Crimes on College Campuses

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CRIMES ON COLLEGE CAMPUSES

by

Angela M. Turner

A Thesis
Submitted to the
Faculty of The Graduate College
in partial fulfillment of the
requirements for the
Degree of Master of Arts
Department of Sociology

Western Michigan University
Kalamazoo, Michigan
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A college or university is not a place where crime is expected. Crime was not recognized as a discrete campus problem until recently. Information on this topic is limited and difficult to obtain. The purpose of my research is to measure the amount of crime on the campus of Western Michigan University (WMU). My research is focused on the crimes of rape, sexual assault and theft. The victims I study are students and resident hall assistants. My research method includes a self-report survey from a sample of 300 students and resident hall assistants enrolled at WMU.

I provide statistics from WMU Department of Public Safety Annual Security Report and compare them with my finding. This study revisits empirical research from Mary Koss and Robin Warshaw on sexual assault and concludes that sexual assault on the campus of WMU is much more prevalent than suggested in official statistics. I also examine crime prevention strategies on the campus of WMU. This research will provide students with information regarding campus crime rates and crime prevention strategies that may ultimately help prevent crime.
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First and foremost I would like to thank GOD, for without him this thesis would not have been possible. Through my struggle He has shown me the light at the end of the tunnel. I will be forever grateful.

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Angela M. Turner
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CHAPTER 1

INTRODUCTION

A Fictional Account

Becky knew that she loved Dave. He was handsome, intelligent, kind and star quarterback of the football team. There was only one problem; Dave did not know that Becky even existed. There was going to be a big fraternity party off campus on Saturday and Becky felt she had to go. It would be there that she would make her move on Dave.

Saturday was finally here. Becky thought this day would never come, it seemed to take forever. She got up early that day because she wanted to look her best for Dave. She bought a new red lace dress that was short, tight and revealing in all the right places. Dave was kind of a flirt and she knew that with this dress, she was sure to catch his eye. She also went to the salon to get her hair done. Becky wanted a change and decided to go blonde. Dave was going to love her.

Becky's two girlfriends came to get her at around 8:00 p.m. When they arrived at the fraternity house there was nowhere to park. They went inside and there had to be over three hundred people in the house and on the lawn. People were dancing closely and beer kegs were everywhere. Dave noticed her immediately. He told her how great she looked and asked her to dance. After their first dance he offered her something to drink. Becky told herself before the party that she was not going to drink because she gets drunk easily. She didn’t want to throw up in front of Dave on their first date, some impression that would make. But he was standing there in front of her, a dream come true, she couldn’t say no.
Becky was on her third drink and she was feeling light headed, but she was having the time of her life and she didn’t want to call it quits just yet. She and Dave had danced all night on every song. The slow ones were special because he held her so tight that she felt like they were the only two people in the world, and it was their special night. Four drinks later, Becky could hardly stand but it was okay because she had Dave. It was getting late and she wondered what had happened to her friends. She stumbled across the room to look for them. Martin, Dave’s fraternity brother, told her they had left hours ago because she was so occupied that she didn’t need them anymore.

Dave offered to take her home after the party. He told her she could go upstairs and rest until the party ended. By this time Becky was feeling awful and just wanted to be away from the noise and the smell of booze, so she agreed. She fell asleep once her head hit the pillow. She awoke from the sound of a door slamming. She jumped up and it was Dave. He told her not to get up. He laid next to her and ran his hand through her hair. He kissed her. Becky couldn’t breath so she told him to stop. He told her to relax and that she was too tense and would feel better in a minute. He rubbed his hand up her leg and under her dress. He began to aggressively kiss her and pull down her underwear.

Becky really liked Dave but she didn’t want to lead him on. This was not what she wanted and she told him to stop. Dave ignored her and continued kissing her and touching her breast and between her legs. Becky was getting scared and tried to scream. This upset Dave so he backhanded her right across the mouth. This took Becky by surprise and she began to cry and begged him to stop. Dave pulled up her dress and unbuckled his pants. She struggled with him and tried to push him off her but it was useless. She blacked out.
When Becky regained consciousness, Dave was still on top of her. There were about five guys in the room. Three of them were sitting on the couch watching while the other two were standing behind Dave with their pants down. One of the guys told Dave to hurry up and they switched. She couldn’t believe what was happening. She didn’t even know this guy. She had seen him around campus but that was it. She begged him not to do this and to stop. She tried to fight him off but again, it was useless. A few minutes later he got up and the other guy climbed on top of her. Becky heard Dave tell the two guys sitting down “come on, its enough for everyone, hey go get the others”.

Becky lost count after seven. She blacked in and out of conscience and every time she awoke it was a different face on top of her. She remembered Dave coming back for more and when he was done he said “no more, now we have to get rid of her.” They had to make it seem like somebody else assaulted Becky so they beat her up and dragged her naked bloody body three blocks and threw her in the alley behind another fraternity house. What was supposed to be the best day of Becky’s life, turned out to be the worst.

Becky is not alone. Sexual assaults and rapes are a common theme on today’s colleges and universities. Many college women face a traumatic event similar to that of Becky’s. Smith suggests that crime on college campuses is a problem that has been overlooked and swept under the rug for too long (1988). It needs to be studied and dealt with appropriately.

A college or university campus is not a place where crime is expected. This single fact makes it difficult to confront or control crime on campus. Campuses have never been without crime and violence, although the nature and extent of campus crime seen today clearly has never existed before (Smith and Fossey, 1995). Crime was not
recognized as a discrete campus problem until recently. Only in the past few years have useful campus statistics become available.

Information regarding the actual volume of crime that occurs on college campuses throughout the United States is somewhat difficult to obtain. The official statistics most often utilized to measure the amount of violence on college campuses are found in the Uniform Crime Reports (UCR). The Federal Bureau of Investigation issues the UCR annually and report eight crimes defined as Index Crimes or Type I offenses. The Index Crimes are frequently divided into two categories: violent crimes (murder, aggravated assaults, forcible rape, and robbery) and crimes against property (burglary, larceny, motor vehicle theft, and arson). Type II offenses are the less serious, but more numerous, crimes that range from theft to simple assault. Drug crimes are also counted as Type II offenses.

The UCR summarizes data sent voluntarily by police agencies across the United States. Only crimes reported become labeled as “known to the police;” this means that crime can be reported to the police, but not recorded by them. It is also important to understand that because reporting to the FBI is voluntary, not all campus crime is counted. Estimates are that only 10 to 15 percent of college campuses actually turn over statistics (Sherrill and Siegel, 1989).

Unfortunately, these statistics are of limited use for informational purposes because (1) in any given year, only between 300 and 340 schools (or less than 10% of approximately 3,500 colleges and universities nationwide) report to the FBI and (2) the FBI only include serious, index offenses (homicide, rape, robbery, etc.) and does not include nonindex crimes based on actual arrest for such typical campus offenses as drug
abuse violations, drunkenness and liquor law violations, and vandalism in its reports (Wright, 1997).

Unofficial statistics such as self-report methods and observations are also used to study victims of campus crime. The National Crime Victimization Surveys (NCVS), which are conducted by the Department of Justice, are based on random samples of households across the country. These surveys ask questions about if, when and how people over the age of 12 have been victimized by crime (Caringella-MacDonald, 1998). These victimization studies are generally developed by academicians or consulting groups, not the police. The results of victimization studies suggest that the volume of crime is far greater than anything suggested in official statistics (Smith, 1988).

Another source of information on campus crimes is the media. Campus newspapers and media regularly report such things as professors slain at Stanford University and University of Iowa, students murdered at several campuses including serial killings at the Universities of Florida, Iowa and Montreal; arson in campus buildings, rapes in dormitories, thefts, fraud in grants and student loan programs, and forgery of transcripts and diplomas. College officials are struggling with the massive problem of relationship and sexual violence (Roark, 1989). Date and acquaintance rape and physical abuse are the most common (Sherrill and Siegel, 1989). Theft and vandalism are also very common on college campuses (Smith and Fossey, 1995).

The purpose of this research is to measure the amount of crime on one college campus. My research is focused on the crimes of rape, sexual assault, and theft. The victims I focus on are students and Resident Assistants. I also look at who are the more likely victims of these college crimes, as well as crime prevention strategies employed.
Through my research, students may learn about crime on their campus and this may ultimately help prevent crime. Students and Resident Assistants may learn which prevention programs are working on their campus, which strategies need to be improved, and how to inform students of possible danger. It is important for students, as well as faculty and staff, to know what prevention programs are on their campus, and how effective these programs are. My research adds to the existing literature on campus crime by providing information about prevention programs and their reported effectiveness at the institution being studied.

In the first chapter, I examine the problem of campus crime and where the information regarding the actual volume of crime is obtained. I also look at the idea of college campuses as sanctuaries and when it started to diminish. In chapter two, I look at hidden crimes on campus. I provide statistics from the Department of Education and the Students Right to Know Campus Security Act. I look at what percentages of crimes are committed against Resident Advisors and why they are a particularly at risk population. Sexual assault and gang rape are discussed in detail because I believe that these are the most heinous and degrading types of violence that can occur on a college campus.

Chapter 3 provides an overview of campus crime. I provide statistics from Western Michigan University’s Department of Public Safety annual security report and discuss my methods and subject selection techniques. Chapter 4 discusses my survey that was administered to 300 Western students and provides its findings. I compare my findings to those of Western Michigan University’s annual security report of campus crime and to the previous research. The last chapter concludes that the volume of crime is far greater than anything suggested in official statistics. This chapter looks at some
solutions and prevention strategies that can be undertaken to help reduce crime on college campuses.
CHAPTER 2
CRIMES ON CAMPUS

Some college campuses report a great deal of crime; other institutions have fewer reported criminal incidents. In many places the myth of the safe campus endures while the campus community blinds itself to the undisclosed threat. Some sociologists believe that crime rates on American college campuses follow the increase in the overall U.S. crime patterns. Crime increases are reportedly linked to: rapid growth of metropolitan centers, increased mobility by students and their families, and shattered norms of conduct (Smith, 1988). “A far better picture of campus crime emerged in 1988, when USA Today conducted its own survey of 698 colleges and universities. The study found a total of 31 homicides, 1,874 armed robberies, 653 rapes, 13,079 assaults, 22,170 burglaries, and 144,717 thefts on the reporting campuses in the proceeding year” (Smith and Fossey, 12).

In March of 1990, the Subcommittee on Postsecondary Education of the United States Congress held a hearing to discuss the concerns of parents, students and the higher education community regarding crime on college campuses. The Subcommittee felt that there was a time when a college campus was considered to be a sanctuary; a place where teaching, learning, and social exchange took place in an environment that posed minimal danger to the personal safety of the campus community (Williams, 1990). However, as with society in general, crime on campus has escalated from an infrequent occurrence to a subject of major concern for the higher education community. In this hearing, the Senators reported that the incidence of crime, particularly violent crime, on some college campuses has steadily risen in recent years. In response, Congress passed crime legislation entitled the Student Right to Know and Campus Security Act.
The 1990 Student Right to Know and Campus Security Act requires all colleges and universities to distribute descriptions of campus security and statistics on campus crime as a condition for receipt of federal student aid. The law mandates that the United States Department of Education provide colleges and universities with compliance guidelines. The goal of this act was to encourage the development of security policies and procedures on all campuses and to maintain uniformity and consistency in the reporting of campus crimes (Williams, 1990).

The campus crime reporting provision of the law is loosely modeled after procedures used by the Federal Bureau of Investigation’s Uniform Crime Report. Colleges and universities are required by federal law to report activity for six index crimes (homicide, rape, robbery, aggravated assault, burglary, and motor vehicle theft) and three nonindex crimes (drug offenses, liquor law violations, and illegal weapons possession) for each calendar year beginning on September 1, 1992 (Wright, 1997).

Overview of Campus Crime

The Uniform Crime Reporting Program is a nationwide, cooperative statistical effort of over 16,000 cities, county, and state law enforcement agencies voluntarily reporting data on crimes brought to their attention. The selected offenses are 1) Murder and Nonnegligent Manslaughter, 2) Forcible Rape, 3) Robbery, 4) Aggravated Assault, 5) Burglary, and 6) Motor Vehicle Theft. These are serious crimes by nature and/or volume. Not all crimes, such as Embezzlement, are readily brought to the attention of

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1 Summary of Uniform Crime Reporting Program. [www.fbi.gov/ucr/cius_97](http://www.fbi.gov/ucr/cius_97)
the police. Also, some serious crimes, such as Kidnapping, occur infrequently. Therefore, for practical purposes, the reporting of offenses known is limited to the selected crime classifications because they are the crimes most likely to be reported and most likely to occur with sufficient frequency to provide an adequate basis for comparison.³

Due to the fact that not all law enforcement agencies provide complete data for a given year, it is sometimes necessary for the UCR Program to generate crime estimates at the local, state, and national levels. Using the known crime experiences of similar areas within a state, the estimates are computed by assigning the same proportional crime volumes to non-reporting agencies (Wright, 1997). The size of an agency, type of jurisdiction, e.g., police department versus sheriff's office, and geographic location are considered in the estimation process. A similar procedure is used for national arrest estimates.

It is important to note that the FBI's primary objective is to generate a reliable set of crime statistics for use in law enforcement administration, operation, and management. The FBI does not provide a ranking of agencies but merely alphabetical tabulations of states, metropolitan statistical areas, cities with over 10,000 inhabitants, suburban and rural counties, and colleges and universities.⁴ Law enforcement officials use this data for their designed purposes. Additionally, the American public relies on this data for information on the fluctuations in the level of crime from year to year. Criminologists, sociologists, legislators, city planners, the media, and other students of criminal justice use this data for a variety of research and planning purposes.

⁴ Uniform Crime Report
In 1998, the Student Right to Know and Campus Security Act was amended to require the Department of Education to collect, analyze, and report to Congress on the incidence of crime on campuses and facilities of postsecondary education institutions. The purpose of the campus crime report is to help administrators enhance campus safety. The campus report must include statistics concerning the occurrence of certain crimes on campus; in or on non-campus buildings or property during the three most recent completed calendar years. An institution must also include in these statistics the criminal offenses reported to campus security authorities or local police agencies.

The U.S. Department of Education’s 1997-99 report to Congress yields the following trends...the total number of sex offenses in 1999 was 2,469, which was an increase of 6 percent over the 2,337 reported in 1998. In 1997 the total number of sex offenses reported was 2,140. The number of robberies in 1997 was 1,810. They increased to 1,862 in 1998 and to 1,997 in 1999.

Burglary is by far the crime most frequently reported to the Department of Education under the Campus and Security Act data collection. A total of 26,757 burglaries were reported in 1997. In 1998, 25,685 burglaries were reported and 26,035 burglaries were reported in 1999. The Department of Education also looks at motor vehicle theft, which is second only to burglary in its occurrence on college campuses. The numbers decrease over the years from 6,732 in 1997 to 6,050 in 1998 and increased to 6,201 in 1999.

These numbers show that crimes are occurring on college campuses. The totals come from offenses that are reported by the victims and the figures represent criminal events that occurred within the formal boundaries of the campus. Many aspects of
student life occurs off-campus. Offenses from these locations are not included in campus crime statistics because they are often difficult to calculate. This is because law enforcement reports do not distinguish students from non-students. Also the greater the geographic distance from campus the less the concern.

Hidden Crimes on Campus

The cause for concern grows when we realize that crime reports are not showing the complete extent of crime on campus. First, only about 400 institutions report crime, which represents only 15 percent of the total number of colleges and universities in the United States. Second, only offenses known to the police are tabulated. Estimates are between two and ten times as many crimes occur as are reported to police, depending upon the type of crime and the locality (Smith, 1988). Finally, there may be reason to suspect that some of those figures are understated by campus police agencies. Palmer’s (1996) study of student housing found that some college administrators do not report incidents of violence on college campuses. Institutional officials reported that they felt such reports of misconduct could damage the reputation of the institutions, creating negative impressions among perspective students and their parents (272).

Experts on campus crime warn that comparisons among institutions must be undertaken with caution. The crime reports do not consider the nature of the institutions, whether it is rural or urban, residential or commuter. Also, institutions with highly professional police departments may pursue crime more aggressively than do those that handle most incidents through a campus judicial system. High numbers may not mean that a campus is less safe than others are (Sherrill and Siegel, 1989).
Victims of Campus Crime

Resident Assistants, who oversee day-to-day operations in dormitories, share the idea that they can make a contribution to the lives of students. Resident Assistants (RA’s) are there to promote wellness and community development and to interact with the men and women who live in the halls. Some of the interactions with the residents are positive, however, some of these experiences are negative and involve some form of abuse perpetrated against the RA’s by students. RA’s are an at-risk population for crime because they are often the first to respond to residents’ concerns or complaints. RA’s are in charge of keeping dormitories safe and secure environments to live in. When Resident Assistants are victimized it can result in less effective job performance. College administrators need to be aware of these problems and support staff who are victimized, so they can provide resolutions for the victims.

Various research continues to indicate that students learn as much from one another as from formal curriculum (Schroeder and Mable, 1994). Residence hall assistants have the potential to challenge and educate students as they connect their learning experiences to their living realities. RA’s can create a curriculum that integrates knowledge, skills, and attitudes and focuses on the applications of learning. They create environments that celebrate diversity by bringing students together in a community where differences are respected, but where there is a common goal to promote learning. When Resident Assistants are the victims of a crime they may feel responsible or that the residents would not engage in such behavior if the RA’s were adequately doing their job. This belief can result in feelings of personal failure and loneliness, which can greatly
affect a RA’s job performance in the residence halls, as well as in their studies (Sherrill
and Siegel, 1989).

It is important that college administrators are aware of crime events so that they
may effectively develop comprehensive plans based on communication and collaboration
among administrators, students, faculty, and staff. These plans will help to maximize
safety and security on campuses and in residence halls (Palmer, 277).

Resident Assistants as Victims of Campus Crime

John Schuh and William Shipton studied abuse encountered by resident assistants.
There are rare kinds of occurrences, such as the murder of an RA at the University of
Michigan and the case of an RA who was allegedly assaulted in her room by an all-
American basketball player. Schuh and Shipton’s research also focused on day-to-day
crimes. They found that RA’s are regularly subjected to verbal abuse and occasionally to
physical abuse or the threat of it. Schuh and Shipton surveyed 163 RA’s at Indiana
University during the 1981-82 academic school year. More than 50 percent of the RA’s
reported encountering obscenities as a major form of verbal abuse directed at them.
Minority RA’s reported that they were often the victims of racial slurs, while female
RA’s often experienced sexual slurs. Six percent of female RA’s also reported that they
had been subject to sexual abuse, 6 out of the 163 RA’s surveyed reported having been
attacked with a weapon or dangerous object, and 33 of the RA’s reported that they had
been touched in a threatening way. Despite the number of self-reported incidents, only
two RA’s reported their victimizations to the university for judicial action (Schuh and
Shipton, 1983).
Durant, Marston, and Eisenhandler (1986) conducted a nationwide survey involving 5,902 RA's and 1,847 RA supervisors from 284 colleges and universities. They found that eighty-four percent of the RA's surveyed experienced some form of verbal abuses at least once in their career, while 34 percent noted daily abuse. Twenty-three percent of the RA's had experienced damage to personal property, 18 percent had experienced physical threats and violence, 12 percent experienced inappropriate sexual touching, 2 percent had been attacked with a weapon or object, and 1 percent had encountered physical sexual abuse. The RA's also reported that alcohol or drugs were involved in 81.4 percent of these incidents.

Resident Advisors tend to shrug off actions against them as "coming with the territory." RA's may decide it's not worth the trouble to file a report because they do not want to get anybody in trouble, are intimidated by the individual(s) or the situation, or they do not have the desire to complete the necessary paperwork that entails reporting crime (Sherrill and Siegel, 31). RA's also may not view many of these situations as "serious." Prompt reporting of such incidents will provide the university with an opportunity to take action against the offender(s). If RA's made reports, university officials could promote safety and security on campuses and in residence halls. No disciplinary or legal action can be taken against the perpetrator if crime reports are not made and the incident remains unresolved.

Crimes on college campuses greatly affect all individuals of the campus community. Victimization is a traumatic experience in which the victim experiences some degree of loss of personal control. One of the most tragic results of being a victim of a campus crime is that the victim may do violence to himself or herself. "A victim
may move through a continuum in which the violent act precipitates depression and feelings of hopelessness. When these feelings are followed by the victim’s belief that his or her life is out of control, they may engage in suicidal thoughts or actions (Rickgain, 36). This is more common with victims of sexual assault (Bohmer and Parrot, 1993). A study on sexual assault and suicide done in 1985 found, “forty-four percent of sexually assaulted women who were interviewed had seriously thought of suicide and nineteen percent had actually attempted it” (Sherrill and Siegel, 23).

Defining Sexual Violence

“All violence hurts. Violent use of sex is particularly damaging as it strikes at the self-identity of individuals and their ability to be in control of their own bodies, and hence, their lives” (Roark, 41). As a term, sexual violence is not clearly defined by law or common usage. Any sex act between persons can be considered violent when the act is performed by force against the will of one of the parties. The most extreme sexually violent behaviors are the crimes of rape. The types of rape I examine are acquaintance and date rape- sexual assault between persons who know one another; and gang rape- group of offenders who sexually abuse a single victim. Gang rape may also occur amongst people who know each other.

Most legal definitions of rape include three elements: (1) sexual intercourse that is (2) forced on another person (3) against his or her will (Sherrill and Siegel). Sexual assault may occur between causal acquaintances or friends, boyfriend or girlfriend, classmates, co-workers, strangers, family members or on a date. If a victim is mentally impaired (mental illness or disability) or incapacitated (drunk, drugged, unconscious,
asleep), she or he is not able to give consent. Having sex with someone under any one of these conditions is considered sexual assault.

Sexual Assault on Campus

Sexual assault statistics are greatly underestimated because many victims never tell even their closest friends and family about their rape (Koss, 1985). It is unrealistic to expect that they would report the crime to the police. Government estimates suggest that for every rape reported to the police, 3-10 rapes are not reported (Searles and Berger, 35). Estimates are also probably low, because they do not include victims who passed out and cannot remember what happened. It also does not include victims who believed that others would blame them for being drunk and who, therefore, never report their assault. “The largest study of sexual assault on the college campus suggests that a female student’s risk of being sexually assaulted within her college career is 25 percent. This is probably an underestimate as many women who are assaulted drop out of school” (Bohmer and Parrot, 1).

Most of what we know about acquaintance sexual assault comes from studies conducted using college populations and from cases that have occurred on college campuses. Much of the empirical research on date rape has been done in the last decade. The impetus for contemporary research was a 1978 study by Mary Koss where she surveyed nearly four thousand college students at Kent State University. She studied women who had experienced forced sexual intercourse but did not call it rape. At the time of the study, a government estimate suggested that only 40-50 percent of the rapes that occur each year are reported to the police (Koss, 1987). Koss’s goal was to
determine the prevalence of hidden rape. Williams, citing Koss’s research, notes that she found 13 percent of the women interviewed answered yes to at least one of the three questions asking them whether they had experienced forced penetration. In contrast, only 6 percent of the women interviewed answered yes to the question “Have you ever been raped?” (Williams, 26). This is the case because many women do not view their experience as rape, and if the perpetrator was the victims’ boyfriend, some victims do not label their experience as rape. “Many women do not define coerced sex as rape unless the attacker is a violent stranger” (Sanday, 21). Less than 5 percent of the men in the Koss’s study admitted to using force. Koss’s data revealed that rape is much more prevalent than official statistics suggest.

Robin Warshaw’s book entitled *I Never Called It Rape*, was the first major book on acquaintance rape to be based on Koss’s study. Warshaw found that one in four women surveyed were victims of rape or attempted rape, 84 percent of those raped knew their attacker, and 57 percent of rapes happened on dates. Seventy-three percent of the women thought that most of their offenders were drinking or using drugs at the time of the assault and 55 percent admitted to using intoxicants themselves. Only 27 percent of the rape victims acknowledge themselves as such and 5 percent reported their rapes to the police (Warshaw, 1994). Although many women did not call it rape, the great majority of rape victims conceptualized their experience in highly negative terms and felt victimized whether or not they realized that the legal standard for rape had been met (Koss, 1995).

The results Warshaw found for men were also similar to those reported by Koss. Warshaw found that one-quarter of the men reported involvement in some form of sexual
aggression, ranging from unwanted touching to rape. Three percent admitted to attempted rape and 4.4 percent admitted to rape. Forty-seven percent of those who admitted to sexual aggression towards women said they would do the same thing again (Warshaw, 1994). In Williams, Diana Russell’s survey conducted on college campuses found that 35 percent of the males questioned about the likelihood that they would rape, said they might if they could get away with it. Sixty percent of the men said they might force a female to do something sexual she really did not want to do “given the right circumstances” (27). Both Koss’s and Warshaw’s prevalence studies suggest that rape is far more extensive than reported in official statistics.

“Garrett-Gooding and Senter (1987) reported that almost 50 percent of the male students who participated in a study on sexual aggression indicated that they had engaged in sexual coercion, ranging from kissing a women over her objections to using physical violence or a weapon to obtain intercourse” (Sherrill and Siegel, 43). In a sample of over 400 undergraduates, 48 percent reported that sexual activity was expected of them if a dating partner paid for dinner or a movie. In another sample, a surprisingly sizeable minority, both male and female, believed that certain dating situations allow for “justifiable aggression.” For example, 36 percent of 546 students surveyed expected a woman to be assaulted in a situation where she first consented to sex and then reneged or when she was stoned or drunk (Ottens, 13).
Factors Contributing to Sexual Violence on Campus

There are many factors influencing campus crime. A higher proportion of students living in dormitories seem to result in a greater amount of crime on campuses. Social organizations by virtue of their values and beliefs may socialize sexual aggression in men, which can lead to sexual violence (O'Sullivan, 1993). Traditional sex roles have placed some women in subordinate positions in society. Some women are conditioned to be passive, deferential, and unassertive with men, while some men are taught to be aggressive and to go after what they want (Williams, 2001). “At the societal level, male violence against women is seen as a manifestation of gender inequality and as a mechanism for the subordination of women” (Koss, 210). Although many researchers have focused on the influence of cultural myths and gender roles on male violence against women, it is important to recognize that the sociocultural determinants of such violence go beyond myths and roles. Individual behaviors and cognitive processes are embedded in gender social structures that define and direct the gendered meaning of sexual and violent behaviors. It is through gender-related roles that specific cultural norms related to gender and violence are patterned, learned, and transmitted from generation to generation (Koss, 1994). When these behaviors are mixed with the consumption of alcohol, the consequences can be disastrous.

Alcohol and drugs are the most common factors influencing sexual violence on campus. When self-administered, users may believe alcohol will heighten sexuality or it may be provided to women as a coercive tactic. Alcohol is considered the most widely used “date rape drug” (Marchell and Cummings, 2001).
“Alcohol may serve multiple functions in physical and sexual aggression; as a disinhibitor for the man; as an excuse for his behavior after the fact; and as a strategy to reduce victim resistance. Furthermore, in cases of rape, alcohol may function as a cue; men may perceive women who drink as ‘loose’ or more interested in sex (Koss, 48).

Alcohol is regarded not as the cause but rather as a facilitator of or excuse for the assault. In certain circumstances, alcohol appears to encourage careless and combative behavior. It weakens self-control and reduces foresight, which is likely to increase lawbreaking along with other risky activities that promise immediate benefits. Alcohol is the only substance that has been shown in behavioral experiments to commonly increase aggression (Wilson and Peterisilla, 1995).

Campus Housing

When students live in dormitories they and their possessions are physically present on the campus 24 hours a day, for many months. A great deal of property is stolen because residents tend to leave their doors open and/or unlocked to go to the restroom or next door to visit a friend. Residents permit total strangers to pass through locked security doors and roam the halls without challenge. Violence in residence halls is not new. While it may be ignored or denied, violence has existed since the beginning of residential complexes on college campuses (Rickgarn, 1989).

Students of many different races, religions, social backgrounds, lifestyles, value systems, and sensibilities live together in “concentrated proximity” in resident halls, making it inevitable that interpersonal tension and misunderstandings will arise (Palmer, 1996). According to Roark, most violent and other crimes occur late at night or on weekends and the students most likely to be present on campus are the students who live in the residence halls (1987).
The number of sexual assaults against women on college campuses, as we have seen from Koss and Warshaw's research, is much more prevalent than official statistics suggest. The reason for this includes societal socialization and the fact that women and men have almost unlimited access to each other as a result of coeducational residence halls and the absence of curfews (Bohmer and Parrot, 1993).

Social Organizations and Socialization

Sexual assault on campus usually happens to women early in their college careers (Roark, 367). It frequently takes place after a party, especially one held in a fraternity house and other places where alcohol is served. Some studies have compared the incidence of sexual assault among various groups of men. One study indicated that 35 percent of fraternity men reported having forced someone to have sexual intercourse (Bohmer and Parrot, 21). “Of the documented cases of alleged gang rape by college students from 1980 to 1990, 55 percent were committed by fraternity members, 40 percent were committed by athletes, and only 5 percent were committed by men not affiliated with formal organizations” (Bohmer and Parrot, 26).

Garrett-Gooding and Senter (1987) found a moderate relationship between fraternity membership and attitudes toward sexual coercion. Sanday (1990) found that athletic teams or fraternities committed 20 of the 24 gang rapes reported on college campuses since 1980. O’Sullivan (1993) postulated that such rapes involve male bonding with the focus on gaining the acceptance of other men within the group rather than on the actual sex act (Ottens and Hotelling, 124).
In my discussion of fraternities, I make no claims that all fraternities are bad or that fraternity men are rapists. I argue here that fraternities are organizations that can influence sexual behavior due to the socialization process each member must complete before they can become a member of a fraternity. I focus on fraternities rather than other male dominated groups, such as athletic organizations or military groups, because Greek organizations are very popular on many college campuses and their unique history and structure maximize the powerful influence of the student peer group. I am also in a Greek sorority and have first hand knowledge of what it is like to be a part of the Greek society.

The Greek experience can generate opportunities for participants to develop mature interpersonal relationships, learn leadership skills, develop capacities for cooperative effort through teamwork, and facilitate the development of a sense of autonomy and personal identity. Greek letter organizations have the potential to make a major contribution to the institution's quest for educational excellence.

Yet all is not well in the land of the Greeks. In most college fraternities and sororities there is evidence, to varying degrees, of alcohol and drug abuse, irresponsible and negligent behavior (which sometimes result in personal injuries) hazing (which has on some occasions led to severe injuries and even death), destruction of property and sexual attacks. (Winston, Nettles, and Opper, 1987). While it is unfair and inaccurate to make these kinds of charges against all Greeks, the incidences are frequent enough to maintain negative stereotypes and raise questions in the public mind. Being in a sorority, I have seen how these stereotypes can raise awareness and concern throughout college campuses.
The process of pledging a fraternity often desensitizes men to behaviors that objectify women. Sex, whether forced or consensual, is often a condition of pledging. These factors, plus the heavy consumption of alcohol that occurs in fraternities, contribute to the likelihood that a sexual assault would occur in a campus context (Binder, 2001). In Searles and Berger, Ehrhart and Sandler (1985) identify over 50 cases of gang rape on campus perpetrated by fraternity men. They identify excessive use of alcohol, isolation from external monitoring, treatment of women as prey, use of pornography, approval of violence, and excessive concern with competition as precipitating conditions to gang rape (140).

Fraternities are a physical and sociocultural context that sometimes encourages the sexual coercion of women. “Rape is especially probable in fraternities because of the kinds of organizations they are, the kinds of members they have, the practices their members engage in, and virtual absence of university and community oversight” (Martin and Hummer, 140). Fraternities have opportunity. They typically share housing in an all-male residence reserved for the group. They have privacy from men not in the group, from women, and from authority figures.

“Fraternities seek men who are athletic big guys, good in intramural competition, who can talk college sports. Males who are willing to drink, who drink socially or who can hold their liquor are sought. Fraternities try to avoid geeks, nerds, and men said to give the fraternity a wimpy or gay reputation” (Searles and Berger, 143).

These men start off as a pledge, which is a new recruit who occupies a trial membership status for 8 to 15 weeks. During fraternity pledging, there are many rites that serve to objectify women, and to humiliate and degrade the pledge. Fraternities’ emphasize on toughness, withstanding pain, obedience, trust, loyalty, and using physical force to obtain
compliance. During the pledge process, the pledges are taught to always remain loyal and keep fraternity secrets for group protection.

Some rites fraternities engage in during pledging involve physical exposure and contact. Other practices involve sexual humiliation of women. During pledging, pledges bound emotionally to one another and they consider group values and traditions to be significant guides for behavior. Pledges endure verbal and physical abuse as a condition for membership. The abusive behavior strips the pledge of his individual identity so that he is ready to accept a group-defined identity (Sanday, 1990). In a group, individuals commit acts they would not normally consider. It is in this group that they find reassurance in the college environment. Strong identification with a group replaces individual ethic with group ethic. Additionally, people are often more aggressive in groups than they would be individually. This is often due to peer pressure and the need to impress others in the group (O'Sullivan, 1993). Also, there is safety in numbers.

Brotherhood norms require sticking together regardless of right or wrong; thus rape episodes are unlikely to be stopped or reported to outsiders, even when the witness disapproves (Searles and Berger, 1995). Fraternity gang rape is especially difficult to prove because the accused fraternity brothers are usually unwilling to provide evidence to the local or campus police.

Fraternity norms and practices influence members to view the sexual coercion of women as a sport, contest or game. These games are not played between men and women but between men and men. In these rivalry games women are the pawns or prey. The use of women in this way encourages fraternity men to see women as objects and sexual coercion as a sport (Martin and Hummer, 1995).
“Unless fraternities’ composition, goals, structures, and practices change in fundamental ways, women on campus will continue to be sexual prey for fraternity men” (Searles and Berger, 151). Chris O’Sullivan, a social psychologist who speaks and writes about group sexual assault, believes that fraternities encourage behavior in young men that falls along a continuum of sexual violence. She believes that abolishing college fraternities will be an important step in healing a rape culture (30).

Alcohol and Other Drugs

Alcohol is often a factor in various forms of interpersonal violence. The issues of alcohol abuse and sexual assault go hand in hand. The majority of the victims and perpetrators consumed alcohol prior to or during the incident. In addition, 68 percent of college students who have had intercourse have done so while under the influence of alcohol (Ottens and Hotelling, 122).

The 1993 College Alcohol Study found that since the beginning of the academic year, 26 percent of women had experienced unwanted sexual activity by a student who had been drinking. In the same study 2 percent of women indicated that in the past year they had been victims of a sexual assault or date rape committed by someone who had been drinking. In a study of 129 male college athletes, 16 percent of respondents indicated at least once in their lifetime they had sexual intercourse with a woman against her wishes by giving her more alcohol or other drugs than she could handle (Marchell and Cummings, 38).

“…When Congress passed the Crime Awareness and Campus Safety Act, it cited a survey finding that 95 percent of all violent campus crimes were alcohol or drug related. On campus, about half of the assailants in courtship violence have been drinking, and campus law enforcement officers regularly report, anecdotally, that
alcohol is a factor in a very large part of campus violence” (Smith and Fossey, 147).

“Alcohol is indirectly responsible for assault. Men misperceive women’s sexual intent and the use of alcohol by either party worsens these misperceptions. The result is a situation ripe for sexual assault. The perpetrator’s use of alcohol lessens the sense of accountability (“I didn’t know what I was doing”); the victim’s use of it increases self-blame (“I shouldn’t have been drinking”) (Ottens and Hotellings, 122).

Alcohol in college sexual assaults may be used by the perpetrator to create an exploitable opportunity or to increase the vulnerability of the victim. “Approximately 25 percent of both genders experienced unwanted sex as a result of alcohol at least once within the past year, and 15 percent of the men and 10 percent of the women more than once” (Berkowity, 11). Some men view women who drink as fair game for coercive sexual advances. Men often believe that a woman who is extremely intoxicated can consent to sex. “Men often expect to feel more powerful, sexual, and aggressive after consuming alcohol, and these expectations can lead to greater physiological and psychological sexual arousal” (Ottens and Hotelling, 36). In general, intoxication increases the likelihood of unplanned and unwanted sexual encounters.

In Koss’s national sample, 8 percent of the men indicated that since the age of 14 they had attempted or completed nonconsensual sexual intercourse through the use of force, threat of force, or provision of alcohol or other drugs prior to the assault (138). The Core survey found that 5 percent of college men acknowledged that they had taken advantage of someone sexually during the past year while under the influence of alcohol or other drugs (Ottens and Hotelling, 34).

The ability to use alcohol without scrutiny by authorities and alcohol’s frequent association with violence and sexual coercion facilitates rape in fraternity houses. The
victim in a gang rape may be drunk or passed out at the time and, therefore, may have no memory of the rape. She may have voluntarily gone to the location of the rape and may have consented to have sex with one of the men, but not all of them. If she has a reputation for sleeping around, she may fear that she will not be believed if she reports the event to campus police or authorities (Bahmer and Parrot, 1993). Thus, we see the intersection of proximity, socialization, and alcohol.

There is also a growing concern about the risk of sexual assaults in which a man incapacitates a woman with a psychoactive substance such as Rohypol or gamma hydroxybutyrate (GHB). In recent years there has been a lot of media coverage surrounding increased incidences of “date rape” drugs. Offenders often use these drugs by slipping them into the alcoholic drink of their victim. Some other “date rape” drugs would include benzodiazepines, tranquilizers, stimulants, steroids and sleeping pills.

Summary

Self-reports of sexual aggression that involve alcohol and other drugs may reflect underreporting for a combination of reasons. For example, the perpetrators may not perceive the sexual activity to be aggressive, their memories may be clouded by alcohol use, they may believe they were entitled to the sexual activity, or they may be unaware of their partner’s inability to consent. Estimates are also probably low because they do not include victims who passed out and cannot remember what happened. Estimates also do not include all those victims who believed that others would blame them for being drunk and who, therefore, never report their assault. It is important to note that alcohol use by men neither causes nor excuses sexually aggressive behavior. Although alcohol may
contribute to the likelihood that a man will engage in sexual violence, it is not a prerequisite for aggression against women. Alcohol, therefore, may function as a catalyst for men’s violence against women, but its role should be considered secondary to the attitudes and cultural practices that foster and tolerate such behavior (Ottens and Hotelling, 2001).

Criminal and sexual acts of victimization will undoubtedly continue to plague higher education, just as they plague the larger society. An understanding of factors affecting the behaviors of perpetrators and the responses of victims, witness, staff, and others will assist administrators and campus police in their attempts to minimize the occurrence of victimization (Palmer, 1996). In the next chapter I examine more closely crimes committed on the campus of Western Michigan University, and I subsequently compare them to the studies reported thus far.
CHAPTER 3
CRIMES ON THE CAMPUS OF WMU

In accordance with the requirements of the Students Right to Know and Campus Security Act of 1990, the Western Michigan University (WMU) Department of Public Safety reports crimes that occur on campus. The annual security report of 2001 includes statistics for the previous three years concerning reported crimes that occurred on campus and in certain off-campus buildings owned or controlled by Western Michigan University. The report also includes institutional policies concerning campus security, such as policies concerning alcohol and drug use, sexual assaults, and other matters.

Western Michigan University’s Annual Security Report includes statistics for the same offenses as the Uniform Crime Report. The selected offenses are 1) murder and non-negligent manslaughter, 2) forcible rape, 3) robbery, 4) aggravated assault, 5) burglary and 6) motor vehicle theft. WMU also includes statistics for nonforcible sex offenses, arson and negligent manslaughter. The Department of Public Safety at WMU studies these types of crimes because they are most likely to be reported and most likely to occur with sufficient frequency to provide an adequate basis for comparison. These are also the crimes that colleges and universities are required by the Student Right to Know and Campus Security Act to study and report criminal offenses to campus security or local police agencies.

Crime statistics are obtained at Western Michigan University by students, faculty, staff and visitors reporting all crime, emergencies, and suspicious situations to the University Police. Reports may be made in person, by telephone, by emergency police phones, or by the police call box system. At WMU there are over 75 emergency police
phones on the outside of various campus buildings and in the two parking structures. These phones automatically call the police radio room when the red button is pushed. Police call boxes mounted in parking lots and near heavily traveled sidewalks provide immediate radio contact with the police radio room. All reports of crime, emergencies, and suspicious situations are immediately investigated by a sworn police officer. The University Police then submit crime data to the Michigan State Police, which are then forwarded to the Federal Bureau of Investigation. For the purpose of this research, I am only interested in motor vehicle theft, burglary, robbery, forcible sex offenses and drug crimes. These are the crimes that occurred more often than the other crimes reported.

WMU defines motor vehicle theft as the theft or attempted theft of a motor vehicle, where the automobile is taken by persons not having lawful access to the vehicle. When looking at motor vehicle theft there was an increase over the years. In 1998, there were 4 motor vehicle thefts, 6 in 1999 and 8 in 2000. The cost of this crime to victims is considerable. Because most people rely on motor vehicles for transportation, when a vehicle is stolen, its theft causes inconvenience to students, class and work. “Motor vehicles may either be stolen for joy-riding, the unauthorized use of vehicles by juveniles, or they may be stolen by professional thieves for resale or export or to be dismantled for parts” (Harlow, 320).

Burglary was the most reported crime on the campus of WMU. Western Michigan University defines Burglary as the unlawful entry of a structure to commit a felony or a theft. Attempted forcible entry and attempted burglary are included. Eleven burglaries were reported in 1998, 16 were reported in 1999, and 27 in 2000.
The ways in which victims are affected by burglaries varies according to the nature of the crime and the characteristic of the victims. Physical injuries and financial losses are among the most obvious effects, but they are not the only ones. Emotional reactions are also relatively common. Burglary not only affects the person burglarized, it can also affect the university as a whole. “When institutions of higher learning fail to protect students from the ravages of campus crime, the institutions are often being held liable for damages” (Smith and Fossey, 49).

WMU defines robbery as the taking of or attempting to take anything of value from the care, custody or control of a person(s) by force or threat of force. Looking at robbery we find that there was only one robbery reported on campus in 1998 and 2000. No robberies were reported in 1999.

Forcible sex offenses are defined as any sexual act directed against another person, forcibly and/or against that person’s will where the victim is incapable of giving consent. Forcible sex offenses include forcible rape, forcible sodomy, sexual assault with an object, and forcible fondling. There were 7 forcible sex offenses (including forcible rape) on the campus of WMU in 1998. The number of sex offenses decreased in 1999 to 3 and to 1 in 2000. Forcible rape is defined as the carnal knowledge of a person, forcibly and/or against that person’s will where the victim is incapable of giving consent because of his/her mental or physical incapacity or youth.

The problem of sexual assault on campus is one with which all colleges must deal. It happens at large, small, urban, rural, public, private, religious, secular, single-sex, and coed colleges. It even happens at those schools where no cases are reported. Because so few cases of sexual assault are reported, it is very difficult for an individual
school to know the extent of the problem. The rate of sexual assault on campus is comparable to larger population incidence (Bohmer and Parrot, 1993).

There are relatively few criminal offenses reported in Western Michigan University residential facilities. There were a total of 4 forcible sex offenses in 1998, 2 in 1999, and 1 in 2000. Four burglaries were reported in 1998 and 5 in 1999. The number of burglaries decreased to 1 in 2000. Burglary was the only offense reported that occurred in an off-campus building owned by WMU with 10 occurring in 1998 and 6 in 2000. No robberies or motor vehicle thefts were reported in student residential facilities over the three-year time period.

Alcohol and drug violations on campus and in residence halls are reported in greater numbers. In 1998, there were 440 arrests for liquor law violations and 623 in 1999. The number of arrests decreased to 472 in 2000. In 1998, there were 46 arrests for drug violations. The number of arrests increased in 1999 to 50 and 68 in 2000. Alcohol violations are more common in residence halls than are drug violations. There are few to no rules regulating the use of alcohol in residence halls. If residents are caught abusing alcohol there are limited formal proceedings that will reprimand their behavior. In 1998 there was a total of 132 alcohol violations, 234 in 1999 and 78 in 2000.

Heavy alcohol consumption has long been part of the campus culture of many American colleges and universities. Although college drinking, historically, has been perceived by many as a relatively innocent rite of passage, there is evidence that it is a rite that too often results in negative consequences for drinkers such as poor academic performance, public misconduct, and health problems.
Levels of alcohol consumption vary considerably among college students. According to the 1997 Core Alcohol and Drug Survey, 16% of students are nonusers of alcohol. Eighteen percent are considered infrequent users, drinking between one and six times a year. A total of 43% are categorized as moderate users (drinking between once a month and once a week), and 24% are classified as frequent users (drinking between three times per week and everyday) (Marchell and Cummings, 30).

Alcoholism and binge drinking are huge problems on college campuses. According to a 1997 national college study conducted by the Harvard School of Public Health, six percent of college students meet criteria for a diagnosis of alcoholism. The study found that more than two of every five students report at least one symptom of alcohol dependence, putting them at increased risk of developing a true alcohol disorder. They also report that binge drinking is common on campus and that 39 percent of college women binge drank within a 2-week period compared with 50 percent of college men (265).

The figures reported by the Western Michigan University Department of Public Safety would have us to believe that WMU is a safe campus where few to no crimes occur. Indeed, this may be the case or these numbers may not show the complete extent of crime on campus. Table 1 indicates the number of criminal offenses reported in Western Michigan University's 1998-2000 statistics report. It is important to note that the statistics represent alleged criminal offenses reported to campus security authorities or local police agencies. Therefore, the data collected do not necessarily reflect active incidence for crime. My goal in the next section is similar to that of Koss in her sexual victimization study. This is to determine the incidence of hidden crimes on campus.
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Method

My thesis project includes a self-report survey from a sample of 300 students enrolled at Western Michigan University. The surveys were handed out in two introductory to sociology classes, one introductory to criminal justice class and one methods and data collection class. I also went to the Office of Residence Life on the campus of WMU and gathered a sample of resident assistants. There was also a small population of resident assistants in the different sociology classes that participated in the survey.

Students were asked to participate in the research project by filing out the survey. Students were asked to only complete the survey once. The survey took approximately twenty minutes. After each person was done filling out the survey, they were asked to hold on to the survey until everyone was finish. Students who chose not to participate in this research project were also asked to hold their surveys to the end. I then walked around with a box and asked each person to put his or her survey in the box. The survey asked thirty questions about crime on college campuses. The questions targeted theft, sexual violence and prevention programs.

The first category of questions was designed to see if participants have ever had any of their belongings taken or taken any one else’s belongings from them without permission. It was also designed to measure how many students actually felt safe on campus. Students were asked if they locked their apartment or dorm room door when the left, if even for a brief moment, do they walk around campus alone at night, and have they ever felt threatened or intimidated by the behavior of someone on campus.
The second category asked questions about sexual assault on campus. These questions targeted sex play (fondling, kissing, or petting but not intercourse), attempted sexual intercourse, and forced penetration. Some of the questions are similar in nature. This is because many women who are victimized do not look at it as sexual violence. These questions were designed to measure the prevalence of sexual assault on the campus of Western Michigan University.

The third category of questions focused on prevention programs on campus. These questions measured the number of students who knew of these programs, attended them and the effectiveness of the programs. Students were also asked to provide demographic information such as age, sex, race/ethnicity and year in college.

After these surveys were administrated in different classes and in four residence assistants staff meetings, they were collected and separated by sex. Resident Assistants were counted separately from the other students. It is important to remember that RA’s are often the first to respond to residents’ concerns or complaints in the resident’s halls, which makes them an at-risk population for crime. The researcher viewed each survey and tallied each question according to those answered yes. The researcher then separated the surveys by class status and re-tallied based on questions that answered yes.

Before this research was conducted, I applied for project review to the Human Subjects Institutional Review Board (HSIRB). On January 23, 2002 I received a letter confirming that the Subjects Institutional Review Board has approved my research entitled “Crime on College Campuses” under the exempt category of review. 

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5 See appendix D
Subjects

The final sample consisted of 300 students: 162 females and 138 males. One hundred of these students are now or previously were resident assistants. Seventy-three percent of the respondents are between the ages of 19 and 22. The female participants are characterized as follows: 17 percent African-American, 80 percent Caucasian, 2 percent Hispanic/Latino, 1 Asian, 1 Native American and 1 other. Twenty-two percent of these females were freshman, 34 percent sophomores, 23 percent juniors, 19 percent seniors and 2 percent graduates. Twenty four percent of these women belong to a social organization.

The male participants are characterized as follows: 17 percent are African-American, 5 percent Asian, 67 percent Caucasian, 4 percent Hispanic/ Latino, and 7 percent other. Thirty percent of the men were freshman and 30 percent were sophomores. Twenty percent were juniors and 20 percent were seniors. Eighteen percent of these men belong to social organizations.

This survey allowed me to study crime on the campus of Western Michigan University and compare my findings to those of previous researchers. I closely examine violence against resident advisors and sexual assault on campus using my survey. My goal in the next chapter is to determine the prevalence of hidden crimes on campus.
Violence Against Resident Assistants

Participants of this survey who identified themselves as Resident Assistants were asked to complete additional questions about their experiences while on the job. One question asked if they had experienced any verbal abuse. Forty-five percent of the RA’s I surveyed reported that they had experienced verbal abuse while on the job as opposed to the 50 percent surveyed by Schuh and Shipton. However, Durant, Marston and Eisenhandler found that 84 percent of the RA’s they surveyed had experienced some form of verbal abuse. Fifty-three percent of the women I surveyed and 35 percent of the men had encountered such abuse. RA’s were asked if they experienced any physical abuse. Fourteen percent of the women and 8% of the men reported that they had experiences physical abuse while on the job. RA’s were also asked if they had experienced any sexual abuse. Six percent of the women and only one man indicated that they had experienced sexual abuse while on the job. Proportionately more Caucasian RA’s reported more physical abuse than did African-Americans, while females noted more sexual abuse than men.

One of the major jobs RA’s are in charge of is reporting any incidents residents encounter on a daily basis. Reporting of incidents must be seen by resident assistants as essential to the welfare of the residence hall citizens (Rickgarn, 1989). However, this job is not done as often as it should be. The RA’s surveyed were asked when an incident occurs with residents, do they always report it. Thirty-five percent of the women and 18
percent of the men surveyed indicated that they always report incidents. Another
important job responsibility of Resident Assistants is planning hall programs. RA’s are
trained to provide educational programs for their residents regarding many aspects of
campus life. The RA’s surveyed were asked if they have put on any prevention programs
in their hall. Thirty-three percent of the women and 20 percent of the men responded that
they had put on crime prevention programs.

The findings indicate that being a resident assistant can be a risky job. Table 2
shows the prevalence of campus crime for the Resident Assistants I surveyed. RA’s may
experience emotional abuse and not physical abuse. During my undergraduate stay at
Western Michigan University, I was a Resident Assistant for four years. I experienced
both verbal and emotional abuse while on the job. Rickgarn, in his study on Violence in
Residence Halls, found that when RA’s are victims of abuse they may feel responsible.
They may feel that residents would not engage in such behaviors if they were adequately
doing their jobs. I often felt this way when I confronted a resident and they became upset
with me. According to Rickgarn this belief results in feelings of personal failure and
loneliness (1989). From the information gathered in this study and my personal
experiences, abuse of resident assistants is clearly a negative factor for staff in residence
halls. These experiences can lead to a loss of productivity in school, on the job and in
social aspects in Resident Assistants’ lives. At times I would be so stressed on the job
that I could not concentrated on my schoolwork or personal activities. These actions may
be more pervasive than reported since the survey relies on the perception of the RA’s on
what constitutes abuse, their perceived ability to manage a situation, and their own value
systems. All these factors will be significantly different and may influence reporting.
Resident Assistants tend to view some form of abuse as part of the job. A resident advisor may not constitute being called a derogatory name as verbal abuse. They may ignore the comment or think it’s not important. RA’s may also feel that they can handle a situation verbally rather than reporting the incident to authorities. They may not want to get anybody in trouble to keep peace on their floor. These beliefs and actions prevent any resolution of the problem through judicial or other disciplinary actions.

Table 2

<table>
<thead>
<tr>
<th>RESIDENT ASSISTANTS</th>
<th>Male %</th>
<th>Female %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experienced verbal abuse</td>
<td>35</td>
<td>53</td>
</tr>
<tr>
<td>Experienced physical abuse</td>
<td>8</td>
<td>14</td>
</tr>
<tr>
<td>Experienced sexual abuse</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>Always report incidents of crime</td>
<td>18</td>
<td>35</td>
</tr>
<tr>
<td>Put on crime prevention programs</td>
<td>20</td>
<td>33</td>
</tr>
</tbody>
</table>

Notes: The sample size was 41 men and 59 women. Prevalence rates include experiences that are job related.

As stated in chapter 2, violence against resident assistants is clearly a negative factor for staff. It is neither unknown nor uncommon; rather, it appears to be far more pervasive than most administrators or staff would care to admit. Programs for creating an awareness of the various forms of violence should be a major priority for administration. Reporting of incidents must be seen by resident assistants as essential to the welfare of
the resident halls. Students should also be aware of their potential to be a victim of crime as violence is not limited to resident’s halls and their staff.

Crimes on Campus

When studying crimes on college campuses, theft receives little or no attention. It is a crime that is often overlooked. The first few questions on the survey examine the participants’ activities and lifestyle. The responses for the women participants are as follows. Participants were asked if any of their belonging had ever been taken without their permission while they were in school. Nineteen percent of the women answered yes to this question. Participants were asked if they had ever taken someone else’s belonging without their permission while on campus. Six percent admitted to taking someone else’s belongings. Only 6 percent of the women reported that they did not feel safe in their dorm rooms or apartment. Participants were also asked, when you leave, if even for a brief moment, do you lock your apartment or dorm room door? Forty-one percent of the women reported that when they leave they do not lock their doors. It is interesting that more women did not report having their belongings taken since a large number of them do not lock up their possessions. The last question asked participants if they walk around campus alone after dark. Fifty-three percent of the women answered yes to this question.

The results for the men in this section were much higher than that of the women. Forty-nine percent of the men reported having their belongings taken from them while at school. Twenty-three percent reported taking someone else’s belongings without their permission on campus. Only 1 percent reported that they do not feel safe in their apartment or dorm room and 46 percent of the men reported that they do not lock their
doors when they leave. Lastly, 81 percent of the men reported that they walk around campus alone after dark.

Theft on college campuses is more prevalent than previous research suggests. Thirty-three percent of the participants in my surveyed indicated having their belongings taken from them, while fourteen percents indicated taking someone else’s. This crime is often not reported on college campuses because the monetary loss to students is normally less than two hundred dollars (Smith, 1988).

Sexual assault receives a lot of attention on college campuses due to the nature of the crime. Concerns for the problem of campus sexual assault has been increasing among the college community as well as the public. The lives of many young men and women in college are significantly affected by sexual assault. Administration owes it to their students to recognize sexual assault as a problem and to make every effort to reduce the incidence.

Sexual Assault on Campus

The goal of this survey was to indicate prevalence rates, the total number of persons who report experiences with sexual aggression or victimization since they came to college. My findings for sexual assault were interesting. The findings differ significantly from those of previous researchers as well as those reported by Western Michigan University officials. My research deals with behaviors, sexual assaults as well as attempted sexual assaults, while Western only provides data on the actual number of assaults committed and reported. I found that thirty-seven percent of the females and 20 percent of the males surveyed felt threatened or intimidated by the behavior of someone
on campus. When asked if they were aware of sexual assaults or rapes occurring on campus, fifty-two percent of women and forty-three percent of the men reported being aware. However, Western Michigan University’s data show that only eleven sexual assaults were reported from 1998-2000. One would expect that more sexual assaults would have been reported over three years since forty-eight percent of the students I surveyed were aware of there occurrences.

Sixteen percent of the women surveyed had sex play (fondling, kissing, or petting but not intercourse) when they didn’t want to because they felt threatened. Twenty percent had someone attempt sexual intercourse by getting on top of them and pulling down their pants and 23 percent had someone under the effects of alcohol or drugs attempt sexual intercourse with them. However, Robin Warshaw found that 73 percent of the women she surveyed thought that most of their offenders were drinking or using drugs at the time of the assault and 55 percent admitted to using intoxicants themselves. Nine percent of the women I surveyed reported having sex with someone when they really didn’t want to. Six percent experienced forced penetration, 12 percent experienced unwanted sexual intercourse because of the effects of alcohol or drugs, and 9 percent answered yes when asked, “Have you ever been raped?” It is interesting that all the women in my survey who reported having experienced unwanted sexual activity did not view this as rape. Of the women who were raped or experienced attempted rape, only 1 percent reported their assault to the police. Reasons given for failing to report an incident include embarrassment/humiliation and fear of retaliation. Four of the women who were raped did not report their assault because they felt no real damage had been done.
When looking at the prevalence of reported sexual assault by men, I found that four percent of the men had sex play when they didn’t want to because they felt threatened. Nine percent had someone attempt sexual intercourse by getting on top of them and pulling down their pants when they didn’t want them to and 10 percent experienced attempted sexual intercourse at the hands of an offender under the influence of alcohol or drugs. Fifteen percent of the men admitted having sex with someone when that person did not want to. Two percent of the men experienced forced penetration, 13 percent experienced unwanted sexual intercourse because of the effects of alcohol or drugs, and only 1 percent reported they were raped. Similar to the women in my survey, not all men viewed unwanted sexual activity as rape. Only two percent of the men who were assaulted reported it to the police, one hundred percent higher than the percentage reported by women. Reasons given for failing to report their assault include embarrassment or fear of humiliation. One of the men surveyed who reported having experience forced penetration answered no to the question “Are you currently or have you ever been sexually active?” Another man when asked about forced penetration, replied “Don’t know” with the word forced underlined and a question mark above it. The prevalence of reported sexual aggression by men did not did not differ by race, year in college, or social organization. Table 3 shows the number of sexual assaults reported by the survey participants on the campus of Western Michigan University.

Thirty-seven percent of the women and 24 percent of the men felt that Western Michigan University does not do enough to deter violence. Fifty-one percent of the women were aware of crime prevention programs occurring on this campus and 47 percent of the men were also aware of these programs. Forty-three percent of the women
and 28 percent of the men reported that they would attend crime prevention programs if Western made them more accessible. These findings are interesting because as previously stated, 53 Resident Assistants indicated that they have put on crime prevention program on campus. Resident Assistants at Western Michigan University are required to put on four crime prevention programs in there hall a semester. There are also crime prevention programs put on by various organizations in campus buildings for all students to attend.

The Department of Public Safety also attempts to teach members of the campus community how to reduce their chances of suffering from a violation of their property or themselves. In 2001 the Department of Public Safety presented 73 crime prevention programs and Women Resources and Services presented 67 programs to such campus groups as freshman orientation, resident and off-campus students, international students, specific campus departments, academic classes and student organizations (www.wmich.edu/public-safety).
Table 3

<table>
<thead>
<tr>
<th>Sexual Assault on Campus</th>
<th>MALES %</th>
<th>FEMALES %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt threatened or intimidated by the behavior of someone</td>
<td>20</td>
<td>37</td>
</tr>
<tr>
<td>Aware of sexual assaults occurring on campus</td>
<td>43</td>
<td>52</td>
</tr>
<tr>
<td>Had sex play when you didn't want to because you felt threatened</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>Attempt sexual intercourse</td>
<td>9</td>
<td>20</td>
</tr>
<tr>
<td>Attempt sexual intercourse because of alcohol or drugs</td>
<td>10</td>
<td>23</td>
</tr>
<tr>
<td>Had sex with someone when they really did not want to</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Experienced forced penetration</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>Experienced unwanted sexual intercourse because of alcohol or drugs</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Have you been raped</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Reported the assault</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Would rape if they could get away with it</td>
<td>4</td>
<td>0.6</td>
</tr>
<tr>
<td>Entitled to sex if they pay for the date</td>
<td>14</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: The sample size was 138 men and 162 women. Prevalence rates include sexual experiences since college.
Summary

Criminal violence and theft, as we have seen, clearly pervade contemporary American campus life. The data revealed the high incidence and prevalence rates of sexual violence perpetrated against the women respondents and in some cases men. Of the 162 women surveyed, 9 percent reported being raped, while 1 percent of the 138 men surveyed reported they were raped. This is in contrast to Western Michigan University’s report of 11 sexual assaults occurring over a three-year period.

The data indicates that the volume of crime is greater than anything suggested in official statistics. Some of the findings are fairly similar to those of Koss in her first study at Kent State. She interviewed nearly four thousand students and found that 13 percent of the women interviewed experienced forced penetration, while only six percent admitted to being raped. It is hard to imagine what the statistics would be if a representative sample of the campus population had participated in the survey. I was amazed to see the findings I did because of the large amounts of crimes that go unreported.

The area of campus sexual assault is an important one. The lives of many young men and women in colleges are significantly affected by it. Victims may blame themselves while the friends of victims may also experience guilt. These feelings can greatly affect their social and educational lives causing them to become withdrawn and unmotivated. Sexual violence is both an institutional and a personal concern, with its prevention on campus a shared responsibility between the college and the individual
within it. Protecting individuals from harm protects the institution and vice versa.
Interventions such as education and counseling to reduce or eliminate sexual violence
must be taken on several fronts at the same time, as single solutions will not be
sufficiently effective (Roark, 44).

Research Limitations

There are several limitations and research issues that I encountered during this
study. This research project included a limited sample of 300 students on one college
campus. It is important not to generalize the statistics to other colleges and universities.
My focus in this study was to compare my findings with those from Western Michigan
University's Annual Security Report.

Had I been interested in crime data for other Michigan colleges I would have
found that Central Michigan University (CMU) had approximately the same number of
criminal offenses as WMU in 1998. The Chronicle for Higher Education reports that 7
forcible sex offenses, 13 burglaries and 3 motor vehicle thefts occurring in 1998. Eastern
Michigan University (EMU) had a higher number of burglaries and motor vehicle thefts
reported than both CMU and WMU. Eighteen burglaries and 13 motor vehicle assaults
were reported on campus in 1998. Lastly, Grand Valley State had the lowest crime
reported in 1998 of the three schools with 2 forcible sex offenses, 9 burglaries and 0
motor vehicle thefts being reported that year (www.chronicle.com/stats/crime/2000).

Another limitation was the data on the individual sexually aggressive acts. The
data were difficult to interpret because people may have engaged in/experienced several
different sexually aggressive acts and classified the act as other than rape. Also, the survey participants’ perception of the questions may differ from that of the researcher’s. For example, a person may have experienced unwanted sexual intercourse since they came to college and checked yes to all four questions about attempted sexual intercourse, leaving the researcher to believe they were victimized four different times rather than once.

My survey did not include questions about same sex offenses. It would have been interesting to know if the majority of the assaults reported by men were male-on-male or female-on-male. If this survey question would have been asked there might have been a differences in the numbers reported. My survey also did not distinguish if the assaults reported occurred on campus or in an off campus apartment. This information would have been helpful in determining where the majority of the sexual assaults occurred.

Lastly, one of the survey question ask participants if they have ever had sex with someone when they really did not want to. This does not constitute a sexual assault. Sexual assault must include force or the threat of force. Thus, this question is misleading and does not contribute to this study.

In the next chapter I examine some solutions and prevention strategies to help reduce crime. Many people believe that preventing crime on college campuses is the sole responsibility of the campus law enforcement agency. In order for crime prevention to be successful, a more comprehensive campus-wide approach must be taken. The campus law enforcement agency is often called after the crime has occurred. Presidents, vice-presidents, and other administrators must provide leadership and policy guidance relating
to security issues. They must assume responsibility for developing security policies for their respective colleges and provide needed resources for policy implementation.
CHAPTER 5
CRIME PREVENTION AND SOLUTIONS

The various forms of campus violence share a similar set of underlying factors. An examination and understanding of these common elements can give direction to prevention efforts. It is a reality that many of the factors associated with criminal victimization throughout the country are present in most campus settings. For example, a significant proportion of most campus student population is youthful. They are typically in a new setting with a variety of environmental stressors, away from direct parental supervision and old support systems, and at an age when sexual impulses are making insistent demands. They are under pressure, their identities are not yet firm, and they often have the mistaken belief about their invincibility. Thus, college students typically create a population at risk for victimization. (Roark, 1987). “Nationwide victimization studies confirm that frequently it is the people in their late teens and early twenties who are the victims of serious crimes” (Bromley and Territo, 7).

Another factor to be considered is the open nature of many campuses throughout the country. Many colleges allow access to institutional property and building regardless of the time of day or night. This creates many opportunities for both crimes against persons and crimes against property. The population of most campuses is also so big that a sense of community is not developed whereby people get to know each other. It is very difficult on most campuses to determine who are the strangers. Many campuses sponsor events which invite large groups of non-affiliated persons into their settings. Examples might include on-campus special events such as concerts, plays or athletic events, campus
open houses, parents’ day, etc. Each of these situations may create more opportunities for criminal victimization, if crime prevention techniques are not practiced.

There is a societal legitimization for violence that is felt on campuses. American culture includes many pro-violent values and behaviors, as demonstrated in its history, its movies, its fascinations with guns, and until recently, its hands-off stance toward domestic violence. The intermingling of sexuality and violence are often entangled, resulting in confusion and double messages about sex and sexuality. When sex and violence are mixed, the result is usually the creation of a victim; rape and pornography are two examples of this mixture (Roark, 1987). Sex role socialization processes add to the existence of violence. Sex role stereotypes, whereby some males are socialized to be aggressive and some females to be submissive, are part of the underlying factors in the violence seen on campus.

Developing a Campus Wide Approach to Crime Prevention

The prevention of violence on college campuses must be multifaceted. Many things can be done by college administrators, college law enforcement personnel, and students themselves to reduce the potential for victimization on college campuses. Students, faculty, and administrative staff need to be made aware of their potential for victimization. They should be provided with information that will help them in reducing the possibility of their becoming victims within their institutional settings. Knowledge about college student development, the campus environment, the collegiate experience, and specific forms of abuse such as rape, sexual harassment, and assaultive behaviors is a
prerequisite for developing prevention strategies. Many students are unaware of criminal acts on their campus and are somewhat naive about the seriousness of such behaviors. Many have the belief that they are invincible and “it can’t happen to me.”

Involving Campus Staff in Crime Prevention

“Campus administration is also faced with potential liability issues when serious crimes occur on their campuses. The college administration and/or individual administrators may find themselves the target of third-party civil liability lawsuits. It is not unusual today for the victims of crime or their families to assert that an institution did not take adequate steps to ensure the appropriate levels of security and safety as part of the fulfillment of their educational contracts” (Bromley and Territo, 4).

Over the last fifteen years, many colleges have been very active in the development and implementation of crime reduction programs. Today, programs that help to fight campus crime are found throughout the country.

Presidents, vice-presidents and other senior administrators at higher education institutions should be aware of the serious crimes being committed within their boundaries. Persons in these positions must provide leadership and policy guidance relating to security issues. Executives at this level must assume responsibility for developing security policies for their respective colleges and providing needed resources for their accomplishment (Bromley and Territo, 1990). Many administrators now recognize that while the campus law enforcement department is an extremely important component of the overall security of the institution, it is by no means the only one.

Open and extensive discussion of the topic of violence on campus will, in itself, serve some preventive measure by counteracting denial and ignorance. Such discussion can raise personal consciousness, help an individual watch out for self and friends, and
limit personal vulnerability. Education itself is a natural tool for the prevention of violence. Campus programs, which utilize educational experiences to promote better interpersonal, inter-group, inter-gender relationships on the campus, should be developed. The primary mission of the University is education, and that mission should be used to lessen the threat of personal violence (Journal of Counseling and Development, 1987).

Education about violence can take place in existing courses, especially in fields such as sociology, psychology, criminal justice, women studies, and health. It can also take place in specially designed single-issue courses or comparative studies. The development of clear, concise policies and procedures with widely know and accepted definitions can serve as a powerful preventive intervention. Universities and colleges typically have a student code of conduct with policies to regulate specific areas of concern, such as behavior at athletic events, behavior in the residence halls, use of alcohol on campus, and academic grievances. Policies should state that violence of any sort on campus will not be tolerated. The campus community also needs to be educated about policies, with ongoing publicity about changes and new policies to people new to the campus.

Approaches to Campus Security

“To be successful, a crime prevention program should develop ongoing collaboration among all sectors of the campus community: students, faculty, security forces, student service personnel, and maintenance employees” (Fossey and Smith, 5). Those in charge of crime prevention should be knowledgeable about the broad spectrum
of crime prevention measures and skilled in choosing the most effective measures for a particular campus environment. Unless campus security personnel have crime prevention expertise, they are likely to use scarce monies to develop ineffective security measures. There are three general approaches used by crime prevention specialists to address a security threat that colleges and universities should implement. They are informational, mechanical, and human applications (Fossey and Smith, 1996).

The most effective and least costly of the three is the informational security application. This is based on the concept of furnishing the community with needed information about crime prevention and giving community members a role in protecting themselves and their property. Examples would be pamphlets and training programs put on by the campus police or resident assistants in the residence halls. Informational applications are effective because they involve the active participation of people. Informed residents become security resources and extensions of a statewide crime prevention effort. However, to be effective, informational approaches require collaboration, monitoring, and long-term commitment from executive decision makers.

Mechanical applications are the second most effective security application. Mechanical applications involve security hardware and constructed barriers. Examples include door locks, alarm systems, emergency phones, video cameras, card access system, chemical sprays and fences. This application can be very expensive initially and they are often expensive to maintain. They sometimes require a person to monitor the equipment as in video surveillance and alarm monitoring. Security personnel must remember that information is often important to successful mechanical applications. Locks only provide building security if occupants use them.
Another example of mechanical application is adequacy of lighting. This is an important factor to consider when reviewing the opportunities for crime to occur. Security departments can help to determine the adequacy of lighting and make appropriate alterations of lighting as necessary. A campus lighting survey should be conducted periodically to review both internal and external campus lighting needs. The level of lighting in campus parking lots, sidewalks, outside of buildings or dormitories need to be periodically reviewed (Bromley and Territo, 1990).

Human applications are the third security application. These applications are often the least effective and most costly of the three approaches to crime prevention. Examples are door guards, police patrols, and attendants for surveillance of video monitors and parking lots. One of the benefits of the human application is the deterrence often afforded by a responsible or uniformed presence. Also the presence of security personnel often makes people feel safer. Grounds maintenance is also an important function served under the human application. Campuses usually spend a significant amount of time, effort and money ensuring the adequate maintenance of hedges, shrubs, and other greenery on the campus site. This is usually done in order to enhance the attractiveness of the overall physical facility itself. In addition to aiding in the beautification of a campus, a proactive grounds keeping service may also play a role in the reduction of criminal opportunities. Shrubs and trees in and around building entries and windows to the buildings should be properly maintained so they do not provide a place of concealment for would-be assailants or burglars (Bromley and Territo, 1990).

A disadvantage of the human application is that residents or occupants may rely on an officer alone to be responsible for building security and fail to take part of the
responsibility himself or herself. The residents may no longer feel that they should check doors or question the presence of strangers. Unlike other security approaches, the human application cannot stand-alone. To be effective, it must be used in conjunction with informational and mechanical applications (Fossey and Smith, 1996).

Campus Responsibility for Dealing with Crime

The American Council on Education has published a resource document on campus security in which the need to assign security tasks to specific individuals is stressed, including the designation of responsible individuals to be on call for security emergencies (Smith and Fossey, 1995). According to the document, campus administrators must ensure that the following security concerns receive attention:

1. Security needs are taken into account in the design, maintenance, and operation of the institution’s buildings, grounds, and equipment.

2. Students and other members of the institutional community are adequately informed about security risk and procedures.

3. Security personnel are adequately screened, trained, equipped, and supervised by the institution.

4. The number of security personnel used is adequate to perform the functions assigned to the department. If no security personnel are used, the campus should be made reasonably secure by other means.

5. Data regarding security incidents are collected and received periodically for administrative review (205).
Violence, perhaps more than any other type of student behavior, has an impact on the total campus community. Simply recognizing this fact is an import first step.

Behavior-specific codes of conduct or campus governing codes should be a standard feature of campus life. These codes should include prohibitions against assaultive, violent behaviors. Taking internal disciplinary action against a student is a viable, often necessary response. Once this is practiced in colleges and universities, the above security applications and measures can be put into effect.

Security in Campus Buildings

It is also helpful for dormitories to have night security and check identification for all those who enter the building at night. Residents should always remember to lock their doors even if they are going to be gone only a second. Decisions must be made regarding when campus buildings should be open on a general basis and when they may be reasonably restricted. Although this may be somewhat difficult, campuses should restrict persons not affiliated with the college from on-campus facilities. Reasonable access should be allowed but not to the extent that it interferes with the normal education process.

Sexual Assault Prevention

In chapter three it was established that sexual assault is a bigger problem on the campus of Western Michigan University than reported in its annual statistic report. Sexual assault is extremely harmful and it must be addressed on college campuses.
Before colleges and universities can solve the problem they must determine its extent on their campus through research. “Education efforts must be put into place to inform men and women about acceptable forms of sexual interaction. This includes not only educating students, but also training for faculty and staff” (Bohmer and Parrot, 182).

The role of alcohol on a campus must be carefully and constantly examined because, as we have seen, alcohol is so often a factor in acquaintance rape. Each college should develop a policy regarding unacceptable sexual behavior that is similar to those for alcohol and drug use. It should be stated clearly that the policy relates to all members of the campus community, including visitors. Such programs should educate students on the different kinds of “date rape” drugs and it should be stressed that students should not accept drinks from strangers or leave their drink out of their sight.

There are various theoretical models that try to explain the occurrence of sexual assaults. Some researchers and theorist have suggested that sexual assaults result from normal socialization processes for men in this culture. Others focus on the personality characteristic and behaviors of the perpetrator or the victim, situations in which assaults are more likely to occur, and patterns of misinterpretation and miscommunication about sexual intimacy between women and men. Colleges should develop effective rape prevention programs for women as well as men.

“Such programs should address the risk associated with men’s willingness to condone or engage in sexual assault. Thus, programs should define rape and sexual assault, challenge rape myths, understand and address male socialization experiences, and gender difference in perception, and encourage men to confront peers who express adherence to rape-support beliefs” (Berkowity, 14).
The author believe that rape prevention programs that focus exclusively on women may serve to reinforce the attitudes and belief system that allow men to deny responsibility for the problem.

College campuses should make prevention programs mandatory for incoming freshman. “The majority of assaults take place in residence halls and off campus apartments. The most likely victim of sexual assault are freshman women and the first two months of each semester have the highest incidence of assault” (Ottens and Hotelling, 100). It is also a good idea to have same-sex workshops with same-sex facilitators. This helps eliminate the participants’ defensiveness and gender-based polarization.

Victims of Sexual Violence

Sexual violence is both an institutional and a personal concern, with its prevention on campus a shared responsibility between the college and the individuals within. The institution, through its staff and its resources, can and should initiate certain actions. Other actions can only be taken by the individuals who are themselves at risk of being victims of sexual violence. Protecting individuals from harm protects the institution. Almost all prevention activities heighten awareness of the issue of sexual violence and may prevent further occurrences. It cannot be stressed enough that prevention of any crime as well as sexual violence begins with awareness. Open and extensive discussion of the topic of violence on campus will, in itself, serve as a preventive measure by counteracting denial and ignorance. Such discussion can raise personal consciousness,
help individuals watch out for themselves and for friends, and can limit personal vulnerability (Sherrill and Siegel, 1989).

Crime Prevention at WMU

The Community Policing Division at Western Michigan University mission is to create partnerships between the police and members of the University’s community. These partnerships identify problems and implement permanent solutions, thereby enhancing the quality of life on campus. They feel that almost every crime committed on campus is preventable. The Department of Public Safety attempts to teach members of the campus community how to reduce their chances of suffering a violation of their property or themselves (www.wmich.edu/public-safety). The University’s crime prevention program is based upon the dual concept of eliminating or minimizing opportunities whenever possible, and encouraging students, faculty, and staff to be responsible for their own security and the security of others.

Two prevention programs Western Michigan University has are Student Watch and Escort Service. The student watch program consist of pairs of students walking the campus from 6:00p.m. until 2:00a.m. everyday of the week. They watch for and report crime, emergencies, and suspicious activity. The escort service consists of up to three vehicles driven by students to provide rides between parking lots and residence halls. WMU also has an emergency telephone system in which blue lights are located all across the campus. Under each blue light is a telephone box and once the box is opened, it automatically dials the campus police department.
In addition to the Student Watch Program, the parking lot escort services, and emergency telephone system, WMU also has printed crime prevention brochures, posters, and handouts related to theft and personal safety. The materials are widely distributed at crime prevention presentations and at various locations throughout campus. The Department of Public Safety and Women’s Resource Services present many of their crime prevention programs. In the residence halls, WMU provides extra security. All interior residence hall doors to the living areas are locked 24 hours a day. Non-residents must be escorted through these doors by a resident host. The building staff locks the front doors from 10p.m. to 7a.m. When the doors are locked at night a security staff member stationed near the door monitors all persons coming through the door. Non-residents must sign a guest log and are not permitted to proceed unless accompanied by a resident host.

Western Michigan University officials state that they recognize sexual assault as a serious social problem that occurs among college students as well as within other segments of our society. The University makes a strong commitment to work toward preventing sexual assault within the community, to provide support and assistance to sexual assault victims, and to impose sanctions on those who have been found guilty of committing a sexual assault. University administrators state that their goal is to foster an environment of mutual respect and concern and to also provide a safe community in which learning and growth can occur (www.wmich.edu/public-safety).

Although educational programs will not guarantee that violence on campus will stop, they may help in reducing the number of violent acts on campus. In addition, if a college is making an effort to prevent crime through educational and other programs, it is
less likely to be blamed for the crimes that do occur on campus. The best way for a college to deal with crime on campus is to prevent it; colleges should make sure they have comprehensive crime prevention programs. Also, any member of the campus professional or student community who are likely to interact with victims or assailants should have training in how to deal with these issues. No matter how good the crime prevention programs are on campus, it is unlikely that crime will be eliminated completely. Therefore, effective policies and procedures must be in place to deal with crimes that do occur.

Conclusion

A college or university campus is not a place where crime is expected. When parents send their children to school they do not realize that they could be raped or injured walking home from a basketball game one night. Information on campus crime statistics is limited and difficult to obtain. There is very little empirical research done on this topic. This is partly due to the fact that crime was not recognized as a discrete campus problem until recently. Only in the pass few years have useful campus statistics become available.

Crimes on college campuses greatly affect all individuals of the campus community. This may result in less effective job performance in school, employment and in the social lives of students. My research concludes that the volume of crime is greater than anything suggested in official statistics. I found that 45 percent of the Resident
Assistants I surveyed had experienced verbal abuse while on the job as opposed to the 50 percent survey by Schuh and Shipton.

My findings of sexual assault differ significantly from those of previous researchers as well as those reported by WMU officials. Forty-eight percent of the students I surveyed reported that they were aware of sexual assaults occurring on the campus of WMU. However, Western Michigan University’s data show that only eleven sexual assaults were reported from 1998-2000. One would expect more sexual assault would have been reported over three years since a large proportion of the students I surveyed were aware of there occurrences.

Noted factors contributing to sexual assault on campus include alcohol and other drugs, campus housing, social organization and socialization with a great emphasis on fraternities and sororities. Colleges and universities must develop effective crime prevention programs to help reduce crime on campus. These programs should educate students, faculty and staff of their potential of becoming a victim. Programs should address the type of crimes that occur more frequently on there campus and who are more likely to be victims of those crime. These programs may ultimately help reduce crimes on college campuses.
References


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Appendices
Appendix A

Crime on College Campuses Survey
Verbal Script 2002
You have been invited to participate in a research project entitled “Crime on College Campuses.” This research is intended to measure the amount of reported and unreported crimes on Western Michigan University’s campus. This project is Angela Turner thesis project and will be done between January and April of 2002.

You will be asked to fill out an anonymous survey answering questions regarding crime and prevention on your campus. This survey is designed to take approximately twenty minutes. If you choose not to participate in the survey please hold on to it. All surveys will be collected at the same time. You may review class materials while you wait for the others to complete the survey. You will also be asked to provide general information about yourself such as age, sex, race/ethnicity and year in college.

One way you may benefit from this activity is by learning about crime on campus and what types of prevention programs are available. This may help in protecting you and others. However, as in all research, there may be unforeseen risks to the participant. One potential risk of participation in this project is that you may be inconvenienced by the time spent filling out a survey. Another risk is that some material may be of a sensitive nature. You will be provided with a list of help groups that you may contact if you need someone to talk to. Please do not put your name anywhere on the survey or the consent form.

All of the information collected from you is confidential and completing voluntarily. As a survey participant, your name will never be recorded or used. All surveys and notes will be kept in a secured location.

You may refuse to participate or discontinue your participation without prejudice or penalty at anytime. You may skip any questions you do not want to answer. If you have any questions or concerns regarding this study, please contact either Angela Turner, student investigator, at 387-7391 or Dr. Zoann Snyder, faculty advisor, at 387-5278. You may also contact the chair of Human Subjects Institutional Review Board at 387-8293 or the vice president for research at 387-8298 if questions or problems arise during the course of the study.
Appendix B

Crime on College Campuses Survey
Verbal Script 2003
You have been invited to participate in a research project entitled “Crime on College Campuses.” This research is intended to measure the amount of reported and unreported crimes on Western Michigan University’s campus. This project is Angela Turner thesis project and will be done between January 23, 2002 and April 19, 2003.

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Appendix C

Participants Survey
Crime on College Campus

*All information is confidential and voluntary. By completing this survey you are consenting to your answer being reported in this study.

**Part One**
Please answer these questions about yourself:

1. What is your gender?
   - female
   - male

2. What is your age?
   - 18 or older
   - 19-22
   - 23-26
   - 27-30
   - 30 and older

3. What is your race?
   - African-American
   - Asian
   - Caucasian
   - Hispanic/Latino
   - Native American
   - Other

4. What is your year in college?
   - Freshman
   - Sophomore
   - Junior
   - Senior
   - Graduate

5. Are you in a sorority or fraternity?
   - YES
   - NO
Part Two
Please answer these questions on your college experience:

1. Have any of your belongings been taken without your permission while you were in school?
   ____ Yes    ____ No

2. Have you ever taken someone else’s belongings without permission on campus?
   ____ Yes    ____ No

3. Do you feel safe in your dorm room or apartment?
   ____ Yes    ____ No

4. When you leave, if even for a brief moment, do you lock your apartment or dorm room door?
   ____ Yes    ____ No

5. Do you walk around campus after dark alone?
   ____ Yes    ____ No

6. Have you ever felt threatened, or intimidated by the behavior of someone on this campus?
   ____ Yes    ____ No

7. Are you aware of sexual assaults or rapes having occurred on this campus?
   ____ Yes    ____ No

8. Are you currently or have you ever been sexually active?
   ____ Yes    ____ No

9. Do you feel you are entitled to sex if you pay for the date?
   ____ Yes    ____ No

10. Have you had sex play (fondling, kissing, or petting but not intercourse) when you didn’t want to because you felt threatened?
    ____ Yes    ____ No

11. Have you had someone attempt sexual intercourse (get on top of you, pull your pants down) when you did not want them to since you came to college?
    ____ Yes    ____ No

12. Have you had someone attempt sexual intercourse (get on top of you, pull your pants down) when you did not want them to because of the effect of alcohol or drugs?
    ____ Yes    ____ No
13. Have you ever had sex with someone when they really did not want to?
   _____Yes  _____No

14. Have you experienced forced penetration at anytime since you came to college?
   _____Yes  _____No

15. Have you experienced unwanted sexual intercourse that occurred because of the effects of alcohol or drugs?
   _____Yes  _____No

16. Have you ever been raped?
   _____Yes  _____No

17. Would you rape someone if you could get away with it?
   _____Yes  _____No

18. If you were assaulted, did you report it to the police?
   _____Yes  _____No

19. Where did the assault take place?
   _____Residence halls  _____Academic building  _____Student Union
   _____Campus grounds  _____Other campus building  _____Off campus

20. Have you ever reported a criminal incident to the university officials or the police?
   _____Yes  _____No

21. If you failed to report an incident, check off the reason(s):
   _____Embarrassment /humiliation
   _____Fear of retaliation
   _____No real damage
   _____Nothing would be done
   _____Other

22. Do you feel your campus does enough to deter violence?
   _____Yes  _____No

23. Are you aware of any crime prevention programs on your campus?
   _____Yes  _____No

24. If your campus made crime prevention programs more accessible, would you attend them?
   _____Yes  _____No

25. Are you now or have you ever been a resident assistant?
   _____Yes  _____No
If you answered yes to the above question, please continue.
If you answered no, thank you for your participation.

For Resident Assistants only:

26. Have you experienced any verbal abuse while on the job?
   ____ Yes  ____ No

27. Have you experienced any physical abuse while on the job?
   ____ Yes  ____ No

28. Have you experienced any sexual abuse while on the job?
   ____ Yes  ____ No

29. When an incident occurs with the residents, do you always report it?
   ____ Yes  ____ No

30. Have you put on any prevention programs in your hall?
   ____ Yes  ____ No
# Resources

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMU Campus Police</td>
<td>387-5555</td>
</tr>
<tr>
<td>WMU Counseling Center</td>
<td>387-5119</td>
</tr>
<tr>
<td>WMU Women’s Resources and Services</td>
<td>387-2995</td>
</tr>
<tr>
<td>Sexual Assault Crisis Center</td>
<td>345-3036</td>
</tr>
<tr>
<td>Domestic Assault Crisis Center</td>
<td>385-3587</td>
</tr>
<tr>
<td>Help Line</td>
<td>381-4357</td>
</tr>
</tbody>
</table>
Appendix D

Approval Letters from the Human Subjects
Institutional Review Board
Date: January 23, 2002

To: Zoann Snyder, Principal Investigator
   Angela Turner, Student Investigator for thesis

From: Mary Lagerwey, Chair

Re: HSIRB Project Number 02-01-09

This letter will serve as confirmation that your research project entitled “Crime on College Campuses” has been approved under the exempt category of review by the Human Subjects Institutional Review Board. The conditions and duration of this approval are specified in the Policies of Western Michigan University. You may now begin to implement the research as described in the application.

Please note that you may only conduct this research exactly in the form it was approved. You must seek specific board approval for any changes in this project. You must also seek reapproval if the project extends beyond the termination date noted below. In addition if there are any unanticipated adverse reactions or unanticipated events associated with the conduct of this research, you should immediately suspend the project and contact the Chair of the HSIRB for consultation.

The Board wishes you success in the pursuit of your research goals.

Approval Termination: January 23, 2003
Western Michigan University's policy states that "the HSIRB's review of research on a continuing basis will be conducted at appropriate intervals but not less than once per year." In compliance with that policy, the HSIRB requests the following information:

**PROJECT TITLE:** Crime on College Campuses  
**HSIRB Project Number:** 02-01-09  
**Date of Review Request:** 12/04/02  
**Date of Last Approval:** 01/23/02

**PRINCIPAL INVESTIGATOR OR ADVISOR**

Name: Zoann Snyder  
Department: SOC  
Electronic Mail Address: zoann.snyder@wmich.edu

**CO-PRINCIPAL OR STUDENT INVESTIGATOR**

Name: Angela Turner  
Department: SOC  
Electronic Mail Address: a5turner@wmich.edu

**CO-PRINCIPAL OR STUDENT INVESTIGATOR**

Name:  
Department:  
Electronic Mail Address:  

1. The research, as approved by the HSIRB, is completed.  
   - Yes (Continue with items 5-7 below.)  
   - No (Continue with items 2-5 below.)

2. Have there been changes in Principal or Co-Principal Investigators?  
   - Yes  
   - No

   (If yes, provide details on an attached sheet.)

3. Is the approved protocol still accurate and being followed with respect to:  
   (If no to any item below, provide the details on an attached sheet.)
   - Procedures  
     - Yes  
     - No
   - Subjects  
     - Yes  
     - No
   - Design  
     - Yes  
     - No
   - Data collection  
     - Yes  
     - No

4. Has any instrumentation been modified or added to the protocol?  
   - Yes  
   - No

   (If yes, attach new instrumentation or indicate the modifications made.)

5. Have there been any adverse events which need to be reported to the HSIRB?  
   - Yes  
   - No

   (If yes, provide details on an attached sheet.)

6. Current total number of subjects enrolled: 300  
   Current number of subjects in the control group: 0

7. Provide copies of the consent documents signed by the last two subjects enrolled in the project. Cover the signature in such a way that the name is not clear but there is evidence of signature. If subjects are not required to sign the consent document, provide a copy of the most current consent document being used.  
   (Remember to include a clean original of the consent documents to receive a renewed approval stamp.)

   ![Signature]

   **Principal Investigator/Faculty Advisor Signature**  
   **Date**

   ![Signature]

   **Co-Principal or Student Investigator Signature**  
   **Date**

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**Approved by the HSIRB:**

![Signature]

**HSIRB Chair Signature**  
**Date**