In Search of Safe Campus Communities

Fran S. Danis PhD

In Search of Safe Campus Communities:
A Campus Response to Violence
Against Women

Fran S. Danis, PhD

ABSTRACT. Although there is a perception of college and university campuses as sanctuaries of learning, they are not always safe places for women. The studies by the Carnegie Foundation for Higher Education as well as other research on violence against women confirm sexual harassment and dating violence as significant barriers to women's educational achievement. Ernest Boyer, former President of the Carnegie Foundation, envisioned the college campus as a community of learners where civility is affirmed, diversity pursued, group obligations guide behavior, individuals are supported and service is encouraged, and traditions are celebrated and shared. This vision has strong parallels with efforts to develop coordinated campus responses to violence against women. Based on a case study of a strategic alliance within a university and between the university and community-based organization, this article highlights the achievements of this collaboration along with the

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nated community responses, university-community collaborations, so-
cial work education

INTRODUCTION

Are university and college campuses sanctuaries whereby individu-
als are treated with respect and are safe to learn and create? Or are higher
education campuses microcosms of the larger society in which respect
and safety are not universally enjoyed? As evidenced by a downward
turn of civility, the contemporary study of college campuses has found
that the vision of the campus as a sanctuary of learning has been erod-
ing. For women in particular, the campus may be no safer than the gen-
eral community. In fact, it may be a high-risk environment that may
negatively impact their educational goals.

According to the Carnegie Foundation report, *Campus Life: In Search
of Community*, the antidote to these downward trends is for universities
to "create community" by underscoring the common values of the insti-
tution (Boyer, 1990). The call to "create community" is also used by
those who work to end violence against women, especially as it relates to
developing coordinated community responses to provide safety and
support to victims and to hold abusers accountable for their behavior.

To ensure that women have opportunities to pursue their education
free from harm, safe campuses must be created. This paper presents a
case study of a strategic alliance within a university and between the
university- and community-based organizations to develop a coordi-
nated campus response to violence against women. Discussion centers
on problem setting, direction setting, and structuring phases of the alli-
ance's development. The nexus between Boyer's vision of campus
community and the development of the alliance is presented along with
the role of social work faculty and students. Recommendations for fur-
ther research on campus-community engagement and implications for
social education and practice are offered.

CREATING CAMPUS COMMUNITY

It is a challenge to "create community" on campus. Universities and colleges are complex organizations with many sub-communities who may have complex and competing missions. To create community on campus means finding ways to link the various sub-communities together through shared visions, purposes, and values. As President of the Carnegie Foundation for Teaching, Ernest Boyer's call to create community provides a framework for how academic institutions can reestablish the campus as a sanctuary of learning. Prompted by rising concerns about a number of problems plaguing universities, Boyer's report noted several issues including rising incidents of abusive language targeted against women and people of color and an increase of reported crime on campus. He also noted that although students spend more time out of the classroom, academic and non-academic functions were handled separately on most campuses. With respect to women on campus, Boyer noted that sexual insults, prejudicial acts, sexual harassment by persons in authority over students, and physical and sexual assaults against women are manifestations of sexism on campus and barriers to women's education.

To reverse these trends, Boyer put forth a framework that characterized the university as an educationally purposeful place, an open place where civility is affirmed, a just place where persons are honored and diversity is pursued, a disciplined place where group obligations guide behavior, a caring place where individuals are supported and service is encouraged, and a celebrative place where traditions are shared (Boyer, 1990). Although there is a great deal of overlap between Boyer's vision and the values of the social work profession, there is scant literature on how social work community practice in higher education can help build campus community (Moxley, 2003).

One example of such an effort is the School of Social Welfare at Stony Brook University, which developed a unique master's level concentration in student-development community practice. Students are offered a specialized curriculum blending both micro-level and community-building interventions, participate in service-learning projects, and complete field placements focused on social change and issues such as intercultural relations, safety, civility, and substance abuse (Bacon, 2002). While a dedicated concentration is a unique approach, many other social work programs may conduct specialized activities that involve collaborative partnerships with campus-based women's centers (Bogue, 2002; Kasper, 2004; Spitzberg & Thorndike, 1992). Partnering

with women's centers is one way to demonstrate social work's commitment to working with oppressed and vulnerable populations and to address sexism and violence against women (Stout & McPhail, 1998). Another way to address Boyer's vision is to develop strategic alliances within the academy as well as with community-based organizations. Strategic alliances are defined as "interorganizational relationships created to benefit the organizational partners and, ultimately, the organization's consumers" (Bailey & Koney, 2000, p. 4). Rationales for creating strategic alliances include resource dependency, social responsibility, strategic enhancement, operational efficiency, environmental validity, and domain influence (Gray & Wood, 1991). As an exemplar of how social work programs can contribute to building community on campus, this article focuses on the activities of one social work program to develop a campus-community strategic alliance to address violence against women. Since analyzing the formation and activities of the council was not an initial goal of the project, information in this article is based on a retrospective participant-observer model (Tuchman, 1994) and uses personal observations, discussions with other participants, and reviews of documents such as meeting minutes, grant proposals, and membership lists as its primary data sources.

VIOLENCE AGAINST COLLEGE WOMEN

Efforts to address violence against women were sparked in the 1970s by the rape crisis and battered women's movements. Starting with individual advocacy such as accompanying women to court or to hospital emergency rooms for rape exams, advocates recognized that barriers to services had origins in the institutional unresponsiveness to violence against women. A macro-level change strategy was adopted, which included changing national and state laws and the passage of new or improved policies and procedures at the institutional level for assisting individuals (Shepard & Pence, 1999).

In recognition that violence against women is a problem that individual organizations acting alone cannot solve, many communities established efforts to coordinate their community's response to violence often using interorganizational task forces or coordinating councils as mechanisms for linking agencies together. The need for service coordination stems from the realization that the activities and outcomes of each organization are truly interdependent upon the activities and outcomes of each of the other organizations (Gray, 1985). For example,

judges could not sentence convicted abusers to battering intervention programs if district attorneys didn't prosecute; district attorneys couldn't prosecute if police didn't arrest. These community-based alliances often include representatives of local police departments, district attorney's offices, judges, probation and parole departments, as well as health care (hospitals) and human service providers such as shelters for battered women and representatives of local housing authorities. The purpose of the local coordinating council is to develop coordination among all these entities for the expressed purpose of protecting battered women, holding abusers accountable, deterring future abusive incidents, and coordinating the interagency flow of information so that neither a victim nor an offender gets lost in the cracks of a multifaceted system (Hart, 1995). Working together, members adopt common policies, procedures, and tracking systems and deliver a community-wide message that domestic violence is taken seriously. Communities with coordinated community approaches to domestic violence report increases in arrest, prosecution, mandated counseling, and lower assault recidivism rates (Shepard, Falk, & Elliott, 2002; Syers & Edleson, 1992).

Recognition that violence also occurs within dating relationships prompted the need to address dating violence on campus. Dating violence is defined as the threat or actual use of physical, sexual, or verbal abuse, by one member of an unmarried couple on the other member within the context of a dating relationship. This definition includes a range of dating experiences from the first date to cohabitation, and applies to both heterosexual as well as same-sex relationships (Sugarman & Hotaling, 1989). Like other forms of intimate partner abuse, the predominant aggressors are men who perpetrate violence against women (DeKeseredy & Schwartz, 1998; Rennison, 2000).

Prevalence rates for sexual aggression, physical abuse, and stalking are estimated at one in five to one in three college women (Fisher, Cullen, & Turner, 2000, 2002; White & Koss, 1991). Psychological abuse is often found to be a precursor of physical and sexual violence with rates as high as 90% (Neufeld, McNamara, & Ertl, 1999). Abused collegiate women have been found to exhibit clinical levels of post-traumatic stress disorder, increased smoking, alcohol, and illegal drug use, limitations on physical activities, difficulties with performing work, and cognitive impairment such as the inability to focus on tasks (Kirkpatrick, Acierno, Resnick, Saunders, & Best, 1997; McGruder-Johnson, Davidson, Gleaves, Stock, & Finch, 2000; Straight, Harper, & Arias, 2003). Incest survivors sexually assaulted in college are at increased risk for dropping out of school (Duncan, 2000). Having classes in common with an abuser

may increase opportunities for unwanted contacts and stalking. Women who are stalked may have difficulty completing their classes as many change their routines, alter their daily travel routes, quit their jobs, relocate, and restrict leaving their homes (Spitzberg, 2002).

Victims often know their offenders and may blame themselves for the abuse (Bondurant, 2001). They prefer to tell their friends but not their families, school officials, or law enforcement. Fewer than 5% of completed or attempted rapes and less than 20% of stalking incidents are reported to authorities (Fisher et al., 2000, 2002). Dating violence survivors may need services from a number of different campus and community providers. They may need temporary places to stay, medical care, mental health counseling, economic assistance, legal help, and academic counseling. Abusers also need to be held accountable for their actions through the criminal justice system as well as through student conduct judicial review boards. Campus divisions that provide both educational and crisis-oriented direct services to students include student health centers, campus residential assistants, Women's Centers, student counseling centers, multicultural centers, campus police departments, wellness centers, disability services, international student centers, Greek Life offices, campus judicial services, and various campus faith groups. Faculty and staff who are abused may receive services from campus employee assistance programs.

To encourage these discrete campus offices to coordinate their efforts with each other and with community-based victim advocacy organizations, the Violence Against Women Act (1994) included a grant program targeted to colleges and universities. The Office on Violence Against Women (OVW) in the U.S. Department of Justice (DOJ) administrates this program. In addition to developing a coordinated response to violence against women on campus, grant recipients are required to implement a campus crisis response team, provide prevention and education programs for all incoming students including first year (freshman), transfer, and graduate students, develop student conduct and disciplinary policies that provide safety for victims and hold offenders accountable, and provide training to members of campus judicial board (Office on Violence Against Women, 2004).

There is also federal and state legislation requiring campuses to address all crimes including gender-based violence. Colleges and universities with enrollments of over 5000 students are required by the Student Right to Know Act of 1990 to report crime rates to the federal government. The Campus Sexual Assault Victims Bill of Rights of 1992 further requires colleges to notify sexual assault victims of their rights,

provide appropriate crisis services, and to have formal policies for addressing sexual assault. However, not all campuses are in compliance with this law (Potter, Krider, & McMahon, 2000).

Several states have also passed legislation expanding the provisions of the federal statutes including establishing standardized protocol for addressing sexual assault cases on campus (National Center for Victims of Crime, 1995).

CASE STUDY: THE UNIVERSITY OF MISSOURI

The University of Missouri-Columbia (MU) is a predominantly residential campus of over 26,000 students, within the city of Columbia with a total population approaching 90,000. The Shelter, a non-profit agency, provides services to victims of sexual assault and domestic violence in the community. The agency reports that 60% of their sexual assault clients are university students. However, it is not known how many of the agency's residential and non-residential domestic and dating violence clients are associated with the university nor how many of the approximately 120 domestic abuse arrests each month in the county involve university students, faculty, or staff. The Shelter participates in a criminal justice-oriented coordinated community response through a specialized vertical prosecution unit called The Domestic Violence Enforcement Unit (DOVE).

MU has a strong commitment to specialized student services. The Division of Student Affairs includes the offices of Residential Life, Student Success Center, Student Counseling Center, Women's Center, Multicultural Center, and Greek Life. Other specialized student services include the student health center and separate centers addressing the needs of African American students, students with disabilities, international students, Asian students, and LGBT students. Each of these centers has at least one full-time staff member supported by student assistantships. Established in 1975, the Women's Center has a full-time director supported by seven graduate assistants. Like other campus women's centers, the MU center provides educational programming, crisis intervention, referral, and counseling on topics such as rape and sexual harassment (Kasper, 2004). Approximately 85% of the Women's Center counseling clients are survivors of sexual violence.

Since 2001, The MU School of Social Work has included content on domestic and dating violence in its foundation courses for both

undergraduate and graduate students and offers a specialized elective each semester. The elective is also cross-listed with Women's and Gender Studies and attracts a diverse audience from a variety of disciplines. Social work students also enjoy internships at community-based domestic and sexual violence programs, prosecution-based victim assistance programs, and with interorganizational collaborations such as the Governor's Task Force on Domestic Violence. The relationships between the Women's Center, the Shelter, and the School of Social Work are historically intertwined. As an MSW student, the feminist social work educator Karen Stout worked with the Women's Center to found The Shelter.

Development of MU Campus Coordinated Response

A social work faculty member with experience in developing both campus- and community-based responses to violence against women undertook the mission of organizing the MU campus. As an experienced feminist organizer, her goal was the development and empowerment of individuals within the group as well as the group as a whole to conduct activities and adopt strategies that would lead toward safety for women on campus and within the larger community. Her holistic approach uses as consensus a model of decision making in which she sees her primary role as a facilitator of the group in which any member can assume leadership (Gutierrez & Lewis, 1994; Martell & Avitabile, 1998).

Problem-setting. As with any interorganizational collaboration, the MU coordinated campus response developed through the three phases of problem setting, direction setting, and structuring (Gray, 1985). The problem-setting phase began with an identification of the stakeholders most likely to identify their campus roles and responsibilities with the issue of violence against women. The social work faculty member held meetings with the director of the Women's Center, the director of the law school's family violence legal clinic, the wellness center director, health educators from the student health center, and faculty with expertise in violence against women issues. In addition, students taking their domestic violence course participated in service-learning activities oriented toward raising campus awareness of violence against women. These activities were coordinated with the Women's Center, Residential Life, and the International Student Center and included a well-publicized Clothesline Project event, bulletin boards, and potty papers (informational materials posted in bathroom stalls) in the residence halls, and brochures for international students to inform them of how

U.S. law views violence against their intimate partners differently from their home countries.

In February 2003, the social work and law school faculty members held an organizing meeting with student services staff, faculty, and students to determine interest for ongoing collaboration on these issues. Response to the first meeting was overwhelmingly positive. Participants recognized their need to work together and identified additional stakeholders to include in monthly meetings. Although many campus divisions were addressing this problem, this was the first time they had all gotten together to discuss how they could work together.

Direction-setting. The direction-setting phase was marked by conducting a needs assessment to inventory campus services and programs, developing a mission statement, preparing a federal grant proposal to address the gaps in services, and conducting a self-evaluation to recognize accomplishments of the alliance and identify future directions. The campus needs assessment (Best & Nelson, 1999) identified campus strengths as including an established Women's Center with a Rape Education Office and sexual assault peer educators; a Predatory Drug Task Force that works with local emergency rooms; Student Health Center plans for on-site Sexual Assault Nurse Examiners with a designated rape examination room; annually trained campus police with excellent victim services and domestic violence policies, excellent working relationship with The Shelter; and faculty with expertise. The identified gaps in resources include a lack of programming and education on domestic and dating violence; the lack of specific student conduct policies and protocols addressing these issues; and no training for campus administrators, disciplinary boards, student services personnel, and peer educators on these subjects. The absence of data collection to track the prevalence of violence against women by the student health center, counseling center, and The Shelter regarding MU faculty, staff, and students were also considered gaps in resources.

The needs assessment laid the groundwork for the group to understand the scope of the problem and interdependency of programming needed to address the issue. This understanding facilitated the group's adoption of a name "University of Missouri Council on Violence Against Women" (MUCVAW) and its mission statement: *The MU Council on Violence Against Women is a partnership of university representatives and community advocates committed to ending violence and abuse against women while promoting an environment of safety, security, and justice*.

After the grant proposal was submitted, the stakeholders participated in a self-assessment of the perceived outcomes of the council's work. Members were asked, "What is different on this campus as a result of having the Council? What has the Council accomplished so far?" Besides a number of successful activities that will be addressed later, members also identified stronger internal collaboration across campus as well as a stronger collaborative relationship with The Shelter as its organizational accomplishments. Members consistently demonstrated the collaborative nature of the council by pooling their financial resources to pay for expenses associated with council activities. Unfortunately, baseline and follow-up data regarding whether there was a perceived change by women in their level of safety on this campus has not yet been collected.

Structuring. As a voluntary internally developed group, the initial structuring of the council fits within the characterization of a "creative commitment" interorganizational group whose strengths include high member satisfaction and high quality of output (Schopler, 1994). This structure is also more aligned with a feminist organizing strategy and allows for the inclusion of as many stakeholder groups as possible (Martell & Avitabile, 1998). Recognizing that official university sanction may be important for the purpose of securing outside funding, a key university administrator has agreed to formalize the council when necessary. However, once the council becomes formalized, its membership and focus would be limited by an outside entity through a formal charge and reporting mechanism and the nature of the collaborative will inevitably change.

RELATING MUCVAW TO BOYER'S VISION

The council's mission and activities support Boyer's framework of campus community building. Table 1 illustrates the relationship between Boyer's vision of campus community, the components of a coordinated campus response to violence against women, and the activities of the MUCVAW.

In keeping with Boyer's call for campus communities as educationally purposeful places where learning is the focus, the Council placed emphasis on creating ongoing opportunities for raising awareness of violence against women through providing educational opportunities aimed at students, faculty, staff, and the greater Columbia community. Domestic violence and sexual assault awareness month programming

TABLE 1. Boyer's Vision of Campus Community and Coordinated Campus Response to Violence Against Women Activities

Boyer's Vision of Campus Community	Coordinated Campus Responses to Violence Against Women Activities
An educationally purposeful place where learning is the focus	• Public education and awareness campaigns • Sharing of research and best practices • Domestic violence and sexual assault awareness months programming including lunchtime talks, Troubling Violence Performance Project, seminars • The Clothesline Project • Need to coordinate data collection on campus and in community • 5,000 resource cards with purple ribbons distributed
Open place where civility is affirmed	• Message that violence against women is not tolerated • Ads in student newspapers • Chancellors' message for Domestic Violence Awareness Month
A just place where persons are honored and diversity pursued	• Recognition that one size does not fit all • Pursuit of culturally competent and sensitive programs and interventions • Involvement of diverse communities in program activities • Outreach to diverse communities
A disciplined place where group obligations guide behavior	• Hold abusers and rapists accountable for their behavior through campus judicial process and through community-based prosecution • Presentations on campus judicial policies and local police, and prosecutorial policies and practices • Incorporation of information about campus judicial policies by community advocates working with campus students • Shelter shares information about recent assaults to campus judicial officer, campus police, and Greek Life coordinators
A caring place where individuals are supported and service is encouraged	• Development of crisis response teams • Training of peer sexual assault advocates • MUPD provides victims with resource cards • Expansion of access to Sexual Assault Nurse Examiners • Student projects focusing on Council and VAW
A celebrative place where traditions are shared	• Student-produced Vaginal Monologues with proceeds donated to The Shelter • Holiday potluck lunches and guest coaching at athletic events • Self-assessment of accomplishments • Annual Take Back the Night March • STAR AWARD for best collaboration on campus

includes lunchtime talks, performances of the Troubling Violence Performance Project, seminars, and special presentations open to the public. The Clothesline Project, a collection of t-shirt art created by battered women and their children, is displayed across campus, including high visibility outside plazas, indoor venues, sorority houses, and at community events such as Earth Day. Students in the capstone advertising class also developed a marketing plan for the Council and learned much about dating violence in the process.

Boyer's vision that campus communities would be open places where civility is affirmed undergirds much of the work of the council. Through public awareness events, the message for both women and men is safety and respect. During Domestic Violence Awareness Month, the University Chancellor published an open letter to the MU community affirming the relevance of intimate partner abuse for the campus community and encouraged people to seek out ways to support students, faculty, and staff that may be victims of abuse. Members of the council also strive to deliver culturally competent and sensitive programs and interventions. For example, outreach efforts have targeted international students and their families as well as members of ethnic, racial, and religious communities. These activities address Boyer's third point of a campus community that was a just place where persons are honored and diversity pursued.

Boyer's fourth value was on the campus as a disciplined place where group obligations guide behavior. The council places emphasis on holding students who engage in abusive physical or sexual behavior accountable to the university and the community as a whole. Council members have heard presentations on campus conduct policies and judicial processes as well as laws and policies guiding local police and prosecutorial practices. Each meeting also begins with reports regarding current assaults. During one meeting, The Shelter reported that three women students sought help regarding sexual assaults that occurred at a particular fraternity house. Although none of the women wished to pursue formal charges and wished to keep their identities confidential, the Greek Life Coordinator, Student Judicial Conduct Officer, and the MUPD officer at the meeting developed a plan for outreach sessions with campus fraternities about date rapes and other sexual assaults. Additionally, information was provided to The Shelter about the campus judicial process so that shelter advocates could inform women of the option to pursue accountability through the university as well as through the local criminal justice system.

Developing new protocols and services to enhance victim safety as well as the development of experiential learning opportunities for students supports the fifth value of Boyer's vision. He envisioned the campus as a caring place where individuals are supported and service is encouraged. Students have a number of opportunities for involvement including training as sexual assault peer advocates. In another notable achievement, a council subcommittee of health care experts was able to persuade university hospital officials to provide Sexual Assault Nurse Examiner (SANE) training to its nursing staff. Previously, only physicians were allowed to perform sexual assault forensic exams. Additionally the Student Health Center now has a SANE nurse on duty and a designated forensic exam room.

Boyer's last value was on the campus as a celebrative place where traditions are shared. The Council supports the traditions of member divisions through participating in their events and celebrations. For example, a feminist student group has performed the Vaginal Monologues each year with proceeds donated to The Shelter and other community-based organizations. The Stronger Together Against Rape (STAR) student group organizes an annual Take Back the Night March and Candlelight Vigil that is supported by the council and its members. As a new entity, the council is also developing its own celebrations and traditions such as annual holiday potluck lunches and guest coaching at athletic events. Organized by the Athletics' Department's Student Life coordinator, guest coaching at an MU baseball game provided another venue to publicize the council's mission. The larger campus community also celebrated the council's work. The Office of Student Life honored the council as the Best Collaborative Project on campus.

OPPORTUNITIES FOR SOCIAL WORK STUDENTS

Coordinated campus responses to violence against women also provide social work students with field internship and service-learning opportunities at the community and administrative practice levels. Working on the university campus provides students an opportunity to work in a multidisciplinary setting with faculty, staff, and other students from a variety of different disciplines including counseling psychology, women's studies, and law.

To assist with the development of a federal grant proposal, a 40-hour a week, block field placement was created for a MSW student in the macro-practice concentration who expressed interest in developing a

campus domestic violence center. The student was assigned activities relating to the council and was housed at the university's Employee Assistance Program (EAP), located at the Campus Counseling Center. Responsibilities included coordinating the development of a DOJ campus grant, assisting with the self-evaluation of the council, and taking and distributing minutes of meetings. Additional assignments included developing a curriculum on domestic violence workplace violence for the EAP director and participating in public education events on campus. Tasks associated with the development of the federal grant proposal included facilitating meetings of the grant writing committee, serving as a clearinghouse for grant-related information and material, researching the programs of universities or colleges that had previously received federal funds, developing the proposal budget and budget narrative, and interfacing with the university office of sponsored programs on the university approval and submission process.

One positive unanticipated consequence of having the student housed at the EAP office was the Counseling Center's recognition that they had no workplace safety plan. All MU social work interns are required to discuss workplace safety issues with their field placement supervisors and use OSHA guidelines for assessing their agency's workplace safety plan. The Counseling Center's lack of any safety plan despite their high-risk potential served as a reminder of their vulnerabilities and helped them recognize the importance of addressing this issue.

RECOMMENDATIONS

This case study generates a number of recommendations for future research on campus-community engagements and for social work education and practice. While a myriad of research exists on interorganizational collaborations, there is scant attention to the role and nature of intraorganizational collaboration within a large complex organization such as a university. To what extent are intraorganizational collaborations different from or similar to interorganizational collaborations? Additionally, to what extent are the successes of campus-community collaborations dependent on the nature of the intraorganizational relationships that exist on campuses?

In addition to basic research, coordinated campus responses to violence against women must undertake the collection of quantitative and qualitative data to measure appropriate outcomes of their activities.

While it is inappropriate to expect that violence-avoidance efforts aimed at women will result in violence reduction perpetrated by men, university and community stakeholders can be given the opportunity to develop appropriate outcome measures for their programs. Collaborations such as these may be ripe opportunities for empowerment evaluations facilitated by social work faculty and students (Secret, Jordan, & Ford, 1999).

In this case study, the involvement of the MSW student served as an example of how social work macro-practice can contribute to creating campus community. Social work programs can use coordinated campus responses to violence against women as placement opportunities for MSW macro-practice students. Such placements provide opportunities to develop knowledge and skills in resource development through fundraising and grant writing, organizing speakers' bureaus, coordinating public education events, and providing staff support to the coordinating council and its committees. The recruitment of other students to participate in various campus and community programs can serve as valuable experiences in volunteer recruitment, training, and management and can assist the collaboration with its overall objectives and activities. Direct practice social work students can also contribute to creating campus community through participating as members of the crisis intervention response teams.

CONCLUSION

Creating community on college and university campuses continues to be an important focus of higher education. There are strong overlapping connections between Boyer's vision of creating a purposeful, civil, diverse, just, disciplined, caring, and celebrative campus community and the goals of coordinated campus responses to violence against women. The macro-practice backgrounds and experience of social work faculty and students can be assets to universities for developing and maintaining strategic alliances with the university and between the university and community-based organizations. This paper adds to the scant literature that exists on how social work macro-practice in higher education can help create community through addressing the critical issue of violence against women.

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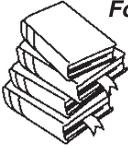Violence against Women Act. (1994). Pub. L. No. 103-322, 42 U.S.C.A. 104045b.
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