

STUDENT-ATHLETES, RAPE-SUPPORTIVE CULTURE, AND SOCIAL CHANGE
Executive Summary

Sarah McMahon, Ph.D., M.S.W.
Department of Sexual Assault Services and Crime Victim Assistance
Rutgers, the State University of New Jersey

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INTRODUCTION

During the 2001-2002 academic year, the Department of Sexual Assault Services and Crime Victim Assistance sponsored a comprehensive study to gather data about student-athlete culture, attitudes about violence against women, and social change and leadership. A quantitative survey was completed by 205 sophomore and junior student-athletes, focus groups were held with nine men's and women's athletic teams, and 22 men and women athletes participated in individual interviews. This study worked with the sample to explore perceptions of what constitutes violence against women; definitions of masculinity in sport and their relationship to violence against women; situations in which violence against women is either tolerated or rejected; and possible avenues for creating social change.

It is intended that this research will provide a rich description of student-athletes' definitions and perceptions of the occurrence of sexual assault and violence against women in their team communities and that this information can be used to design effective prevention programming. While the results will not be generalizable beyond this sample, they may offer members of college athletic communities a foundation for better understanding the contributing factors to the occurrence of violence against women in their team and student-athlete community, the specific contexts in which there are particular problems and the situations where there is resistance to attitudes that support violence and efforts for change.

PRESENTATION OF RESULTS

In accordance with the Institutional Review Board (IRB), the confidentiality of all participants in this study is protected. Each student-athlete received an Informed Consent prior to participating, and the form was reviewed by the facilitator to make sure that all participants were aware that their involvement was voluntary and confidential (see Appendix A for sample copies of the Informed Consent). In order to continue to protect the identity of all participants, all findings in this report are presented by the student-athletes' gender and type of sport, meaning a contact or non-contact sport.

This report will provide a summary of the purpose of the study, the methodology used to gather data, key findings, implications of findings, and recommendations. If further information, clarification or detail is requested, please contact the primary researcher.

PURPOSE OF STUDY

The overall purpose of this study was to explore the culture of college athletics at one university to better understand the ways in which it may or may not be rape supportive as well as to identify existing or potential avenues for social change. "Rape-supportive" is a term that was coined by Sanday (1981) and refers to a culture or subculture where group activities, language, rituals, and practices contribute to the creation of an atmosphere that tolerates or even promotes violence against women (see Martin and Hummer, 1987; Sanday, 1990). While previous studies have focused only on the problems in student-athlete culture, a consistent goal of this study was to also identify the unique resources that exist, the ways in which student-athletes are already working against sexual violence, and the potential for social change and leadership.

LITERATURE REVIEW

In addition to fraternities, another sub-group that has received attention from researchers examining the issue of sexual assault is the collegiate athletics community, although it has only recently been studied and is scant on empirical research. Much of the literature that does exist in the field has been journalistic accounts of violence committed by professional athletes (Benedict and Klein, 1997). Over recent years, attention to the role of college athletes and violence against women has been slowly increasing, although it is still scant. Within the literature that does exist on college athletes and sexual assault, the debate still exists to whether athletes are more likely to commit acts of sexual violence, or whether they are simply more likely to be reported and publicized because of their celebrity status. A few studies have indicated that there is no significant difference between athletes and non athletes (Crossett, 2000; Crosset, Benedict, and McDonald, 1995; Schwartz and Nogrady, 1996) . However, over the past decade, a small body of empirical studies has been conducted that conclude that college athletes are over-represented as perpetrators of sexual assault on college and university campuses and that there are aspects of student-athlete culture that are rape supportive (Boerigner,1996 ; Boerigner, 1999; Crosset, Bendict, and McDonald, 1995; Crosset, Ptacek, McDonald, and Benedict,1996; Curry, 1991 ;Fritner and Rubison, 1987; Koss and Gaines,1993; Schacht ,1996).

The limited empirical, quantitative research that has been conducted on college athletes and sexual assault has yielded mixed results. While there seems to be some indication that college athletes are disproportionately represented as the perpetrators in sexual assault and violence against women, many questions still exist. In their review of literature concerning fraternity members, athletes, and sexual assault, Koss and Cleveland (1996) conclude that it is unclear “whether fraternity members and athletes, compared to other men, are more sexually aggressive in general, at some locations but not others, or are similar in overall rates of sexual aggression but favor different forms of coercive sexuality” (p. 180). While part of the problem in answering these questions is the limited number of studies that have been conducted, the typical quantitative method for gathering information is also problematic. Those studies that relied on self-reports may be inaccurate because respondents may be reluctant to disclose such sensitive and socially undesirable information, with athletes particularly fearful of any consequences for providing incriminating information. Studies that rely on reports of sexual assaults to police departments or judicial offices are not representative of most incidents, as it has been argued that only 5% of sexual assaults are reported (Koss, 1987). Many scholars have called for further research into this arena (Boerigner, 1999; Koss, 1996), including an examination of differences within the broad label “athlete”, such as impacts of whether it is a contact sport or not; whether it is a revenue-producing sport or not; coaching and staff attitudes; shared housing and other off-field facilities.

The available literature on college athletes and sexual assault provides an important starting point for better understanding the issue, but there is clearly a need for more extensive research. With the exception of Schacht’s (1996) study of rugby players and

Curry's (1991) analysis of locker room conversation, most of these studies use only quantitative measures of incidence and few have moved beyond this to explore the contributing factors. After reviewing the existing research on athletes and sexual assault, Crossett (2000) best sums the state of current research:

The conclusions we can draw from this quantitative research are limited. The research to date, driven by early theoretical understandings of men's violence, is best regarded as incipient...The mixed results of the early empirical research push researchers to question some of the assumptions about the relation between sport, masculinity, and violence against women. (p.151)

Crossett's critique provides an important directive for future research in this area: to start by examining assumptions that have been made. It is essential that more exploratory work be conducted to clarify the confusing results produced by research thus far.

METHODOLOGY

This study used three primary methods to gather data:

- 1) a quantitative survey of male and female student-athletes' attitudes regarding sexual assault;
- 2) a series of focus groups with various teams; and
- 3) in-depth interviews with a cross-section of student-athletes.

The purpose of using this research design was ultimately to strengthen the validity of the results. Specifically, most studies use only quantitative, survey-type methods that can be limiting in being able to explore the participants' thoughts and attitudes. Using qualitative methods, such as the focus groups and individual interviews, allowed the researcher to gain in-depth information and clarification that is not possible with a survey alone.

Another purpose of this research design was to be able to compare the responses given in a group or team setting versus and individual setting to see if any differences emerge in the two different contexts, and to test the hypothesis that individuals may exhibit attitudes more supportive of violence in a group or team setting.

Below is further description of the methodology used for each of the three phases of the study:

Survey

The first part of the study was the distribution of a survey to assess male and female student-athletes' attitudes about sexual assault, and specifically, what student-athletes know about sexual assault and their willingness to confront the issue. Both male and female athletes were included to test whether there are significant differences in attitudes by gender.

The survey was distributed prior to the mandated peer education presentations on sexual assault that were held three times for sophomore and junior athletes in Fall, 2001. A fourth presentation was held as a make-up session for those athletes that missed the first three and data was collected then as well. Surveys were also distributed and collected separately from the football team at another venue, as they did not attend any of the four presentations and it was deemed important to include them in the sample because they are often cited in the literature as having a greater propensity towards violence.

The final sample included 205 student-athletes from 23 teams. The only teams missing were Women's Basketball and Men and Women's Fencing. The total number of possible participants from the four sessions plus football was 232, and with 205 participating, yielding an 88% participation rate overall.

The survey included three scales (see Appendix B for sample survey). These included the Scale for the Identification of Acquaintance Rape Attitudes (SIARA, Humphrey and Hillenbrand-Gunn, 1996) the SCREAM Confront Scale (SCS, Duggan, 1998), and the Form A short-form version of the Marlowe-Crowne Social Desirability Scale (Marlowe-Crowne, 1960; Reynolds, 1982). The SIARA was designed to measure attitudes about rape, including perceptions about a woman's willingness to have sex based on her behaviors, perceptions about the truthfulness of victims, incidence, and severity of sexual assault on campus.

The SCS was designed by Duggan (1998) to measure an individual's "perceived likelihood of confronting a friend who is planning to or who has already sexually assaulted a female..." (Duggan, 1998, 121). This scale assesses the ability to confront and not encourage sexually assaultive behavior; ability to notice sexually assaultive behavior; usefulness of confronting sexually assaultive behavior; and collusion with sexually assaultive behavior (Duggan, 1998).

Lastly, The Form A short-form version of the Marlowe-Crowne Social Desirability Scale (Reynolds, 1982) was included in this study to provide some indication of the impact of response bias that may be present and thereby strengthen the internal validity. A consistent recommendation is for researchers examining sensitive issues to include some measure to assess social desirability tendencies.

Demographic information collected was minimal so as to reduce the risk of social desirability bias. Therefore, this study asked only for the respondent's team membership, gender, race, and whether the respondent knows someone who has been sexually assaulted.

Focus Groups

For the second part of the study, focus groups were conducted to follow up on themes raised by the quantitative study and to observe the impact of group interaction on the response to questions about violence against women. Groups were selected on the basis of SIARA scores and team characteristics. This provided another opportunity to recognize any differences that may occur by team membership, and may provide some insight into the role of team culture. It also set the foundation for asking more in-depth questions in the interviews.

The researcher also wanted to include contact sports and non-contact sports, teams based on individual competition and teams based on group success, and teams that had a male or female counterpart as well as those that were strictly single sex sports. Ten teams were invited to participate and all eventually accepted except one, including: gymnastics, women's volleyball, women's crew, women's soccer, men's soccer, men's track, men's lacrosse, wrestling, and football. The size of the focus groups ranged from 3 to 8 individuals from each team who actually took part (see Table 1).

Table 1: Team participation in Focus Groups

Team	# in focus group
Football	8
W. Crew	6
Gymnastics	6
M. Lacrosse	6
W. Soccer	6
M. Soccer	5
Volleyball	5
M. Track	3
Wrestling	3
Total	48

Everyone received \$20 for participation, except the amount was increased to \$40 to attract football players after unsuccessfully attempting other means of recruitment. All student-athletes recruited for the study were told that their names must be submitted to the athletic department to make sure that receiving payment met compliance standards that have been set by the NCAA regarding money given to student-athletes. Each time a group of students confirmed participation, their names were sent to the Assistant Athletic Director who researched the individual's earnings history and guidelines of any scholarship students. Approval was given for all but two athletes who could not receive payment and therefore did not participate. The groups were all tape-recorded, and ranged from one hour to one and one-half hours.

The focus groups were conducted as semi-structured. The questions for the focus group instrument were determined by the researcher in conjunction with a group of student-athletes from the student-athlete peer education program. The final instrument included three main sections: team community, violence against women, and leadership/social change. A separate instrument was created for men's teams and women's teams and asked slightly different questions under some of the sub-sections (see Appendix C for focus group interview guides).

Individual Interviews

The third part of the study consisted of in-depth interviews with student-athletes to follow up on the themes that emerged from the survey and focus groups and to determine whether there is a different response in a one-on-one situation versus a group interview (Morgan, 1997). Interviews also allowed the opportunity to gather richer, in-depth information and to capture personal perspectives and experiences.

Student-athletes who participated in the focus groups were also invited to participate in the individual interviews. The final sample included twenty-two student-athletes from eight teams, ranging from 1 – 5 students from each team (see Table 2). All student-athletes who participated received a \$20 stipend.

Table 2: Team participation in individual interviews

Team	# interviewed
W. Soccer	5
W. Crew	4
M. Track	4
Football	3
Volleyball	2
Wrestling	2
Gymnastics	1
M. Lacrosse	1
M. Soccer	0
Total	22

The interview guide contained the same three main areas as the focus group guide: team community, violence against women, and social change/leadership (see Appendix E for instrument). However, certain questions were changed to solicit more in-depth information, to clarify information gleaned from the focus groups, or to compare a group versus individual answer. For example, respondents gave somewhat vague definitions of rape in the focus groups so one question in the individual interview asked more specifically about the respondent's definition of rape and whether that included certain criteria. As with the focus groups, individual interview guides were created separately for men and women. The main sections and sub-sections remained the same for both sexes but the guiding questions were slightly different (see Appendix D for individual interview guides). Individual interviews lasted approximately one hour and were tape-recorded.

Data analysis

Survey data were entered into statistical software (SPSS) and various tests were run including regression analysis. Focus group and individual interview tapes were transcribed, coded and searched for common themes. All methods reviewed by faculty at School of Social Work.

KEY FINDINGS

Below is a summary of the key findings from the study. They are presented in following the three main sections explored in this study: attitudes about student-athlete culture, violence against women, and social change/leadership:

I. Attitudes about student-athlete culture

The presence of a student-athlete culture and team identities

- There exists a general “athlete” culture in this sample. At a minimum, every team expressed feeling separate from non-athletes, whether through lifestyle, schedule, stress, physical attributes, mentality or all of these. Every team reported feeling more comfortable being around athletes than non-athletes as both friends and romantic partners because other athletes understand them better than non-athletes. Throughout the interviews, athletes talked about non-athletes with language that clearly reflected this boundary, as they referred to non-athletes as “regular” or “normal” students.
- Respondents felt strongly that each team has its own identity. A female athlete explained, “Every sport, male or female, has different characteristics to them. Like you can totally spot a volleyball player, you can spot a basketball player. You can just tell, the way they act around their friends, you can just tell”.
- Most teams expressed feeling that they function as a tight-knit community and “family” and engage in social activities together outside of practice. Many teams have team “houses” where teammates live together and host parties.

Hierarchy of teams

- Belief unanimously expressed that student-athletes receive some type of special recognition by others on campus, ranging from general respect from others for being an athlete, to special privileges for star or revenue-producing athletes.
- Women athletes expressed frustration that male athletes receive greater recognition and privileges, and certain male athletes expressed frustration that “star” athletes or members of revenue-producing sports receive additional privileges, both tangible (locker room size, gear) and recognition (through the school paper, by the school community, and in society in general).

If you want something to happen, you're more likely to get it. If you need something, like you need a tutor, [snap] right there. If you need um, if you go to the training room and something's bothering you, they'll help you right away, but if you're a nobody supposedly, they're just gonna be like, "who are you? Are you even on a team?" ...but if you're recognized, it's like, "oh how can I help you?"
-Female, non-contact sport

Male sport culture

- Male athletes discussed having dual identities; the need to be aggressive, tough and focused while in the context of their sport and need to be able to turn it off outside the context:

“You can be the nicest guy, but when you step on that mat, you’ve gotta flip a switch. You’ve gotta go nuts, and you’ve gotta become an animal. Within the rules, but you’ve gotta go out there and you’ve gotta be so intense. You have to just break that guy.”

-Male, contact sport

- Winning was described as being of paramount importance. The impact of winning or losing carried over beyond the sport for many of the teams. For example, one team noted that you could tell whether the team won or lost by their demeanor at parties.

When you get beat, you feel like less; when you win, you feel like a man”

-Male, contact sport

- Male athletes often use derogatory language to discuss women when they are together as a team. A long list of names was provided that are used to talk about women. However, the men viewed this language as humorous and innocuous, and explained that it is just their “slang” or way of talking that is used in certain situations such as the locker room. They said they would never talk this way in front of women. The men were much more free in providing a list of names and discussing this topic when they were in the focus groups than when they were in a one-on-one situation, during which they minimized the use of this language.

I’m gonna keep it real for this interview... You’re either a slut or a bitch. There’s no third category.

-Male, non-contact sport

- Referring to other teammates as “girls” is sometimes used as an insult:

You’d never want to be a guy that plays like a girl. And that’s a term that gets thrown around during our practices. “Nancy” [laughter from the team]... That’s an insult. Coaches more than us- I mean, we laugh at it- they seem to think it’s the biggest insult ever. They’ll say, “What’s a girl’s name on the girl’s team” and then you’ll say, “Like I don’t know, Maggie?” then they’ll say “Maggie”, “You’re such a Maggie”.

-Male, contact sport

- Some men refuse to use this language:

Me and my buddy talk about it all the time, actually. We actually, actually say stuff to people. We actually hear them say it, and we're like, "Why are you calling girls sluts? Think about it". Because usually it's the same guys that are, like all pissed that a girl's not putting out or something... So, since, like the eighth grade, me and my buddy have been doing, uh, sticking with it, that you shouldn't call girls sluts... I'm telling you, if girls were never put down for having sex, it would be such a different world. It would be a different place to live. Without a doubt.

-Male, non-contact sport

Role of coaches

- The men's teams all commented on the role of their coaches at some point. In particular, they discussed the coaches' role in motivating them to play well.
- Three of the men's teams talked about their coaches yelling at them, and how this was motivational and actually necessary for some players.
- Being tough is a quality that the men's teams admired in their coaches.
- Some of the players admitted that at times a coaches' yelling went overboard.
- Some of the men's teams acknowledged that "being able to take it" from the coach is a quality necessary to be able to successful member of their team.
- In addition to their role as motivators, coaches were also talked about as sending positive messages to players about their personal lives. Three teams noted that their coaches talk to them about their behavior outside of the sport and that they expect no problems.

Use of violence in sport

- Some of the male, contact sports teams described their sports using violent imagery and language. It was agreed upon by these teams that this violence was not only acceptable but also necessary in order to succeed. The violence included both physical and mental actions and behaviors.
- Much of this violence described was physical behavior that was sanctioned within the context of the sport. Many of the players framed the physical violence that they experienced as sacrifice that is necessary for success.

Definitions of Masculinity

- All of the men's teams reacted uncomfortably when asked to define masculinity, as they laughed or said they were unsure how to answer.

- Three of the male teams cited toughness as part of being a man.
- All four of the teams described being a man as needing to take responsible and felt this was something they had learned from their sport.
- Some of the teams described being a man as being in charge.
- Some members of the teams described masculinity as the opposite of femininity.
- Some players offered alternative definitions of being a man that included being able to be emotional, sensitive, and being willing to take an unpopular stand if it was the right thing to do.
- The women provided a more stereotypical definition of masculinity than the men did.
- Several respondents noted that they felt masculinity has to be proved more than femininity, and felt that there is a lot more pressure on men to act masculine than for women to act feminine.

Roles in relationships

- Many of the women athletes supported the idea of some traditional gender roles. For example, many women said that they would not ask a man out on a date.
- Men's teams also believed that certain traditional gender roles are still in place, although they are shifting. They believed that there are different types of women- some who fulfill the traditional gender roles and some who do not.
- Some male athletes felt that women still desire traditional roles when dating.

Student-athletes and sex

- Men in general looking to “hook up” when they go to parties, important to specifically have sex:

All guys are going out to have sex. I don't think any of them are out there, just like, “Well maybe I just want a kiss from her.”

-Male, contact sport

- Sometimes use alcohol to “loosen up” women.
- Male athletes believed to have privilege with attracting women:

“It’s that cocky attitude that, you know, I’ve seen it all the time, they consider like it’s a jock attitude...Um, you know, that’s their thing they just wanna go out and you know, their goal for the night is to get laid, or just get...you know, hook up with somebody...guys definitely think that as athletes that they’re more likely to hook up. And they might be, you never know. It depends what girls, you know.

-Male, contact sport

II. Attitudes about violence against women

Acceptance of rape myths and willingness to confront peers

- Analysis of the survey revealed that the highest scores, meaning a greater likelihood to accept rape myths, were attributed to:
 - males
 - not knowing someone sexually assaulted
 - members of contact sports
 - members of individual (versus team) sports
 - members of single-sex (versus having the other sex as a counterpart) sport
- The two most significant variables for accepting rape myths were being male and not knowing someone sexually assaulted, which had nothing to do with what type of sport.
- Less willingness to confront sexually assaultive behavior was also exhibited by males, those who do not know someone sexually assaulted, and members of contact sports, individual sports, and single sex sports. Again, the most significant variables were being male and not knowing someone sexually assaulted.

Definitions of rape and abuse

- The common themes that emerged in defining rape were use of force, lack of consent, physical penetration, coercion, and whenever the woman says no.
- Four of the men’s teams expressed the view that verbal abuse is not as serious as physical abuse and that at certain times, it is even difficult to draw the line between verbal abuse and other behaviors such as joking or arguing. Two female teams also commented that males tended to take verbal abuse less seriously.

Situations in which sexual violence is viewed as unintentional

- Certain teams acknowledged that there are sometimes situations in which abusive behaviors are acceptable, or at a minimum, unintentional. These include the following three contexts:

1) The first context described where violence is viewed as unintentional is when females antagonize males and “deserve” a violent response. There was the belief expressed that it is “natural” to hit back and that it is the fault of the women for instigating a situation knowing that the male athletes are strong due to their athletic ability:

...the funny thing is there's females out there that will push it to the limit- that really challenge you...they know that you will physically put them through a wall or do something worse but they continue to get at you and get at you, until, you know, there's people that don't have self control and they blow up.

-Male, contact sport

2) The second situation was what a few men's teams described as “accidental” violence, which was regarded as unintentional and not the fault of the male. Examples included when both victim and perpetrator were drunk, or when there “slip ups”. A few men did disagree that there could be “accidental rape” or other forms of unintentional violence, but many men agreed that it could happen:

I think it just happens and you don't even realize it. It's like, you could, he could just, there are certain people that have that, you know, that mentality, that they could just snap at any time, and be another person and not even realize and commit what they, you know, commit a rape and then calm down and be like, 'Oh man. I don't realize what I did'. But you did it already.

-Male, contact sport

Together, just because your peers are around, you might say it's [rape] wrong but if you get in the situation, you might rape a girl...I would hope that everyone on the team would say its wrong but there's always slip-ups.

-Male, contact sport

3) Women putting themselves in situations that invite violence

- Both women and men athletes believed that sometimes victims are culpable for their attack. This belief was expressed by both male and female teams, but the female teams were more direct in expressing the idea that women who are raped sometimes put themselves in those situations.
- The underlying theme that emerged was that sometimes the woman is at fault for the assault:

When we go out to parties, and I see girls and the way they dress and the way they act, and then how close the guys come up to them, and just the way they are, under the influence and um, then they like accuse of them of like, oh yea, my boyfriend did this to me or whatever, I honestly always think it's their fault.

-Female, non-contact sport

False accusations

- Three of the men's teams responded to the questions about rape by bringing up the issue of false accusations. This issue was not brought up by any of the female teams.
- Members from these male teams expressed the belief that there are certain types of women who are either vengeful or simply regret having sex the next day and call it rape.
- Members of the male teams explained that it is "known" that there are certain women who may falsely accuse them, and you have to stay away from those types.

Sexual violence: Who is to blame?

- Women athletes expressed the belief that compared with non-athletes, male athletes' status on campus and sense of entitlement increases their likelihood of committing sexual assault.
- Members of non-revenue producing men's sports believed that it is members of men's revenue-producing sports that are more likely to commit violence against women, largely because of their backgrounds and socioeconomic status.

Women athletes and sexual violence

- For many of the teams, the victim-blaming was tied in directly with the belief that female athletes are less at risk for sexual assault compared to female non-athletes.
- Some female athletes noted that the expectation that women athletes are less at risk for becoming victims creates a greater barrier for these women to receive assistance if an assault does occur.
- Female athletes feel invulnerable:

I think it would be a shock to a female athletes- because, we feel that we're so tough like, I always am kidding around that like, I could sit on a guy and knock the wind out of him and the idea of a guy taking advantage of me seems like, well, that could never happen and if it did, how is that possible? I work out all the time, I'm so strong, you know, I'm not some little girl. I'm tough.

-Female, non-contact sport

III. Attitudes about social change and leadership

Responding to peers who perpetrate sexual assault

- Respondents provided a range of possible action they would take if someone they knew committed a sexual assault, including confronting him, reporting him, or doing nothing.
- Some teams said they would tell the coach, but others felt that it would not be acceptable:

Nah, I wouldn't, I wouldn't think they would go to the coach. I mean, there's some people on the team that we consider little snitches, and stuff like that, that might go to the coach. But we, we basically like to deal with things among ourselves.

-Male, contact sport

Support for female victims

- A theme that consistently emerged for the female teams was the unconditional support that would be available for a teammate should she be sexually assaulted. All of the female teams felt that there would be a distinctive level of support for the victim that non-athletes would not have.

I think where the difference might come in, is where, after the fact, if a person does get raped, athlete versus non-athlete, it might be easier, well, it might be more common for an athlete to come out and say something because they have that, they know they have that trust, that respect, and that support from their team, whereas a non-athlete might not feel they have that with a person or a group of people, so it might not, it might come out easier in that kind of supportive community.

-Female, contact sport

- Female athletes also talked about the likeliness of intervening in a situation where one of their teammates was at risk.
- Some of the female teams also expressed the belief that if an athlete was sexually assaulted, the perpetrator would be held accountable by her teammates and other athletes.

Men confronting abusive situations

- Every men's team expressed the belief that if someone on their team committed sexual assault or any other type of violence against women, that they would be given the message that their behavior was completely unacceptable by the team.

I wouldn't really know, but if you were to ever want to rape someone...if it ever got back to my team, there's 35 people directly who would know about this...if one person knows, 25 know, and I think there's no way you could face them. I don't know if rapists, if that would ever go through their mind about

consequences, but there is an automatic one- that you're going to have to face 35 people about it.

-Male, contact sport

- Some men discussed that they had already intervened in abusive situations and would do it again:

I don't know, nothing has ever felt like that before. Something was triggered in me like I had never felt before. Like competitive, in all my years of [my sport] and years of getting pushed down and hit, I've never really blown up but seeing this girl get hit was horrible...I really flipped. I got in a lot of trouble, but it was something I just had to do.

-Male, contact sport

Looking out for each other/Influencing behavior

- The men's teams reported that they often socialized together and that they would likely intervene if they saw a teammate making a poor decision.
- The power of the team's influence on individual behavior was believed to carry over to issues of sexual assault and violence against women. Most of the men's teams expressed the belief that no one on their team would commit sexual assault because they would know that it would not be tolerated by his teammates.
- In particular, the team captains are looked up to and some of them expressed their willingness to take a leadership role:

...it's one of my roles as one of the leaders on my team that if I feel something is wrong and it's bothering the rest of the team, I'm gonna tell the coach. Regardless of if it's my best friend or whatever...if it's gonna effect me, or if it's gonna effect anyone else on my team, I'm gonna let it be known that I don't like what's going on.

-Male, non-contact sport, Team captain

Taking a leadership stand on issues of violence

- Student athletes believe that they have a leadership status on campus and can use that to take a stand on the issue of sexual assault to create social change.

People do look up to us because we are, you know, everyone here participates in a Division I sport. We get looked up to as leaders because people respect that.

-Male, contact sport

IMPLICATIONS AND RECOMMENDATIONS

Based on the findings from this study, there are clearly areas of concern that need improvement as well as areas of strength and potential resources that can be used to address the issue of sexual violence within the student-athlete community. The findings that have the most implications for the current student-athlete community in this sample are the following:

- Some subtle yet consistent rape myths exist within the student community, including but not limited to the student-athlete community;
- Misinformation exists about sexual violence including definition of consent, perpetrator accountability, and alcohol;
- Certain male athletes exhibit a sense of entitlement and privilege ;
- Certain behaviors seem to be sanctioned within the group or team context, such as using derogatory language to describe women;
- Female athletes feel invulnerable to sexual violence;
- The student-athlete community has a unique set of built-in resources and strengths; and
- Many student-athletes seem willing to take a leadership position on these issues.

Based on the findings from this study, there are several recommendations for addressing the strengths and weaknesses within the student-athlete culture. One of the unique aspects of this university is the solid partnership between the Division of Intercollegiate Athletics and the Department of Sexual Assault Services, and it is intended that these recommendations be implemented through a continued joint effort. They include the following:

- Continue to provide programming to student-athletes that addresses subtle rape myths and provides correct information about consent, accountability, and alcohol;
- Continue to provide a clear message from the “top down” (Athletic Director and administration) that issues of sexual violence are taken seriously;
- Offer programming for male athletes about masculinity, entitlement and privilege;
- Offer programming to female athletes that addresses the myth of invulnerability and provide links to resources; make sure coaches have these as well;

- Provide programming to coaches and captains to emphasize the importance of their influence;
- Find ways to encourage student-athletes to use their status to take a positive, public stand.

LIMITATIONS

There are several limitations to this study that must be acknowledged and can perhaps indicate areas in which further research is needed.

One set of limitations is related to sampling issues. First, while the survey sample included 70% of all sophomore and junior athletes, an even larger percentage would have been more representative. In addition, there were a handful of teams missing entirely from the sample including some high profile sports such as women's basketball, which was excused from attending the programming where the survey was administered. Including their responses certainly would have enriched the findings.

Another sampling issue had to do with the focus groups and individual interviews. While the sign-ups provided a promising number of respondents from each team, the actual turnout for some of the focus groups was minimal and disappointing. Obviously, larger samples from teams would have provided more representation and a richer range of responses.

Another sampling limitation was the absence of a comparison group. While some findings could clearly be labeled as unique to the student-athlete culture, other findings were more ambiguous as to whether they reflected the student-athlete culture or instead, the greater student culture. Having a group of students who were not athletes would certainly provide a rich point of comparison and ability to better define what is unique to student-athlete culture.

There were also variables that were not well measured, including race. Additionally, there is a potential omitted variable bias for the survey, with missing variables including age, knowledge of the issue, definitions of masculinity (and whether it includes a narrow conception as dominant and aggressive). Future researchers may wish to consider a way to gather this information while still being able to protect confidentiality and minimizing the effects of social desirability.

One recommendation for conducting future research on this issue is the development of a better quantitative tool. The skewed results of the SIARA and SCS suggest the need for a revised tool to better measure attitudes about rape and sexual violence. One of the findings of this study is that respondents are able to identify clearly stated coercive or assaultive behaviors as wrong, but it is the more subtle situations that are still in question and seem to reveal that certain rape myths and beliefs are in place. An instrument that could move towards measuring some of the more hidden myths would be more helpful.

Appendix A: Focus Group and Individual Interview Informed Consent

INFORMED CONSENT

VIOLENCE AGAINST WOMEN, SPORTS CULTURE AND SOCIAL CHANGE- GROUP INTERVIEWS

As a student-athlete in your sophomore or junior academic year, you are invited to participate in a research study that is exploring attitudes about violence against women, sports culture, and social change that is being conducted by Sarah McMahon for her dissertation and is also sponsored by the Department of Sexual Assault Services and Crime Victim Assistance. Your participation in this study is completely voluntary, and you may choose not to answer any question with which you are not comfortable. You are free to withdraw from the study at any point in the process, without any consequences. Participation consists of taking part in one focus group session, which should last approximately 1 to 1 1/4 hours long and will be tape recorded. The focus group will be conducted by a trained individual outside of the department; no staff of the department will be part of the actual interview process. Upon completion of the focus group, you will receive \$20.00 for your participation. If you choose to end your participation before the focus group is over, you will be paid a prorated amount of \$4.00 per quarter hour for your participation.

While anonymity of responses is impossible given information collected through face-to-face contact and the presence of other research participants, all notes and taped responses will be kept confidential. Individual responses will not be shared with any individuals outside of the interviewer and researcher. You will not be asked to provide your name, but only your team and gender. The benefit of this research will be to gather information that will be useful in improving programming efforts for athletes here and possibly at other institutions as well. We do not anticipate that involvement in this project will put students at risk in any way.

The purpose of this study is to gather general information about your thoughts on issues such as violence against women, sports culture, and social change. It is not an appropriate setting to disclose personal experiences as a victim or perpetrator, nor to identify any other individual as such. However, if you would like to discuss any personal experiences or anything else raised by your participation in this focus group, please feel free to contact the Department of Sexual Assault Services and Crime Victim Assistance at 932-1181.

If you have questions or concerns about your participation in the study, you may call Sarah McMahon, Department of Sexual Assault Services and Crime Victim Assistance, 932-1181. If you have any questions about your rights as a research participant, you may contact the Sponsored Programs Administrator at (732) 932 – 0150, ext. 2104.

We appreciate your willingness to participate in this research. Thank you.

Participant Signature	Date
Investigator Signature	Date

**INFORMED CONSENT- VIOLENCE AGAINST WOMEN, SPORTS CULTURE AND SOCIAL CHANGE-
INDIVIDUAL INTERVIEWS**

As a student-athlete in your sophomore or junior academic year, you are invited to participate in a research study that is exploring attitudes about violence against women, sports culture, and social change that is being conducted by Sarah McMahon for her dissertation and is also sponsored by the Department of Sexual Assault Services and Crime Victim Assistance. Your participation in this study is completely voluntary, and you may choose not to answer any question with which you are not comfortable. You are free to withdraw from the study at any point in the process, without any consequences. Participation consists of taking part in one individual interview session, which should last approximately 1 to 1 1/2 hours long and will be tape recorded. The interview will be conducted by a trained individual outside of the department; no staff of the department will be part of the actual interview process. Upon completion of the focus group, you will receive \$20.00 for your participation. If you choose to end your participation before the focus group is over, you will be paid a prorated amount of \$4.00 per quarter hour for your participation.

While anonymity of responses is impossible given information collected through face-to-face contact, all notes and taped responses will be kept confidential. Individual responses will not be shared with any individuals outside of the interviewer and researcher. You will not be asked to provide your name, but only your team and gender. Aggregate information on student-athletes thoughts about issues related to violence against women and social change will be analyzed and presented in a published dissertation, as well as used to improve programming for athletes by the Department. The benefit of this research will be to gather information that will be useful in improving programming efforts for athletes here and possibly at other institutions as well. We do not anticipate that involvement in this project will put students at risk in any way.

The purpose of this study is to gather general information about your thoughts on issues such as violence against women, sports culture, and social change. It is not an appropriate setting to disclose personal experiences as a victim or perpetrator, nor to identify any other individual as such. However, if you would like to discuss any personal experiences or anything else raised by your participation in this interview, please feel free to contact the Department of Sexual Assault Services and Crime Victim Assistance at 932-1181.

If you have questions or concerns about your participation in the study, you may call Sarah McMahon, Department of Sexual Assault Services and Crime Victim Assistance, 932-1181. If you have any questions about your rights as a research participant, you may contact the Sponsored Programs Administrator at (732) 932 – 0150, ext. 2104.

We appreciate your willingness to participate in this research. Thank you.

_____ Participant Signature	_____ Date
_____ Investigator Signature	_____ Date

Scream Confront Scale (Duggan,1998)

Directions: Please think about an actual male friend of yours. Imagine that he met a female at a college party. Please answer honestly. You will not be judged by the way in which you answer. Remember, your answers are anonymous – they cannot be connected back to you personally. Please put an X before only one answer. NOTE: There are questions on the front and back of the following sheets- please respond to all. Thank you.

1. If I were in a situation where I knew that my friend was intent on having intercourse with a female even if she was unwilling, I would...

1. Try to talk him out of it or stop him, even if it would be difficult or embarrassing.
2. Not say or do anything because it would be too difficult or embarrassing even though I would not approve of his behavior.
3. Not say or do anything because it is none of my business.
4. Not say or do anything because I would not disapprove of his behavior.
5. Encourage him or pressure him to have sex.

2. If I were in a situation where I found out that my friend already had forced sex upon a female, I would...

1. Be angry and confront him. I would possibly talk to him about changing his behavior or getting help.
2. Be angry but I wouldn't confront him. It would be too difficult or embarrassing.
3. Not say or do anything, it is none of my business.
4. Not do or say anything because I don't think he did anything wrong.
5. Be happy for him that he got sex from her.

3. I would notice comments and behaviors that would indicate that my friend was intent on having intercourse with a female even if she was unwilling.

- Definitely Probably Maybe Not likely Definitely not

4. I would notice if my friend was getting ready to have intercourse with a female who was so drunk she might not be able to indicate if she was willing or not.

- Definitely Probably Maybe Not likely Definitely not

5. I would know if my friend had already forced sex upon a female after the situation occurred.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

6. I believe that I could confront my friend if he was planning to have intercourse with an unwilling female.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

7. I believe that I could confront my friend if he already forced intercourse upon an unwilling female.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

8. I believe that if I confronted my friend before he had intercourse with an unwilling female, I could stop him from following through with it.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

9. I believe that if I confronted my friend after he had intercourse with an unwilling female it would stop him from doing it again.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

10. Not realizing what this might lead to, I may help my friend get a female drunk at a party to make it easier for him to get sex from her later.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

11. Not realizing what this might lead to, I may encourage or pressure my friend to get sex as often or from as many women as he can.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

12. Not realizing what this might lead to, I may make a bet with my friend about whether or not he can "score" with a particular female on a given night.

___ Definitely ___ Probably ___ Maybe ___ Not likely ___ Definitely
not

Directions: Please read each question and choose the answer that best reflects what you believe about yourself. Please circle either True or False for each question. Thank you. (Form A, Reynolds, 1982).

- | | | |
|--|------|-------|
| 1. It is sometimes hard for me to go on with my work in school if I am not encouraged. | True | False |
| 2. I sometimes feel resentful when I don't get my way. | True | False |
| 3. No matter who I'm talking to, I'm always a good listener. | True | False |
| 4. There have been occasions when I took advantage of someone. | True | False |
| 5. I'm always willing to admit it when I make a mistake. | True | False |
| 6. I sometimes try to get even rather than forgive and forget. | True | False |
| 7. I am always courteous, even to people who are disagreeable. | True | False |
| 8. I have never been irked when people expressed ideas very different from my own. | True | False |
| 9. There have been times when I was quite jealous of the good fortune of others. | True | False |
| 10. I am sometimes irritated by people who ask favors of me. | True | False |
| 11. I have never deliberately said something that hurt someone's feelings. | True | False |

Appendix C: Focus Group Guides for Men's Teams and Women's Teams

Group Interview Guide- Men's Teams

2. Team Community (30- 35 minutes total)

I'd like to start by finding out what it's like to be a student athlete and what it's like to be on your team.

a. What it's like to be a student-athlete on campus? What are the pros/cons?

(5 minutes or less– keep straightforward and give each person a chance to speak – purpose:

warm up question, get them talking)

b. Team beliefs, values, and competition (10 minutes)

1. Is there a team motto?
2. What are the most important beliefs/values on your team?
3. What qualities does someone need to be successful on your team? (probe for both physical and emotional qualities; need to be strong? Need to have tough skin vs. sensitive?)
5. What qualities are most admired in a player by his teammates? Why?
6. **Have you learned anything from your team about being a man? What? How do you define “masculinity”?** (probe: is it important to them to be masculine? Is it defined by not being feminine? Is it related to being an athlete?)
7. **How does your team mentally prepare for a game? How do you get psyched up? What kinds of things do the coach say/do to encourage you? How do you encourage each other?** (probe for things said as well as physical actions- body slamming, chanting, etc)
8. How does your team deal with winning? Losing?

c. What is it like to be a part of your team community?

(up to 10 minutes)

1. Are you and your teammates tight, competitive with one another, or both?
2. Can you name everyone on your team?
3. Do you eat meals together? take classes together? Live together?
4. Do you hang out with your teammates outside of practice? How often? Where? (probe: is there a “team house”?)
5. **How does your team “bond”?**
6. **What rituals does your team have? Are these unique to your team? Why?** (probe for: certain dress, head shaving, dancing, chanting {what}, song [what song] initiation of new members [how? Why?])
7. **Do you think your team has a unique culture? Why? If yes, what is it?** (probe for their reaction to the idea of culture- do they identify or not with this word?)

d. Other sex (10 minutes)

1. Do your teammates tend to hang out with athletes or non-athletes of the other sex? (probe: what teams? Why? Where do they hang out?)
2. Are many people on your team in long-term relationships? (probe: with athletes?)
3. Do you believe that men/women have certain roles in relationships? What? Why?
4. **What kinds of conversations do your team members have about women when you hang out together?** (probe: what kind of themes/topics? What kind of language? Is it different in a group than one-on-one? Why? When/what negative comments come up? Probe for language used to describe women. How do you feel when these negative comments are made? Does anyone ever object? How?)

2. Violence against women (20-25 minutes total)

Now I'd like to shift and find out some more about how your team defines and talks about issues of violence against women. As you know, SCREAM Athletes deals with these issues and we'd like your input. While we acknowledge that violence can happen in any type of relationship and that men can be victims, we are focusing on violence against women for the purposes of this particular study.

a. When you hear "violence against women," what does that mean to you? What behaviors do you think fall under this category? (5 minutes)

Ask them to list behaviors as a group. Write on poster paper. Probe for rape/sexual assault and abuse (physical, mental/emotional/verbal, sexual)

b. How do you define these? (5-7 minutes)

*Limit this to 2 or 3 terms only: please **make sure to have them define the terms "rape" and "abuse"** or whatever similar terms they use, such as "domestic violence". Ask for someone to give the definition and then go around circle to see if everyone agrees or has something to add. Write on poster paper. Probe only for general definitions. If group is too uncomfortable, skip to next question.*

c. What kinds of things do people in your community believe about rape and abuse?

(7-10 minutes)

Please re-state that you do not want people to share personal experiences with abuse or identify other individuals- looking for general thoughts.

1. Do people in your team community think that rape or certain types of abuse are more serious than others? What do you think?
2. Do people on your team take rape more seriously than other teams? Why?
3. Do people think it is a real problem, or do they think it is non-existent, or exaggerated?
4. Do people on your team or your coach ever talk about these issues? What kinds of things are said?
5. Do you think that athletes in general think/talk differently about these issues than non-athletes? In what ways? Why?

3. Social Change (10 minutes total)

The last part of our discussion will focus on your ideas about how to make change on issues of abuse.

a. In what ways have members of your community taken a stand against the occurrence of abuse/ violence against women? (5 minutes)

Probes:

- *Are there people on your team who take a public stand against these issues by belonging to a group like SCREAM Athletes or any other type of organization? How do people on your team react to that person? (are they interested? supportive? think it's a waste?)*
- *Do you think it is difficult for someone in your community to take a stand against violence against women? Why or why not?*
- *In what ways do you think athletes **could** take a stand or help to work against the occurrence of rape and abuse?*

**if enough time, ask:

b. What kinds of things do you think programs for athletes on issues of violence against women should include? (5-7 minutes)

Probe:

- *What messages should these programs convey?*
- *What should be different in programs for athletes versus programs for other students, if anything?*

4. Conclusion

I want to thank everyone for your time and for sharing your opinions on these issues. This information will be useful for improving programs for student athletes on these issues.

As a follow up to these focus groups, we would like to conduct individual interviews with student athletes. These interviews will be one-on-one and will last approximately one hour, and will ask similar types of questions. All information will be confidential. Participants will be paid \$20 and the interviews can be scheduled at your convenience. If you are interested, there is a sign-up sheet here that asks for your name and contact information. You can expect to be contacted within the next few weeks.

On your way out you can collect your payment for participation – please sign the receipt acknowledging that you received payment. Thank you once again.

Group Interview Guide- Women's Teams

2. Team Community (30-35 minutes total)

I'd like to start by finding out some more information what it's like to be an athlete and to be on your team.

a. What it's like to be a student-athlete on campus? What are the pros/cons?

(5 minutes or less– keep straightforward and give each person a chance to speak – purpose:

warm up question, get them talking)

b. Team beliefs and values (5 minutes)

1. Is there a team motto?
2. What are the most important beliefs/values on your team?
3. What qualities are most important to be successful on your team?
4. What qualities are most admired in a player by her teammates? Why?

c. What is it like to be a member of your team community?

(7-10 minutes)

1. Is it a tight community? Competitive? Supportive?
2. Do you eat meals together? Live together? Take classes together?
3. Do you hang out with your teammates outside of practice? How often? Where?
4. What rituals does your team have? Are any unique to your team? What? Why?
5. Do you believe there is a unique culture for your team? If so, what? Why? (probe to see how they react to question of "culture")
6. **Do you believe there is a unique culture for female student athletes at this university? For male athletes? How are each of these characterized? Why?**

d. Gender issues (7-10 minutes)

1. What qualities do you feel distinguish you from non-athlete women?
2. **How do you define "femininity"? "Masculinity"? How important is it to you to be feminine? For a guy to be masculine? Do you think non-athlete women define femininity and masculinity the same way? Why/why not?**
3. **What kinds of conversations do you have about men when your team hangs out together?** (probe: what kind of themes/topics? What kinds of language? Do they complain about guys or make negative comments?)

e. Other sex (5-7 minutes)

1. Do your teammates tend to hang out with athletes or non-athletes of the other sex? (Probe: With certain male teams? Why/why not? Where do they hang out? Do you do

different things if you are hanging out with male athletes vs. non-athlete males? What? Why?)

2. Are many people on your team in long-term relationships? With athletes? Why/why not?
3. Do you believe that men/women have certain roles in relationships? What? Why?

2. Violence against women (20 – 25 minutes total)

Now I'd like to shift and find out some more about how your team defines and talks about issues of violence against women. While we acknowledge that violence can happen in any type of relationship and that men can be victims, we are focusing on violence against women for the purposes of this particular study.

a. When you hear “violence against women,” what does that mean to you? What behaviors do you think fall under this category? (5 minutes)

Ask them to list behaviors as a group. Write on poster paper. Probe for rape/sexual assault and abuse (physical, mental/emotional/verbal, sexual)

b. How do you define these? (5-7 minutes)

*Limit this to 2 or 3 terms only: please **make sure to have them define the terms “rape” and “abuse”** or whatever similar terms they use, such as “domestic violence”. Ask for someone to give the definition and then go around circle to see if everyone agrees or has something to add. Write on poster paper. Probe only for general definitions. If group is too uncomfortable, skip to next question.*

c. What kinds of things do people in your community believe about rape and abuse?

Please re-state that you do not want people to share personal experiences with abuse or identify other individuals- looking for general thoughts.
(10 minutes)

1. Do people in your team community think that rape or certain types of abuse are more serious than others? Which ones are most serious? Why?
2. Do people on your team think rape is a real problem, or do they think it is non-existent, or exaggerated? Why?
3. Do you think male athletes think it is a real problem? What about athletes in general? Why, why not?
4. Do you feel that rape impacts female athletes the same way it does non-athletes? Do you think it happens more or less to female athletes?
5. Do people on your team or your coach ever talk about rape or abuse? What kinds of things are said?

3. Social Change (10 minutes total)

The last part of our discussion will focus on your ideas about how to make change on issues of abuse.

a. In what ways have members of your community taken a stand against the occurrence of abuse/ violence against women? (5 minutes)

Probes:

- *Are there people on your team who take a public stand against these issues by belonging to a group like SCREAM Athletes or any other type of organization? In what ways do they take a stand? How do people on your team react? (are they interested, think it's a waste, etc?)*
- *Do you think it is difficult for someone in your community to take a stand against violence against women? Why or why not?*
- *In what ways do you think athletes **could** take a stand or help to work against the occurrence of rape and abuse?*

**if enough time, ask:

b. What kinds of things do you think programs for athletes on issues of violence against women should include? (5-7 minutes)

Probes:

- *What messages should these programs convey?*
- *What should be different in programs for athletes versus programs for other students, if anything?*

4. Conclusion

I want to thank everyone for your time and for sharing your opinions on these issues. This information will be useful for improving programs for student athletes on these issues.

As a follow up to these focus groups, we would like to conduct individual interviews with student athletes. These interviews will be one-on-one and will last approximately one hour, and will ask similar types of questions. All information will be confidential. Participants will be paid \$20 and the interviews can be scheduled at your convenience. If you are interested, there is a sign-up sheet here that asks for your name and contact information. You can expect to be contacted within the next few weeks.

On your way out you can collect your payment for participation. Please sign the receipt that acknowledges that you received payment. Thank you once again.

Appendix D: Individual Interview Guides for Men's Teams and Women's Teams

Men's Individual Interview Guide

Student athlete and team community

1. How do you balance being a student and an athlete? Do you consider yourself an athlete first or a student first?
2. Do you feel you or your teammates receive recognition by others on campus for being an athlete? Are they treated with special respect? Do you believe certain teams and members of those teams are more recognized than others? In what ways? What are some of the benefits of recognition?
3. How do members of your team interact with your coach? How does he motivate the team? How does he give criticism? How do team members react?
4. How do members of your team get along- are they close/tight? Is it possible to work as a "team" but think as an individual? When is it difficult and why? What happens when an individual disagrees with the group?
5. It sounds like you have to get into a certain mindset with certain energy for a game/match. How do team members "turn it on" during the game/match and then "turn it off" off the field/mat/track? Do you think team members are able to "leave it on the field"? **(probe: how do they turn off the adrenalin rush? How do they or those on their team go from being an "animal" or dominant to being a "normal" guy? Have they ever seen anyone have difficulty with this?)**
6. How important is it to be strong- physically and mentally- for your sport? What makes a guy on your team "strong"? What makes a guy "weak"? Are any guys feminine? How do people on the team react to them? What is the worst insult a team member could be called? **(probe: do they or the coach call each other "girls" or "pussies" or other slang as an insult?)**
7. What do your team members and coach think of female athletes and women's sports? **(probe: are women's sports and female athletes respected, or second-class?)**

Socializing/Girls

8. How does your team bond outside of practice? If your team went out together to a party, do you think others would recognize that you are a team? How? What do you do, if anything, when you're at parties to demonstrate that you are part of the team? **(is it something they wear, say, chant?)**
9. How do the guys on your team party on the weekend? Do they hang out together? Do they hang out with certain female teams? Or non-athlete girls/women? Why?

10. Are parties usually at your team house? Who can get in to parties at the team house? What kinds of things do people usually do at these parties? **(probe for drinking- a lot or a little?, hanging out, music, dancing, hooking up)**

11. We've heard from guys that there are different types of girls on campus- some are girlfriends, some are friends. One type of girl that was identified was a "slut". How do you think guys on your team decide what kind of girl she is? What kind of girl is labeled a slut?

12. We've heard from girls that guys also have certain labels- nice guys, friends, and "players". How do you think guys get these labels?

13. What kinds of things are said about girls when your team is alone? Or getting ready to go out for the night? How about after a party? What kinds of things have you heard? **(probe: do they talk about "who hooked up?" or what they did sexually? Is there pressure to talk about this? do guys complain about girls? What do they say? What kinds of names do they call girls? How do other people react- is it funny or are they bothered?)**

14. Do you think complaining or boasting about girls with the team is a way for the group to bond? Why? Do you think other team members ever feel uncomfortable when guys put down or boast about girls? Why or why not?

Views on hooking up and sex

These next questions address hooking up and sex. Again, we are not looking for your personal experiences nor for you to identify anyone else. We are interested in your general thoughts and opinions. If any of these questions make you uncomfortable, feel free to pass. We appreciate your being honest as possible, and remember that all answers are confidential.

15. Do you think most guys at parties are looking to hook up, or are they looking for a long-term relationship? What about girls?

16. Do guys who are athletes have a better chance with girls? What about an athlete with recognition and status?

17. How important do you think it is to guys on your team to hook up when they go out? To have sex?

18. Based on your observations and things you've heard, what kinds of things do guys on your team say or do to get a girl to hook up? To have sex? **(probe: what kinds of things do guys say? Do they have "pick up lines"? Do they use alcohol? How do they persuade women to have sex?)**

Views on rape

Now we are going to shift and talk about the issue of “acquaintance rape” on campus. While we want to acknowledge that violence can happen in all types of relationships and that men can be victims, we are focusing on women as victims for the purposes of this study. Again, we are looking for general thoughts and opinions, and not for any personal disclosures or for names. We appreciate your honesty, and respect your wish to pass on any of these questions that are uncomfortable.

19. Some people think that athletes are more prone to committing violence against women. Do you think there are certain factors that make athletes more prone, or do you think it is because they are in the spotlight? Why?

20. What kinds of things do you think other people on your team believe about girls/women who are victims of rape on campus? **(is there a “type” of girl that is raped? Describe)**

21. What kinds of things do you think other people on your team believe about guys who are perpetrators of rape on campus? **(is there a “type” of guy who rapes? Describe)**

22. Do you think people on your team believe that rape is something that can happen between two people who know each other? If she is really drunk, should it still be considered rape? What if they are both drunk?

Athletes and social change

23. How do you think people on your team would react if they heard that one of your team members was forceful with a girl to have sex? What would they do? **(probe: would they “kick his ass,” tell the coach, ignore it?)** What would be the challenges of this situation?

24. Are there people on your team who take a public stand against these issues by belonging to a group like SCREAM Athletes or by doing something else? How do people react to him?

25. How does your team react to SCREAM Athletes? Do they think it is effective/good/realistic or a waste of their time? What kinds of things are said? Do you think there is anything that student-athletes could do to help end rape and other forms of violence?

26. Any other thoughts, suggestions, or comments?

Women's Individual Interview Guide

Identity as a female student athlete

1. How do you balance the demands of being a student and an athlete? Do you consider yourself an athlete first or a student first?
2. Do you feel you or your teammates receive recognition by others on campus for being an athlete? Are they treated with special respect? Do you believe certain teams and members of those teams are more recognized than others? In what ways? What are some of the benefits of recognition?
3. Athletics has traditionally been a male dominated activity. Do you feel it is a challenge to be a female athlete? If yes, in what ways? Do you feel that you have to possess certain characteristics to be successful that are typically male characteristics? (i.e. strength, toughness) How do people react to you?
4. Do you feel that you or your teammates feel pressure to act or be more "feminine" when you are off the field/mat/track? in class? At parties? On a date? How do you deal with this?

Socializing/Guys

5. How does your team bond outside of practice? If your team went out together, do you think others would recognize that you are a team? How?
(probe: is it something they wear, say, chant?)
6. How does your team party on the weekend? Do they hang out together? Do they hang out with certain guys' teams? Why?
7. Are parties usually at a team house? Who can get in to parties at the team house? What kinds of things do people usually do at these parties?
(probe for drinking- a lot? A little? , dancing, hooking up)
8. We've heard guys say that there are different "types" of girls on campus. One type of girl that was mentioned was a "slut". How do you think these labels come about? What kind of girl is labeled a slut?
9. We've heard from the girls that guys also have certain labels- nice guys, friends, and "players". How do you think guys get these labels?

Views on hooking up and sex

These next questions address hooking up and sex. Again, we are not looking for your personal experiences nor for you to identify anyone else. We are interested in your general thoughts and opinions. If any of these questions make you uncomfortable, feel free to pass.

10. Do you think most girls at parties are looking to hook up, or are they looking for a long-term relationship? What about guys? **(clarify if they are talking about female/male athletes)**

11. How important do you think it is to guys at athlete parties to hook up? To have sex?

12. Do guys who are athletes have a better chance with girls? With female athletes or non-athletes? What about for a male athlete who is well recognized on campus?

13. Based on your observations and what you've heard, what kinds of things do male athletes say or do at parties to get a girl to hook up? To have sex?

Views on rape

Now we are going to shift and talk about the issue of "acquaintance rape" on campus. While we want to acknowledge that violence can happen in all types of relationships and that men can be victims, we are focusing on women as victims for the purposes of this study. Again, we are looking for general thoughts and opinions, and not for any personal disclosures or for names. We appreciate your honesty, and respect your wish to pass on any of these questions that are uncomfortable.

14. Some people think that athletes are more prone to committing violence against women. Do you think there are certain factors that make athletes more prone, or do you think it is because they are in the spotlight? Why?

15. What kinds of things do you think other people on your team believe about girls/women who are victims of rape on campus? Are there certain things a girl can do to put herself at risk? **(probe: is there a "type" of girl that is raped? Describe)**

16. What kinds of things do you think other people on your team believe about guys who are perpetrators of rape on campus? Are there certain types of guys who might do this? **(probe: is there a "type" of guy who rapes? Describe)**

17. Do you think people on your team believe that rape is something that can happen between two people who know each other? If she is really drunk, should it still be considered rape? What if they are both drunk?

Athletes and social change

18. How do you think people on your team would react if someone on your team was a victim of rape? What kinds of things would they do? What would be challenging?

19. What do you think people on your team would do if they knew someone was a perpetrator of rape or another type of violence? What kinds of things would they do?

20. Are there people on your team who take a public stand against these issues by belonging to a group like SCREAM Athletes or by doing something else? How do people react to her?

21. How does your team react to SCREAM Athletes? Do they think it is effective/good/realistic or a waste of their time? What kinds of things are said? Do you think there is anything that student-athletes could do to help end rape and other forms of violence?

22. Any other thoughts, suggestions, or comments?

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