

## Engaging Male Students and Staff on Campus in Violence Prevention

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## Young men on campus

- Significant proportions of young men (and smaller proportions of women) have violence-supportive and sexist attitudes.

## Attitudes excusing violence

	Males 16-24	Females 16-24
Rape results from men not being able to control their need for sex.	43	36
Domestic violence can be excused if the victim is heavily affected by alcohol	10	9
Domestic violence can be excused if the violent person regrets it	33*	20

(Harris et al. 2015)

## Attitudes minimising violence and blaming the victim

	Males 16-24	Females 16-24
Women going through custody battles often make up or exaggerate claims of domestic violence in order to improve their case	56*	47
Women rarely make false claims of rape	54	58
A lot of times women who say they were raped led the man on and later had regrets	46*	33
If a woman doesn't physically resist – even if protesting verbally – then it isn't really rape	8	9
If a woman is raped while drunk/affected by drugs she is at least partly responsible	21	15
Women often say 'no' when they mean 'yes'	22	17
If a woman goes to a room alone with a man at a party, it is her fault if she is raped	9	8

## Attitudes supporting gender inequality

	Males 16-24	Females 16-24
On the whole men make better political leaders than women	29*	19
Discrimination against women is no longer a problem in the workplace in Australia.	17*	10
Men should take control in relationships and be head of the household.	27*	17
Women prefer a man to be in charge of the relationship.	38*	31

(Harris et al. 2015)

## Young men on campus

- Significant proportions of young men (and smaller proportions of women) have violence-supportive and sexist attitudes.
- Significant proportions of men (and small proportions of women) have perpetrated violence, abuse, and harassment
- There are violence-supportive peer cultures on and around campus

### Proportions of men in university samples who have perpetrated sexual violence

Findings	Citation
25% by the end of their fourth year of university.	(Swartout <i>et al.</i> , 2015)
19.3% of incoming male first-year students before university	(Salazar <i>et al.</i> , 2018)
1.6% in the last 12 months	(Porta <i>et al.</i> , 2017)
10.8% of men reported perpetrating at least one rape from 14 years of age through the end of college	(Orchowski & Berkowitz, 2015)
14.5%	(Sutherland <i>et al.</i> , 2014)
51% since the age of 14.	(Gervais <i>et al.</i> , 2014)
17.6% between the age of 14 and the baseline assessment. And 10% over the next 3 months	(Gidycz <i>et al.</i> , 2011)
3.4% of male undergraduates and 1.2% of male graduates	(Campbell <i>et al.</i> , 2017)
26.8% since the age of 14.	(Schuster <i>et al.</i> , 2016)
18.3%	(Brennan <i>et al.</i> , 2018)

### Violence-supportive peer cultures

- The risks of men's sexual violence against women are higher in some contexts than others.
  - E.g., in contexts with gender segregation, high alcohol consumption, use of pornography, and local cultures of sexism, sexual boasting and sexual harassment.
- Other factors that increase the risks of perpetration or victimisation, e.g. gendered sexual expectations, 'party cultures' with sexist social norms, etc.
- Male peer support for violence is an important predictor of men's perpetration

### Engaging male students: Elements of effective practice

### Violence prevention education

- Teaching and learning strategies aimed at the primary prevention of domestic and/or sexual violence
  - Also called: respectful relationships education, healthy relationships education, consent education
- One of the most widely used, and evaluated, strategies
  - 100s of evaluations of university-based sexual violence prevention programs
  - But no evaluations of university programs in Australia
- An effective strategy. If done well, it can produce positive change in:
  - violence-supportive attitudes and beliefs
  - actual victimisation and perpetration

### Effective practice in violence prevention education

1. A whole-of-institution approach
2. A long-term vision and funding
3. Effective curriculum delivery
4. Relevant and tailored practice
5. Evaluation

### 1. A whole-of-institution approach

- Comprehensive and multipronged intervention strategies which aim to bring about systemic, sustainable change
- An approach which operates across:
  - Curriculum, teaching and learning
  - University policy and practices
  - University culture, ethos and environment
  - Partnerships and services

### 2. A long-term vision and funding

- Including resourcing, staffing, and senior-level leadership

### 3. Effective curriculum delivery

Four dimensions of educational practice:

- a) curriculum content
- b) teaching methods
- c) curriculum structure
- d) educators

### 3. Effective curriculum delivery *cont'd*

a) *Curriculum content*: Programs must address:

- the factors known to drive violence
- both physical *and* sexual violence
- the specific dynamics and determinants of each form of violence.

b) *Teaching and learning methods*: Effective programs:

- Are interactive, participatory, and include small-group learning;
- Address cognitive, affective, and behavioural domains (what people know, what they feel, and what they do);
- Actively develop participants' skills.

### 3. Effective curriculum delivery *cont'd*

c) *Curriculum structure*: Good practice programs have sufficient duration and intensity to produce change.

- **Duration**:
  - One-session programs are unlikely to make substantial and lasting changes
  - Lengthier, multi-session programs have greater impacts
- **Mixed-sex or single-sex?**
  - Both have advantages and disadvantages
  - Can use a sequence of both.

d) *Educators*: Should be university staff (not peer educators)

### 4. Relevant and tailored practice

- Good practice programs are informed by knowledge of their audiences and local contexts and tailored for particular campus populations.
- Work with *any* group or population in *any* context should be 'culturally appropriate'
- At the same time, pay attention to forms of difference or diversity associated with ethnicity, class, and sexuality

### 5. Evaluation and improvement

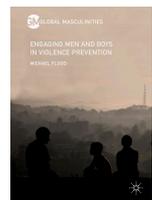
- A comprehensive process of evaluation

### Online prevention education?

- Online delivery has important advantages over in-person interventions
- Some evaluations:
  - RealConsent (six 30-minute modules): positive attitudinal and behavioural change (Salazar *et al.* 2014)
  - TakeCARE (20 min.): little positive impact (Kleinsasser *et al.* 2015)
- The same criteria apply as for face-to-face education...
  - Online programs ideally are interactive, they teach skills, and they are of sufficient duration and intensity to make change

### Engaging men in particular

- Use a gender-transformative approach
  - Oriented towards transforming gender roles, relations, and structures
  - Involving men in critical reflection on masculinities and gender
- Use effective ways to make the case to men
  - See Chapter 5 of *Engaging Men and Boys in Violence Prevention*
- Address typical forms of resistance and backlash
  - See VicHealth's guide (*En*)countering resistance and the evidence review (Flood, Dragiewicz, and Pease 2017): <https://www.vichealth.vic.gov.au/media-and-resources/publications/steps-to-tackle-gender-discrimination>



## Engaging male students through social marketing and communications

## Social marketing: should be *comprehensive*

- Communication and social marketing interventions have greater impact if they:
  - Are more intensive
    - One-off films don't work
  - Involve exposure to messaging through more than one component, and/or
  - Are complemented by on-the-ground strategies

## Social marketing: should be *engaging and relevant*

- Understand the audience
  - Generate familiarity, or "social self-identification"
- Offer a positive message
- Use influential messengers
  - High-profile or influential men?
- Draw on masculine culture?
  - Tension between complicity and challenge

## Engaging male students in anti-violence advocacy

## Community mobilisation

- Definition: individuals and groups taking action through coalitions, networks, and movements
- Histories of mobilisation:
  - Feminist movements put violence against women on the agenda.
    - Beginning as part of the second wave of feminism in the 1970s
    - Shaping service and policy responses and prevention efforts
  - Activist men's groups emerged around the same time, on a smaller scale.
    - Men Against Sexual Assault (MASA), Canberra Men's Gathering, Men Opposing Patriarchy (MOP), Men Against Patriarchy (MAP), Men Against Gender Injustice Collective (MAGIC), etc.
    - White Ribbon Campaigns



