

HOW CAN WE PREVENT SEXUAL ASSAULT ON OUR
CAMPUS? A COMPREHENSIVE HISTORY OF SAFE RIDE
AND A PLAN FOR THE FUTURE

by

HAILEY ELISABETH CHAMBERLAIN

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Jocelyn Hollander

As one of the first self-proclaimed feminist organizations on our campus, Safe Ride has been offering free safe rides to students and faculty and fighting sexual assault since 1985. In almost 30 years of service, what roadblocks have gotten in the way? How has Safe Ride changed? Is Safe Ride still a feminist organization? Amidst grievances, policy changes, expansions, and so much more-is Safe Ride still dedicated to the original mission of keeping people safe? My research question is- "Based on what we know about sexual assault, is Safe Ride effective in the fight against sexual assault?"

For my project, I first researched what we know about sexual assault on campuses, and how campuses have been responding to sexual assault. I looked at a lot of peer reviewed journals and papers which gave information about the legal process surrounding sexual assault, talked about how Oregon schools have been responding, and what methods have been employed to try to combat sexual assault on campuses.

Next, I conducted many interviews with activists against assault on campus, and asked what they know about Safe Ride, and what we need to be doing to stop campus assault. I also did archival research to learn more about Safe Ride's history. Because I

am a current member of the core staff at Safe Ride, I had access to the staff for interviews, in addition to having access to their records. My archival research included looking at the amount of rides Safe Ride has given in the last few years, expanding by thousands of rides every year. I also looked at Safe Ride's history binder which has the compiled articles written about Safe Ride that they have collected since 1985. I also looked at records of the grievances that were filed against Safe Ride before they became gender inclusive, and lastly I looked at the articles about Safe Ride on the Emerald website.

Lastly, I conducted research on what schools have been doing to fight sexual assault. Again, I looked at peer reviewed journals and papers through the library databases. I specifically looked for papers that did research on what schools had already been doing and what affect there was. In my research I've concluded that schools that focus on three things are the most successful. The first is educating students on how to be effective bystanders, the second is having accessible resources, and the third is having sanctions in place to respond to sexual assault. I used this information to formulate a plan for the university and for Safe Ride, to encourage both to work together to provide the necessary resources to students.

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Table of Contents

Introduction	1
What is Currently Being Done?	6
History of Safe Ride	15
A Plan for the Future	27
Conclusion	41
Bibliography	44

Introduction

“What we can change are the questions we ask - not why were you there, not why were you drinking, not couldn't you tell something wasn't right. We can ask - why would anyone think they could get away with something like this? Why has this happened again? Why didn't I know about it sooner? ...Why has this happened again? Why wouldn't it? What has the university done to prevent it? Recently, leaders at the UO have spoken out strongly against sexual violence. This is excellent, it is much needed, and it is only a start - promises only matter when they are kept.”

Carly P. Smith

Speech delivered at the UOCESV Rally

May 8, 2014

Sexual assault is an issue that has been plaguing our campuses for too long. In 1986, Jeanne Clery was raped and murdered in her residence hall (Gross); this horrible event prompted the creation of the Clery Act. The act was enforced starting in August of 1991 and mandated that all public institutions participating in federal student aid have a public crime log and publish an Annual Safety Report where the institution discloses “crime statistics for incidents that occur on campus, in unobstructed public areas immediately adjacent to or running through the campus and at certain non-campus facilities” (Summary of the Jeanne Clery Act). Since the instatement of the act, schools have been implementing different methods for handling sexual assault. Recently, the President has been working to fight sexual assault, as well as encouraging universities

and colleges to respond to reports of sexual assault and create policies to prevent it in the first place. The President has also created a task force of senior administration officials to coordinate these efforts, emphasizing the need for more people to be willing to act as bystanders, “I want every young man in America to feel some strong peer pressure in terms of how they are supposed to behave and treat women” (Obama quoted by Calmes).

Sexual assault is an issue on our campus and in general, and more and more people are realizing that the institutions of higher education need to be willing to support survivors and reform policies to be able to combat this issue. On our own campus, there have been rallies, there have been protests, there have been constant reports, and it’s clear that as a community students and faculty are ready for change and they are willing to do whatever it takes to protect students and members of the community from sexual assault. Fighting sexual assault is something that I am passionate about, and that is why I chose this topic to research.

I begin by examining statistics surrounding sexual assault on campuses. Statistics can be unreliable when considering issues such as sexual assault because there are a number of barriers that limit people from reporting. One of the first barriers is a lack of knowledge about what constitutes sexual assault. Through my experience researching assault and engaging in conversations in the campus community I have discovered that many people lack knowledge surrounding this issue. While many people know that a sexual act without consent is assault, many people don’t know that you can’t legally give consent when you are inebriated. Many people don’t know that if you are coerced in any way into participating in a sexual act, that is a form of assault. Many

people don't know that people known to the victim, including intimate partners, family members, or close friends, perpetrate the majority of assaults. The lack of knowledge about what constitutes assault can discourage many people from reporting because they aren't sure if their experience was an assault.

Another barrier to reporting is the environment in which we all live, an environment that is constantly questioning the validity of survivor's reports, or blaming them for the crime that they were a victim of. On any campus in America, you will find survivors who were asked, "What were you wearing?" or "Why were you drinking?" These questions are just an example of the battery of suggestions that survivors face trying to discredit their stories. In a society that doesn't believe survivors and blames them for the crime, many people don't feel comfortable reporting or even talking about their experience for fear of this blame.

Additionally, survivors can be deterred by the institutional response to their report. While it differs by institution, in general if a survivor makes a report, they have to repeat their story to multiple people, almost always strangers. There is also the threat of their report becoming public and their name being released. This process can be intimidating and scary, and many survivors don't report because of this. Many institutions, including the University of Oregon, have been working to have more institutional support for survivors, but it can still seem threatening to report.

For these reasons and many more, at least 60% of sexual assaults go unreported (RAINN 2009) and the statistics that we do have around sexual assault are low.

Keeping this in mind, in the first chapter of my thesis I analyzed statistics around sexual assault on campuses to try and extrapolate how big of a problem this is.

Additionally, I looked at reports of how schools in the Oregon University System respond to assault, how it's treated within their codes of conduct, what resources they provide to survivors, and what training is provided to members of the university community. Next, I researched what services and resources the University of Oregon provides, and how we respond to sexual assault. I used the current Student Code of Conduct for University of Oregon and our Annual Safety report to access the official information provided to survivors. From the time when I started my research, many groups on campus have been working to stop sexual assault and reform our current policies, and new information and resources have been released consistently.

In the second chapter, I focused my analysis on one student group in particular. The University of Oregon has utilized many different methods for combatting sexual assault, and many student groups have formed over the years to address the issue. Some of these methods and groups include creating a partnership with SASS, forming the Women's Center, the creation of SWAT, the Sexual Assault Task Force, the Alliance for Sexual Assault Prevention, and the UO Coalition to End Sexual Violence, among others. All of these groups are strong and committed to fighting sexual assault on our campus, and for that I applaud and respect them. However, for my research I chose to focus on Safe Ride.

I chose to focus on Safe Ride because it was one of the first student organizations on our campus to fight sexual assault. Safe Ride has a rich history that has been chronicled through compiled documents, official reports, and articles, all of which act as a testimony to the continued effort Safe Ride puts into their mission. Safe Ride's history is interesting to anyone interested in researching sexual assault on our campus.

They were one of initial four organizations that warranted the creation of the Women's Center, they defended themselves against multiple grievances, and despite undergoing serious policy changes at the persuasion of the university, Safe Ride has stood strong for almost 30 years, remaining committed to trying to make campus and Eugene more safe for everyone.

In the second chapter of my thesis I used all of the documents I could find to analyze and assess the actions Safe Ride has taken since their conception. Through the last three decades, policy changes, challenges to their service, and a growing student body and need for this service, Safe Ride has remained committed and adamant about fighting sexual assault.

In the third and final chapter of my thesis I focus on the plan for the future. I analyzed research pertaining to effective methods in fighting assault on campuses, and looked at a number of different methods that have been employed. I formulated plans for the university and Safe Ride to be more effective in supporting each other and working together to reduce the amount of assaults on our campus in the future. The methods I analyzed were mostly centered on educating students on these issues, making resources easily accessible, providing clear sanctions to perpetrators, and encouraging students to take an active role in trying to stop assault.

What is Currently Being Done?

Out of over 1,300 public 4-year institutions in America, the University of Oregon ranks 10th for reported forcible sex offenses on campus (The Campus Safety and Security Data Analysis Cutting Tool). As a community, we've been working to address the problem of assault on our campus. Recently, policies have been implemented regarding mandatory reporting, which has mandated all people employed by the university (student staff included) have an obligation to report any assaults they learn of at their place of employment. The university and groups on campus have also been working to create a more survivor-focused environment, so survivors can feel more comfortable reporting. All of these things contribute to the university having such a large number of reported assaults. With assault being such a prevalent issue on our campus, groups have been working to support survivors and stop assault for decades- but why hasn't anything worked? Why is this still a problem today? Why aren't institutions providing more support? As a nation, colleges and universities have known about the problem of sexual assault for at least 30 years (484, Armstrong) and have been mandated by the Clery Act to report cases of assault for 24 years.

According to a study done in 1997, "between one-fifth and one-quarter of women are the victims of completed or attempted rape while in college" (483, Armstrong), and according to oneinfourusa.org, as many as 28 women (not specifically in college) are assaulted every hour. The amount of sexual assault that actually occurs based on reports is a topic of debate; some sources say the number of reported assault accounts for around 5% of actual occurrences (McMahon, 361), whereas other sources say that the number of assaults reported accounts for 40% of actual assaults (RAINN).

Looking at this information, it's important to keep in mind that sexual assault is typically under reported, so the statistics represent only a fraction of the actual rates. At Safe Ride, something they emphasize are the facts that 80% of sexual assault victims are under the age of 30, and 43% of sexual assault happens between 6 pm and midnight (RAINN), which they feel brings weight to the seriousness of the position that college aged women are in, and informs their policy of only being open at night. While sexual assault does primarily affect people who identify as women, around 3% of men have been sexually abused in their lifetime, and in 2003 1 in 10 rape victims were male (RAINN). Conversely, 99% of the people who commit rape are men, and 60% of people who commit rape are Caucasian in the United States (oneinfourusa.org).

Regardless how many men and women are directly affected, sexual assault is something that influences everyone. There has been some research done on the climate that encourages and condones sexual assault. A 2006 study posited "explanations of high rates of sexual assault on college campuses fall into three broad categories," the first being "individual determinants" (Armstrong). This category focused on the characteristics that victims shared and characteristics that perpetrators shared, and in this research it was concluded that statistically "hostility toward women, acceptance of verbal pressure as a way to obtain sex, and having many consensual sexual partners distinguish men who sexually assault from men who do not." As far as victims were concerned, it was also found that "white women, prior victims, first-year college students, and more sexually active women are more vulnerable to sexual assault" (Armstrong, 485-5). This study just worked to find the typical qualities of a person who was perpetrating or being assaulted, and by no means does this imply that a person who

has these qualities will be a perpetrator or a victim.

The second category this study examined was the prominence of “rape culture” in today's societies and cultures. The study defined rape culture as “ideas about the nature of men, women, sexuality, and consent that create an environment conducive to rape” (Armstrong, 485). It’s important to note that “ideas” of rape culture are created not only through people’s beliefs, but also through support of these beliefs from media, newspapers, policies, legislation, and any other outlet, which has the capability to perpetuate sexism. The study gave examples of ideas or “rape myths” that can support rape and sexual assault, including the belief that men are naturally aggressive. Rape myths can normalize men’s aggressive and disrespectful treatment of women, and perpetuate the belief that women want to be treated that way, or are “asking for it,” which puts the blame of assault on women (485). This cultural narrative is certainly present in every aspect of our lives today, from assault being condoned or hidden on our campus to music videos regularly featuring and popularizing sexual assault and rape; we are literally engulfed in a rape culture. However, this study does make it clear that while rape culture is something that contributes to the amount of sexual assault, it is not single-handedly responsible for assault, and there are certainly other factors that contribute (485).

The third category that was discussed was the specific locations and settings that assault tends to occur within. Armstrong explained further that assault was supported “not only by ‘a generic culture surrounding and promoting rape,’ but also by characteristics of the ‘specific settings’ in which men and women interact” (485) and the settings that supports a “high-pressure heterosexual peer group” (485) generally also

supports an environment where assault can take place. A high-pressure heterosexual peer group can mean a number of things, but in this situation it's referring to locations where heteronormativity is especially prevalent. These environments usually support the notion that every participant identifies as heterosexual, and tend to be bars, fraternity houses, and locations on typical college campuses that aren't explicitly LGBTQA friendly. Because many of these places, like fraternity houses and bars, operate within a sphere that supports rape culture, and many of these situations are supplying things like alcohol which can make a person more vulnerable to be assaulted, these physical spaces are more sexually dangerous. This claim is supported through statistics which show that 75% of men and 55% of women were drinking alcohol before they were assaulted (oneinfourusa.org), 80-90% of assaults were committed by someone the victim knew (RAINN), and on college campuses 55% of gang rapes were committed by members of fraternities (oneinfourusa.org). In college, the victim is much more likely to know the perpetrator. Again, this study and analysis is not intended in any way to lay blame on people who do go to these places, these are just the facts.

While University of Oregon is making progress in how we handle sexual assault, it's clear that there is still a long way to go. The most prominent form of assault is acquaintance rape. Around 80-90% of assault is committed by someone who the victim knows (RAINN), 57% of rape happens on dates (oneinfourusa.org), and more than 50% of rape occurs within a mile of the victim's home or at the victim's home (RAINN). The belief that assault is committed by strangers is perpetuated by campus crime alerts, when in reality that is often not the case. A 2011 study by Murphy found that out of 7 schools in the Oregon University System, only 2 of the schools used the

term acquaintance rape in their policies (Eastern Oregon University and Oregon Institute of Technology) despite its relevance, and no schools specifically provided information on gang rapes (Murphy, 17-18). At Safe Ride, the staff work to make it clear that acquaintance assault is more common than assault by strangers, and they tell their riders, volunteers, and staff that their services are not only open to people who don't have another way to get where they're going, but they're also open to people who do have a ride but maybe don't trust that ride.

The 2011 study found that at all of the schools in the Oregon University System there are policies which make it clear that if a person is impaired by alcohol or drugs, they cannot give consent. Six of the seven schools mention that mental or physical disabilities can limit a person from being able to give consent, and four schools made it clear that the use of force can establish non-consent (Murphy, 19). Understanding what consent is, and how to get and give consent, are integral pieces of information to work towards preventing sexual assault.

In addition to preventing sexual assault, universities also need to actively work to establish and provide safe, reliable resources for survivors, in addition to having concrete consequences for people who violate these rules. The same study found:

Six of the OUS schools, with the exception of Eastern Oregon University, provided sanctions for violations of prescribed behaviors in their Student Code of Conduct. However, these sanctions were not specific to the violation of the sexual assault policies of the schools, but applied broadly to all violations of the Student Code of Conduct. (Murphy, 20)

While this study was conducted in 2011, looking at University of Oregon's student conduct code, it remains true that we don't outline any specific sanctions for sexual misconduct (Student Conduct and Community Standards). The only Oregon school that

did provide specific sanctions was the Oregon Institute of Technology (20).

Concerning resources for survivors, while University of Oregon does a list of resources for legal, academic, and counseling services, the study found that,

(Only) Eastern Oregon University and the Oregon Institute of Technology provided information regarding (1) what to do if a someone he/she knows is sexually assaulted, (2) a listing of resources on campus and in the local community, (3) the name(s) of a specific person or office, which is available 24/7, to contact when an assault occurs, (4) a statement strongly encouraging victims to report the crime to campus authorities and to the local criminal justice system, and (5) a listing of reporting options. (Murphy, 20)

This study is from a few years ago, and since then the University of Oregon has worked to provide a list of resources, both affiliated with the University and not. Recently, the Office of the Dean of Students worked to create a comprehensive webpage for members of the university community who were affected by assault. The reports published by UOPD don't outline what to do if a friend is assaulted, regardless of the recent mandate that made hundreds of students mandatory reporters (2013 Annual Campus Security and Fire Safety Report).

Something that I believe is imperative in preventing assault and keeping the University community safe is comprehensive education provided, and required of students. Murphy's study found that all of the Oregon University System schools had an educational program in place for first year students (21), but of those seven schools Eastern Oregon University is the only school that mandated participation in the program (21). Interestingly enough, of the people at University of Oregon who were surveyed, "Results from University of Oregon are split about whether sexual assault training is required of students" (21). If the students and faculty who participated in this survey are unsure of whether or not sexual assault training is required, it's clear that the program

could be more effective and have a more lasting impact.

Of the seven schools, only two had Safe Ride programs, University of Oregon and Oregon State University. The Safe Ride program at University of Oregon is committed to providing safe rides to students, regardless of where they want to go and why (as long as the location is within the boundaries), but at OSU, the shuttle places priority on riders using the service for academic purposes, and only gives rides to the rider's home (Associated Students of Oregon State University, Safe Ride).

Finding the statistics and information at our own school is a little more difficult. At the University of Oregon, there have recently been a few articles published that have examined mandatory reporting, as well as the accuracy of the Clery report, and most recently there was an article discussing the rate at which sexual assault is reported.

Until fairly recently, all of the campus crime alerts sent to the entire university by UOPD featured "safety tips" at the bottom, encouraging things like "Don't walk alone at night; always walk in pairs with a trusted companion," or "Let others know where you are, where you are going, and when you will be home" (UO Department of Public Safety). This message, which was being perpetuated by the University, created a conversation that took agency away from the students and implied a tone that blamed people who didn't follow these "tips." Because of responses from the students and faculty, these tips have been removed from the campus crime alerts. Despite victories like this, sexual assault still isn't being reported or acknowledged on campus nearly as much as one would hope.

The University is mandated to annually publish a Clery report, and of course we comply, but in recent years the University has also been working to include information

and resources for survivors alongside the statistics and definitions that the Clery report requires. First, the report outlines sanctions for committing a crime of sexual assault:

Students: sanctions may include expulsion, suspension, negative notation on the transcript, disciplinary probation, community service, loss of privileges, conduct reprimand, reflection paper, educational activity, and educational meeting. Employees: sanctions may range from a letter of clarification up to and including termination for cause. (2013 Annual Campus Security and Fire Safety Report)

While this does seem to be a broad range of potential sanctions, the inclusion of these in the report could echo the University's commitment to enforcing these consequences.

The report continues on to list many resources for medical treatment, counseling, academic support, as well as providing information on the appropriate people to contact in a crisis situation. These might seem like things that should be included anyway, but the truth is that these have only recently been included and many schools in the United States don't include this information on their reports, or offer very much support to their students.

The Clery report also refers readers to the student code of conduct to find more information about how the University understands allegations of sexual assault. While the student code of conduct doesn't specifically explain sanctions for committing sexual assault, it does work to provide definitions of sexual assault, definitions of consent and explanations about who can provide consent, and elaborates on sexual harassment. The student code of conduct also provides this clarifying information:

Consent to one form of sexual activity does not automatically operate as consent to any other form sexual activity. A "no" always means that consent is not present, whereas a "yes" to one act at one time does not mean "yes" to other acts or to the same act at other times. Voluntarily making oneself incapacitated does not mean one is giving consent to any form of sexual activity. (Student Conduct and Community Standards)

It's clear that the University of Oregon understands the major threat that sexual assault poses, and is trying to respond appropriately and support students, and many different groups have been working to encourage the university to keep pushing forward.

Sexual assault is a hard topic for many people to talk about, especially when we're talking about it affecting our neighbors, friends, classmates, and ourselves. Sex in general is something that many consider to be deeply personal, and when someone's right to consent is taken away it can be traumatic. Sexual assault is a sensitive topic and can affect many people in many different ways, which makes it hard to talk about. Because it is hard to talk about, the discussions are often contextualized and quantified. Rather than talking about assault on our campus, we end up talking about numbers and rates. Rather than encouraging students to go at their own pace and providing resources for students who do want to talk, policies are implemented that make every employee a mandatory reporter.

In conclusion, it's clear that across the nation and on the University of Oregon campus, the amount of people who are affected by sexual assault is staggering. There are many different responses the university has taken, including compiling and publishing the annual Clery Report and creating a website for students seeking resources, but more needs to be done to fight this problem, including providing clear guidelines about what constitutes consent, and what sanctions are for perpetrators. In the next chapter, I will examine one of the oldest student groups on our campus that has been working to fight sexual assault, Project Saferide.

History of Safe Ride

Project Safe Ride was created in the 1985-86 school year by the ASUO President and Vice-President, Lynn Pickney and John Dreezen, after conducting a poll where they discovered that most women felt unsafe walking on campus at night due to growing numbers of assaults and poor lighting conditions. It was also taken into consideration that the the director of the Office of Public Safety, Oakley Glenn, reported “approximately 100 calls per night from students needing an escort, with 1 or 2 over a span of several years being men”(Project Saferide Information). Acknowledging these statistics, Project Saferide was initially intended to be a service only for women. Men were welcome to volunteer in the office taking calls, but only women could volunteer in the vans and only women could use the service.

Another crucial reason for Project Safe Ride’s conception was to be in compliance with Title IX: “Title IX of the Education Amendments of 1972 is a federal civil rights law that prohibits discrimination on the basis of sex in any education program or activity that receives federal funding” (American Civil Liberties Union). Because of Title IX, colleges are required to be held responsible for sexual assault that occurs on campus. According to the ACLU, “when students suffer sexual assault and harassment, they are deprived of equal and free access to an education” (American Civil Liberties Union). Because there was the constant threat of sexual assault on campus, many women felt that they could not equally participate in activities on campus because it wasn’t safe for women to commute to and from campus at night. The fear of not being compliant with Title IX also encouraged the creation of Project Saferide (Teel).

In the beginning, Project Saferide operated similarly to a bus, where there were two routes, an off campus route and an on-campus route, and each van did the route hourly for the six hours in the nightly shifts. This system was critiqued, and campus newspapers wrote articles portraying Project Saferide as having few riders and being ineffective. One volunteer was quoted saying that in the two hour shift she worked, there were usually only around four riders, while another volunteer claimed that she worked a two hour shift where there was only one rider (Holbert). The staff of Project Saferide were unhappy with this portrayal and responded with the defense that the people who were interviewed were affiliated with the Emerald, and volunteered on weekends-when there were “naturally less riders” (Orosz). Despite community criticism, Project Saferide grew quickly, and in the first three years of service, over 4,000 rides were provided to students, staff, and faculty (Danowski).

Around the time Project Saferide was created, there was also growing community awareness of women on campus. 1985, the year Project Saferide began, was also the first year women became the majority of students on campus, where “50.3% of the students enrolled fall term were women” (Perkins). With the growing numbers of women on campus there was more visibility for women and their specific needs. The four main groups that identified as feminist and were offering services for women on campus were Project Saferide, the ASUO Women’s Task Force, Women’s Resource and Referral Service, and Women in Transition. These organizations were split around campus; Project Saferide had a cubicle in EMU Suite 1, which yielded a “lack of a central coordination system (which meant) a lack of volunteers, visibility, and overall service” (Perkins).

In 1988 the Incidental Fee Committee decided to address this problem by allocating over \$20,000 for the creation of the Women's Center in EMU Suite 3. The majority of the money went to hiring a full time Director, which helped all of the groups become more organized, and helped the resources for women be more accessible and effective (Perkins). That space is where Safe Ride was located from the 1988-89 school year to Spring of 2014. Safe Ride is now moving into a different space during the EMU renovation, but they plan on being back in the Women's Center when the renovations are over.

Despite relative success, Project Saferide still came under scrutiny from the university community in the form of articles and letters critiquing their policy to only allow female riders. The criticism focused on the notion that only allowing female riders was being discriminatory against men. Project Saferide upheld their women-only policy for a number of reasons. The staff believed that the service "offered women students, faculty, and staff the same freedom male students, faculty, and staff have always had to move about campus after dark without risk or fear" (Project Saferide Information). Project Saferide also worked to promote female empowerment through their service, believing that "women learn positively about working to ensure each others' safety; in a paternalistic society, it is important not to reinforce the stereotype that women need or want to be protected by men" (Project Saferide Information). Project Saferide also worked to uphold their mission and communicate with the university by conducting surveys. In a survey conducted in 1987 where 247 women and 201 men were included, it was found that 71.3% of men felt comfortable walking alone

at night “often”, where only 19.0% of women felt comfortable walking alone at night “often” (Project Saferide Information).

Project Saferide was well intentioned and willing to back up their policies with research and facts, but they were still the subject of a few grievances. The first formal grievance was filed just two years after Project Saferide began, in January of 1988. Visiting Ph.D candidate and courtesy instructor in the Philosophy Department Steven Mandelker, who was not a student at UO, filed the grievance. Mandelker argued that Project Saferide was gender discriminatory because it only allowed female riders, and he was quoted saying “I don’t believe women have anything to fear from males in the University campus” (Ruggerio). Mandelker also argued that as a faculty member he was allowed to use every service offered by the University. The grievance was met with a lot of response from the community, Laurie Brendle, the director of Project Saferide at the time, explained that “it would be impossible for her staff to screen potential rapists” and “Saferide’s no-men policy ensures the safety of women riders and drivers” (Ruggerio). Additionally, professors and students from the law school responded to the grievance, defending Project Saferide and urging the university to “investigate the policies of the Affirmative Action office” (Wolf).

Alison Baker, the executive assistant to the President of the University, formally investigated Mandelker’s grievance and her findings were thorough and convincing. The first assertion Baker made is that Mandelker, who held a “courtesy appointment in the philosophy department” didn’t have standing to file a complaint, as he was neither a student nor a faculty member and hadn’t contributed anything to support Project Saferide (Baker). Baker also addressed the question of whether or not Project Saferide

committed gender discrimination, and in her findings she asserted that Project Saferide's purpose to make the campus "more accessible to women at night", and "men are not permitted to use Project Saferide because it is impossible to determine in advance a man's purpose in boarding the van". Baker also explained that there are services on campus that were available to men, including the Office of Public Safety's escort service. The Office of Public Safety kept records, which showed that Mandelker had never requested an escort from their service. Based on Baker's research, the University dismissed the grievance filed against Project Saferide by Steven Mandelker (Baker).

Shortly after Mandelker filed the grievance against Project Saferide, he was convicted of Assault in the Fourth Degree and Harassment for "pushing and striking his female victim". The police report stated that Mandelker "hit her in the nose three or four times with a closed fist" which led to a broken nose and a black eye (Orosz). It has also been speculated that the assault was in fact committed against a female student of the university, but there is only one source stating that (Wolf). The Lane County District Court gave Mandelker a "2-year suspended sentence, 120 hours of community service, \$300 restitution to the victim, and referred him to Lane County Mental Health Services for psychological therapy" (Ruggerio).

Around the same time, there was a similar grievance filed against Project Saferide by a person named "Monette", which was handled "exactly the same way" (Baker). Unfortunately there is no other record of this grievance available.

In 1991 another grievance was filed against Project Saferide by Abe Hepner.

Hepner also accused Project Saferide of gender discrimination, and claimed that Project Saferide violated the ASUO Constitution sections 2.3 and 2.4, which state,

2.3 No agency or program of the ASUO shall make any rule or take any action abridging the privileges and immunities of any person or program under the Constitution and laws of the United States or the State of Oregon, or the rules of the University of Oregon, or the ASUO Constitution.

2.4 Access to activities supported in whole or in part through mandatory student incidental fees shall not be denied for reasons of sex, race, religion, age, sexual orientation, marital status, handicap, political view, national origin or any other extraneous considerations. Activities limited to living units legally segregated by sex may be limited by sex. (ASUO)

Hepner requested that if Project Saferide refused to make all of their services available to men, they be deemed ineligible to receive funds from the student incidental fees (Hepner). Hepner believed that,

Saferide discriminates on the premise that all men are potential rapists due to the fact that some men have raped...The University of Oregon's ASUO has worked endlessly to ensure the action of a few do not represent the whole and has combatted wrongful stereotypes. They however are letting a violent form of sexism grow and nurture itself right before their eyes.

Project Saferide responded in a number of ways, first releasing a list of attacks and harassments that they were victim to between 8/1991- 12/1991, where they showed that Hepner had been vandalizing the Women's Center with derogatory posters relating to Project Saferide. Project Saferide also compiled a formal response, where they brought attention to the fact that there had been grievances similar to Hepner's in the past, which were dismissed. Project Saferide asked that the ASUO "stop further complaints against Project Saferide for discrimination, as the issue has been thoroughly investigated and held in Saferide's behalf" (Project Saferide Memorandum to Abe Hepner Complaint).

Project Saferide concluded their response with detailed arguments, including “Project Saferide does not discriminate and therefore does not violate sections 2.3 and 2.4 of the ASUO constitution”, “Project Saferide’s primary purpose is to provide safe transportation for women”, “Project Saferide provides women equal access to education”, “Project Saferide is an equal opportunity employer”, and “Project Saferide is an extremely successful program”, measuring their success on the fact that no woman had ever been the victim of sexual assault while using their service (Project Saferide Memorandum to Abe Hepner Complaint). Ultimately, Project Saferide was successful and Hepner’s grievance was dismissed.

During the 1993-1994 school year, there were various articles published in the *Oregon Daily Emerald* calling to question whether or not Project Saferide could be considered discriminatory. There were many articles that argued both sides of the question; however, it wasn’t until 1995 that another grievance was filed. In May of 1995 Michael Endicott claimed that Project Saferide,

Is an unconstitutional use of public property and funds on at least two grounds.

1) It is a gender specific program that excludes people on the basis of their gender. Something they have no control over. 2) It discriminates against disabled men who are at least as vulnerable and carry just as much fear as any woman on the streets at night... (Project) Safe Ride is a response to a paranoid fear of being attacked. (Endicott, Reply)

Endicott also wrote many articles and letters to the *Emerald* standing up for “Men’s rights” and accusing Project Saferide of believing that all men are rapists (Endicott, Men’s Issues Still Misunderstood). His articles were met with much public response from Project Saferide staff and members of the community, and in October 1995 Dave Frohnmayer, the president of the university at the time, investigated his grievance.

Frohnmayr denied Endicott's grievance on the basis that "the question of gender discrimination by Project Saferide has undergone extensive investigation and review on two previous occasions...Both reviews concluded that Saferide services do not unreasonably differentiate on the basis of gender" (Frohnmayr). Frohnmayr also dismissed Endicott's claim of sexual harassment, "He alleges no facts that would sustain such a claim", and addresses Endicott's claim that Project Saferide discriminated against people who are disabled with "Disabled women can and do use the Saferide escort service" (Frohnmayr). Frohnmayr did make one additional request though, which was that Project Saferide, with the Dean of Student Life and the Office of Affirmative Action, evaluate the "impact and implications of excluding male drivers", acknowledging that all of the drivers at the time were volunteers (Frohnmayr).

The grievances were difficult for Project Saferide, but ultimately positive for the university community. The grievances not only created a space for the community to learn more about the validity of Saferide and their policies, but they also encouraged the university to develop more alternatives for students of all genders who didn't feel comfortable walking at night. In 1996 a service called "Tandem Taxi" was created, which was a free service that students could use during the day and night, where they would get transported on a "bike taxi" (Emerald Archives, "Bike Taxi Service May Stop"). Additionally, in 2000 the ASUO executive suggested that the Designated Driver Shuttle modify their policies to ensure that "unaccounted-for Saferide and Tandem Taxi patrons have a ride if they need it". The ASUO also made it clear that they supported

having a service exclusively for females, and they did not endorse a similar all-male service (McGraw).

Despite these beliefs, in 2001 due to an anonymous complaint asserting that Project Saferide violated Title IX, it was deemed necessary to create another shuttle that would be gender-inclusive, and Night Ride was created for this purpose (Teel). In the 2001-2002 school year, Night Ride was written into the Project Saferide budget and was a subset of Saferide (Emerald Archives, “PFC Approves \$32,000 Budget for Night Ride”), and was temporarily managed by the Project Saferide Co-Directors, in alliance with the LBTQA (Cogswell). The co-directors felt positive about the creation of Night Ride for a number of reasons, hoping it would “benefit groups of students who may feel unsafe on campus but who are either uncomfortable using Saferide or are not allowed to use the service, such as gay men, men of color and transgender individuals” (Cogswell). While they were feeling positive, they also acknowledged the fact that many Project Saferide users who were surveyed reported that they would not feel comfortable using Project Saferide if it was open to men.

Night Ride was a success, and the following year it was awarded over \$32,000 for its budget from the PFC. Unfortunately, the following summer it was decided by the ASUO that Project Saferide still did not comply with Title IX, and they were forced to decide between discontinuing their service or merging with Night Ride to create a larger organization (Logue). The staff of Project Saferide decided to merge with Night Ride, and the new organization changed its name to the Assault Prevention Shuttle.

This change was received a number of different ways; many in the university community voiced sadness that Project Saferide had to give up their original mission.

Women's and Gender Studies GTF Jen McWeeny was quoted saying, "Now the drunk guy at the party that a girl may have been trying to get away from all night will be getting on the van with her" (Logue). While there was a great sense of loss in the transition from Project Safe Ride to the Assault Prevention Shuttle, the staff tried to look at things in a positive light, vowing to maintain feminist ideals while taking the opportunity to "accommodate even more of the community," as former Co-Director Elizabeth Jackson said. While many riders voiced discomfort about the change, Jackson also asserted that there was no decrease in rides requested immediately following the merger, and explained that "if a woman rider is uncomfortable being in a van with males, she has the option of requesting an all-female van with a female driver" (Logue). Ultimately, the change was seen as positive because the service could become more inclusive, while also "adopting a more progressive view of feminism" (Wells), which included and supported men, women, and everyone on the gender spectrum regardless of how they identified.

In 2010 another change was necessary. With the service being called the Assault Prevention Shuttle, a few confused responses came from members of the community and potential riders (Emerald Archives, "Assault Prevention Shuttle Gets a New Makeover"). There were some instances where people would call in with a report of an assault, or where they would claim that they were being assaulted and needed a ride. There was no way to know if those statements were true, but the Assault Prevention Shuttle staff were not trained in handling those reports, and the name of the service was confusing in that respect (Biss). There was also the problem that the organization being called the Assault Prevention Shuttle implied that assault could be prevented if the

shuttle was used. This created a conversation that could create victim blaming and the idea of victims and survivors feeling like they should have called the shuttle to have better protected themselves (Biss). Due to all of these concerns, the staff decided to change the name back to Safe Ride, with the belief that “The name Safe Ride better exemplifies the mission of the program — to provide members of the University of Oregon community with a safe ride home” (Emerald Archives, “Assault Prevention Shuttle Gets a New Makeover”).

Despite name changes and policy changes, the staff of Safe Ride remain committed to the mission: “Safe Ride is a free shuttle service that provides University of Oregon students, faculty and staff with an alternative to walking alone at night, relying on others to take them home or being stuck in a potentially dangerous situation” (Safe Ride Facebook Page). In the 2012-2013 school year, Safe Ride was awarded a 60% budget increase, which has allowed the staff to increase to almost 30, and with almost 40 volunteers per term Safe Ride is able to offer more rides than ever before. In the 2012-2013 school year Safe Ride provided around 11,000 rides, and as of April 2014, Safe Ride had already provided 11,000 rides for the 2013-2014 school year.

Being such large organization with the capability to help so many people, it’s important to assess how Safe Ride is perceived within the University and among the people on campus who are concerned about the rate of assault at the University. Despite the fact that Safe Ride has only done a few public things like recently, like fundraisers, participating in rallies like Take Back the Night, and hosting education events about sexual assault, Brandy Teel, the Director of the Women’s Center, brought light to the

way that Safe Ride contributes to the larger campus-wide fight against assault and bigger picture,

I think it's important for people to know that there is a service like (Safe Ride) on campus and for people to feel comfortable going to parties or school or class or a friend's house knowing that there is this service available to them. I think that Safe Ride has worked hard to educate the general campus population about sexual assault and how much it impacts our community here, and they've done that through class raps and through just being visible and outreaching to other organizations like the Women's Center to do workshops. Safe Ride has been pretty effective, and it's been around for a while so it has this history of providing a large amount of services over time, so regardless of what they're doing right now there's a bigger picture there. (Teel)

Teel describes a lot of the different things that Safe Ride does, notably the fact that regardless of what Safe Ride is doing right now, they exist in a historical context and they currently represent the things they have fought for in the past.

Caitlin Corona, the Sexual Violence Prevention and Education Coordinator for the Women's Center, also had insight into what Safe Ride means on our campus right now, "Safe Ride just existing is helpful in preventing assault, making people feel like their worries are eased, and alleviating ever-present danger of being alone" (Corona). While there are a few Safe Ride programs across the United States, there are only two in Oregon and ours is the only one in Oregon that gives people rides wherever they want to go. Safe Ride provides a service that most students in the country don't have access to, and by just existing Safe Ride creates a space for conversations about sexual assault, in addition to providing a resource and support for students who are afraid of being in danger. Safe Ride is a strong organization that has a voice in the fight against assault, but Safe Ride can't do it alone. As an institution, the university and student groups need to work together to implement change.

A Plan for the Future

It is unquestionable that sexual assault is being discussed more on campuses, but while many students know there is a problem, they don't think they can do anything to prevent it. In a study done by Exner, it was discovered that female students felt the most barriers in intervening in situations of potential sexual assault, and their fears were that they would damage their friendships, they might put themselves into danger, and that they might intervene in a situation where it wasn't necessary.

Although most students reported that violence could be prevented, they also cited a number of barriers to their personal intervention. So, while most students may be willing to prevent violence, programming may need to focus on individual self-efficacy in order to convince students that they can learn the skills needed to make a difference in violence prevention. (Exner, 656)

It's clear that one of the biggest barriers in empowering students is their confidence in their ability to be an effective bystander. It's not surprising considering that sexual assault is a topic that is usually so shrouded on most campuses, many students don't have an opportunity to discuss these things in a safe space.

Based on the research that has been done regarding sexual assault on college campuses, one of the most significant things we can do is empower students to be active, educated bystanders. If students are educated bystanders, they can feel more comfortable reaching out to students who have been assaulted and discussing resources, in addition to intervening if they witness a situation where someone could be assaulted. It's apparent that when it is normal for students to be educated on how to respond to these situations, it not only makes campuses more safe but it also ensures that more

people know about the resources being offered. When students are committed to being active bystanders they are available as resources to students who wouldn't know where else to go. In a study done by the Department of Justice, it was found that,

Students who are sexually assaulted are most likely to tell their friends first. Research shows that social support from friends—and other “first responders”— can help the victim recognize what happened as a violation of the school’s sexual misconduct policy and potentially a crime and encourage the victim to report it to the authorities. For this reason it makes sense for school to train students and staff in what to do if someone discloses that she or he has been sexually assaulted. (United States, 6)

Many students are uneducated about their school’s policies and resources surrounding sexual assault. When schools focus more on educating students to be bystanders, they are ensuring that not only will those students know how to respond and react if they personally are assaulted, but they can also be a valuable resource to other students on the campus. Unfortunately, that is not currently the case: “Overall, 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” (United States, 6). Because training is not currently accessible to most students, many students don’t feel comfortable intervening or acting as a resource to their peers.

One of the demographics who have the most power to be effective bystanders is men. While not all men are perpetrators of sexual violence, 99% of perpetrators are men, and 3-4% of men in college report experiencing sexual violence (OneInFourUSA.org). Sexual assault is commonly looked at as a women’s issue, but in truth it’s an issue that is relevant to all people regardless of gender, race, or sexual orientation. Because the vast majority of perpetrators are men, it’s important to acknowledge the significance of empowering men to be active bystanders,

According to Schewe's review, 10 studies have been published that assess the effects of an empathy-based intervention on men's attitudes toward rape and/or their behavioral intent to rape. Seven of these studies have assessed the impact of depicting a man as a survivor; three studies depicted a woman as a survivor. All of the studies depicting a man as a survivor significantly improved men's attitudes toward rape and/or lowered their behavioral intent to rape. In stark contrast, all of the studies evaluating the impact of a program whose primary intervention method was to depict a female survivor increased men's rape myth acceptance; one such program even increased men's reported likelihood of sexual aggression. (Foubert, 135)

While Foubert doesn't specifically go into why it is that men are more likely to be sexually aggressive in that scenario, he does offer an alternative. Foubert claims that by starting out the intervention with a scenario where a male is a victim of sexual violence, then depicting a scenario where a female is the victim, the male students' empathy for the female victim is significantly higher because it helps male students understand the females experience. Foubert acknowledges that this would benefit from further research (145). We need to recognize that the way students are being reached out to can be very significant. It has been asserted that, "a majority of assaults are perpetrated by a minority of men" (Gidycz et al., 721) so creating a program that portrays all men as being violent can be offensive to some participants. Educating students on how to be effective bystanders is also useful because it encourages students to challenge rape-supportive beliefs in their own lives.

Something else that is necessary for schools to provide is resources. Resources can be a number of things, including services for survivors at the counseling center, advocates for survivors to talk to, support lines, and legal services among other things. This is necessary so survivors know their community supports them, and potential perpetrators know that sexual assault is an issue that the school takes seriously. Many

schools provide resources but don't advertise them, or provide resources that aren't confidential-both of which make the resources less accessible for students. In addition, it is also useful for schools to acknowledge the medium that is easiest for students to use, the internet: "Given that students may seek information on the Internet, a subsequent study examined the resources available to students online and found that some schools fared better at providing online resources than other schools" (Hayes-Smith).

In a study published in 2011, it was determined that "Only two of seven schools (in the Oregon University System) (29%) managed to provide information beyond a definition of the prohibited behaviors in their sexual assault policies" and that those two schools were also the only ones that provided information regarding "(1) what to do if a someone he/she knows is sexually assaulted, (2) a listing of resources on campus and in the local community, (3) the name(s) of a specific person or office, which is available 24/7, to contact when an assault occurs, (4) a statement strongly encouraging victims to report the crime to campus authorities and to the local criminal justice system, and (5) a listing of reporting options" (Murphy, 20). It's important to have resources like these accessible to students because it not only shows that the university supports survivors of sexual violence and takes sexual assault seriously as a crime, but it also increases education of the greater campus community and encourages bystander intervention. It should seem obvious that one of the biggest things universities can do to support their students is provide accessible resources. If students don't know about the resources available, or feel that they are inaccessible, it is clear that many students won't seek the help they may need after surviving sexual assault.

This study was published in 2011, and since then University of Oregon has made strides in trying to provide information to students. On April 3, 2014, the Office of the President sent out an email providing resources, encouraging students to take a stand against sexual violence, and giving the link to a comprehensive resource guide. In the guide there is a lot of information for survivors, including comforting messages like “It was not your fault” and “Do things at your own pace and in your own time” (6, Help for Students). The guide also provided resources for students who wanted help on campus and off, in addition to a 24/7 line that students can call. In addition, the guide provided information for bystanders, how to talk to friends without being intrusive or blaming, and resources for teachers.

Schools also need to provide clear sanctions for students who commit sexual assault. One of the best way to support survivors is by acknowledging and responding to their experience by punishing the perpetrator, and one of the best ways to deter potential perpetrators is by having clear and serious consequences for assaulting someone. In Murphy’s research, he found that “Only one school (14%), the Oregon Institute of Technology, provided sanctions specific to the violation of their sexual assault policy” (20). While his research is from 2011, looking at the student code of conduct shows that this is still true at the University of Oregon. The Student Code of Conduct does have a detailed section outlining what constitutes sexual misconduct, but there are no specific sanctions mentioned in that section, an issue which faculty and students on campus, including Carol Stabile, a founding member of the University of Oregon Coalition to End Sexual Violence, have been working to reform.

The Department of Justice comments on the complexity of holding perpetrators responsible,

Bringing victimizers to justice is made more complex by the dual jurisdiction of campus administration and law enforcement. Sexual assault may be a violation of the school's sexual misconduct policy, with the accused brought before a disciplinary board or other body to determine his or her *responsibility* in violating the student code of conduct, but it is also a crime and therefore within the jurisdiction of the criminal justice system to determine *guilt*. (10)

This is significant because it shows how important it is for the University Police Department and the city Police Department to be in agreement and working together. While students do violate the student code of conduct when they commit sexual assault, they are also breaking the law, and they need to be held accountable in all situations. In "Help for Students," the University of Oregon was adamant in providing adequate information for survivors about reporting. They were upfront about the relationship between Eugene Police Department and UOPD, "If a student reports to the Eugene Police, the University will likely find out about the incident due to an arrangement between the two agencies and will reach out to the student" (15). The two police departments work together to assist students, but there are also a variety of anonymous and confidential options for survivors who aren't sure they want to report. The booklet also makes it clear that it can be hard to pursue charges anonymously,

In many cases, there is not enough evidence for the case to move forward. This does not mean that the incident did not occur or that it was not wrong or illegal. The nature of these crimes can sometimes make it difficult to hold people accountable through the criminal justice system. In general, the police and the district attorney will not pursue charges without the victim's cooperation. (14)

The University made sure to be upfront about how difficult the process of charging

someone can be, while making sure that the survivors know that the decision, and ultimately the power, is in their hands. While the booklet provided a lot of information about how to report if the survivor chose to, the booklet provided no information as to what the sanctions would ultimately be. While the university is taking great steps in providing support and resources for survivors, it is essential that there are clear and powerful sanctions to further support survivors and hold perpetrators responsible.

Unfortunately, many people who have experienced sexual violence won't even characterize their experience as violent if it occurs within their relationship. According to RAINN, 28% of sexual assault is committed by someone who the victim knows intimately, and 40% of assault occurs within the victim's home. These statistics are undoubtedly low due to low reporting, but they are still significant in understanding the relationship between perpetrators and victims. Despite the prevalence of relationship violence, many college students still don't realize they have been a victim of violence if it is perpetrated by someone they know or are in a relationship with. Banyard addresses this in her research, "While a good deal of research also exists on prevention of intimate partner violence (IPV; usually referred to as relationship abuse or dating violence) in younger populations, little research exists that evaluates IPV or stalking-specific prevention on college campuses" (3). This speaks to the necessity for college campuses to educate their communities on sexual violence, but also intimate partner violence as a means of aiding a larger population of students and helping to dispel the belief that the only perpetrators of sexual violence are strangers.

Right now, one of the most recognized educational programs at the University of Oregon is SWAT (Sexual Wellness Advocacy Training), a peer theater group that

presents to mixed-gender groups for anywhere from 15-80 minutes. SWAT centers their trainings on understanding how to get and give consent, how to be an active bystander, and how to support someone who has experienced assault. SWAT is highly recognized in our community, and is one of the only groups working to directly educate our students, but how effective can SWAT be? In a study done by Lisa Anderson and Susan Whiston, it was discovered that programs with peer educators are significantly less successful than programs with professional educators. Anderson and Whiston elaborate on why this is true,

Walker and Avis (1999) suggested several reasons why peer intervention might fail, including a lack of investment in peer education (viewing peers as “cheap labor”); lack of appreciation of the complexity of the peer education process and the need for highly skilled personnel; and inadequate supervision, training, and support. (383)

As one of the only education programs at our school, SWAT does have a faculty supervisor, but in their presentations and interactions with the student body, they solely rely on peer educators to convey their lessons. Additionally, SWAT’s presentations are generally between 15-80 minutes long, with 80 being the ideal length to cover all of their material. Furthermore, their presentations take place on a single day, teachers or event planners often contact them, and they only address each class once throughout the term. Anderson and Whiston also addressed this method in their research, discovering that, “longer interventions (i.e., length of time exposed to material in minutes) seemed to be more effective in altering both rape attitudes and rape-related attitudes,” in addition to the assertion that courses that take place many times over a term are significantly more effective in promoting positive change, compared to programs that are single-session (382).

Anderson and Whiston also presented some evidence that segregating by gender in educational programs can be effective. They state “tentative findings for behavioral intentions suggest that women may have a better outcome in an all-female setting and that mixed-gender programming may not be effective”, this was followed by the disclaimer that these findings were based on a small amount of studies though, and more research needs to be done to bring validity to this claim. This is in comparison to Foubert, whose research on *The Men’s Program* shows that “programs presented to all-male audiences are much more likely to change men’s attitudes and behavioral intent to rape than those presented to co-educational audiences” (135).

Based on this information, I think it would be most effective for the University of Oregon to develop a mandatory term-long program for incoming students that educates about sexual violence and bystander intervention, while also making all of the on and off campus resources known and accessible. There are many professionals on campus who could be approached to take part in this program, so the student body doesn’t have to rely so heavily on peer education. By having it be a mandatory class that meets twice a week throughout the term, the information will have an opportunity to resonate with the students.

Anderson and Whiston found that “there are consistent findings that the positive effects of treatment tend to diminish over time” (384), which would suggest a necessity to have a stronger plan for constant education, but I don’t think it would be reasonable to mandate classes throughout a student’s entire college career. For this concern, the university could draw on the resources already available. There could be a class taught by professionals for the initial education around sexual assault, and then groups like

SWAT, Safe Ride, the Women's and Men's Centers, and other student groups could encourage discussion and plan events to continue the education throughout students college years.

The issue of gender-segregated classes is also something to discuss. While the research is split on how effective this is, at the University of Oregon there have been developments to make the community more comfortable for students who don't identify as cis-gendered. Splitting groups into male and female could be isolating for students who identify as transgender or gender-queer, and creating a separate group could out students who don't feel comfortable with their peers knowing their gender identity. I think that out of consideration for the student's ability to identify however they choose, this method would best be disregarded.

So, how does Safe Ride fit into this? As Brandy Teel observed, Safe Ride just existing and being visible can be useful in generating conversation. There are a lot of organizations on campus right now that are dedicated to fighting sexual assault, but there is no question that Safe Ride is one of the oldest organizations. Safe Ride also has power in their proximity to people who feel that they are in danger -- a proximity that could be used to make resources accessible. Safe Ride could start handing out fliers in the van addressing consent and healthy relationships, giving information about coercion or intimate partner violence, or they could permanently put up posters in the van with a list of resources including on and off campus services. Safe Ride works to be accessible for everyone, and to be available when people feel unsafe and want a secure way home. Because of this relationship, it is important that Safe Ride not only engages in bystander training as a staff, but also that the staff acts as advocates in the fight against sexual

assault. Safe Ride also has access to a wide range of different people, because a very diverse group of people uses Safe Ride. There are faculty members, GTFs, students involved in Fraternity and Sorority Life, freshmen, students who don't identify as feminist, and students who have been affected by sexual assault in their lives. Safe Ride has access to an extremely diverse pool of students and faculty who appreciate and depend on the services. With proper training, Safe Ride staff and volunteers can be a positive and supportive resource for these riders.

Another way that Safe Ride can expand their service is by reaching out more. As I have previously stated, there are plenty of organizations on campus working to fight sexual assault. While there are plans for Safe Ride to co-sponsor Take Back the Night next year, for the most part they focus on providing their nightly service. While it's important that this nightly service is offered, Safe Ride could create an even bigger presence on campus by assimilating with other organizations to plan events, participate in workshops, or just become a larger part of the general discussion about sexual assault on campus. Historically, Safe Ride had a very close relationship with the Women's Center when the Women's Center was first opening. The Women's Center works to have relationships with all of the feminist organizations on campus, being the starting point for many of these organizations. The Women's Center also regularly has opportunities to engage in conversations about sexual assault, within the center and within the larger university context. It is my opinion that one of the greatest things Safe Ride can do to have a greater impact on campus is to strengthen their relationship with the Women's Center, and work to actively create and participate in events, workshops, and discussions on campus to raise awareness about sexual assault.

Lastly, with a staff and volunteer base of almost 70, Safe Ride already has the ability to have significant influence. If Safe Ride works to create relationships with other organizations on campus, the reach of Safe Ride and its mission could be massive. Because Safe Ride has users who might not be inclined to participate in feminist events hosted by other organizations, Safe Ride is in a unique position in that it can access a large and diverse audience. I think that Safe Ride should use that influence to try to reach the larger university population more, by hosting more events and workshops. The staff at Safe Ride are in contact with people who feel at risk every day, and therefore they have a unique outlook on the topic of sexual assault. By working with organizations that have more knowledge and incorporating their experience, Safe Ride has the potential to create really powerful events that focus on supporting survivors, or encouraging discussion, or training the student body about how to respond to assault, all events that could really resonate with the university community.

While Safe Ride does have the opportunity to grow as an organization and reach more people, there is also some systematic reform that is necessary. With Safe Ride's current model, many people and potential riders believe that Safe Ride's primary function is to provide rides so people don't have to walk home alone. As I've explored, the majority of assault is not perpetrated by strangers, but rather by someone known to the victim. Safe Ride's current model inherently perpetuates the fear of "stranger danger," a perception that Safe Ride should be challenging. How can Safe Ride do that while still providing rides? By creating more of a conversation about how their services can be utilized.

Through the process of writing this thesis, I've gained more insight about the situations where people are most at risk of sexual assault, and I have worked adamantly to share this knowledge with the staff, volunteers, and interns that are affiliated with Safe Ride. Additionally, this term I have been working with one of the interns to develop a poster campaign where we can advertise that our services are available to people whose fears don't regard "stranger danger." Additionally, answering Banyard's question "In an era where students are constantly texting, tweeting, and on Facebook, how do we capture their attention both for prevention efforts but also to fill out the surveys that are the cornerstone of our evaluation studies?" (10), Safe Ride staff, volunteers, and interns can utilize our personal presence on social media to promote these ideas as a means of reaching more students. Furthermore, the education coordinator of Safe Ride gained funding through the Duck Events Fund to host a workshop called "Let's Talk About It," where there is a space to have conversations about sexual assault and how Safe Ride can be present in the fight against sexual assault, including making our services known and available to people who feel unsafe in situations with people who are known to them.

How can Safe Ride achieve this? By continuing to grow. Right now Safe Ride is giving more rides than ever before, having given over 10,000 at the beginning of April in the 2013-14 school year, but they still have to turn away 30-50% of the people who call in requesting rides. This is not due to lack of drivers; with a staff of 30 and a volunteer base of 40, on any given night there are more than enough willing people to drive. The problem lies in resources, as an organization Safe Ride only has four vans, which need to be constantly taken to the mechanic to maintain safety given their

consistent usage. If Safe Ride continues to grow in the coming years, they can work to increase the number of vans they are able to use and increase the money allotted to van maintenance, and by striving to grow in that capacity, the organization will be able to grow as a whole and provide even more rides. By creating a larger presence on campus, Safe Ride will gain more legitimacy as an organization and will be able to request larger budget increases to allow for and encourage this growth.

Safe Ride and the general fight against sexual assault also need more institutional support. The university has been working every year to try to meet this need and creating new positions, but the university also needs to acknowledge the groups that are already on campus fighting assault. By working together and supporting each other, both Safe Ride and the university can become stronger.

Conclusion

The statistics are staggering, but we don't need numbers to know that sexual assault is an issue on our campus. We can see it through the demands the student body is making, through the huge amount of people who are attending Take Back the Night, or rallies in protest of how the university handles assault cases. It's clear that as a community we aren't just tired, we are exhausted. Exhausted by seeing our peers and members of our community get assaulted and receive no support. On our campus, and many campuses across the country and the world, there is an environment that condones and supports sexual assault, and that needs to end. We need to stop this from occurring, and we need to fight to create an environment where every member of our community can feel safe and supported.

One of the biggest barriers in the fight against sexual assault is lack of education. There are so many fundamental things which we can teach and instill in our students, which will make our university community healthier. We need to teach students what constitutes assault and what the resources are for survivors, so when they hear about, see, or experience an assault they know what happened and they know how to respond. We need to teach students what consent means, and how to give and get consent, so when someone says they were assaulted nobody can make any claims that they believed there was consent when there wasn't. Students need to be encouraged to be active, confident, powerful bystanders. We need to believe and invest in students' ability to help each other because they are the ones who are most likely to be in a situation where they can intervene, at parties, bars, or wherever else.

We can do this through implementing a mandatory term long course for students when they first enter the university, as undergraduates, graduates, or transfers. The research shows that for this to be effective the class needs to be taught by professionals, and needs to be a multi-session class. This class should not be online, but taught in person. The university has a plethora of experts they could draw from to teach on this topic, and implementing a program like this would be revolutionary not just for us, but for America. We can create the path for others to go down.

In addition to this class, there are other things the university needs to do to fight sexual assault. The university has been trying to move in this direction, but they need to continue providing resources, like counseling, legal services, hotlines, and professionals, and working to inform the students and faculty of how to access these resources. We need to provide resources on and off campus, and students need access to professionals who are confidential and not mandatory reporters.

There need to be clear and serious sanctions for perpetrators of sexual assault on our campus. Right now, the most common sanction is a sexual misconduct journal, where perpetrators engage in a writing exercise about what they've learned in their experience -- their experience abusing another student (Smith). The university needs to revise that policy; we need clear and strong sanctions for perpetrators of sexual assault. A journal hardly does anything, perpetrators need to be expelled. By implementing a serious sanction and following up, students who might commit assault are further deterred.

In addition to implementing a formal class, we need to support our student organizations further. The research shows that the effects of classes can wear off over

time, so we need to rely on our student organizations and groups around campus to make sure the education continues for the entirety of students' college careers. By encouraging student groups, we can ensure that there are rallies, events, programs, and campaigns for the students to attend and be involved in to continue the conversation around fighting sexual assault. By believing in and relying on our already established student groups, like Safe Ride, we can work even further to stop assault on our campus.

We need to do this not just to stop further assault from happening, but also to support the people who have already been affected by assault on our campus. Survivors are frequently blamed and questioned on all college campuses, and ours is no exception. We need to show these survivors that we do support them, and that we're sorry if they've ever been failed in the past.

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