



## **8 STEPS TO MOBILIZING CAMPUS MEN**

There are eight steps offered as a way to help actualize the process of mobilizing men. The eight steps 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).

### **1. THE COORDINATED COMMUNITY RESPONSE TEAM (CCRT) DESIGNATES A GROUP RESPONSIBLE FOR INCREASING THE CCRT'S, AS WELL AS THE CAMPUS'S, KNOWLEDGE ABOUT THE ROLE OF MASCULINITY IN PREVENTING GENDER-BASED VIOLENCE AND FOR DEVELOPING A COMPREHENSIVE MOBILIZING MEN STRATEGY.**

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No one person can be responsible for efforts to mobilize men in prevention. A campus can begin to mobilize men, then, by choosing a coordinated community response team (CCRT) comprised of a mix of men and women invested in mobilizing men and developing their masculinity gender lens.

While building a masculinity gender lens should be an ongoing project of the CCRT, it is important that enough time be devoted for everyone in the group to develop a comfortable base of knowledge that can be incorporated into creating a strategy.

#### *Questions to ask:*

- Who are the best people for the CCRT? What role will they fulfill and what is their level of commitment? Who already has knowledge about masculinity and mobilizing men?
- What trainings are available for CCRT members that will 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 CCRT share? Are members of the core CCRT willing to engage in regular discussions about their experiences and insights regarding masculinity and mobilizing men?

### **2. IN ORDER TO MORE EFFECTIVELY DEVELOP STRATEGY AND PROGRAMMING, THE TEAM INCREASES THE NUMBER OF MALE ALLIES ACROSS THE CAMPUS, INCLUDING SUCH AREAS AS ATHLETICS, FRATERNITIES, AND THE LGBTQ COMMUNITY, BY DEVOTING TIME TO BUILDING RELATIONSHIPS.**

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You have to have buy-in to be successful. One familiar assumption about mobilizing men is that we need to educate them to mobilize them. Here is a challenge to this assumption: men need persuading that sexual assault, domestic violence, dating violence and stalking on campus are their issues as well as women's, and that they are well positioned to make a positive difference.

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 mobilized is of central importance.

*Questions to ask:*

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

### **3. THE TEAM AND KEY ALLIES DEVELOP A COMPREHENSIVE, INTEGRATED MOBILIZING MEN STRATEGY THAT EMPLOYS VARIOUS KINDS OF PROGRAMMING.**

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Your CCRT should decide what it wants to accomplish during the next three years and then devise a strategy or logic model for achieving the stated goals. Think of it as the process and product that will help everyone get to the agreed upon destinations for mobilizing men efforts. Plan to make the strategic plan or logic model comprehensive in its approach – in other words it should mobilize 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 four questions as central to the development of your strategic plan. Answer each of them and your CCRT should be well on its way with a shared vision and plan.

*Questions to ask:*

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

#### **4. THE TEAM AND KEY ALLIES DEVELOP CULTURALLY INFORMED, POSITIVE, HEALTHY MOBILIZING MEN PROGRAMMING THIS IS VARIED AND BASED ON THE ROLE OF MASCULINITY IN PREVENTING GENDER-BASED VIOLENCE.**

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The prevention field is past thinking that one hour-long mobilizing 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 mobilizing 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 key role in development and implementation of your efforts. Consider putting together an advisory group or conducting focus groups about possible programming. (See “Using Focus Groups to Learn about Mobilizing Campus Men,” [http://changingourcampus.org/application/files/1614/4373/8748/Focus\\_Groups\\_for\\_Mobilizing\\_Men\\_final.pdf](http://changingourcampus.org/application/files/1614/4373/8748/Focus_Groups_for_Mobilizing_Men_final.pdf).)

##### *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 we make developing varied programming manageable? Should we develop it in phases?
- Before implementing programming, who can we use during the pilot testing phase 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 a mobilizing men brand and campaign? Or are there existing campaigns that can be used?
- Can members from the CCRT present at departmental meetings to encourage faculty to incorporate masculinity and mobilizing men in prevention into their curricula as part of a campus-wide effort?

#### **5. THE CAMPUS BUILDS ITS CAPACITY TO MOBILIZE MEN BY TRAINING EDUCATORS AND INVITING NON-TRADITIONAL ALLIES TO PARTICIPATE IN PROGRAMMING AND EVENTS.**

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A significant challenge for colleges is sustaining mobilizing 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 mobilizing men programming rests in the hands of a few people. If that is the case, your mobilizing men work is fragile.

If it is inconceivable to campus educators 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 mobilizing 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 mobilizing men. The questions below are very similar to the questions asked when persuading allies since training also requires persuasion.

*Questions to ask:*

- Should we do some formal or informal research on who we are training to help us be more persuasive? Who can we talk with to learn more about who we are training?
- What are the values of the audience y we are training, and how can they play a key role in our mobilizing men training?
- What biases might affect our perception of the people we are training? Are there counter stories or strengths that might challenge those biases?
- Do we have any personal or professional stories that relate to the audience and mobilizing men that we can use in our training?
- Are there facts and figures that relate or can be related to the audience and mobilizing men that would be useful in the training?
- Are we clearly communicating the value of the role we are asking the person to play after the training, as well as why the person is well suited to play that role?
- Is the training interactive, even if it is a short training?
- Who might we train formally and informally?
- Can we develop a formal training program that certifies mobilizing men trainers?

## **6. THE CAMPUS IMPLEMENTS THE PROGRAMMING AND BEGINS TO DEVELOP A SUSTAINABILITY PLAN FOR COMPREHENSIVELY MOBILIZING MEN.**

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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 mobilizing 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 mobilize 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 we can mobilize men?
- How can we sustain mobilizing men programming throughout students' time spent at the university or college?
- Should we implement mobilizing men programming in phases?

## **7. THE CAMPUS INVESTS IN SUSTAINABILITY BY DEVELOPING A METHOD TO PROVIDE ONGOING MOBILIZING MEN TRAININGS TO EDUCATORS AND ALLIES.**

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Sustainability and saturation are the primary reasons to make sure that building new allies and training educators are ongoing. As your mobilizing 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 mobilizing men team, you are creating possible replacements.

*Questions to ask:*

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

## **8. TEAM MEMBERS AND KEY ALLIES ASSESS/EVALUATE THE EFFECTIVENESS OF THE MOBILIZING MEN PROGRAMMING, IMPROVE IT, AND CONTINUE IMPLEMENTING IT.**

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Universities and colleges often devote considerable resources to research and evaluation, and mobilizing 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 assessment 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 mobilizing 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 mobilizing men CCRT and the university have the capacity to do in terms of assessment? Who has the expertise to conduct focus groups, outcome, and process assessment?
- Who should conduct focus groups, who else should be involved in conducting the focus groups, and how many focus groups is enough?
- Who should oversee the process assessment? Who delivered all the different components of the mobilizing men programming? How often did they deliver it and to how many

people? What were the challenges to mobilizing men program delivery? What were the successes in mobilizing men program delivery? Were the challenges used to improve the strategic plan or logic model, as well as mobilizing men programming?

- Now that you have some form of assessment for mobilizing men and baseline data, can you go to campus administrators to seek more secure and sustainable funding?