IMPACT CASE STUDY
Men Can Stop Rape’s Impact as a Technical Assistance Provider

Interview with Ms. Suzannah Rogan, Director of Campus Advocacy, Prevention, and Education (CAPE) Project, Diversity, Equity & Inclusion Specialist, Student Affairs
Doane University

Before Working with Men Can Stop Rape

Doane University (DU) is a small-sized private liberal arts institution in Crete, Nebraska. With a unique demographic of 40% student athletes and 30% Greek Life students, changing the DU campus and athletics culture by engaging campus men has been one of the University’s priorities. This engaging men work has been supported since 2016 by a Department of Justice Office on Violence Against Women (OVW) Campus Program grant. DU hired their Project Coordinator for the OVW Campus Program, Ms. Suzannah Rogan, in February, 2017. Before then, DU’s engaging men work consisted of sporadic engagements in which a speaker (usually a survivor) came to talk to athletics about sexual assault. Ms. Rogan expressed that during her first few months on campus, “We had men saying they didn’t want to be targeted as rapists in our program, and we also had female students coming forward and saying ‘our men don’t understand what they’re doing’ and they need something.” Ms. Rogan said that she was “trying to find something that didn’t target them,” and would meet “them where they were” but also make sure “they understood some things are just not acceptable anymore.” Ms. Rogan got the impression that some staff and faculty didn’t entirely see “themselves as part of the solution” yet. Instead, as she put it, “they all kind of diverted to me.”

How Men Can Stop Rape Supported DU

In an effort to boost their engaging men programming through athletics, DU had applied to be part of the Healthy Masculinity Campus Athletics Project (HMCAP). Men Can Stop Rape (MCSR), as the OVW Campus Program Engaging Men Technical Assistance (TA) provider, had created HMCAP in collaboration with OVW and Positive Coaching Alliance (PCA). HMCAP is a year-long initiative addressing the need to positively engage college athletes as allies and leaders in preventing gender-based violence and creating safer campus cultures. Right after Ms. Rogan started at DU in 2017, the university was accepted into the second cohort of the HMCAP. According to Ms. Rogan, “We had interest from the Head Football Coach and the Director of Athletics. And we had the Director of Greek Life as well, who was overtaxed but was interested in getting something for our fraternities.” DU participated in and utilized all HMCAP deliverables developed by MCSR and PCA, including the 3-day HMCAP Training Institute, an HMCAP Training Institute manual, the HMCAP Logic Model, the HMCAP Game
Plan guide to assist campuses in establishing ideas and timelines for programming. Ms. Rogan also joined quarterly check-in calls and regularly scheduled training webinars.

In an effort to expand the engaging men in athletics program to other populations on campus, particularly Greek Life, DU consulted MCSR for additional technical assistance. Given the role athletics played in shaping DU’s HMCAP program, Ms. Rogan said, “I wanted the fraternities to feel that they had a hand in creating what they were going to be using.” MCSR’s recommendations, connected to adult learning theory, supported Ms. Rogan’s desire to give Greek life a sense of ownership. MCSR continued to offer Ms. Rogan feedback and guidance to assist DU with this strategy for expansion, while also assisting her in retaining the fidelity of the work with athletics.

**How DU Used Men Can Stop Rape’s Support**

Following the HMCAP 3-day training in July 2017, and given the buy-in from the Head Men’s Football Coach, DU piloted their engaging men programming with that team. This gave Ms. Rogan “an opportunity to get to know our biggest team, and gave me the opportunity to really get in front of some things that they would immediately think about me.” Taking into account the anecdotal feedback that DU men didn’t want to be targeted as rapists in sexual assault prevention programs, Ms. Rogan said she was “able to authentically let the guys know her approach, shaped by HMCAP. These guys are not terrible guys….They’re good guys, but they just don’t get it,” Ms. Rogan said. Informed by their experiences piloting HMCAP programming with the football team, DU was later able to garner buy-in from other coaches and teams and strategically expand the programming throughout the athletics department. Part of this process included training peer educators to implement the HMCAP program as it expanded—several of whom were student-athletes. In the event a peer educator was unable to facilitate a session, together Ms. Rogan and Athletics Director, Matt Franzen co-facilitated when he was available.

Building on their success with athletics, as well as their initial buy-in from the Director of Greek Life, DU sought to expand the HMCAP program to their Greek Life population. DU’s goal with this expansion was to ultimately have the chapter leaders and presidents deliver the program knowing that their members had a hand in creating it—that it was borne in and of their community. DU prevention specialists invited fraternity members to lunch for 10 weeks, using HMCAP sessions to test their reception of the program. The prevention specialists then collected feedback from participants at the end of each session, gathered the notes for analysis, and then asked, at the end of 10 weeks: 1) what was memorable, 2) what fraternity students wanted to see more of, and 3) what resonated with them, among other questions. Using this feedback, DU began creating a revised program tailored for DU fraternities while retaining the fidelity of the program’s effectiveness with athletics. Next, DU provided Greek Life with the revised program, building on their agreement that, at minimum, chapter leaders and presidents would conduct 10-minute exercises at each fraternity meeting.
Lastly, building on the strength-based theories and approaches in MCSR’s HMCAP training, Ms. Rogan created a public education poster campaign – “I am the 95%” – as a way of “engaging [their male] students positively.” The campaign sought to uplift not only that most men are not violent and won’t be violent but also that men participate in prevention. She asked the DU community for nominations of campus men “who have intervened when they needed to or have lived by that code of speaking up or leading by example.” Following the nominations, Ms. Rogan had the chief judicial officer vet the nominees, and then she created posters using images of the nominated male students. The campaign posters were hung around campus, in particular across from the service bureau so that they would be seen by all new incoming students. The posters remained up in the service bureau for the whole term.

**Impact of MCSR’s Support**

Ms. Rogan had much to share about the impact of the HMCAP program at DU, identifying the following themes: how coaches have played a role in student responsiveness; how program discussions have deepened among the HMCAP participants; and how outstanding examples of culture change have increased.

While each sports team is in a different place with HMCAP, how they receive it depends on the “top-down” messaging from coaches. Ms. Rogan explained: “We have a student who is a soccer player and wrestler. With the soccer team, the student is cracking jokes, not paying attention, disruptive, and so on. But when he’s with the wrestling team,” which has a new coach who is really invested in the HMCAP program, that same student “is attentive and adding to the conversation in a way that I have never seen. I think the guys on the team are really receptive to a lot of the activities. And the coaches really set the tone.”

Similarly, Ms. Rogan found note-worthy that the Golf coach, also a mental health counselor at DU, has had a clear impact on his players. While facilitating HMCAP sessions with the Golf team, football players who double-time as peer educators consistently have reported back to Ms. Rogan “how pleased they are” with the Golf team’s “really good ideas and collaborative thinking,” especially when talking about safety and how to support one another with bystander intervention.

In MCSR’s “Who’s in the Room?” exercise, the facilitator engages the audience to discuss stereotypes, assumptions and expectations of audience and presenter(s) as a way to connect. During implementation of this exercise, Ms. Rogan noted that “there was a greater sense of trust, having fellow football players facilitating the exercise. They were able to be a little more open and honest and really think about the implications of stereotypes about masculinity and how what it means to be a football player can be used by them—for either good or bad purposes.”

Also evidenced in DU’s HMCAP sessions were emergent shifts in the culture and dynamic of teams who go through the program. As Ms. Rogan said, “We’ve started to see the quieter
people who exhibited healthy masculinity already begin to speak up more,” and with “more confidence, across the board, which connects to seeing the peer educators as their allies.” For example, “one student from the track team was quiet during the fall semester programming, but in the spring he really became a vocal leader in the workshops they’ve had to do.” This particular student-athlete has since followed up with Ms. Rogan by applying to be a peer educator.

When describing the overall impact of HMCAP on DU’s program implementation, Ms. Rogan said: “The greatest thing that we got from Men Can Stop Rape is having those tools to provide to our teams, and now specifically our peer educators, because they have this map now that they’re able to [use] with all of our athletes.” DU was able to take those tools and adapt them for the Greek community as well, so that they now reach the majority of their male student population on campus. Ms. Rogan indicated that her next step is to reach the theater and arts community, too — a personal interest of hers.

Regarding the “I am the 95%” public education campaign, DU witnessed its impact on a number of different levels. Individual students who were nominated to be a part of the campaign “carry with them a sense of pride,” Ms. Rogan reported. “We had quite a few athletes in the ‘I am the 95%’ campaign, too.” Many of the male students who appear on the posters have even asked for a copy to send to their parents. According to Ms. Rogan, the poster campaign helped her office gain credibility with men who may have thought that the Sexual Assault Education and Prevention Office was “all about blaming men for the wrongs of everything.”

In terms of institutional impact, DU has also invested in the depth and sustainability of their engaging men work. Ms. Rogan asserted that “there’s a lot of fidelity to the program itself. All of my peer educators know how to do every single one of the exercises.” Using the HMCAP manual as a resource, current and future peer educators will receive HMCAP training. Similarly, DU’s implementation strategy with Greek Life centers on training fraternity chapter presidents and leadership to deliver their version of the HMCAP engaging men programming. In support of these efforts, DU has created a long-term position at the University for Ms. Rogan to continue all of her and her office’s work beyond the life of the grants, effectively institutionalizing their engaging men programming. In conclusion, Ms. Rogan said, “I think there are always opportunities for growth...but where we are now is leaps and bounds from where we were before.”