ community also faced a great number of challenges as marginalized groups. One person pointed out that it was significant to be consistency in being togetherness and respecting each other. Cruickshank (1992) discusses "although the gay world may seem uniform to outsiders, especially to those who do not know lesbians and gay men, it is made up of many subgroups, and people identify as lesbian or gay often disagree among themselves on many topics" (p. 166). To analyze marginalized groups, this event allowed me to recognize people's stereotypes of the color of people. Cruickshank (1992) also states "…the directive to gay Catholics that they remain celibate is ludicrous, because sex is a fundamental part of life, and oppres-

sive, for it creates a special inferior status for gay people" (p. 168). Furthermore, Cruickshank (1992) states that "many lesbians and gay men who are white have probably never met gay Native Americans. The invisibility of people of color was not only among university students but also in LGBTQ communities. After this dialogue, the volunteer group discussed that it was significant to talk about the statistics of the socio-economic status of students at U-M.

Table 1. SWOT Analysis			
Internal Factors		**External Factors**	
STRENGTHS	**WEAKNESSES**	**OPPORTUNITIES**	**THREATS**
SAPAC's collaborations are SafeHouse Center and Office of Student Conflict Resolution. So, this strong relationship can be helpful to provide students with other services. SAPAC is located in the Michigan Union. This location is close to students. This advantage for students to reach the center easily. SAPAC has a great number of volunteers and they are helpful to organize any events.	SAPAC gains funding from the Division of Student Affairs, yet it does not have many donations. This funding is not enough to shelter them. The lack of connections between student interns and co-coordinators. Facilitators need to improve their applying skills during meetings with volunteers.	SafeHouse Center might allow survivors to receive certain long-term housing services if there is enough space. Freshmen students gain workshops, and this allowed them to be aware of the Center. Violence Against Women Action (VAWA) is an important bill for prevention services.	"Shut-down" affects the center negatively, in terms of gaining money from the government. This disadvantage affects to provide clients with certain services.

Table 2. Force Field Analysis for "Speak Out"	
Defining the Problem:	**Defining the Change Objective**
Survivors in sexualized violence needed to speak up and break the silence around the issue. The main problem was that people did not have enough awareness of the sexualized violence at the University of Michigan community.	To break the silence that surrounds the sexualized violence.

Table 3. Identifying the Driving and Restraining Forces		
Driving Forces →	**Critical and Facilitating Actors**	**Restraining Forces** ←
- The motivation of creating a safe environment for survivors to share their experience. - To break the silence surrounds the sexual assault. - Organizational staff, volunteers and other resource - Access the resources such as counseling services - Interest of survivors and high attendance -Advertising done through email and posted flyers. - The motivation of sharing suggestions with other people on how to prevent and end the issues of sexual violence.	-Volunteers, Co-coordinators of NPAs and other staff members -Survivors	- The lack of motivation of sharing survivors' experiences in front of people - The lack of belief and information about this event. - Limited time to share stories for everyone.
Developing the Comprehensive Change Strategy: To achieve change through survivors collaborating together, raise the awareness about sexualized violence in the university community.		

CONCLUSION

This assessment can help the sexual assault prevention centers to work with volunteers in effective ways by considering their needs during the training process. This can enhance the efficiency of prevention and intervention approaches in sexual assault prevention and awareness services.

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