

# UA MASculinity Initiatives

(Men, Access, School, Community)

## 2016-2017 Report

Efforts to address the educational pathways for young men from marginalized backgrounds has reached national concerns through initiatives like My Brother's Keeper under the Obama administration. In Arizona, males are significantly underprepared to enter college in comparison to their female counterparts (39% vs. 53% completion rate), according to a 2015 Arizona Board of Regents report.

At the University of Arizona (UA), Early Academic Outreach's Masculinity Initiatives works to dissect messages about gender identity by engaging young men from marginalized backgrounds in conversation about masculinity and increasing various pathways to college. This initiative involves three programs which address the larger concerns of young men's pursuit of a college education by advancing access to college.

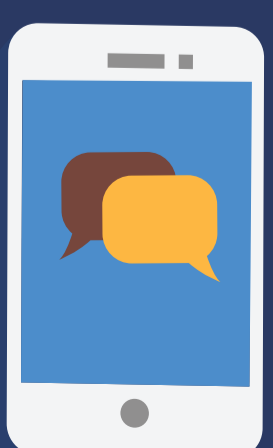
College outreach is accomplished through various programs and events under the initiative by, connecting undergraduate students as peer mentors to high/middle school students, hosting a college conference where students challenge gender expectations and plan for college, implementing two instructed courses focused on the intersection of identities and access to higher education, and hosting a speaker series in collaboration with university partners.



The initiative, which has been in existence for five years since 2009, has worked to include relevant theory and assessment to continue its efforts in the UA and Tucson communities. Partnerships include campus programs and offices as well as local high schools and middle schools. Due to educational concerns for the educational pathways for young men, multiple stakeholders have supported this initiative by creating space for this work.

Source: Valencia, B. (2017, April 21). Masculinity Initiatives at the University of Arizona. Retrieved [naspa.org](http://naspa.org)

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# OUR GOAL



Due to low college enrollment rates of first-generation, low income, and males of color students, the UA MASculinity Initiatives seeks to make a positive impact through multiple partnerships on and off the UA campus.



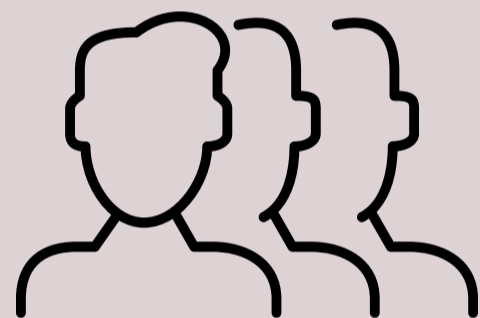
The Arizona Board of Regents report that males are significantly underprepared to enter college in comparison to their female counterparts (39% vs. 53% completion rate).



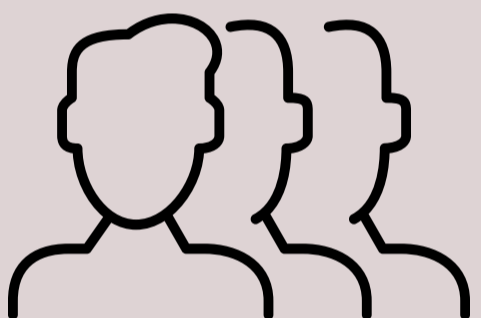
We understand the challenges of dominant forms of masculinity for all genders and the impact that it can have on their pursuit of higher education.



By engaging with multiple stakeholders on and off-campus through courses, conferences, programming, and mentorship, we believe we can make an impact on the larger issue.



## PROGRAMS



### Young Men's College Conference 16'



About 200 Tucson high school students challenged gender expectations and planned for future careers through engagement in interactive workshops with keynote speakers.

We set up a campaign to challenge dominant form of gender identity through an on-campus speaker series, conference, and undergraduate courses.

### Masculinity Speaker Series



6 UA cultural and resource centers engaged with faculty, staff, students, and community members in various events addressing masculinity and gender expectations in their specific communities.

### Masculinity, Power, and Education Course



22 students enrolled in the course, which provided a broad-based introduction to masculinity, its social constructions, and its intersection with race, class, sexual orientation, and other identities.



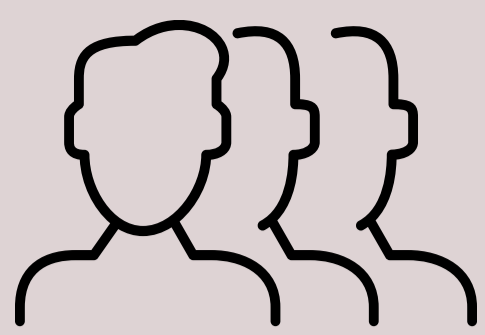
### Project SOAR: MBK Section



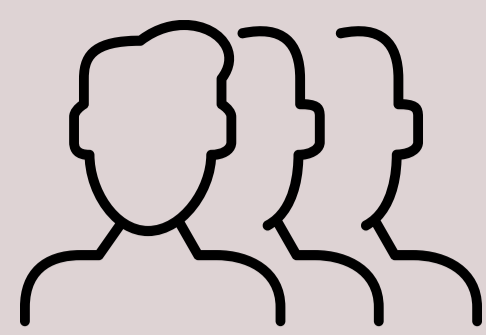
21 students enrolled in the course, which provided a broad-based introduction to masculinity, and includes mentoring with young men in local high schools.

“[I learned] that there are a lot of resources you can use to get to college to be successful in life, like expressing yourself can help, asking for help, being open to others.”

– Male High School Attendee



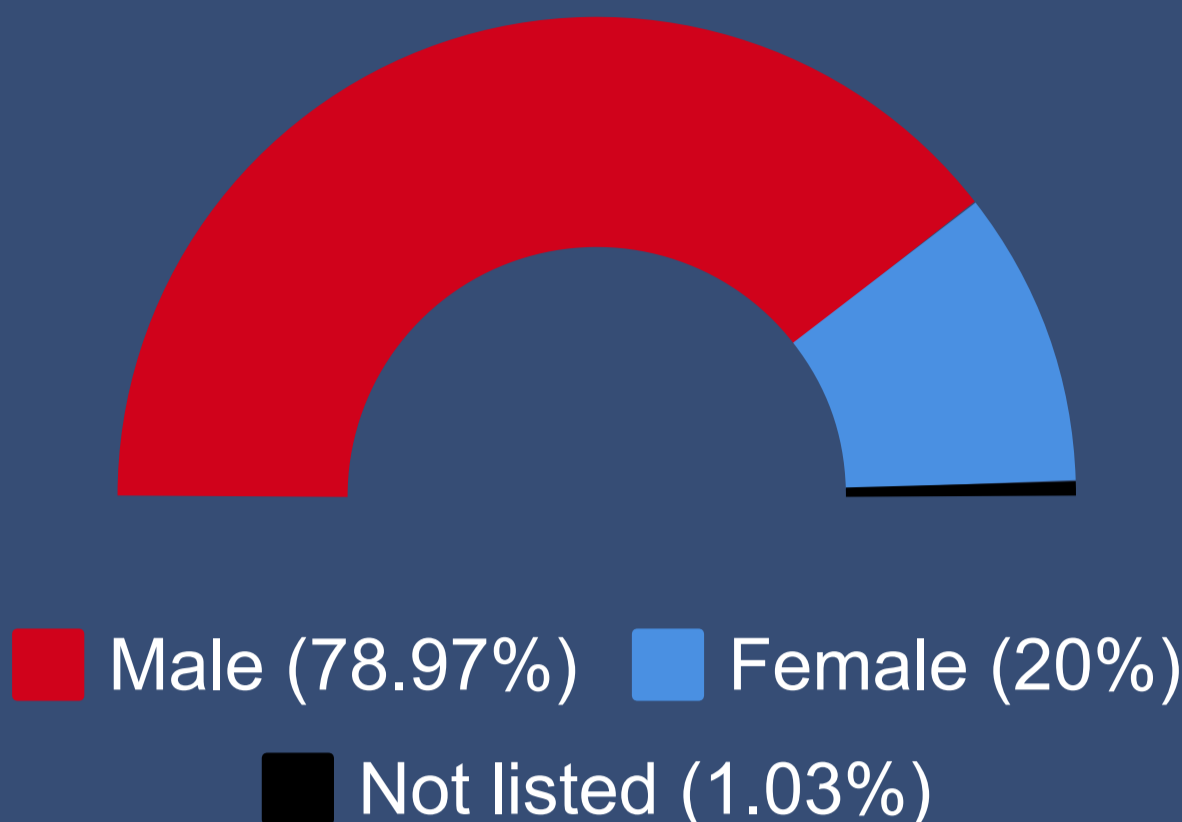
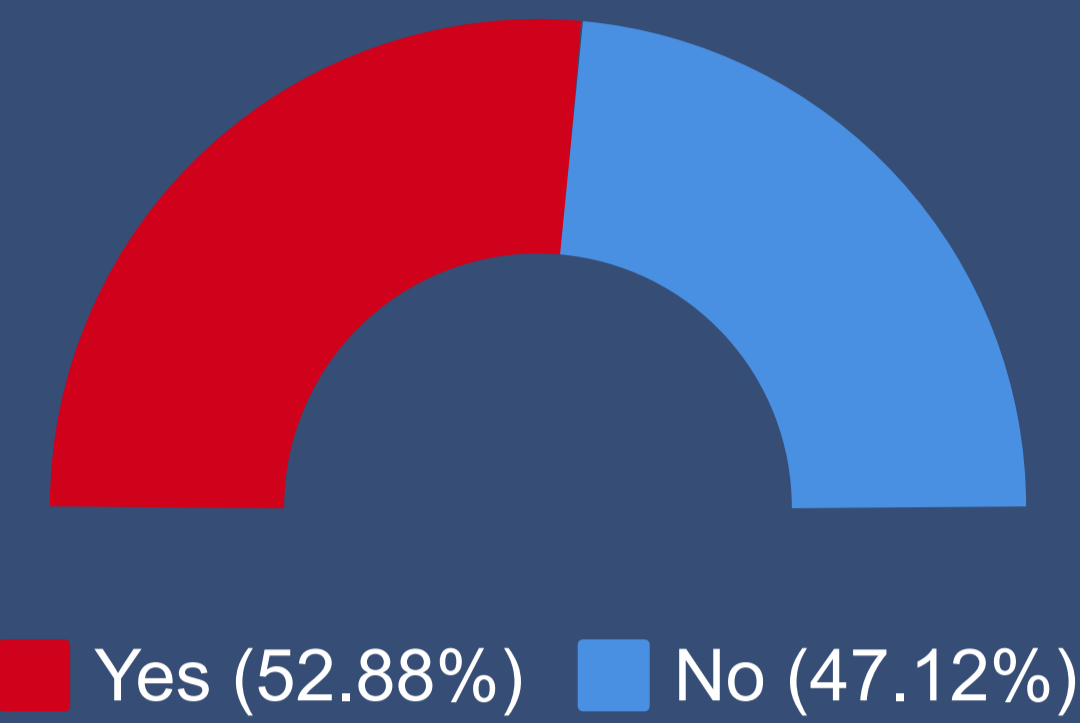
# Young Men's College Conference 2016



## First-Generation

## Demographics (n = 195)

## Gender

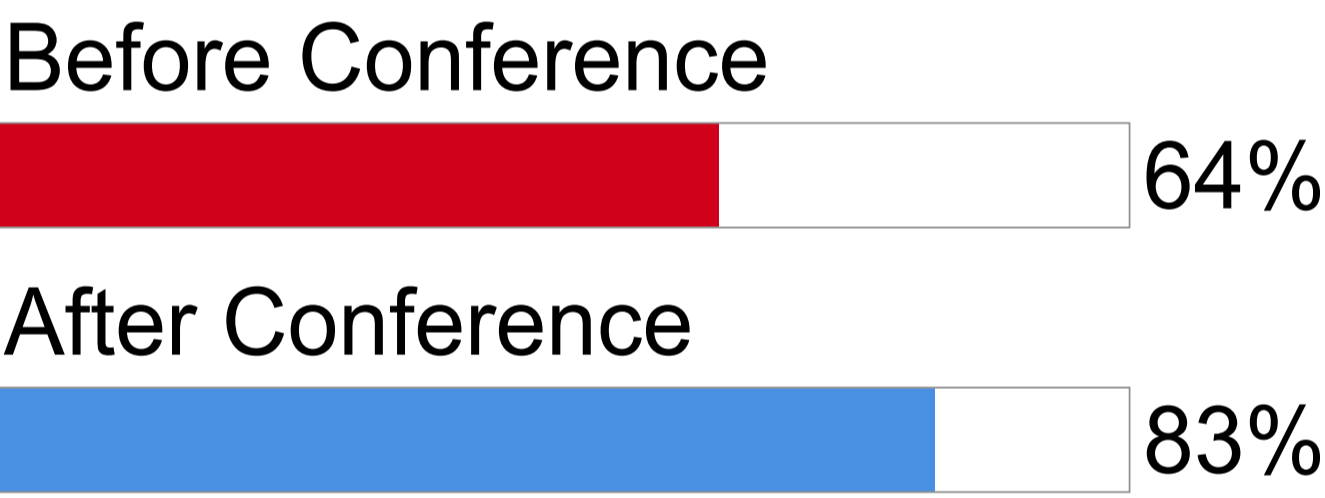


## High School Class Standing

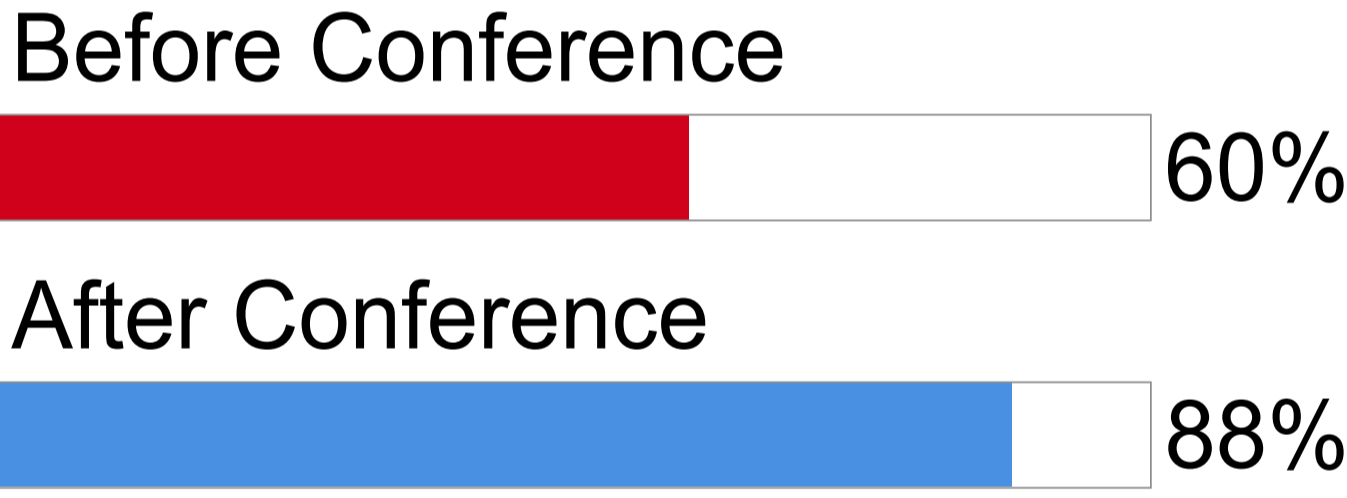


## Assessment Results - Percent of Student Agreement on the Following Statements

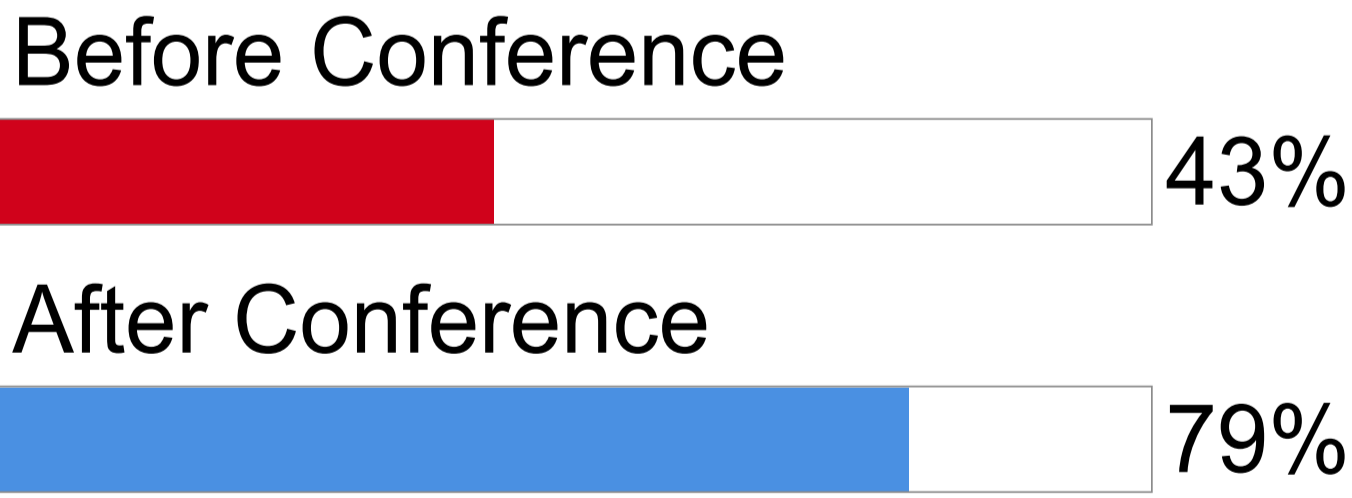
I know which classes I need to take to get into college.



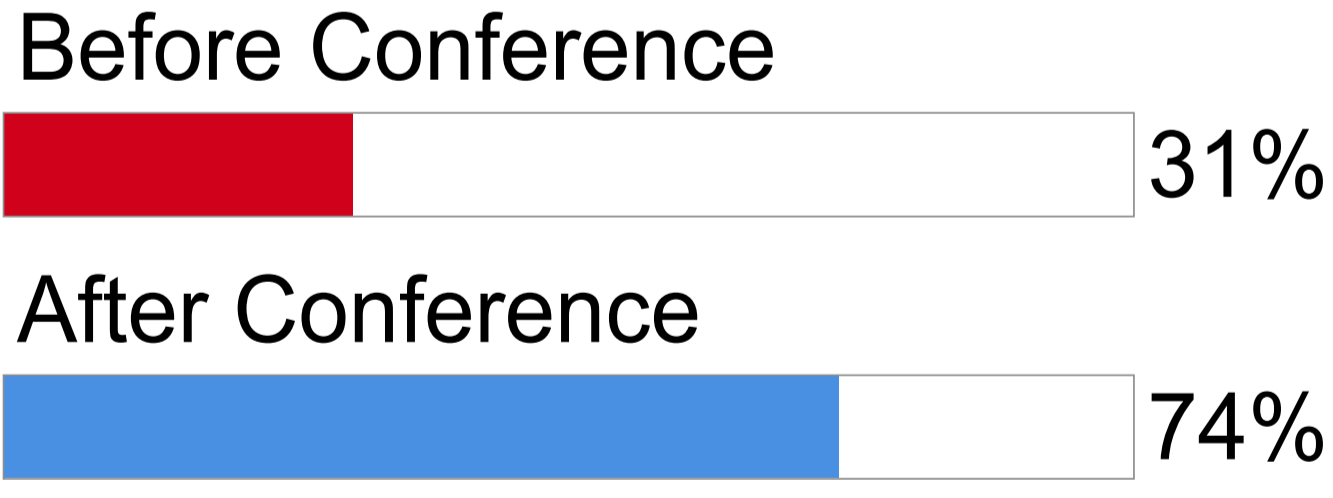
I understand how financial aid and scholarships can help me pay for my education after high school.



I understand the college admissions process for the UA.

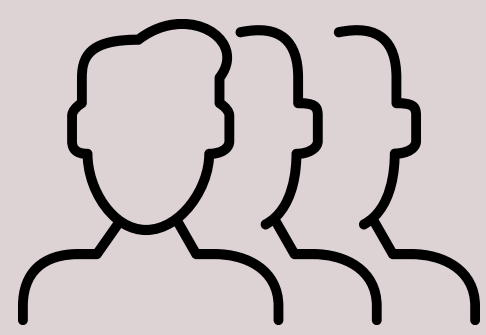


I am aware of how my gender (masculinity) connects to my pathway to college.

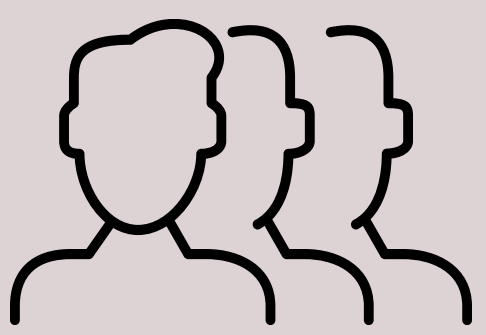


“I learned that if you take off your mask and show who you really are inside, it won't stop you from what you really want to do in life.”

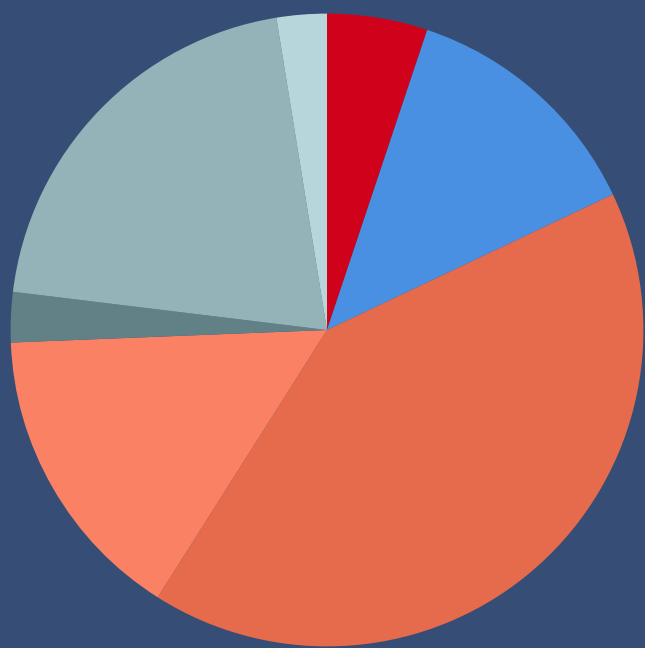
– Male Student, Young Men's College Conference 16'



# Masculinity Speaker Series



Race



Demographics (n = 35)

Class Standing/Occupation

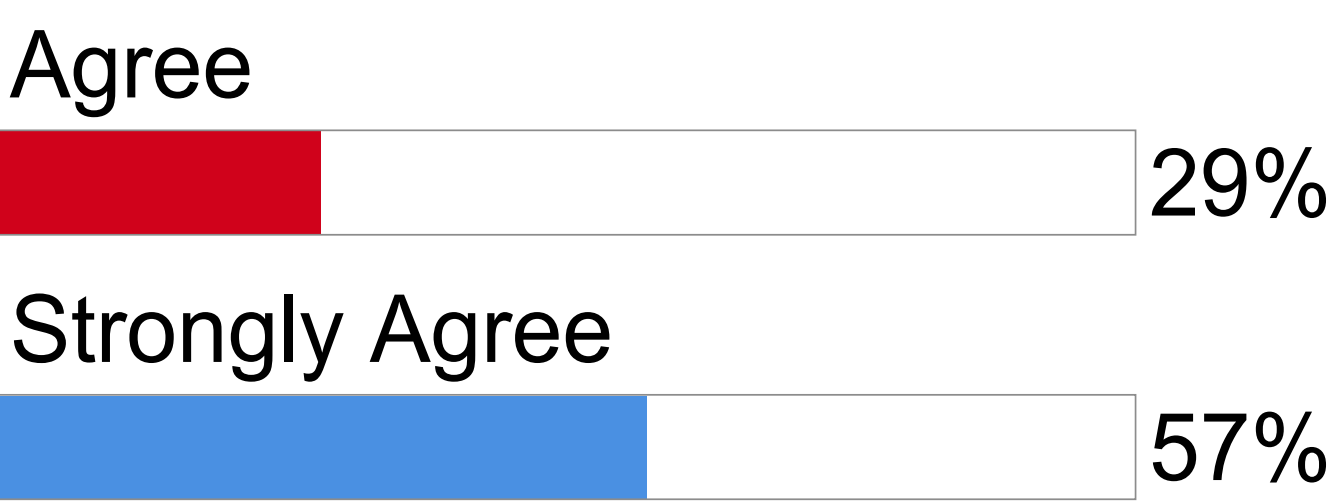


Asian/Asian Am. (5.13%) Black/Af. Am. (12.82%)  
Latino(a) (41.03%)  
Native Am./Alaskan Native (15.38%)  
Native Hawaiian/Pacific.. (2.56%)  
White/Caucasian (20.51%) Not listed (2.56%)

First-Year (11.76%) Sophomore (11.76%) Junior (14.71%)  
Senior (38.24%) Graduate Student (5.88%) Staff (2.94%)  
Not listed (14.71%)

## Assessment Results - Percent of Participant Agreement on the Following Statements

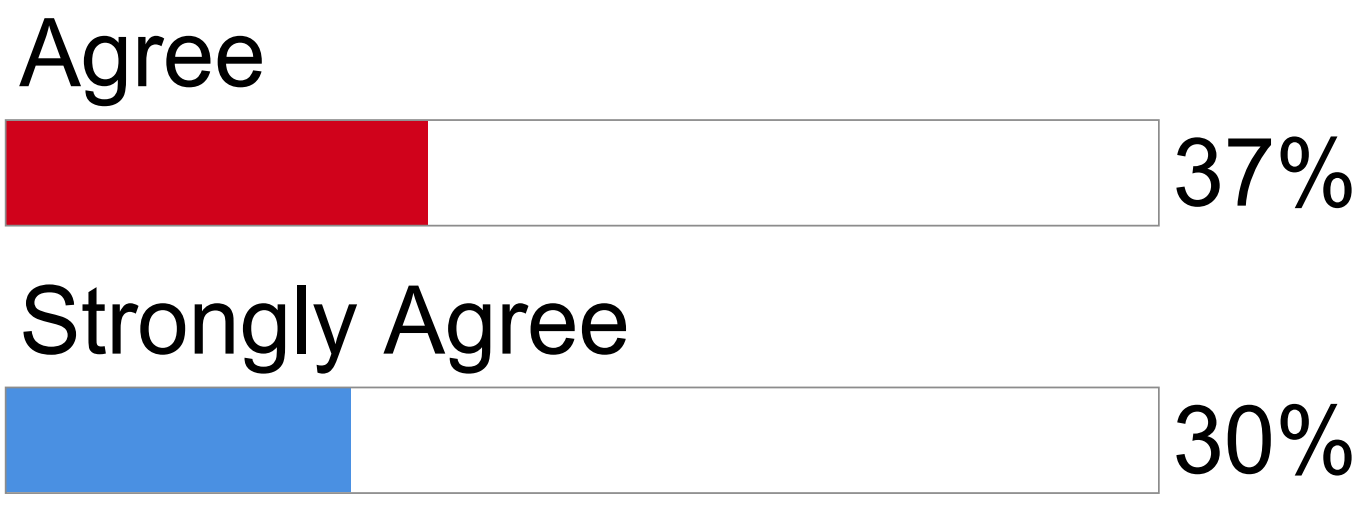
This event increased my understanding of issues related to masculinity and intersecting identities (race, ability, class, etc.)



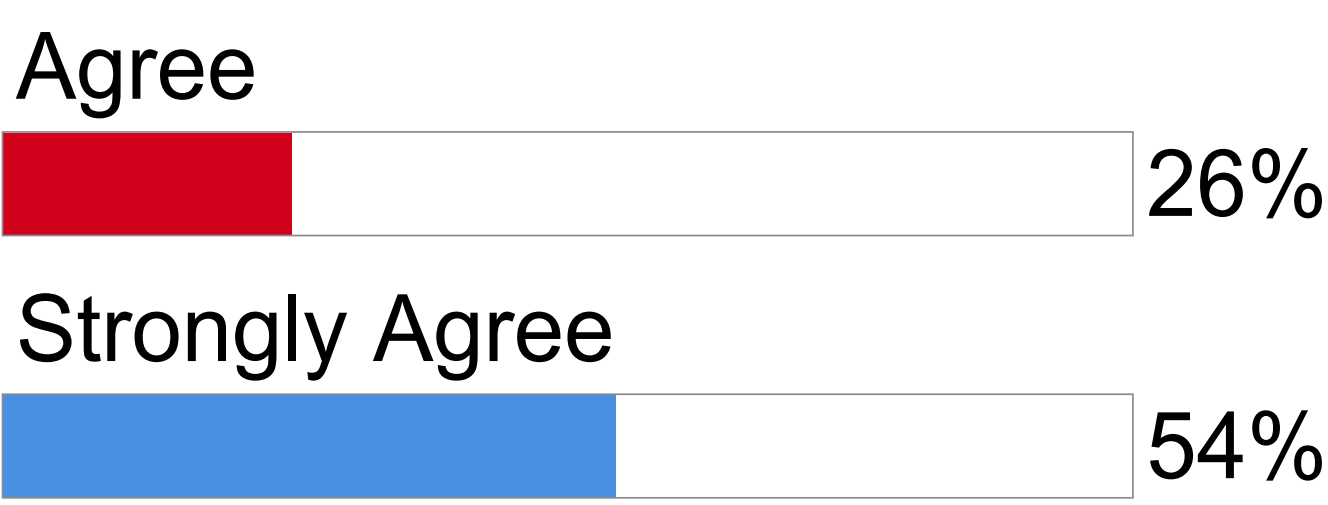
Having discussions on masculinity and intersecting social identities adds to a more inclusive campus community.



This environment helped me build relationships with other students.

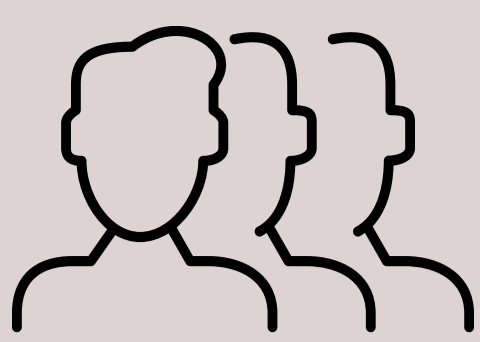
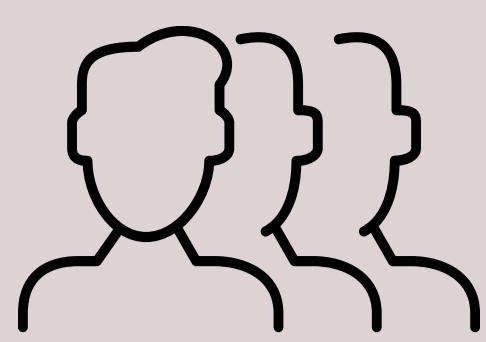


I identified with the topics discussed by the speaker.



"I feel I need to surround myself with more resources and people who embody gender fluidity and how it feels to understand my own feelings that don't feel valid sometimes."

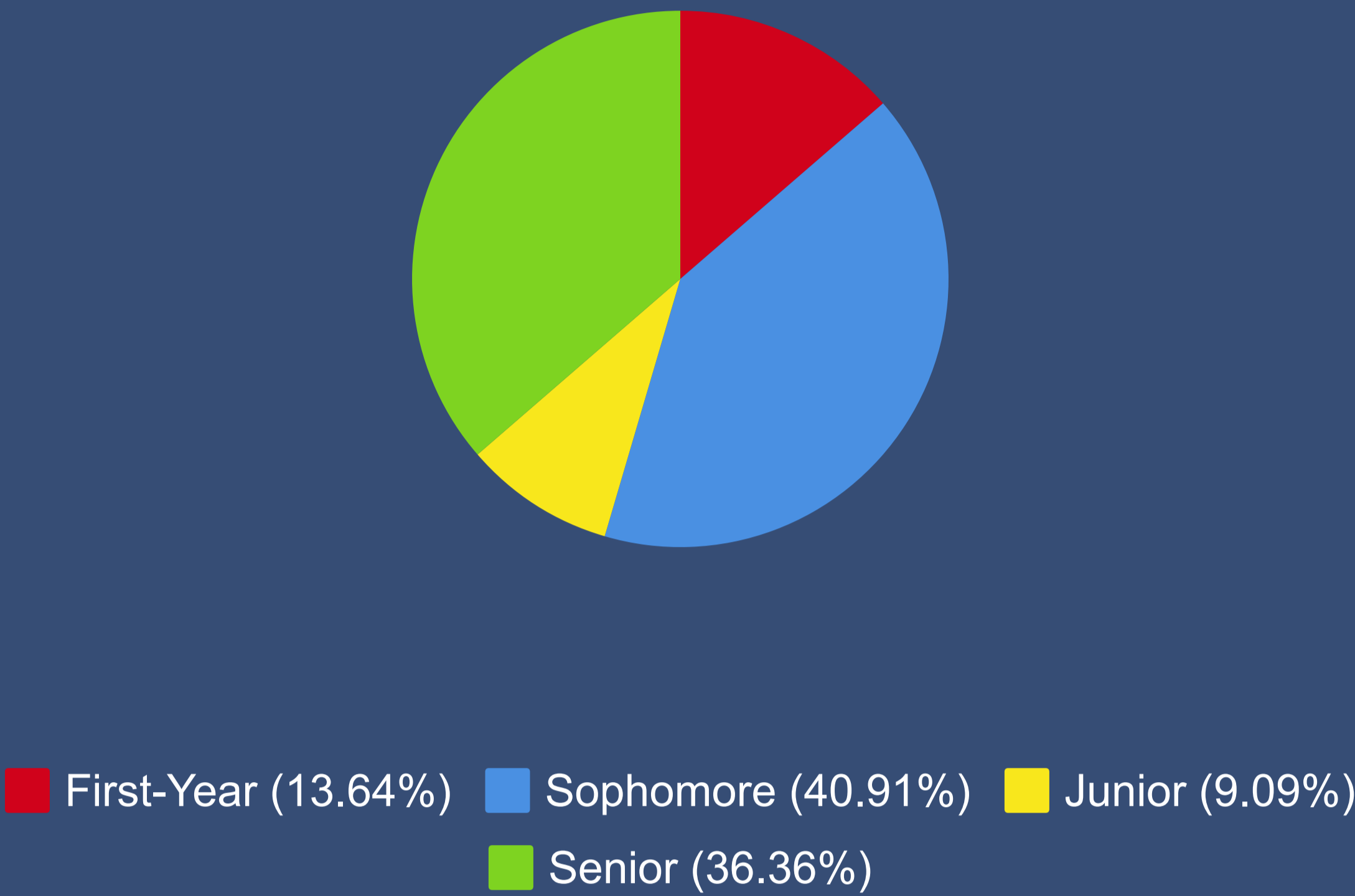
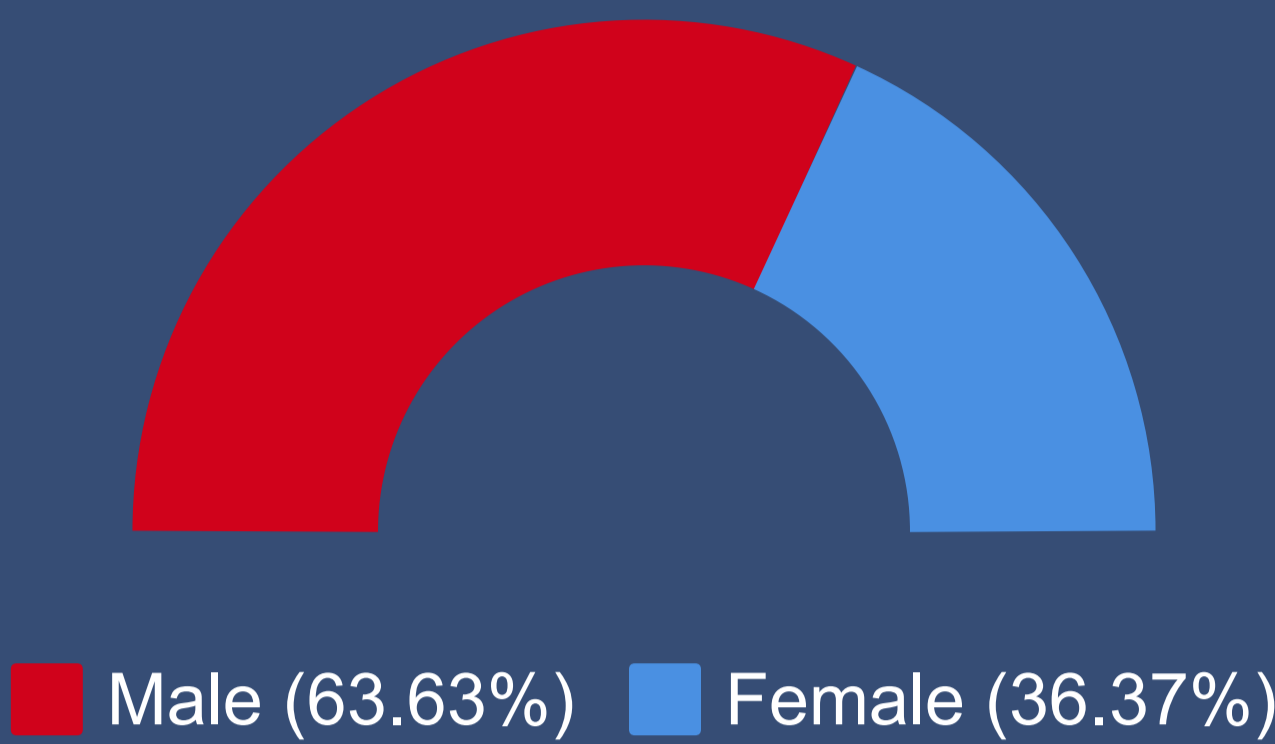
- Male Student, Masculinity Speaker Series



Gender

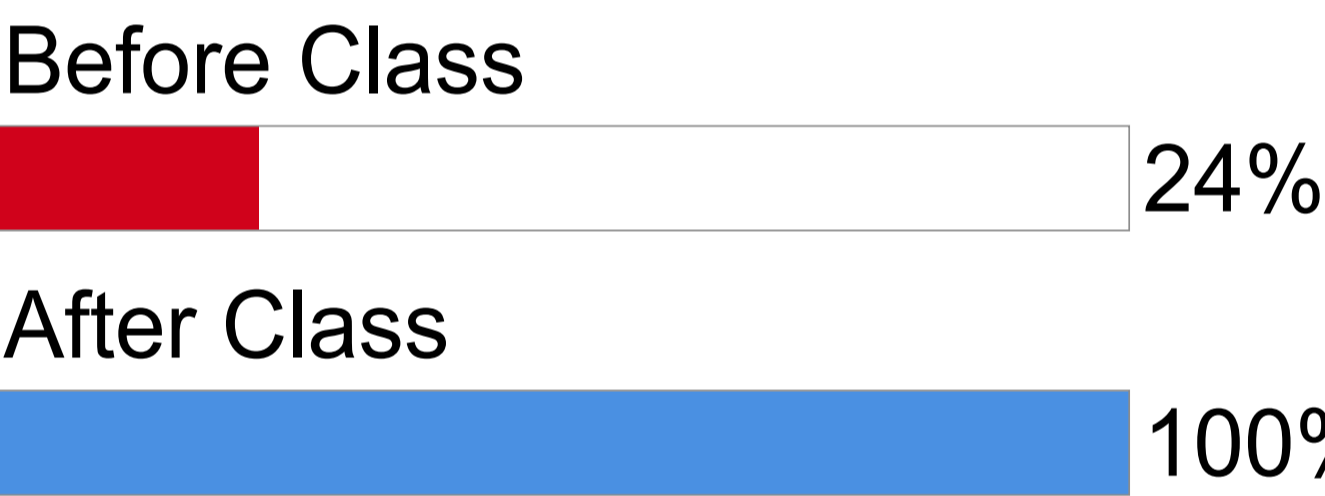
Demographics (n = 22)

Class Standing

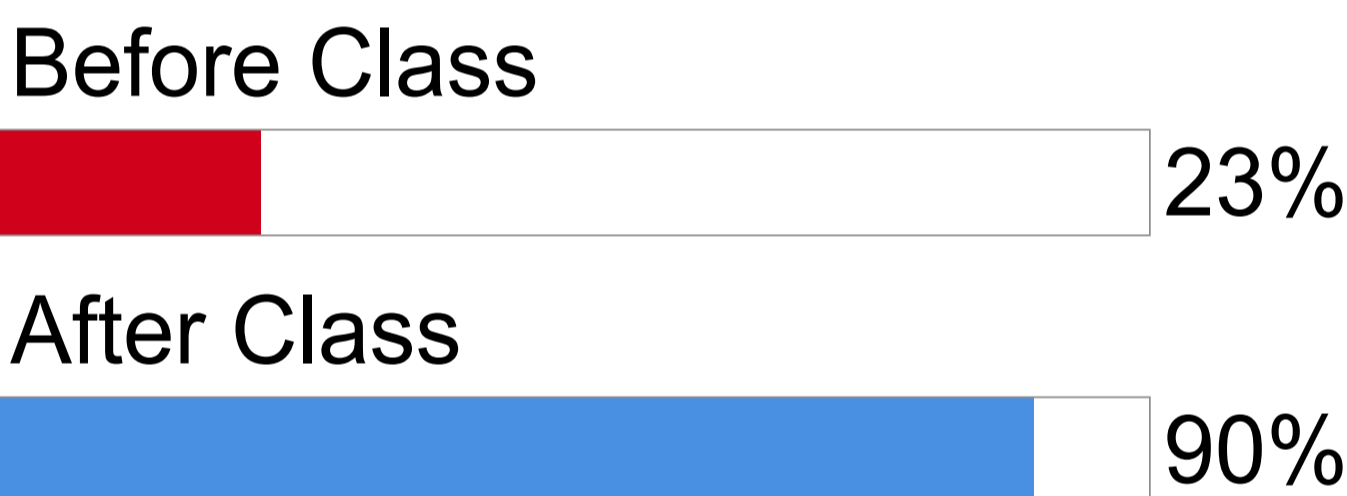


Assessment Results - Percent of Student Agreement on the Following Statements

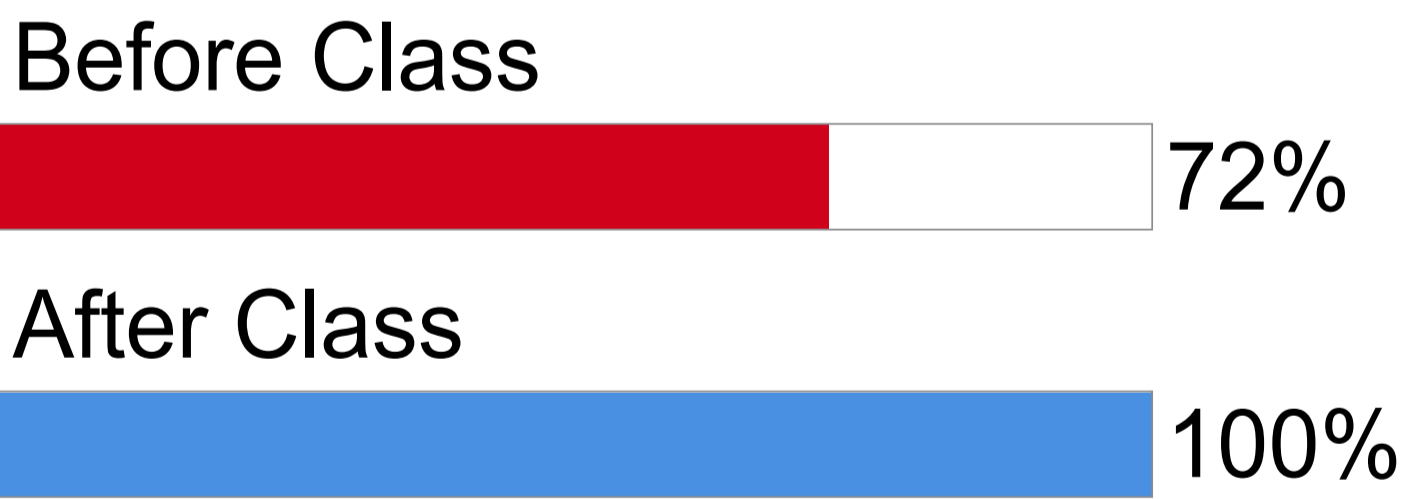
I understand how masculinity is impacted by race, socioeconomic, sexual orientation, and ability.



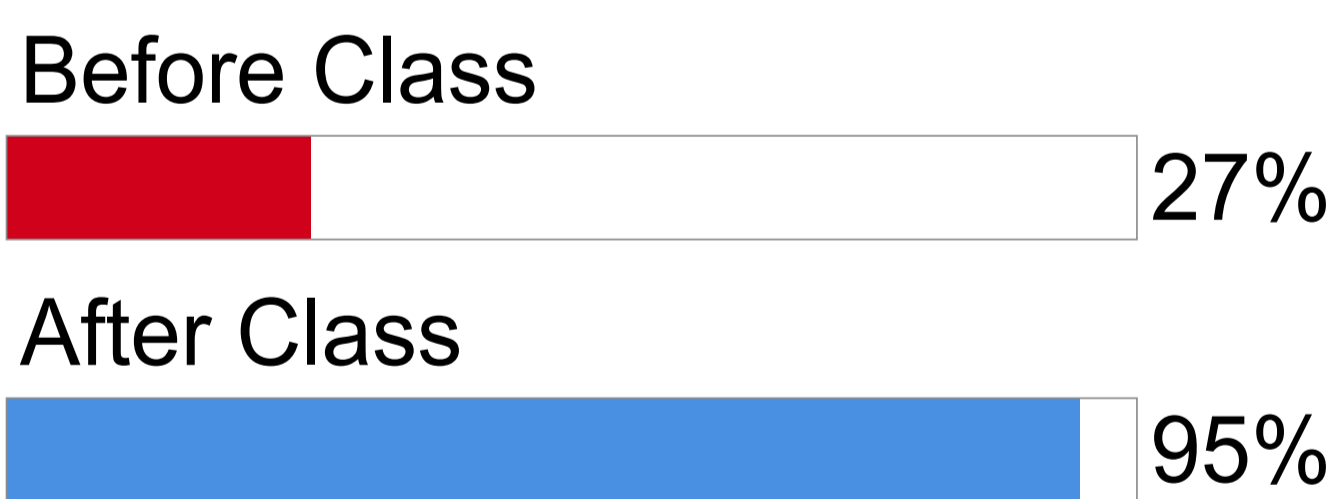
I understand the issues facing my city's community.



I feel I can make a difference in my community.

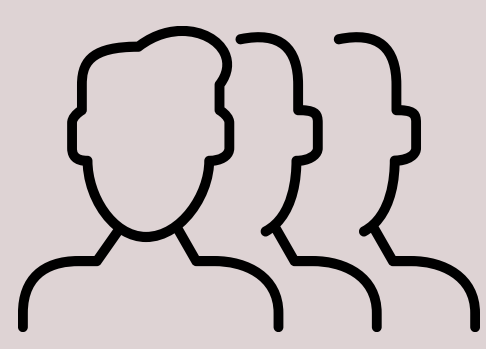


Having discussions about masculinity and gender are important for my success.

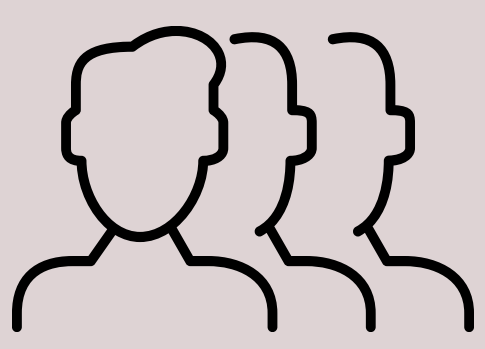


"I'm comfortable being in my own definition of a man. I never felt like one until this class and how critical hope is the essence of my career and I cannot wait to practice what I learned from here in my jobs/daily life."

- Male Student, Masculinity, Power, and Education Class



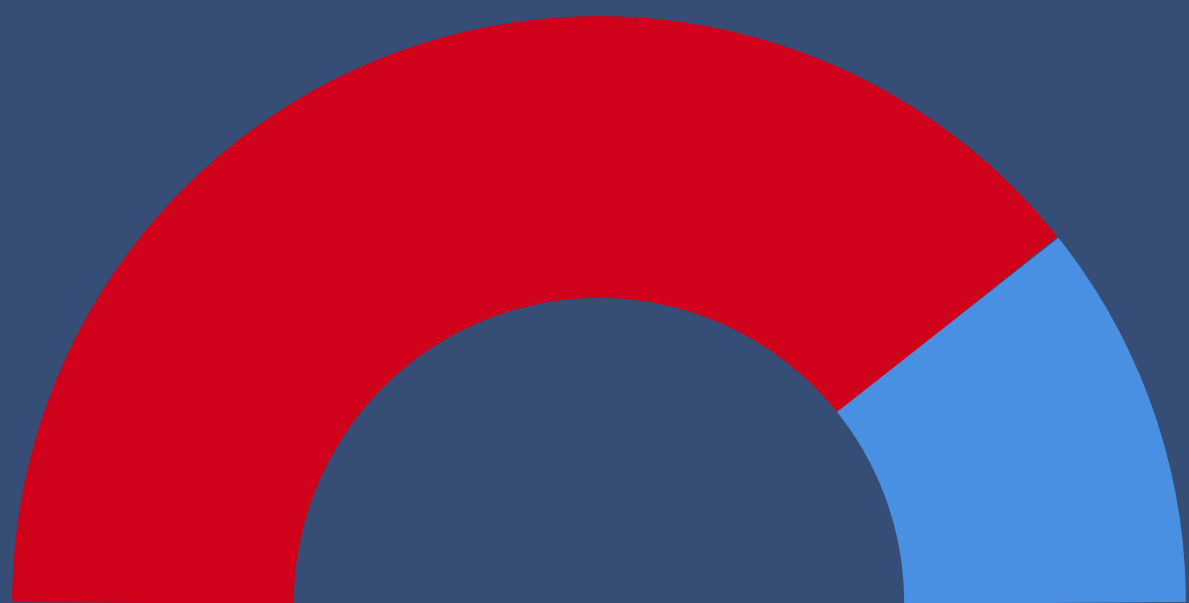
# Project SOAR: MBK Section



## Gender

## Demographics (n = 21)

## Class Standing



Male (78.57%) Female (21.43%)



First-Year (7.14%) Sophomore (50%) Junior (21.43%) Senior (21.43%)

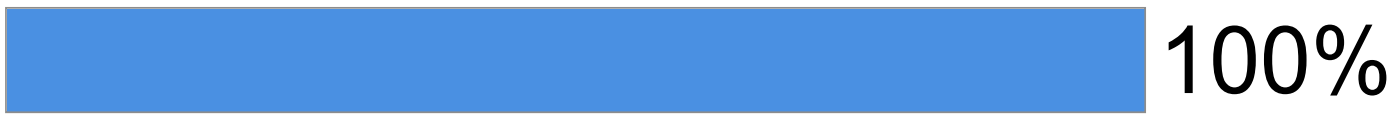
## Assessment Results - Percent of Student Agreement on the Following Statements

I understand how masculinity is impacted by race, socioeconomics, sexual orientation, and ability.

Before Class



After Class



I understand the issues facing my city's community.

Before Class



After Class



Having discussions that include masculinity and gender are important to my success.

Before Class



After Class

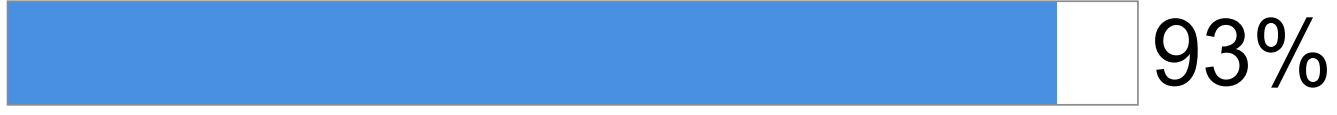


Working with youth in topics of gender (masculinity) makes a positive difference.

Before Class



After Class



"You can learn so much from those around you if you just take the time to listen to them. I have gained so much from our peers by listening to and valuing what they say."

- Male Student, Project SOAR: MBK Section