

2014  
ASSESSMENT

# Current Practices and Challenges with Engaging Men on Campus.



**MEN CAN**  
CREATING CULTURES FREE FROM VIOLENCE  
**STOP RAPE**

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# 1. EXECUTIVE SUMMARY

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*The Colleges and Universities and Questions Asked Them.* This assessment report is a look at how the campuses that are part of the Department of Justice Office on Violence Against Women (OVW) Campus Program are engaging men in the prevention of sexual assault, domestic violence, dating violence and stalking. The institutions are a mix of rural, urban, public, private, religious-affiliated, historically Black colleges and universities, Hispanic-serving institutions, and tribal colleges. The overwhelming majority are public, four-year institutions.

The assessment is based on the following questions: What are these campuses already doing to engage men? What successes have they had? What challenges do they face? What conclusions can we draw, and what might be a blueprint for moving forward into more effective engagement? While the answers to these questions in this assessment report might not be generalizable to all colleges and universities or conclusive, they do offer us insight into the ways some campuses are currently approaching the issue.

*The Methodology.* The process for gathering input from colleges for this assessment was conducted through triangulation – collecting data using three different methods – in order to lead to more confident and in depth results. The different methodologies for the three phases of data collection consisted of 1.) online research looking at what colleges are currently doing to engage men in prevention; 2.) an online questionnaire asking what challenges and successes colleges are experiencing in engaging men; and 3.) phone interviews to explore more in depth what selected individual institutions are doing to engage men.

*The Results.* The results of phase one indicate that the most widely used strategy by the colleges and universities to engage men is holding awareness-raising events that are specifically for men or are for both men and women. Phase two identifies holding awareness-raising events as the greatest success, while the most difficult challenge is “getting more male-identified students, faculty, administration, and staff involved.” Overall, challenges with engaging men are significantly more prevalent than successes. Phase three consists of brief case studies focusing on efforts to engage men at seven diverse institutions, ranging from those having no or little programming to those with established programming.

*Observations.* The results of the three phases indicate that the majority of the institutions are engaging men, and therefore have moved away from conceiving of prevention as solely women’s responsibility. However, responsibility for engaging men on campus still tends to be in the hands of women as directors of Women Centers, as prevention coordinators, and in other positions. The approaches to engaging men represented in the assessment can be described as a gender neutral approach, a deconstructionist approach, and a reconstructionist approach. The gender neutral approach is inclusive of male-identified students, faculty, staff, and administration, and does not include an investigation of masculinity. Deconstructionism focuses on deconstructing aspects of masculinity – patriarchy for example – as root causes of sexual assault, domestic violence, dating violence, and stalking. The reconstructionist approach takes the process one step further by assuming not only is it important to deconstruct harmful masculine social norms, it is also necessary to build positive masculine social norms in their place.

*Recommendations.* Four theoretical frameworks – social reconstructionism, dominant and counter stories, identity-based motivation, and emotional and social intelligence – can amplify and deepen the

engaging men work already being done by the institutions. Below are brief explanations of each:

- Social reconstructionists assume that there are unhealthy aspects – racism, poverty, sexism, political corruption, and more – to our society, but that education can empower people as social change agents to reconstruct society, creating healthier versions.
- Those who use dominant and counter story theory argue that dominant cultures produce “stock stories” that can be constricting and harmful, while counter stories offer perspectives that challenge the “stock stories” a dominant culture perpetuates.
- Based on identity-based motivation, engaging men work is going to be more effective if the behaviors associated with counter stories are congruent with a social identity important to men.
- Developing men and boys’ social and emotional intelligence – the ability to manage emotions in healthy ways and to display empathy – is antithetical to dominant stories of masculinity and readily falls within the realm of counter stories of masculinity.

The assessment report ends with recommendations for steps to institute comprehensive, coordinated strategies for engaging men in prevention. The steps are intended to build capacity and sustainability by increasing shared responsibility for engaging men throughout the campus in order to change the campus culture, especially as it relates to sexual assault, domestic violence, dating violence, stalking and masculinity. The steps are: 1.) build a masculinity gender lens, 2.) create a comprehensive, positive strategy to engage men, 3.) build a large team of allies, 4.) develop culturally-informed engaging men programming based on a masculinity gender lens, 5.) train educators, 6.) implement and sustain varied engaging men programming, 7.) continue training educators and building allies, and 8.) evaluate and repeat.

## 2. THE IMPORTANCE OF ENGAGING COLLEGE MEN

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We have learned during this assessment that some college campuses are trying to establish a group of male-identified faculty and staff as positive mentors for male-identified students. Others have been running a student men's group for a number of years that consists of young men learning how they can role model healthier, nonviolent masculinities and be public allies with women in the prevention of sexual assault, domestic violence, dating violence, and stalking. Mandatory bystander intervention training for all incoming male- and female-identified students is some colleges' strategy for engaging men. On some campuses they organize a “Walk a Mile in Her Shoes” event for the men and also invite them to join the women at “Take Back the Night.” Other campuses are implementing multiple engaging men strategies. And some are uncertain how to engage men.

There are good reasons to engage male-identified college students as allies with female-identified students in the prevention of sexual assault, dating violence, and stalking. One in five women will be a victim of sexual assault while they are in college; 85% of these victims will be assaulted by someone they know, usually a fellow student. 22% of female-identified college students will become victims of physical abuse, sexual abuse, or threats of physical violence (Krebs, et al., 2007). Men suffer from the violence as well. In a study by the U.S. Centers for Disease Control of 5,000 college students at over 100 colleges, 4% of men indicated that at some point in their lifetime they had been forced to submit to sexual intercourse against their will (Douglas, 1997). Young men and women ages 18 to 19 experience the highest rates of stalking (Baum, et al., 2009). In research on gay, lesbian, and bisexual adolescents,

young people involved in same-sex dating are just as likely to experience dating violence as those involved in opposite sex dating (Halpern, 2004). Sexual assault on college campuses has been called an epidemic (Pickler, 2014) and a crisis (Times Editorial Board, 2014).

If we approach this crisis as a public health issue, meaning it is a widespread problem that directly or indirectly affects both individuals and entire communities (Centers for Disease Control and Prevention, 2004), then men and women in a community should be engaged in the solution. According to David Lisak and Paul Miller (2002), the overwhelming majority of men are in position to become positive allies with women; they report that research indicates somewhere between approximately 6 to 15% of men report acting in ways that meet legal definitions for rape or attempted rape. If we believe in the validity of these statistics, that means 85 to 94% of men and boys will not commit rape or attempt to commit it. Many male-identified students, faculty, and staff, then, are potentially active bystanders who can intervene in situations where sexual assault, domestic violence, dating violence and stalking seem imminent or other risk factors are present.

The concept of primary prevention helps to create opportunities for men to be engaged in stopping sexual assault, domestic violence, dating violence, and stalking. While the general explanation of primary prevention is “stopping the violence before it starts,” we can deepen our grasp of this practice by delving into the relationship between primary prevention and masculinity. The Centers for Disease Control and Prevention (CDC) defines primary prevention of sexual and relationship violence as “population-based and/or environmental and system-level strategies, policies, and actions that prevent sexual violence from initially occurring. Such prevention efforts work to modify and/or entirely eliminate the events, conditions, situations, or exposure to influences (risk factors) that result in the initiation of sexual violence and associated injuries, disabilities, and deaths” (2004). Many of the risk factors identified for individual perpetration of sexual assault can easily be linked to masculinity, such as being male, having coercive sexual fantasies, having hostility towards women, and adhering to societal norms supportive of sexual violence, male superiority, and male sexual entitlement (Jewkes, Sen, & Garcia-Moreno, 2002).

An additional part of primary prevention, then, is creating campus cultures that intentionally replace risk factors connected to unhealthy, violent masculinities with healthier, nonviolent masculinities. This positive approach includes providing opportunities for male administrators, faculty, staff, and students across a campus to internalize prevention as part of their identities as men. To achieve this, we can use healthy masculinity within a public health approach to build men’s comprehension of the issue, promote their learning of bystander intervention skills, and sustain their participation beyond any singular activity.

This assessment report explores how the campuses that are part of the OVW Campus Program are engaging men. The Campus Program encourages institutions of higher education to adopt comprehensive, coordinated responses to domestic violence, dating violence, sexual assault, and stalking. Campuses, in partnership with community-based nonprofit victim advocacy organizations and local criminal justice or civil legal agencies, adopt protocols and policies that treat sexual assault, domestic violence, dating violence and stalking as a serious offenses and develop victim service programs that ensure victim safety, offender accountability, and the prevention of such crimes. What do these campuses know about engaging men and masculinity? What are they already doing? What would they like to do? What successes have they had? What challenges do they face? What



conclusions can we draw and what might be a blueprint for moving forward into more effective engagement? While the answers to these questions based on the assessment might not be generalizable to all colleges and universities or conclusive, they do offer us insight into the ways some campuses are currently approaching the issue.

### 3. The Assessment Methodology

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From 2013 – 2014, there were approximately 106 OVW Campus Program grantees. The list includes institutions that are rural, urban, public, private, religious-affiliated, historically Black colleges and universities, Hispanic-serving institutions, and tribal colleges. The majority of them are public, traditional four year institutions located in the Northeast, Southeast, and Midwest.

The process for gathering input from colleges for this assessment was conducted through triangulation – collecting data using three different methods – in order to lead to more confident and in depth results. Below is a description of the different methodologies for the three phases of data collection.

*Methodology for Phase One:* Phase one was designed to capture what colleges are presently doing to engage male-identified faculty, staff, and students. We began by conducting an online environmental scan focused on each institution’s efforts to engage men. Several search terms were developed to gather the information:

- “[name of institution] and DOJ grant for prevention”;
- “[name of institution] and OVW grant for prevention”;
- “[name of institution] and violence prevention”;
- “[name of institution] and prevention of sexual assault, domestic violence, dating violence, and stalking”;
- “[name of institution] and men’s violence prevention.”

We then reached out to campus contacts, sharing the results of the online environmental scan, asking them to verify the accuracy of the information and fill in any gaps.

*Methodology for Phase Two:* The purpose of phase two was to determine the challenges and successes institutions have had in their efforts to engage faculty, staff, and students. In order to gather this information, a questionnaire was created for Campus Program grantees to answer over the Internet. Questions were structured as single-select multiple choice, open-ended textbox, one item rated on a scale, and multi-select multiple choice. The questions began by collecting information about the institution and then transitioned to questions about successes and challenges. The questionnaire is included in the appendix to this report.

*Methodology for Phase Three:* The intention of phase three was to look more in depth at the challenges and successes of individual colleges and universities by presenting short case studies. At the end of the questionnaire in phase two, respondents indicated whether they would be willing to participate in a follow up phone call. 40 responded positively. Out of those 40, seven were chosen for follow up phone calls. They were selected in order to represent diverse institutions positioned in the following ways:

1. An urban-serving public medical and health professions university in the South with a majority



of part-time students

2. A small, rural-serving traditional public four-year institution in the Southwest with a majority Latino students
3. A medium-size, urban-serving public community college in the Midwest with majority part-time students
4. Urban-serving private traditional four-year institution in the Northeast with a majority of deaf students
5. A large, suburban-serving traditional four-year public institution in the Midwest with majority white full-time students
6. A medium-size, urban-serving public Historically Black University (HBCU) in the Southeast
7. A small, suburban serving private, faith-based traditional four-year university in the Northwest

Phone calls on the average lasted an hour and consisted of topics such as where prevention programming and efforts to engage men are housed, who are the personnel involved in engaging men, how programs and activities engaging men were established, and so on.

## 4. Results of the Assessment Phases

### A. Results of Phase One

Phase one consisted of collecting online information about each institution's efforts to engage men in prevention and asking institution contacts to verify the information or fill in any missing gaps. Of the more than 100 colleges and universities reached out to over email, 80 responded either verifying the information sent them or clarifying and adding to the information. Three institutions communicated that their OVW funding had ended and provided no feedback, but it was determined through online research that they had made efforts to engage men in prevention, and they were included in phase one of this assessment for a total of 83 institutions. The contact information for the Points of Contact (POC) at five of the institutions was invalid. The remaining institutions that did not respond numbered 15. The response rate was approximately 78%.

At this point in the assessment, we wanted to explore whether institutions were engaging men in primary prevention (defined in the introduction), and if they were, how they were doing so. The information collected led us to classify the 83 colleges and universities according to three categories that are described and characterized in Fig. 3.1

<b>Category 1: Not engaging men or very limited efforts to engage men in primary prevention</b>	<b>Category 2: Using gender-neutral approaches to engage men in primary prevention</b>	<b>Category 3: Using gender-neutral and gender-informed approaches to engage men in primary prevention</b>
Description: refers to institutions whose prevention efforts are largely characterized by risk-reduction education and/or informing students about victim services available. These education efforts can include men but	Description: refers to institutions whose efforts are intended to create a campus climate of male- and female-identified students as allies by including male-identified students in events, peer-education groups, and educational	Description: refers to institutions that utilize the approaches described in Category 2 as well as approaches that take into account the impact of male socialization and masculinity on sexual assault, domestic violence, dating violence

are not considered part of primary prevention.	programming that is therefore gender-inclusive but does not include a gender lens, especially as it would relate to masculinities.	and stalking. Such approaches typically consider the negative impact of stereotypical masculine social norms and sometimes also work to create a positive impact by infusing pro-social norms into male socialization and masculinity.
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Awareness presentations debunking myths about sexual assault, relationship violence, and stalking</li> <li>• Risk-reduction presentations focused on protecting yourself</li> <li>• Education about supporting survivors and services available to survivors</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Walk a Mile in Her Shoes</li> <li>• Women and men participating in Take Back the Night</li> <li>• White Ribbon Campaign</li> <li>• Mandatory gender-neutral bystander intervention training for all incoming students</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Campus men's group that examines masculinity</li> <li>• Mandatory bystander intervention training or healthy relationship presentations that include a gender lens on masculinities</li> <li>• Peer-education program that has a gender lens on masculinities</li> <li>• Teach-ins and campus conferences focused on masculinities</li> </ul>
<p><b>Number of institutions placed in Category 1:</b></p> <p><b>14 = 17%</b></p>	<p><b>Number of institutions placed in Category 2:</b></p> <p><b>49 = 59%</b></p>	<p><b>Number of institutions placed in Category 3:</b></p> <p><b>20 = 24%</b></p>

Figure 3.1

## B. Results of Phase Two

*Information about the Institutions.* Phase two consisted of having college and university contacts in the Campus Program answer an online questionnaire primarily focusing on their challenges and successes in engaging men. 80 people responded and 70 completed the questionnaire. Figure 3.2 indicates the geographic regions of respondents' institutions.

Geographical Region	Percentage	# of institutions
The Northeast	30%	21
The Southeast	22.86%	16
The Midwest	15.71%	11
The Southwest	14.29%	10

The West	<b>14.29%</b>	<b>10</b>
The Hawaiian Islands	<b>0.00%</b>	<b>0</b>
Alaska	<b>0.00%</b>	<b>0</b>
The US Territories	<b>2.86%</b>	<b>2</b>
<b>TOTAL</b>		<b>70</b>

*Figure 3.2*

A significant majority of the colleges and universities are traditional four-year institutions – approximately 80% – while 12% are community colleges, and 8% HBCUs. Two people described their institutions as Hispanic-Serving Institutions (HSIs), two as land grant institutions, two as deaf-serving institutions, one as medical and allied health professions school, one as a consortium with a community college, one as a private two-year, four-year and graduate institution, and one as a Jesuit four-year institution. The division among urban-, rural-, and suburban-serving institutions are fairly even as indicated in Fig 3.3.

<b>Majority of Students Served</b>	<b>Percentage</b>	<b># of institutions</b>
<b>Rural-serving</b>	<b>31.43%</b>	<b>22</b>
<b>Suburban-serving</b>	<b>34.29%</b>	<b>24</b>
<b>Urban-serving</b>	<b>34.29%</b>	<b>24</b>
<b>TOTAL</b>		<b>70</b>

*Figure 3.3*

Four people wrote that their institutions serve two or more of the above student populations.

Not surprisingly, most of the colleges and universities have a majority of full-time students – 92% – and most, 72%, can be described as majority residential campuses, meaning that 25% or more of their students live in campus housing. A little under 36% are minority-serving institutions. 58.5% have equal numbers of male- and female-identified students, 40% a majority of female-identified students, and 1.5% a majority of male students.

*Information about Challenges.* People were presented with a list of possible challenges related to engaging men on their campus and asked to check all that applied. Below figure 3.4 presents the results:

<b>Possible Challenges</b>	<b>Percentage</b>	<b># of times marked</b>
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No challenges	0.00%	0
Getting more male-identified students, faculty, administration, and staff involved	78.57%	55
Lack of knowledge and training about engaging male-identified students, faculty, administrators, and staff	38.57%	27
Holding awareness-building events for male-identified students	47.14%	33
Holding awareness-building events for male-and female-identified students	17.14%	12
Receiving and sustaining funding	51.43%	36
Implementing and sustaining programming	54.29%	38
Building and sustaining male-identified student leadership	64.29%	45
Engaging male identified students, staff, administrators, and faculty resistant to prevention efforts	57.14%	40
Sustaining staff devoted to engaging male-identified students, faculty, administrators and staff	52.86%	37
Building comprehensive support for engaging male-identified students	52.86%	37

Figure 3.4

Based on the results in phase one indicating that the majority of campuses rely on gender neutral strategies to engage men, we would expect “holding awareness-building events for male- and female-identified students” to be the least challenging, and that is the case at a little over 17%. The largest challenge – and this is the case no matter whether we look at the colleges by student population served (urban, suburban, and rural) or by kind of institution (four-year, community college, HBCU) – is “getting more male-identified students, faculty, administration, and staff involved.” In all instances the percentage of times this answer was chosen exceeds 80% or hovers very near it. The significance of this is supported by responses to another question: “How would you rate the level of engagement of male-identified students compared to female-identified students at your institution?” On a scale of 0 – 10, 0 being low engagement and 10 being high, 17% placed their campuses in the 6 – 10 range, while 83% placed their campuses in the 0 – 5 range. When asked to briefly provide a specific example of one of the greatest challenges your institution faces in engaging male-identified students in prevention, at the top of the list were examples relating to the overall interest and involvement of the men on campus. Sustainability was the next most frequently cited example of a challenge.

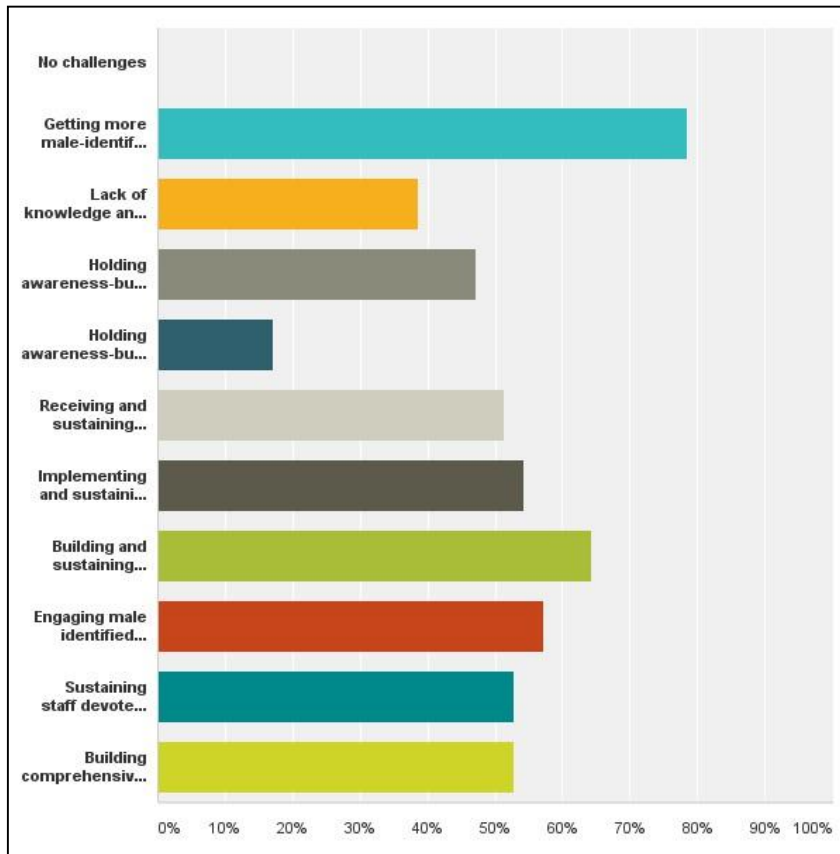
*Information about Successes.* People were also presented with a list of possible challenges related to engaging men on their campus and asked to check all that applied. The respondents' answers are shown in Fig 3.5.

Successes	Percentage	# of times marked
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No successes	<b>15.71%</b>	<b>11</b>
Getting a significant number of male-identified students, faculty, administration, and staff involved	<b>24.29%</b>	<b>17</b>
Using masculinity to engage male-identified students, faculty and staff	<b>31.43%</b>	<b>22</b>
Holding awareness-building events for male-identified students	<b>38.57%</b>	<b>27</b>
Holding awareness-building events for male- and female- identified students	<b>48.57%</b>	<b>34</b>
Receiving and sustaining funding	<b>15.71%</b>	<b>11</b>
Implementing and sustaining programming	<b>21.43%</b>	<b>15</b>
Building and sustaining male-identified students, staff, administrators, and faculty resistant to prevention efforts	<b>7.14%</b>	<b>5</b>
Engaging male-identified students, staff, administrators, and faculty resistant to prevention efforts	<b>17.14%</b>	<b>12</b>
Sustaining staff devoted to engaging male-identified students, faculty, administrators, and staff	<b>15.71%</b>	<b>11</b>
Building comprehensive support for engaging male-identified students	<b>5.71%</b>	<b>4</b>

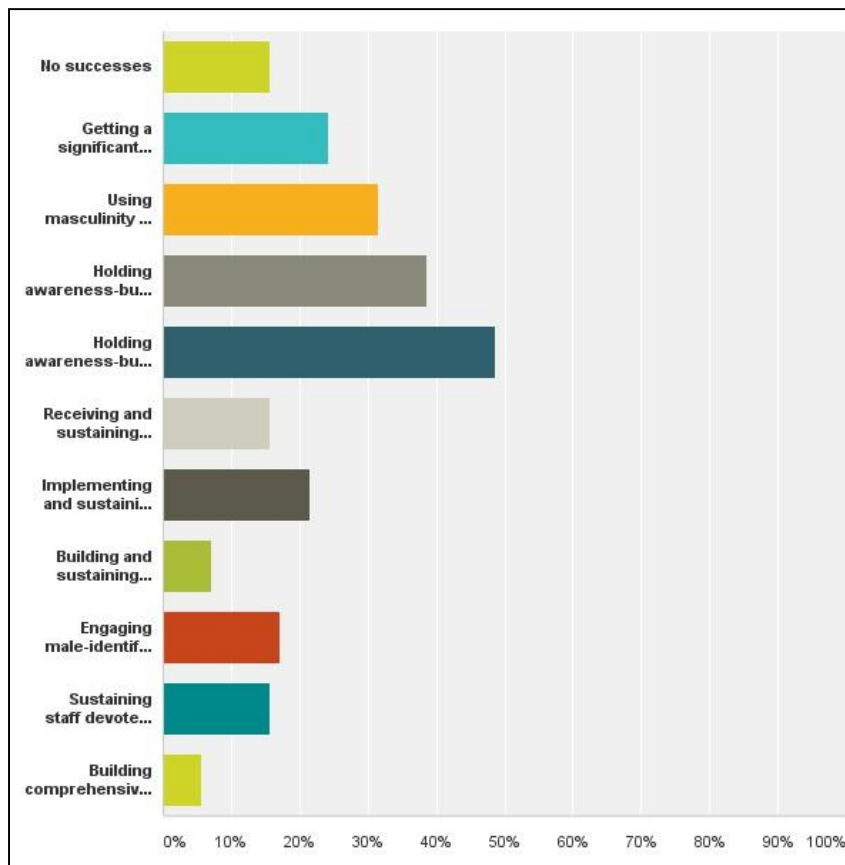
*Figure 3.5*

That 16% of people answering the questionnaire indicated their institutions have had no successes engaging men in prevention suggests that this is a substantial area of growth. When comparing the “Challenges” and “Successes” charts (Figures 3.6 and 3.7) it becomes obvious how much more frequently respondents marked multiple responses in the “Challenges” answers than in the “Successes.”



Challenges Chart

*Figure 3.6*



Successes Chart

*Figure 3.7*

Nothing comes close to being marked as frequently as does “Getting more male-identified students, faculty, administration, and staff involved” on the Figure 3.6. The latter was marked by almost 80% of the respondents.

“Awareness-building events” for all genders tops the list for most successful with almost 50% of people answering positively. This is once again the case no matter whether we look at the colleges by student population served (urban, suburban, and rural) or by kind of institution (four-year, community college, HBCU). Following in its footsteps at 38.57% is another events-related success focusing solely on engaging male-identified students. Thus we can make a strong case that for the colleges in this assessment awareness-events are the most frequently used strategy to engage men in prevention and that campuses face greater challenges engaging men than they have had successes.

When asked briefly to share in writing a significant success, awareness-raising events also topped the list. 46 responded to the question, although of those, four indicated they either did not know if they had had any successes or did not have any successes. Of the 42 respondents who shared successes, 15 of them wrote about awareness-events, and a few of them shared details of more extensive events, such as day-long conferences devoted to males and masculinities or healthy masculinity. 12 respondents identified training, especially bystander intervention training, as one of their greatest successes, although three mentioned that the bystander intervention trainings were less successful at engaging men than women. Of the 42, seven described as a success men's groups devoted to addressing masculinity and preventing sexual assault, domestic violence, dating violence and stalking.

*Using Culturally-Informed Practices to Engage Men.* The questionnaire also asked if campuses were creating and using culturally-informed practices and described the term for respondents as meaning, “a practice that engages community members in addressing their diverse cultural needs, and creates products and programs that are culturally meaningful to the community members.” 53% answered “no” or “I don't know” and 47% replied “yes.” There were a variety of interpretations, as was evident in the answers to the next question: “If you answered “yes” to question 15, please briefly describe one example of how you use culturally-informed practices in your efforts to engage male-identified students.” Some engage the male students by having them participate in the creation or implementation of the practices, as is clear in these examples: “We have scheduled to hold a focus group of Eastern Indian men on campus, as we have had incidents of violence on campus that have been explained to us as ‘culturally permissive’. We will address this in our outreach to this group of men” and “targeted programs for men of color, led by men of color.” Others make use of more official campus resources to produce and implement culturally-informed practices, for example, “Collaborations with the LGBT center for all education and training,” and “we partner with our campus resources about diversity to review our content, deliver our programs within their environment, and occasionally co-present material.” Some address diversity in their programming: “We talk quite a bit about intersectionality in our work. We also weave in different conceptions of power in making change,” and “our work discussed racism, sexism, and homophobia and strives for intentional inclusion of all participants in all of our programs and activities.” One described offering bystander intervention in Spanish.

*Using Masculinity to Engage Men.* Given the importance of masculinity in relation to risk factors for perpetration of sexual assault, domestic violence, dating violence and stalking, we wanted to follow up on the results in phase one regarding gender-informed programming by asking if masculinity is playing a role in campus efforts to engage men. Out of the 70 people who completed the questionnaire, 42 or



60% indicated that, yes, masculinity does play a role. Of the 70, only 40 answered the next question asking for a specific example. Although overall the examples are difficult to classify, there does seem to be two clear categories. There are those who appear to focus solely on the negative, harmful social norms associated with masculinity:

- There are numerous media, societal, peer and social influences that promote masculinity as a sign of power, influence and success; some of these images and messages are counterindicative [sp] in our efforts. We recognize them and address them with our male students.
- During the bystander program for incoming students, we talk about how the prevailing notion of masculinity contributes to rape culture.
- Gender norms as a root cause of sexual violence.
- A male-identified student group held a workshop on masculinity and privilege.

And there are those who work to replace harmful masculine social norms with a more pro-social, empowering masculinity:

- We have hosted a healthy masculinity teach in and summit. We have a healthy masculinity committee.
- Campaigns connecting masculinity to pro-social (interventionist) behaviors.
- Healthy masculinity working groups and part of bystander intervention training.
- A new registered organization was formed...and one of its goals is to engage men on topics of healthy masculinity.

For a few, addressing masculinity seems to mean men presenting to men – “utilized male staff to conduct workshops for male students” – or simply presenting to men: “we’ve tried to work with Athletics Teams specifically targeting teams who are male identified. We try to engage them as leaders in prevention and bystander intervention of sexual and gender based violence with the hope that they can pass on their knowledge for culture change.”

### C. Results of Phase Three

Phase three consists of brief case studies for seven different campuses representing a diverse group as a whole. Below are descriptions based on a phone conversation with a campus contact about the institution's efforts to engage men. None of the colleges or contacts are identified by name. They are grouped according to the categories identified in phase one – 1.) no or limited engagement, 2.) gender neutral engagement, and 3.) gender neutral and gender-informed engagement.

#### *No or Limited Engagement*

A Small, Public Medical and Health Professions University in the South. This small, urban-serving, medical, allied health professions and graduate university consists primarily of students who are over 22 years of age. Almost all of the students have completed undergraduate work. There are no on-campus housing facilities, athletics, or Greek life. The campus community is diverse and includes an international contingent. Due to the demands of the curriculums on the campus, it is difficult to find time to participate in additional activities and events dedicated to sexual assault, dating violence, domestic violence, and stalking. However, there have been incidents of gender-based violence.

Recently a male medical student stalked a former girlfriend, killed her, and also killed himself.

The office that addresses sexual assault, dating violence, domestic violence, and stalking was established with OVW and university funding has one staff person, the Sexual Assault and Violence Education Program Manager. This office has been in existence for three years. While students are becoming more familiar with the office, the increase in complaints of sexual assault has not increased based on previous Clery reporting data.

The program manager is responsible for oversight and implementation of the mandatory student program that began in the fall of 2011. All new, incoming students are required to attend the presentation during their first week of Campus Orientation. Under this program new students, male and female, go through an hour-long curriculum that focuses primarily on education about gender-based violence, including a component on bystander intervention. Two campus law enforcement officers have been trained and now help the program manager with the presentations. A new PowerPoint presentation with a stronger bystander intervention section is being developed for the fall. Additionally, an annual training module will be developed for currently enrolled students.

A Coordinated Community Response Team (CCRT) was created and includes the following members: University Diversity Officer; Assistant Deans for Academic Affairs, School of Medicine, School of Allied Health and School of Graduated Studies; University Disciplinary Board Member; Providence House representative; community victim survivor; UPD Education Program Director; UPD Assistant Education Program Director; three female students – one from each school; local judicial system representative; and three law enforcement representatives. While it can be hard to find a time for everyone to meet on a regular basis, the core component of the CCRT has organized some awareness events, such as the sexual assault awareness event with a local assistant district attorney as our speaker and Denim Day this past April. Participation in these events is voluntary and also includes community members and campus law enforcement.

When the program manager was asked about the possibility of gender-based violence being integrated into class curricula since students are being taught about health issues, the response was it would probably not be possible. The student curriculums are extremely full already just meeting the requirements of their degree plans. However, there are plans to begin a student ambassador program if they are awarded funding for the next grant cycle and the hope is to gain more diverse student involvement.

### *Gender Neutral Engagement*

A Small Public, Hispanic-Serving Institution in the Southwest. The violence prevention program at this small rural and Hispanic Serving Institution (HSI) is only four-and-a-half years old. Before it was created, no such program existed. The violence prevention program provides services and support for students who are survivors of sexual assault, domestic and dating violence, stalking, and suicide; it also conducts educational outreach and prevention. Mostly women access the services and resources. Although funding was initially derived solely from grants, the institution has recently made a commitment to sustain the program as needed with university funding.

In the same way that these campus services are relatively new, intentional efforts to engage men have only taken place recently. While male students have been included in outreach and educational workshops and there have been some events for men such as Walk a Mile in Her Shoes, the violence prevention program staff, which consists of two women, want men on campus to assume ownership of the men's work. This desire was connected in part to the program's limited capacity, but more strongly to the staff's recognition that engaging men can be more comprehensive and sustained if a diverse group of male faculty, staff, and students assume responsibility for originating efforts to mentor and influence male students.

In October 2013, the staff began compiling a list of 40 men they wanted to invite to a discussion of men's roles as mentors for male students. The majority of people were male faculty. Letters went out in February 2014 expressing the need for men as allies and identifying the recipient as someone the staff would like to be involved in a men's mentorship program. Many of the men showed up to the meeting held in April 2014. Staff created a handout with links to information about what organizations and other universities were doing, as well as a page-long list of activities that could include violence prevention awareness. Examples are:

- Guidance for career, degree, or class schedules
- Support for new families or single parents
- Football, golf, basketball, disc golf or any sport intramural tournament
- Debates
- Self-defense classes
- Host ping pong, pool, foosball, or poker tournaments
- Paintball

The faculty members at the meeting worried that the group would be seen in a negative light while others could see its potential value. Issues involving expectations of masculinity were talked about in relation to the "Man Box" exercise. A follow up meeting was scheduled for early May, but hardly anyone showed up. The violence prevention program staff believe that while all of the men contacted might not step up to the plate, three professors and one staff member seem enthusiastic enough to play leadership roles.

A Medium-size, Public Community College in the Midwest. This mid-sized, urban-serving, predominantly white community college in the Midwest is in the first year of its OVW grant. It has no centralized office to provide services for survivors and advance prevention efforts – no Women's Center, no Office of Wellness and Health, no Sexual Assault Response Center. There is no director to report to and no staff solely devoted to response and prevention. The college partners with the local rape crisis center to provide students with advocates. Campus responsibility for the issue has to be shared. While an associate professor of counseling has been the inspiration for much of the work done over the past 10 years on violence against women and girls, she is quick to state that because she has no official authority, any sexual assault, domestic violence, dating violence and stalking projects are dependent on relationship-building with other departments, offices, and faculty. Establishing common ground is essential, as is the engaged offices' understanding their importance and their different roles – especially those that are part of the Campus Coordinated Response Team.

The counseling professor has been holding awareness-raising events on campus for 10 years during Domestic Violence and Sexual Assault Awareness Months. They have also more recently held Walk a Mile in Her Shoes with more than 100 male- and female-identified staff, faculty, and students participating. They also held their first domestic panel discussion this year. Because it is a commuter school and students tend to quickly leave campus after classes, event organizers rely on faculty to require students' participation in events.

Because campus resources are limited, they are expanding the work the best ways available to them. They realize the importance of reaching all new incoming students, but because they do not have the capacity to present to the 4,000 incoming students this fall, they have created a two-page handout on campus safety and prevention for all of them to receive. Instead, their presentations have been student groups, faculty, and administrators. Representatives from all the students clubs meet on a regular basis, and they have presented to them, as well as to individual clubs. A group of students and survivors presented to the Board of Trustees. And they are developing plans to reach all the faculty using what they call the iPad Cart – a cart full of 30 iPads with information about campus safety and prevention that professors can borrow to read and educate themselves. They have used an already existing, free public awareness campaign as branding, showing the PSAs on TVs in common areas. A future goal is to have a campaign poster displayed in every office.

As a more targeted effort to engage men, the associate professor of counseling is planning to reach out to a list of male faculty, staff, and administrators who she believes might be receptive to participating in a training learning how to mentor male-identified students. Thus far she has a list of 13 consisting of coaches, deans, faculty, librarians, and others.

**A Small, Private University in the Northeast that Serves Deaf Students.** Unlike the university above, the estimated numbers of students who live on this small, urban-serving campus for the deaf and hard of hearing constitute a high number: more than 70% of the student population. Since it is the only university of its kind in the United States, students come from around the country to attend the institution. The Health and Wellness Programs, which has been in existence for approximately 10 years, houses the sexual assault, domestic violence, dating violence and stalking work. There is only one staff member, the director, along with six to eight students who are paid. According to the director, while qualified male students have been part of this group in the past, there were none this most recent school year. Some males have reported that when they engage in dialogues about sexual misconduct that they are being labeled as rapists and feel offended by this. Others report being over-saturated by the topic or disinterested in the subject material.

The office has some phenomenal allies, both female and male, but the system is overburdened. Because the university is small, everyone has many different responsibilities. There are other challenges as well. For example, they have to use interpreters for trainings, which not only can break the flow but is costly. Also, it is not unusual for training videos to not be captioned.

On the other hand, there is less red tape. If they want to mandate change, they are able to do it quickly. One of their most recent changes, one the director believes is one of the greatest successes so far in engaging men, has been the initiation of a bystander intervention campaign. Before implementing the campaign, they conducted 20 focus groups in order to determine how to best adapt materials for deaf and hard of hearing students. Students worked on the adaptations, and they were finalized by the

director. Some examples of changes include changing scenarios and interventions. In one scenario, a person was talking loudly on a cell phone. In another scenario, students wondered how they could intervene with hearing people who are strangers. It was suggested that you do not have to be hearing to get security involved. Deaf and hard of hearing students might use different strategies than hearing students. They want to continue working adapting the materials to make sure that they can be used for years to come, since the process is time- and resource-consuming.

They trained around 40 faculty and staff in bystander intervention during March 2013. After doing the focus groups and adaptations in the fall of 2013, they hosted 5 trainings (spring 2014) and 92 students and 4 faculty/staff were trained. It is from these five trainings that they have generated interest from some males in starting some activities. The bystander intervention campaign is brand new. They believe it has the potential to engage men, although they will have to wait and see.

They have done a few other things to engage men in prevention, one of which is party planning meetings. With one fraternity in particular they met with key members before a party they were having to look at ways to reduce risk. The hope is that this fraternity will share its party planning success with other fraternities, and the practice will spread. The Office of Wellness and Health has also sometimes partnered with a local organization that focuses on engaging men in prevention to do presentations to male students, although this has been sporadic.

### *Gender Neutral and Gender-Informed Engagement*

A Medium-Size, Public, Historically Black University (HBCU) in the Southeast. According to Vickie Suggs and Shayla Mitchell (2011), only six of 105 HBCUs nationwide have instituted a women's center on their campus. Thus, the fact that this HBCU in the Southeast has a women's center is unusual, as is that the center has been responsible for campus efforts to engage men in prevention. The Women's Center Director, after hosting and participating a number of years back in a training to initiate a men's group, was intent on using it as a vehicle to gain more men as allies. Although the Women's Center engages men in other ways, the men's group is the most direct.

While the Director's position is funded by the university, the two other positions in the Center – the Assistant Director for Interpersonal Violence and the Prevention Education Coordinator – are grant funded. The Assistant Director is responsible for policy; the Prevention Education Coordinator is responsible for violence prevention programming, overseeing the peer theater group and the peer educators who conduct the mandatory education for all incoming students. This past year, of the four or five student performers, two were males. Although there has not been a primary prevention component included in the theater performance, the Coordinator and theater group are working towards including bystander intervention in the performances this coming year.

The Coordinator also oversees the peer educators, some of which can come from the peer theater students. There are two groups of peer educators: an all women campus group and the men's group referenced above. The men's group had 10 members this past year, most of whom were new; two of the members were part of the theater group. There are plans to recruit more in the fall. The group has an advisory board of male staff and administrators who alternate attending the groups' weekly meetings. One advisory board member will come to all the meetings for one month. This way male students in the group know there are male staff and administrators who support them. Members go through a full



day training at the start of the school year. They explore rape culture by using a musical montage to talk about oppression and privileges, then connect their learning with masculinity by doing exercises like the “Man Box.” Their training and meetings prepare them to host awareness-raising events and lead discussions. Four of the men's group members conducted their first peer-led discussion at the campus' Annual Relationship Conference. The men's group also partnered with the women's group as well as Greek organizations to put on a talent show in honor of Sexual Assault Awareness Month. More than 200 people participated.

Members of the men's group were also instrumental in creating a poster campaign to be launched next year with the theme, “Change the Game.” The Prevention Coordinator has some concerns about the kind of support the campaign will receive from the university, especially from the higher up administrators, which has recently seen turnover. She describes some of the campaign language developed by members as “strong.” For example, one of the posters reads: “Just because she dresses like that doesn't make her a Thot. Change the Game...because rape culture isn't going to change itself.” “Thot” in popular culture is a misogynistic phrase. The goal is to make this an ongoing campaign that is spread throughout the campus during the entire school year.

The Prevention Coordinator stressed the need for more programming materials specific to HBCU culture. She said that adapting materials can be hard because you have to come at the issue from a perspective that is different from the one typically used to address students at predominantly white universities. You have to start with oppression rather than avoid it or delay dealing with it.

A Small, Private, Faith-Based University in the Northwest. While 70% of the students attending this fairly liberal faith-based university are young women, 70% of the conduct cases can be attributed to young male students, which indicated a need for engaging men. As is the case with the above two universities, engaging men work is based in the university's Women's Center. And once again, the vision for building men as allies can be credited to the Center's Director. She created the position of Men's Project Coordinator in 2005 with funding from OVW (the position has been grant funded, although the university is picking up more of the cost), which has been held by the same man since its origin. The two of them worked together to start male student leader groups, but were dissatisfied because most of the students involved were part of the choir, or were men who already supported the idea of men preventing sexual assault, domestic violence, dating violence and stalking. In more recent years, the Men's Project Coordinator has been especially committed to figuring out how to engage men outside the choir.

In 2010, they held a conference exploring how to get men involved who are not part of the choir, but even then on the last day during a final conversation with the entire group, it was difficult to turn the attention away from the deconstruction of masculinity, which in the view of the Men's Project Coordinator tends to be negative. The group ended up talking around the question, when and how can we focus on the good and positive?

After the conference, the Coordinator began thinking about what might be working in a parallel way that could be borrowed; in other words, what are examples of men being engaged in areas other than the prevention field and what is it that engages them? He considered the military and fraternities. Important aspects seemed to be the creation of a brotherhood and a connection to a greater good (this did not seem to necessarily involve a connection with faith).

He formed the Men's Project to see if it be possible to apply these ideas and reached out to men outside the choir: the football coach, ROTC, campus administrators, staff, and others. Positive language, mentorship, and role modeling would play central roles. A diverse group of male staff and students gathered for the first meeting to talk about privilege and positive masculinity to start a brand new conversation. About 10 of the male staff expressed discomfort at taking on the mantle of leadership as mentors for students. They did not want to appear vulnerable in front of students and instead were more interested in talking about masculinity issues amongst themselves. Ironically, one of the topics that had great momentum behind it was the father/son relationship, which is very much about mentoring.

Another 10 members of the Men's Project are more comfortable and regularly active. Of these, five or six are staff and four or five are students. The Coordinator has found that male students are more ready to come to events than make long-standing commitments. The core group participates in a retreat and plays a role in organizing events like Stand in Solidarity (which replaced Walk a Mile in Her Shoes because of what they considered to be that event's transphobia and homophobia). The Army ROTC has been a growing partner and played a role at Stand in Solidarity.

When asked how positive masculinity is enacted with Men's Project members, the Men's Project Coordinator points to projects like Stand in Solidarity as a non-threatening way of building positive examples of masculinity. They are men taking action in response to questions like, who do you want to be in the world, and what do you want your legacy to be?

There are other ways the campus is engaging men in prevention. The Men's Project Coordinator is responsible for overseeing a bystander intervention campaign that has been implemented for the past two years. Also, the Women's Center Director and the Diversity Center Director have worked on a sex positive series that has paralleled and supported the strides in the engaging men work done by the Men's Project.

A Medium-Sized, Public University in the Midwest. Efforts to engage men in this public, research university of more than 20,000 students are based in the Women's Center. The Survivor Advocacy Program was created in 2009 with OVW funding. While the Center started a peer education program in 2010, which currently consists of 18 female students and 2 male students, and recently implemented an online bystander intervention program for new students, most of the concerted work to engage men during the past year has been done by a male graduate student with the title of Graduate Assistant for Bystander Intervention and Prevention Education.

After attending a training on masculinity and engaging men in prevention, he has initiated multiple strategies and programming, and the Center Director believes he has been effective for a number of reasons. When it comes to masculinity, he is able to meet audiences where they are, both students and faculty. He is skilled at building relationships. And he refuses to be the knight in shining armor.

He has trained 1000 students, mostly males, in a bystander intervention approach using healthy masculinity that is geared toward male-identified students. The people he has trained have been faculty, staff, resident assistants, members of student organizations (there are more than 500 student organizations), fraternity members, and learning community leaders. Learning communities consist of



clusters of students taking courses together and possibly living together. He also represents the Survivor Advocacy Program at student orientations and was instrumental in organizing Walk a Mile in Her Shoes on campus. During the course of the year, he started two very successful healthy masculinity groups – one for faculty and staff and one for students. Some of his work with faculty has led some of them to incorporate healthy masculinity into their class curricula. The student group had recent interest from ROTC; more than 40 ROTC men attended the last meeting.

The Graduate Assistant for Bystander Intervention and Prevention Education only has another year or two in his position, so they have begun laying the foundation for sustainability by using a train-the-trainer model, making sure that faculty, staff, and graduate students are being trained. There is a faculty senate resolution requiring faculty and staff to be trained in bystander intervention. There are other ways they want to sustain and expand the work of engaging men. They would like the healthy masculinity student group to have a stronger public presence, and they would like to work with fraternities and athletics more in depth. The Women's Center Director stressed that none of the engaging men work would have happened without the OVW funding and that the campus bystander intervention efforts have been enhanced by healthy masculinity.

## 5. Observations

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### A. Shifting Responsibility for Prevention

The good news is that the majority of the colleges that responded to phases one and two of the assessment are engaging men. In phase one 68 out of 82 or approximately 83% are involving men in their prevention efforts. In phase two, 59 out of the 70 respondents or almost 84% who completed the questionnaire indicated that they had had some successes in engaging men. While a minority of institutions still focus solely on education about services and risks, as is evident in the phase one results, most have broadened their approach to foster a campus climate that engages both men and women in prevention efforts. This represents a fundamental shift from the days when preventing sexual assault and dating violence was largely perceived as the responsibility of women and girls and was typically limited to risk-reduction: taking a self-defense course, walking in a group at night, and so on. Characterizing prevention as risk-reduction not only fails to create opportunities for men to participate in stopping sexual assault, domestic violence, dating violence and stalking, it also typically consists of techniques to lessen the risk of stranger rape, which does not occur nearly as frequently on college campuses as acquaintance rape or dating violence.

While there has been a significant shift, many of the institutions in this assessment have yet to fully engage men as allies primarily because of a lack of knowledge on how to engage them in deep, comprehensive, and sustained ways, especially ways related to masculinity. Those who are working on the issue – primarily women – want this deeper engagement and are trying to figure out how to achieve it.

## B. How Responsibility for Prevention has stayed with Women

Interestingly, it is the women on the campuses who seem to be initially most invested in men becoming allies in prevention. Even though in phase three, we looked at seven institutions that are positioned in very different ways, we cannot point to one of them and claim that a man was the visionary and driving force who took the initial steps to move the college in the direction of engaging men. At the HBCU, the public university in the Midwest, and the faith-based institution, the Women's Center Directors all were the decision-makers who instituted efforts to build men as allies. If there is a male staff person specifically devoted to engaging men, his position was created by the Director. At the HSI in the Southwest, it is the two women in the violence prevention program who are trying to have the men on campus assume ownership of engaging men efforts. There is only one staff person, a woman, at the medical and health professions university, as is also the case in the Health and Wellness Programs at the university that serves deaf and hard of hearing students. While colleges in phase two overall have moved away from the limited idea of prevention as women's responsibility, initiating and overseeing a college's efforts to engage men in prevention most often lay in the hands of women. In this structural sense, they have not escaped the prevention of sexual assault, domestic violence, dating violence and stalking as a woman's responsibility.

Often these women are operating with very limited resources. Approximately one-third of the written responses identifying the single greatest challenge cite the inadequacy of resources and funding. This lack might explain in part why awareness-raising events are the most popular form of engaging men, as is evident in the results of phases one and two. Most campuses already hold events during awareness months – Sexual Assault Awareness Month, Campus-Safety Awareness Month, Domestic Violence Awareness Month, Dating Violence Awareness Month – and so it is easy and cost effective to make either extra effort to include men in the events, or if there are enough resources, to add on an event specifically for men, the most popular of which seems to be “Walk a Mile in Her Shoes.”

## C. Wanting More from Men

Many of the respondents want more, though, than just attendance at an event, apparent in some of their responses to the greatest challenge they face:

- Engaging and sustaining male identified students.
- Getting male students to events to translate into their ongoing involvement.
- One of the greatest challenges is to hold male participation. We have males that are actively involved in prevention programming (at first) but then ultimately get busy with other commitments and our efforts seem to fall to the back burner for them.
- One of the main challenges is building and sustaining male-identified student leadership and ownership in prevention efforts.
- Sustaining interest.
- I think compared to most universities we are doing a fantastic job so far, but we are only 4 months in on a new initiative to include men in masculinity studies and violence prevention. So far it's been a great success, but sustainability will be the key.

As was pointed out in the section before this one, when asked to mark all possible selections applying

to the question, “What are the challenges your institution faces in its efforts to engage male-identified students, faculty, administration, and staff in prevention?,” the response marked more frequently by far than any other was: “Getting more male-identified students, faculty, administration, and staff involved.” Underlying this response is the question: How do campuses successfully involve more male-identified students, faculty, administration, and staff?

## D. The “How-To” of Engaging Men

The results of the assessment represent three ways that the campuses are approaching the “how to” when it comes to engaging men: a gender-neutral approach and two strategies within the gender-informed approach, one we will call the deconstructionist approach and the other the reconstructionist approach.

*The Gender-Neutral Approach to Engaging Men:* Similar to gender-neutral student housing, the gender-neutral engagement of men in prevention creates spaces for all genders to inhabit and treats all genders similarly. Or if it does create a separate space for male-identified students, faculty, and staff, that space does not include the process of helping men to build deep awareness of masculinity's social norms and their role in sexual assault, domestic violence, dating violence and stalking. Examples are evident in phase one results and include men and women participating together as allies in Take Back the Night; incoming male- and female-identified students learning the same bystander intervention curriculum that does not address masculine gender norms; and men marching in red high heels at a Walk a Mile in Her Shoes event. One advantage of this approach is that it can be gender-inclusive, meaning that all genders are invited to participate together as allies.

*The Deconstructionist Approach to Engaging Men:* This approach assumes that gender is socially constructed rather than natural and that ideological social norms related to masculinity, such as patriarchy and privilege, are significant root causes of sexual assault, domestic violence, dating violence and stalking. In order to help people see masculinity as a root cause, assumptions that it is natural must be deconstructed by examining the creation of masculinity's social norms, especially in connection with issues of dominance. Those social norms will be constructed somewhat differently in different cultural and social contexts, so in that sense there are “masculinities.” The deconstructionist approach is represented in some of the responses to the question, “Does your institution address issues connected to masculinity as part of its effort to engage men in prevention?” For example: “There are numerous media, societal, peer and social influences that promote masculinity as a sign of power, influence and success....We recognize them and address them with our male students,” and “A male-identified student group held a workshop on masculinity and privilege.” This approach is beneficial in that it can raise people's awareness of a root cause of sexual assault, domestic violence, dating violence and stalking.

*The Reconstructionist Approach to Engaging Men:* Obviously related to the deconstructionist strategy, the reconstructionist approach takes the process one step further by assuming not only is it important to deconstruct harmful masculine social norms, it is also necessary to build positive gender norms in their place. Although very few campuses seem to be practicing this approach, it can be attributed to two in phase three of this assessment: the faith-based institution and the public university in the Midwest.

The Men's Project Coordinator at the faith-based institution expressed movement toward reconstructionism when he spoke about the 2010 conference and how to get men involved who are not part of the choir. Conference participants' discussion initially focused on deconstructing masculinity and tended to stay stuck there, even though in his view there was also the need to explore the possibility of a more positive masculinity. When asked what positive masculinity looks like for his campus, the Men's Project Coordinator seemed as though he was still in the process of determining that. After hesitating, he framed it as action, pointing to events like Stand in Solidarity as a non-threatening way of building positive examples of masculinity. They are men taking action in response to questions like, who do you want to be in the world, and what do you want your legacy to be?

The Graduate Assistant at the public university in the Midwest takes a slightly different approach than the Men's Project Coordinator, basing his work on healthy masculinity, which incorporates both understanding and action. Healthy masculinity, reconstructed in place of the harmful social norms of unhealthy masculinity, is infused with pro-social values and present in all the Graduate Assistant does: bystander intervention trainings, awareness-raising events, healthy masculinity groups – one for faculty and staff and one for students. His efforts have led some of the faculty to incorporate healthy masculinity into their class curricula. Although only in the first year of his appointment, the Graduate Assistant has had a very successful year according to the Women's Center Director. Assets of this approach are that it can include the other two approaches and is positive.

## 6. Recommendations: Theories to Engage Men

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All of the above approaches are useful; in fact, when all of them are applied, the work to engage men will be more effective. We need to be gender-inclusive, to help men and women see the root causes of sexual assault, domestic violence, dating violence and stalking related to masculinity, and to provide a way especially for male-identified people to embrace masculinities that are positive, healthy, and nonviolent. In order to justify and develop these approaches, we can turn to some pertinent theory and research. The following descriptions are not meant to be exhaustive, comprehensive literature reviews of particular theories and models but instead are meant to represent possible paths of useful study and application.

### A. Social Reconstructionism and Engaging Men

Social reconstructionism, in existence since the first half of the 20th century, can help to fuse all the approaches in the previous section. It has had its greatest impact in the world of educational theory, and is based in a belief of social transformation. According to Michael Shiro (2013), educational reconstructionists assume that there are unhealthy aspects – racism, poverty, sexism, political corruption, and more – to our society, but that education can empower people as social change agents to reconstruct society, creating healthier versions. Shiro identifies the following steps as part of social reconstructionism:

1. Understanding a problem
2. Examining options for improvement
3. Clarifying values
4. Taking a value stance

5. Making a commitment
6. Forming a group vision (or several visions if differing opinions existed) of what a more just world might look like
7. Deciding what social action or actions should be taken to correct the problem (p. 141)

Both deconstruction – applying critical skills to understand a problem – and reconstruction – taking social action to correct the problem – play vital roles in the process. And the end result requires action.

As in the goals of social reconstructionism, a desired outcome of engaging men work is for men and boys to become social change agents by addressing the unhealthy, problematic aspects of masculinity and replacing them with healthier possibilities.

## **B. Dominant and Counter Story Theory and Engaging Men**

Dominant and counter story theory can help with engaging men work, offering a concrete framework for deconstructing and reconstructing masculinity. Typically used within critical race theory, those who use dominant and counter story theory argue that dominant cultures produce “stock stories” (Tate, 1997, p. 216) distributed through individuals, groups, and institutions that legitimate a dominant culture's power and status (Yosso, 2006, p. 9). They are presented not as stories with persistent, repeated themes, but as unquestionable, ahistoric truth.

Counter stories, on the other hand, are usually associated with groups that are marginalized by a dominant culture, present alternatives to the dominant stories, and act to deconstruct the master narratives (Stanley, 2007). These stories, therefore, already exist but have been disregarded, overlooked, or repressed. An example of this would be a study by Robert Berry, et al. (2011), that challenges the prevailing dominant stories of Black boys and mathematics by looking at those who are successful at mathematics in school and at the mathematics identity positively contributing to their success. The dominant story is that Black boys are failures in school.

Dominant and counter story theory applied to men and masculinity needs to be constructed somewhat differently than applied to critical race theory since men are not marginalized as men (they may be, however, marginalized as Black men, Latino men, gay men, transgender men, etc. – more about that later). Application here would assume that counter stories are not only associated with marginalized groups but that they can be pertinent for dominant groups as well. Certainly there are dominant “stock stories” that are continually represented in mainstream masculine cultures and that privilege men – for example, displays of physical and emotional toughness, the drive to win at all costs, and expressions of aggressive behaviors and attitudes. But a recalibration of the theory would assume dominant stories of masculinity cannot define and encapsulate the entirety of male experience, and in that sense there are marginalized experiences – men being caring and collaborative, for instance. It is also possible to connect the dominant stories of women's experience of sexual assault, domestic violence, dating violence and stalking and sexism with the dominant stories of men who are marginalized because of racism, classism, homophobia, and so on. This can serve as a motivation for the different groups to work together to challenge dominant stories through counter stories.

### C. Identity-Based Motivation and Engaging Men

A dominant story of “identity” is that we each have created our own identity based on personal choices. The Identity-Based Motivation (IBM) model, attributable to Daphna Oyserman (2007), challenges that story by arguing that identity-based behavior is not determined by personal choices as much as it is by social-identity infused habits (Oyserman, et al, 2007, p. 1011). Oyserman, Fryberg, and Yoder (2007) find, for example, that “unhealthy behaviors (such as smoking and drinking soda) are more likely to be part of in-group social identity than healthy lifestyle behaviors (such as exercising as an adult) and that health promotion is associated with being White and middle class (p. 1024). Thus, healthy behaviors for marginalized groups (those not White and middle class) are incongruent with their social-identity infused habits. Oyserman (2013) specifies three points necessary to making social-identity infused habits relevant to a group experiencing them as incongruent: The behaviors must:

1. Feel congruent with important social identities (e.g., race-ethnicity, social class)
2. Feel connected with relevant behavioral strategies
3. Provide an interpretation of difficulties along the way as implying task importance, not impossibility. (179)

Based on IBM, then, and the above three points, engaging men work is going to be more effective if the behaviors associated with counter stories are made congruent as part of a social identity important to men; if the behaviors are infused into strategies and sites relevant to men and boys; and if men and boys understand this process as challenging and important, both for themselves and for the greater good.

The most obvious example approaching IBM in the assessment is the Graduate Assistant at the university in the Midwest using healthy masculinity to engage the men on his campus. Another example is the Healthy Masculinity Action Project, started by several national nonprofit organizations. They describe healthy masculinity in the following way:

- Recognizing unhealthy aspects of masculinity that are harmful to the self and others
- Empathizing with the self and others
- Supporting gender equity and other forms of equity
- Replacing harmful risky and violent masculine attitudes and behaviors with emotionally intelligent attitudes and behaviors that respect the self and others
- Learning and using emotional and social skills to constructively challenge unhealthy masculine attitudes and behaviors expressed by others

In order for healthy masculinity to be relevant, it would also have to be made congruent with other social identities important to men – race, ethnicity, class, social orientation, and so on – so we can say that there are healthy masculinities that share core values and actions.

### D. Emotional and Social Intelligence and Engaging Men

While still not as esteemed as academic learning, social and emotional learning’s (SEL) value and importance is gaining ground. Certainly SEL has value in relation to engaging men work, as is evident



in the above description of healthy masculinity. The dominant story of men and emotions is to either show no emotions or to show anger. On the other hand, the prevention field has long asserted that empathy may discourage men from harming women (Berkowitz, 2004; Flood, 2004). A dominant story of empathy is that you do or do not have it. A counter story is that empathy can be intentionally fostered in people.

SEL competencies, antithetical to dominant stories of masculinity, readily fall within the realm of counter stories of masculinity. The Collaborative for Academic, Social and Emotional Learning (CASEL) identifies the following five SEL core competencies:

- **Self Awareness:** Recognizing feelings as they occur; having a realistic assessment of one's own abilities and a well-grounded sense of self-confidence.
- **Social Awareness:** Sensing what others are feeling; being able to take their perspective; appreciating and interacting positively with diverse groups.
- **Self-Management:** Handling emotions so they facilitate rather than interfere with the task at hand; delaying gratification to pursue goals; persevering in the face of setbacks.
- **Relationship Skills:** Handling emotions in relationships effectively; establishing and maintaining healthy and rewarding relationships based on cooperation; negotiating solutions to conflict; seeking help when needed.
- **Responsible Decision Making:** Accurately assessing risks; making decisions based on a consideration of all relevant factors and the likely consequences of alternative courses of action; respecting others; taking personal responsibility for one's decisions. (2014)

One example of how SEL might be useful is in connection with bystander intervention – intervening in situations where a person appears to be at risk for sexual assault, domestic violence, dating violence, or stalking or where sexist assumptions and attitudes are being expressed. Building empathy through SEL might serve as motivation for men to intervene. SEL better prepares men to handle their own emotions and the emotions of others in constructive ways in a bystander situation. Infusing SEL into healthy masculinity potentially builds identity-based motivation. And finally, helping men to deconstruct what in masculinity impedes their SEL and reconstruct a healthier masculinity connected to SEL, can help them become better active bystanders.

## 7. Recommendations: 8 Steps for Engaging Men

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These eight steps are offered as a way to make more concrete and help actualize the process of engaging men. They are loosely based on “Applying the Principles of Prevention: What Do Prevention Practitioners Need to Know About What Works?” prepared for the Centers for Disease Control and Prevention by Maury Nation, et al. (2012), and on Alan Berkowitz's overviews of best practices working with men to prevent violence against women (2004). When resources and staff are limited, creating intensive, comprehensive engaging men programming might seem an impossibility, but if responsibility for prevention and engaging men is shared by varied allies throughout a campus, the work becomes much more feasible. Given that the outcome is to change the campus culture, especially as it relates to sexual assault, domestic violence, dating violence and stalking and masculinity, allies spread throughout the campus are essential.



## 1. Build a Theory-Driven Masculinity Gender Lens for a Core Campus Group

As expressed above, no one person can be responsible for efforts to engage men in prevention. A campus can begin the process, then, by forming a core group of six to eight key people – a mix of men and women – invested in engaging men and developing their masculinity gender lens. This core campus group at best would consist of a mix of faculty, staff, administrators, and students who can potentially serve as strategists, ambassadors, leaders, and/or trainers.

While building a masculinity gender lens should be an ongoing project of the group, enough time should be devoted after the group is first formed for everyone to develop a comfortable base of knowledge that they can bring to the next step, creating strategy. The knowledge base created should be built on characteristics discussed in the theory and model section.

*Questions to ask:*

- Who are the best people for the core group? What role will they fulfill and what is their level of commitment? Who already has knowledge about masculinity and engaging men?
- What trainings are available for core group members that help to build a masculinity gender lens? Are the trainings theory-driven and positive? Do the trainings both deconstruct and reconstruct masculinities? Are the trainings teaching interactive exercises?
- What readings might the core group share? (See the “Readings on Masculinity” section in the Appendices for easily accessible readings.) Are members of the core group willing to engage in regular discussions about their experiences and insights regarding masculinity and engaging men?

## 2. Create a Comprehensive, Campus-Wide, Positive Strategy or Logic Model to Engage Men that Involves Many Key Allies

Your core group should decide what it wants to accomplish during the next three years and then devise a strategy or logic model for getting there. Think of it as the process and product that help everyone get to the agreed upon destinations for engaging men efforts. Plan to make the strategy or logic model comprehensive in its approach – in other words it should engage different areas of the campus, and not just students. And the outcomes should of course be positive. Keep in mind that the paths and end points might need changing over the course of time, which means that your strategic plan should be treated as a living document.

We see three questions as central to the development of your strategic plan. Answer each of them and your core group should be well on its way with a shared vision and plan.

*Questions to ask:*

- Where are we now in terms of engaging men?
- Where do we want to go?
- Who will help us and how will we get where we want to go?

### 3. Spend Sufficient Time Persuading Allies that they have an Important, Positive Role to Play

You have to have buy-in to be successful. One dominant story of this work is that we need to educate men to engage them. Challenge this dominant story with a counter story: men need persuading that sexual assault, domestic violence, dating violence and stalking on campus is their issue as well as women's, and that they are well positioned to make a positive difference. Identity-Based Motivation can be particularly persuasive in these circumstances. Are the behaviors you want to encourage congruent with your potential male ally's social identities? If not, how can you make them congruent?

Of course, you will want men and women as allies. Keep in mind that no matter the gender the act of persuasion is audience-driven, so knowing your ally audience and what it is that might convince them to become engaged is of central importance.

*Questions to ask:*

- Should you do some formal or informal research on the audience to help you be more persuasive? Who can you talk with to learn more about the audience?
- What are the values of the audience and how might they connect with engaging men?
- What biases or dominant stories might affect your perception of the audience? Are there counter stories or strengths that might challenge those dominant stories?
- Do you have any personal or professional stories that relate to the audience and engaging men that you can use to persuade your audience?
- Are there facts and figures that relate or can be related to the audience and engaging men?
- Are you clearly communicating the value of the role you are asking the person to play, as well as why the person is well suited to play that role?
- Are you being clear about what the role will involve; checking in about its manageability; and showing flexibility about the role's responsibilities?

### 4. Develop Culturally-Informed, Relevant, and Varied Engaging Men Programming and Campaigns

The prevention field is past thinking that one hour-long engaging men workshop is going to be effective. One workshop combined with other programming and campaigns spread throughout young men's academic careers makes serious inroads into creating the kind of campus climate you want. Consider using multiple approaches: an introductory workshop, peer theater, events, conferences, panels, retreats, social media, trainings, classes, public education campaigns, pledges, and men's groups. If you create a brand for your engaging men programming and make it visible at all times, your efforts will be more visible and recognized.

One of your best resources for developing culturally-informed and relevant programming is your male students. Let them play a role in development and implementation. Consider putting together an advisory group or conducting focus groups about possible programming. You can learn about conducting focus groups at:

[http://www.ehow.com/how\\_6468294\\_hold-focus-groups.html](http://www.ehow.com/how_6468294_hold-focus-groups.html)

*Questions to ask:*

- What kinds of programming might be most effective on my campus?
- Do these kinds of programming already exist, do they have to be adapted, or do they have to be created?
- Since resources and time are limited, how can you make developing varied programming manageable? Should you develop it in phases?
- Before implementing programming, who can we focus group it with to assure it is culturally-informed and relevant for different males on campus?
- Which allies can implement programming at different times throughout the year?
- Where is the expertise on campus to create an engaging men brand and campaign? Or are there existing campaigns that can be used?
- Can people from the core group present at departmental meetings to encourage faculty to incorporate masculinity and engaging men in prevention into their curricula as part of a campus-wide effort?

## 5. Build Campus Capacity for Engaging Men by Training Educators

A significant challenge respondents identified in the engaging men questionnaire was sustaining engaging men work. Leaders and staff move on; attendance is high in the beginning but drops off; there are too few staff members; and overall there is not enough interest on the part of male students. Often in these situations, responsibility for engaging men programming rests in the hands of a few people. If that is the case, your engaging men work is fragile. One of the most robust engaging men programs we encountered while conducting this assessment involved training a wide array of faculty, staff, administrators, and students to conduct trainings, including the football coach. These trainings happened because the core people working on engaging men spent considerable time building relationships and allies.

If it is inconceivable to the core group that they will be able to train a wide array of people on campus, consider rethinking what it means to train-the-trainer. You can have formal and informal train-the-trainer programs. When training informal trainers, your purpose can be to prepare them to discuss the importance of engaging men in prevention rather than formally present; this way, you have a significant number of people on campus who can speak the same language and messages about engaging men. The questions below are very similar to the questions asked when persuading allies since training also requires persuasion.

*Questions to ask:*

- Should you do some formal or informal research on who you are training to help you be more persuasive? Who can you talk with to learn more about who you are training?
- What are the values of the audience you are training and how can they play a role in your engaging men training?
- What biases or dominant stories might affect your perception of the people you are training? Are there counter stories or strengths that might challenge those dominant stories?
- Do you have any personal or professional stories that relate to the audience and engaging men that you can use in your training?
- Are there facts and figures that relate or can be related to the audience and engaging men that

would be useful in the training?

- Are you clearly communicating the value of the role you are asking the person to play after the training, as well as why the person is well suited to play that role?
- Are you being clear about what the role will involve; checking in about its manageability; and showing flexibility about the role's responsibilities?
- Is the training interactive, even if it is a short training?
- Who might you train formally and informally?
- Can you develop a formal training program that certifies engaging men trainers?

## 6. Implement and Sustain Varied Engaging Men Programs and Campaigns at Multiple Points

Traditional activities like *Take Back the Night*, *Walk a Mile in Her Shoes*, and *Denim Day* are important historic resources that reach some men but generally miss the larger majority who see these activities as “women’s events.” Be sure to also implement other activities that are male-focused and already a part of the campus/male culture (e.g. orientations, pledge week, sporting events, homecoming, parents’ weekend, academic events). You can create issue-specific activities and events that disseminate the message of men’s roles in preventing sexual assault, domestic violence, dating violence and stalking on campus through activities that men enjoy (3-3 basketball tournament, tailgates, movie screenings, debates, town halls, campus conversations, technology forums). Consider incorporating positive engaging men ideas, messages, and themes into existing campus curricula and programming. Use incentivizing (grades, extra credit, service learning, internships, jobs) to encourage attendance/participation at events and motivation in their academic course work.

If you are to have a lasting impact, you also have to sustain the work, as well as saturate the environment. This way, the messages and ideas are pervasive and present over a lengthy amount of time. This cannot be done without collaboration and the help of allies.

### *Questions to ask:*

- In addition to traditional awareness-raising events, what campus events already exist that would be good opportunities to engage men? Who would contacts be for the events?
- Where do the men go on campus and what do they do? How can you best reach them?
- What and where are the multiple points on campus you plan to engage men?
- How can you sustain engaging men programming throughout students' time spent at the university or college?
- Should you implement engaging men programming in phases?

## 7. Continue Training Educators and Building New Allies in Order to Sustain Engaging Men Efforts

Sustainability and saturation. Those are the reasons to make sure that building new allies and training educators are ongoing. As your engaging men work becomes more visible and established, it is likely that there will be new potential allies and new people you might train. Also, should anyone need to leave the core engaging men team, you are creating possible replacements.

*Questions to ask:*

- Look back to steps three and five and ask the same questions.

**8. Conduct Engaging Men Evaluation and Improve**

Universities and colleges often devote considerable resources to research and evaluation, and engaging men work is in need of outcomes research and evaluation since these efforts are fairly new. Seek out faculty who might be interested in conducting outcome evaluation or can direct you to graduate students who might be interested. Your strategic plan or logic model should guide your evaluation. If you are unable to pursue outcome evaluation, consider conducting more manageable forms of evaluation like focus groups (this has already been referred to in step 4) and process evaluation, which looks at whether the programming was delivered as planned and whether it reached the intended audiences. Evaluation results can help to establish the value of engaging men programming, as well as determine the effectiveness of the strategic plan or logic model. More can be found on process evaluation at:

<http://captus.samhsa.gov/access-resources/using-process-evaluation-monitor-program-implementation>

*Questions to ask:*

- What does the engaging men core group and the university have the capacity to do in terms of evaluation? Who has the expertise to conduct focus groups, outcome, and process evaluation?
- Who should conduct focus groups, who should that person or people conduct them with, and how many focus groups is enough?
- Who should oversee process evaluation? Who delivered all the different components of the engaging men programming? How often did they deliver it and to how many people? What were the challenges to engaging men program delivery? What were the successes in engaging men program delivery? Were the challenges used to improve the strategic plan or logic model, as well as engaging men programming?
- Now that you have some form of evaluation for engaging men and a track record, can you go to campus administrators to seek more secure and sustainable funding?

All of these steps together might be overwhelming. At various times we heard during the assessment process that everyone on the campus is so busy that it is challenging to engage them in something extra. If this is the case, ask yourself a question similar to the one we suggested you ask in relation to a possible ally: Are you being clear about what your role involves; checking in about its manageability; and showing flexibility about the role's responsibilities? Also, keep in mind that building a robust and successful engaging men program is a years-long process. Finally, keep in mind a quote attributed to Arthur Ashe, an American World No. 1 professional tennis player and a highly respected humanitarian: "Start where you are. Use what you have. Do what you can."

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## 8. Appendices

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### A. Readings on Masculinity

*Using Readings on Masculinity as Conversation-Starters.* Another way to initiate conversations and engage college men in prevention dialogues is to read and discuss writings on masculinity – especially as they relate to healthy masculinity. Below is a collection of relevant, easily accessible readings – all are on the Internet (copy and paste the links into your browser). They are divided up into categories to help frame conversations and expand upon Healthy Masculinity and its many channels.



## **I. Healthy Masculinity and College Men**

Harris III, F., & Edwards, K. (2010). College men's Experiences as Men: Findings from Two Grounded Theory Studies. Retrieved October 1, 2012 from <http://works.bepress.com/cgi/viewcontent.cgi?article=1003&context=fharris>

Harris, F., Palmer, R. and Struve, L. (2011). "Cool posing" on campus: A qualitative study of masculinities and gender expression among Black men at private research institution. Retrieved October 1, 2012 from <http://works.bepress.com/cgi/viewcontent.cgi?article=1019&context=fharris>

## **II. Healthy Masculinity and Sports**

Baker, P. and Hoteck, D. (2011). Grappling with Gender: Exploring Masculinity and Gender in the Bodies, Performances, and Emotions of Scholastic Wrestlers. Retrieved October 9, 2012 from <https://www.umassd.edu/media/umassdartmouth/womensstudies/jfs/bakerhoteck.pdf>

Erhmann, J. (2012). From Season of Life to InSideOut Coaching: 10 Lessons I am Learning about Sports in America. Retrieved June 9, 2014 from [http://www.coachforamerica.com/blogs/?p=288&option=com\\_wordpress&Itemid=54](http://www.coachforamerica.com/blogs/?p=288&option=com_wordpress&Itemid=54)

## **III. Healthy Masculinity and Education**

Kalish, R. and Kimmel, M. (2010). Suicide by Mass Murder: Masculinity, Aggrieved Entitlement, and Rampage School Shootings. Retrieved October 9, 2012 from <http://logicalliving.blog.com/files/2011/04/Suicide-Ten.pdf>

## **IV. Healthy Masculinity and the Media**

Katz, J. (1999). Men, Masculinities, and Media: Some Introductory Notes. Retrieved October 9, 2012 from [http://www.jacksonkatz.com/PDF/WCW\\_commentary.pdf](http://www.jacksonkatz.com/PDF/WCW_commentary.pdf)

Messner, M. and et al. (1999). Boys to Men: Sports Media Messages about Masculinity. Retrieved October 1, 2012 from <http://www.la84foundation.org/9arr/ResearchReports/boystomen.pdf>

## **V. Masculinity and LGBTQ Issues**

Kimmel, M. (2004). Masculinity as homophobia. Retrieved October 9, 2012 from <http://faculty.ucc.edu/psysoc-stokes/masculinity.pdf>

Pascoe, C. J. (2005) 'Dude, You're a Fag': Adolescent Masculinity and the Fag Discourse. Retrieved September 28, 2012 from <http://www.feminish.com/wp-content/uploads/2012/08/pascoe.pdf>

## **VI. Healthy Masculinity and Race**

Griffith, D. et al. (2012). Measuring Masculinity on Research in Men of Color: Findings and Future Directions. Retrieved October 9, 2012 from [http://deepblue.lib.umich.edu/bitstream/2027.42/93777/1/griffith\\_gunter\\_watkins2012.pdf](http://deepblue.lib.umich.edu/bitstream/2027.42/93777/1/griffith_gunter_watkins2012.pdf)

## **VII. Healthy Masculinity and the Workplace**

Reeves, C. and O’Leary-Kelly, A. (2007). The Effects and Costs of Intimate Partner Violence for Work Organizations. Retrieved October 9, 2012 from [http://www.caepv.org/membercenter/files/effects\\_and\\_costs\\_of\\_ipv\\_for\\_work\\_organizations.pdf](http://www.caepv.org/membercenter/files/effects_and_costs_of_ipv_for_work_organizations.pdf)

## **VIII. Healthy Masculinity and Men’s Physical and Mental Health**

Harland, K. (n. a.). Masculinity and Mental Health. Retrieved September 26, 2012 from [http://www.ycni.org/downloads/misc/Masculinity\\_Mental\\_Health.pdf](http://www.ycni.org/downloads/misc/Masculinity_Mental_Health.pdf)

Robertson, S. (2008). Theories of Masculinities and Men’s Health-Seeking Practices. Retrieved September 26, 2012 from <http://www.man-ni.org/resources/stevespeech.pdf>

## **B. Online Questionnaire**

Below are the questions that made up the online questionnaire that OVW Campus Program colleges and universities filled out.

1. Which region of the country is your institution located in?
  - a. The Northeast
  - b. The Southeast
  - c. The Midwest
  - d. The Southwest
  - e. The West
  - f. The Hawaiian Islands
  - g. Alaska
  - h. The US Territories
2. Which best describes your institution?
  - a. Traditional four-year institution
  - b. Community College
  - c. HBCU
  - d. Tribal College
  - e. Other (please specify)
3. Which best describes your institution?
  - a. Rural-serving
  - b. Suburban-serving
  - c. Urban-serving
  - d. Other (please specify)

4. Is your institution identified as a minority-serving institution (institution is legislated as a MSI or enrollment consists of at least 25 percent of a specific minority group)?
  - a. Yes
  - b. No
5. Which best describes your institution?
  - a. Majority full time students
  - b. Majority part time students
6. Which best describes your student body?
  - a. Majority under 24 years of age
  - b. Majority over 24 years of age
7. Which best describes your student body?
  - a. Majority female-identified students
  - b. Majority male-identified students
  - c. Approximately equal numbers of female- and male-identified students
8. Which best describes your student body?
  - a. Majority under 24 years of age
  - b. Majority over 24 years of age
9. Please identify your work title.
10. How would you rate the level of engagement of male-identified students compared to female-identified students at your institution?  
  
 Low ○○○○○○○○○○○○ High
11. How would you rate the level of campus resources devoted to engaging male-identified students in prevention efforts?  
  
 Low ○○○○○○○○○○○○ High
12. How would you rate your institution's level of overall success at engaging male-identified students in prevention efforts?  
  
 Low ○○○○○○○○○○○○ High
13. Does your institution address issues connected to masculinity as part of its efforts to engage male-identified students in prevention?
  - a. Yes
  - b. No
  - c. I don't know

14. If you answered “yes” to question 13, please briefly describe one example of how masculinity plays a role in your efforts to engage male-identified students.
  
15. Does your institution use culturally-informed practices (engages community members in addressing their diverse cultural needs) to engage men?
  - a. Yes
  - b. No
  - c. I don’t know
  
16. If you answered “yes” to question 15, please briefly describe one example of how you use culturally-informed practices in your efforts to engage male-identified students.
  
17. What are the challenges your institution faces in its efforts to engage male-identified students, faculty, administration, and staff in prevention? (Please select all that apply)
  - a. No challenges
  - b. Getting more male-identified students, faculty, administration, and staff involved
  - c. Lack of knowledge and training about engaging male-identified students, faculty, administrators, and staff
  - d. Holding awareness-building events for male-identified students
  - e. Holding awareness-building events for male- and female-identified students
  - f. Receiving and sustaining funding
  - g. Implementing and sustaining programming
  - h. Building and sustaining male-identified student leadership
  - i. Engaging male identified students, staff, administrators, and faculty resistant to prevention efforts
  - j. Sustaining staff devoted to engaging male-identified students, faculty, administrators, and staff
  - k. Building comprehensive support for engaging male-identified students
  - l. Other (please specify)
  
18. Please briefly describe a specific example of one of the greatest challenges you face in engaging male-identified students in prevention.
  
19. What are the successes your institution has had in its efforts to engage male-identified students, faculty, administration, and staff in prevention? (Please select all that apply)
  - a. No successes
  - b. Getting a significant number of male-identified students, faculty, administration, and staff involved
  - c. Using masculinity to engage male-identified students, faculty and staff
  - d. Holding awareness-building events for male-identified students
  - e. Holding awareness-building events for male- and female-identified students
  - f. Receiving and sustaining funding
  - g. Implementing and sustaining programming
  - h. Building and sustaining male-identified students, staff, administrators, and faculty resistant to prevention efforts
  - i. Engaging male-identified students, staff, administrators, and faculty resistant to

prevention efforts

- j. Sustaining staff devoted to engaging male-identified students, faculty, administrators, and staff
- k. Building comprehensive support for engaging male-identified students
- l. Other (please specify)

20. Please briefly describe a specific example of one of the greatest successes you have had in your efforts to engage male-identified students in prevention.

21. In order to assess more in depth the challenges and successes institutions face in engaging men, we would like to have a series of follow-up phone calls to this survey. If you would be willing to participate in a follow-up phone call, please fill in the information below.

- a. Name
- b. Phone Number
- c. Email