

Community College Programs for Men

A Summer Sabbatical Project - 2008

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A good portion of my 2008 summer sabbatical was spent researching men's centers in higher education. In preparation for writing this sabbatical document I read over 50 publications and reports, visited at least 18 men's program websites and researched 15 foundation/grant websites that could potentially fund efforts at PCC. I also reviewed available PCC reports comparing male and female students in the areas of enrollment, retention, GPA, academic alert/probation/suspension, foundation scholarship application and student satisfaction. I consider this report a casual discussion, not necessarily a scholarly document. It is clear to me that one short summer project does not an expert make.

In the literature and research there has been growing attention given to the issue of enrollment and success of male students in higher education, primarily in the past decade. However, considering this increased attention there are still very few programs designed for men at colleges and universities. There are even fewer comprehensive, inclusive programs, although there are a handful of small target offerings for men that limit their program focus. I was desperately looking for a more inclusive model and was disappointed I could only locate one comprehensive community college program, Lakeland College in Kirtland, Ohio. Lakeland's Men's Center was created in 1996 as part of the College's Community Development and Outreach function with a focus on assisting men with life and work transitions. Since then its mission has grown to encompass the recruitment and retention of male students. Their Center includes a Gateway to College Project (Career interest assessment and information; free short courses including math refresher, orientation, study skills and personal computers; and developing an academic and career plan); Job Shop and Monday Morning Speaker Series; and Pathfinders Program (New opportunities for African-American men at the college.) It appears to be a very effective program and one I believe we should visit when we have the opportunity to move forward with longer term planning and request for funds.

Another program closer to home at Pierce College in Tacoma had equal aspirations but is no longer offered at the college, although the website for the Men's Program remains. (The site was last updated in November 2005.) A large conference for men was held at Mt Hood Community College in 2006, Understanding the Disappearing Male in Higher Education. Unfortunately it never generated the momentum or support necessary to establish a men's center. A surprising number of men's programs highlighted at conferences have absolutely no presence on their college's website. In those cases additional information was difficult to gather during the summer months.

Starting and maintaining a men's center on a college campus is not easy, therefore I will spend a little time in this report discussing what doesn't work, including pitfalls for men's centers. One thing is crystal clear -- if the Men's Center is modeled after the Women's Resource Center it is headed for almost certain failure. We will need to

develop different, yet complimentary strategies and program components if we are going to create something that works for our male students.

Some of the literature I reviewed is a debate on who is more deprived and disadvantaged, male or female students. I will give a very brief overview about this controversy in my report, but I don't believe weighing in on that debate will serve any purpose. It is clear from the literature that both male and female community college students have their own struggles and can both use our help. I continue to be an ardent supporter of our Sylvania Women's Resource Center and believe it provides a valuable resource to women and the broader college community. In the years ahead I would like to see a Men's Center, in addition to the Women's Resource Center, that will help serve the unique needs of our male students and help them make equally valuable and positive connections to our college and campus. One of my core beliefs is, the greater variety and options available for students for making connections to the college, the greater our likelihood for success. If we have many options available for students they will gravitate to the ones that are most appealing to them and discover the best fit with their development, personalities and interests.

At this stage, I am not ready to make final recommendations about what the PCC Sylvania Men's Resource Center should look like and which services it should include. I would like additional feedback from those on campus who have indicated an interest in this topic and an opportunity to conduct focus groups with male students on campus. I am also hoping student development professionals, fellow deans and cabinet members will have an opportunity to read this report and weigh in with their ideas.

Initially, I would like to suggest that the Sylvania Men's Center will be a place to support and encourage men on campus -- that we are open to all students, but address the needs of male students who seem most at risk. They include men of color, low income men, men attending college less than full-time and men who are first in their family to attend college. If faculty are interested, I believe a men's studies/men's development component will be a valuable curricular addition.

At the outset, as we are developing our plan for the men's center, perhaps existing programs can begin expanding and strengthening their offerings for men in areas other college programs have found to be of highest interest to male students. These programs could include: intramurals, clubs, student leadership opportunities, career counseling, and mentoring for men of color through the Multicultural Center.

In addition I believe we can take actions that will make men feel more welcomed on campus by being more sensitive and attentive to their needs. If the bond passes, we will

have an excellent opportunity to define the space potentially available for a Men's Center as we develop better, more usable space for all of our student programs.

Is there a "men in higher education crisis" and if so, what is it all about?

Overall there has been concern that fewer men are enrolling in higher education and that they are more at risk than their female counterparts when they do enroll. At one end of the debate are those claiming the "feminization" of education has greatly disadvantaged boys and men. Robert Capraro describes their argument (2004).

"Nowhere has the fighting been bloodier than in the arena of Education. When boys' persistence, performance, and engagement in school were perceived to be taking a downturn, suspicions arose that the academy had become feminized in the wake of the women's movement. Schools were somehow advantaging girls and women over boys and men. Girls and women in general and feminism in particular were to blame for the unsatisfactory performance of some men and boys.

Christina Hoss Sommers, in her provocatively titled book, *The War Against Boys: How Misguided Feminism is Harming Our Young Men* (2000), traced the downfall of men and boys in the academy to the influence of Carol Gilligan, Mary Pipher, and William Pollack. These three scholars, in Sommer's view, portray girls as the truly needy in a sexist society and boys as pathologized by a toxic traditional masculinity."

At the other end of the debate are groups like the American Association of University Women who respond:

"It is important to put these trends in context. The declining share of Bachelor's degrees awarded to white males is a reflection of larger societal and demographic trends. The number of Bachelors degrees awarded to men of all races peaked in 1974, in part because many men had enrolled in college during the late 1970s coinciding with the end of the period in which most baby boomers went to college. Because of this demographic shift, analysts predicted a severe drop-off in college enrollment in the 1980s. Enrollment did not decline, however, because the growing number of minorities and older women choosing to enter postsecondary education compensated for the decreased number of traditional age students in the general populations."

Still others suggest that groups of males are experiencing the crisis quite differently and that the "gender crisis" may have more to do with age, class and race.

There was no decline in the high school graduation or immediate college enrollment rates of white men during the 1980's and 1990's. Rather, there simply were fewer young white men in the population. Meanwhile, the high school graduation rate of minorities,

and immediate college enrollment rate of both minorities and women improved over this period, bringing more women and minorities to college campuses. In addition, older women flocked to college campuses during this time. This story is not one of male failure, or even lack of opportunity, but rather one of increased academic opportunity and success among females and minorities.

The large female majority at the associate degree level is not surprising; over 60% percent of community college students are women. The patterns that are evident at the baccalaureate level also exist among associate degree recipients. The gender gap is shaped by the large number of older women attending community colleges and the disproportionate enrollment and academic achievement of African-American and Hispanic women.

Women are returning to school at an older age. Little research has been done, however, on why older African-American and Hispanic men - who also are likely to have been unable and/or unprepared for college at 18, do not enroll in postsecondary education. One possible explanation is that there are more decent-paying jobs for those without a college degree in traditionally male "blue collar" construction and manufacturing fields than there are in female-dominated pink collar service fields such as retail sales and food service.

Some white men do face real difficulties. A study by King (2000, p7) for the American Council on Education suggest that low income white male high school students are less likely to enter college than all low income female high school students and less likely to enter college than their low income African-American, Hispanic and Asian American male peers.

At our own college the ratio of male to female students is 44.1% to 55.9%. The gap is even bigger as we look at national community college comparisons, 39% to 61%. At PCC, fewer men are applying for foundation scholarships and receiving financial aid. Retention rates and discrepancies are particularly troubling for men attending PCC on a half time or part-time basis. Male students at PCC have lower GPAs and are more likely to be in academic jeopardy. In Spring 2008, while accounting for only 43.8% of the student body, men received 62% of the suspensions. Male students are also much more likely to be in disciplinary trouble than their female counterparts.

In higher education in general, women earn the majority of campus academic honors, participate in extracurricular activities and do better on tests. In addition, men study less; participate in study abroad, service and pre-college programs less frequently; and use career services less often. Men are more likely to miss class, come unprepared, and not complete homework or turn it in late (Edwards 2007).

Male students are more likely to be involved in campus judicial proceedings (Ludeman, 2004). A profile given by Dannells (1997) of students with disciplinary problems described immature, impulsive young men (mostly freshman and sophomores) who have not developed positive feelings toward the institution and who very likely was engaged in alcohol or drugs at the time of the incident. Psychopathology appears to be on the rise among college students leading to more pathological origins of student misconduct. This explanation of student misbehavior is supported by the apparent increase in frequency of behaviors such as sexual harassment, acquaintance rape, dating and domestic violence, and alcohol abuse and stalking (Gallagher, Harmon and Lingenfelter, 1994).

In areas of health and safety, young men are in crisis. They are more likely to suffer greater rates of depression; have drinking problems and consume alcohol in more dangerous ways; be victims of violent crime (except sexual assault) and more likely to be incarcerated. In addition, suicide is the third leading cause of death among males age fifteen to twenty-four; boys and young men kill themselves at four times the rate of young women (Davis & Laker, 2004).

In some cases young men fail to link personal behavior and health. They respond to stress in less healthy ways including denial, distraction and increased alcohol consumption. They engage in less health-promoting behaviors and more risky behaviors (Courtenay 1998 & 2004).

Who is most at risk?

Gender distribution of wealthy and middle class white students in higher education is even (50%/50%). The largest gender gaps for college enrollment are seen among African American, Latino and Native American men and men from low income backgrounds (King 2006). Morehouse College in their Men on Our Campuses report in 2001 also found not all men are equally at risk. They suggest that African American, Latino, Native American and very likely Asian and low-income white men are not nearly as successful in college as their higher-income, white counterparts.

Students of color, particularly those from working class backgrounds and those who are the first in their families to attend college, are likely to find the transition to college a disruptive and somewhat traumatic experience. Feelings of inadequacy, isolation and culture shock as well as discrimination, stereotyping, lack of confidence, particularly on predominantly white college campuses, are common. Summer bridge programs, learning communities and first-generation student programs as well as counseling and mentoring from culturally competent educators can be effective. Problems for these students can be compounded if they do not seek help, or assistance is not mandated at the college.

Male students are much less likely to seek help voluntarily or from programs they consider traditionally female.

Retention scholars have known for a long time that a student's fit or "niche" in the college environment has a direct impact on his staying power until graduation. For men of color, however, this hunt for a niche often is affected adversely by the challenges they face while transitioning to a predominately white college (Wilson 2000). A number of programs across the country stress the importance of the presence of a mentor for these men, but oftentimes there are not enough men of color to become mentors. It is suggested that although black male mentors hold a special position in the development of black males on white campuses, successful mentors can come from both races and both genders.

The risk factors discussed in the previous section are directly related to dropout behavior. In addition, attending college part-time correlates with a decreased retention rate (as we see in our own PCC figures). Students who attend college on a part-time basis are less likely to get involved in institutional life and to develop an affiliation with the academic and social life of the college. This includes students who have jobs outside the campus, although working on campus has a positive effect on retention. Work opportunities on campus and financial aid allow students to spend more time on campus and focus on their academic work (Rendon 2004).

How does male development play a part in the issues?

Male identity development is another piece of the puzzle and it is argued that a lack of understanding of this issue may lead to chaos for our male students.

"Gender needs to be on the male 'radar screen'. Men have a gender and a sex, just like white people have a race. Men may have a more diffuse identity until they understand this and begin to examine a broader range of gender related behaviors" (Davis 2002).

In a PBS interview with Michael Kimmel, he outlines what he believes have been the basic rules/roles of manhood: "No sissy stuff, be a big wheel, stand like a sturdy oak, and give'em hell. Socialization to these roles creates the liabilities for college men previously discussed including self-destructive behaviors, increased stress and anxiety, disregard for health, substance abuse, addiction and depression." Scher (1990 -- from Davis and Laker 2004) cautions that men "must always be viewed in the context of the restraints, constraints, and expectations of the male gender role [because] men are inextricably entwined with the demands of our culture."

Davis and Laker agree and suggest that the cost of conformity to rules like these creates gender role conflict. Negative consequences of this conflict may include:

restrictive emotionality; socialized control, power and competition; restrictive sexual and affectionate behavior; and obsession with achievement, work and success.

Ludeman (2004) cites a study by Cournoyer and Mahalik in 1995 that finds, "the expression of feminine qualities has been shown to create conflict for men; therefore, college-aged men are likely to experience difficulty in expressing concern for others, disclosing vulnerabilities, and describing their feelings to others."

This conflict can put a lot of stress on the male student and make them withdraw from contact or dropout rather than deal with the mixed emotions. Part of any effective men's program should include instruction and interventions exploring the gender role conflict. In his classic case for men's studies, Brod (1987) defines them as, "the study of masculinity as a *specific male* experience, rather than a universal paradigm for *human* experience."

Another tool to be considered for use is Jones and McEwen's (2000) *Multiple Dimensions of Identity* (MDI) model. In their model, sexual orientation, race, culture, class, religion and gender are all dimensions central to one's identity. The salience of a particular dimension to one's core identity depends on changing contexts -- among them current experiences, family background, sociocultural conditions, career decisions, and life planning. As a practical tool for working with college men, we can use MDI as a mental framework to avoid making assumptions about the individual men with whom we are working. In terms of a template for evaluating the institutional program offerings for men, MDI can help gauge whose needs are being met and who may be marginalized. It encourages institutions to ask: Who makes up our campus community and what programs are being offered for men representing various identities?

What are the reasons why men aren't going to college?

James Shelly, Director from the Lakewood Community College Men's Resource Center, was able to bring additional insight to the question about why men are not enrolling and succeeding in higher education. I am sharing his *Ten Reasons Why Men Aren't Going to College* in its entirety. I do not necessarily agree with every one of his points and I believe his comments about war (#8) need updating. I believe he raises many good issues, is an experienced advocate for male students on his campus and the "male voice" should be included in this report. He begins,

"The gap between the number of males and females in our nation's colleges and universities continue to widen. In recent years, 57% of undergraduate degrees were awarded to women, 43% to men. At community colleges the gender gap is even wider. While this disparity has attracted national attention for almost a decade, there has been little discussion of possible causes. As director, since 1996, of one of the few Men's Centers at an American college, I've had a vested

interest in this growing gender chasm. Here are ten reasons why men may not be going to college or, when they do, why they trail women academically.

1. The allure of a 'good job' out of high school. There are arguably more high paying jobs for a male high school graduate than a female. But most of these jobs are hazardous, manufacturing based, physically demanding, or all three. What happens to that high school graduate (or drop out), ten, twenty, thirty years later? For some, their jobs are "off-shored" to Mexico or Asia. For others, their bodies become damaged, or worn out, and they must seek less rigorous work. Whichever the case, if they are the primary breadwinners in their families, it is problematic for them to divert time from wage earning to "re-tooling" their skills as middle-aged students at the local community college. Most often, they will accept a lower paying job in lieu of additional education. To make up the wage loss, their spouses must increase their contribution to the family income.

2. The gender cleansing of "boy behavior" in kindergarten through 12th grades. Studies indicate that movement, especially for young boys in the motor stage of development, helps students learn. But in order to make extra time to meet state proficiency requirements, most schools have drastically reduced time for recess. Add to this zero-tolerance, zero-conflict, zero-noise policies which severely punish (mostly male) behaviors that used to be dismissed with a stern warning. Is it any wonder that, according to a University of Michigan Study, the number of boys who said they disliked school rose 71% between 1980 and 2001?

3. Education as a factor in career success is more important to women. Perceiving that the workplace is still a man's world, the female students I talk to universally believe that they need all the educational "backing" they can obtain in order to succeed professionally.

4. Title IX. This controversial federal law requires that participation in inter-collegiate sports reflect gender enrollment ratios. If a college has 58% female enrollment, then having less than 58% women in its athletic programs can be judged as unlawful sex discrimination. Yet, every college admissions office knows that one of the most effective ways to increase male enrollment would be to expand, not reduce, opportunities for male athletes.

5. Indifference to the growing literacy gap. In Ohio, 12th grade boys trail girls 10% in reading scores and 14% in writing. In effect, the boys are two years behind. Despite this, there are no programs in Ohio, or any other state, to help close the gender literacy gap. By contrast, Great Britain has made significant strides in closing the gender literacy gap since recognizing it as a national problem in 1993. (The math gap, by the way, is 6%, boys leading. But this gap has been narrowing, mainly due to special programs and text book changes more attuned to girls' learning styles.)

6. Women have a more cooperative approach to learning, men a more independent approach. At Lakeland, a female is 33% more likely to use academic support services (e.g. counseling, tutoring, etc.) than a male. They are even more likely to approach a

professor or another student for a post-class discussion. Women are better at developing the web of supportive relationships necessary to achieve success in college.

7. Fewer, non-government financial aid opportunities are available to our sons.

Do a Google search, "College financial aid for women". Do the same search for men. No matter how you phrase the query, there are usually twice as many links for women.

8. Lack of a Major War Requiring a Draft. The last three spikes in male enrollments occurred after World War Two, The Korean Conflict, and the Vietnam War. The G.I. Bill enabled the millions of young men who survived those wars to go to college for free. Let us hope that this is not the only effective way to increase male college enrollment.

9. An embedded belief on college campuses that 'Men are the problem' as opposed to 'Men have problems too'. This is epitomized in date rape prevention programs, now mandatory for freshmen men at most four-year colleges and universities. Although well intentioned, these programs are welcoming young men to college by essentially telling them that they are potential rapists.

10. Negative media images of men. Watch 100 TV commercials in which there is interaction between males and females. In commercials where one of the genders is depicted as less intelligent, nearly 100% of the time it will be a male. Funny, yes. But does anyone ever wonder about the cumulative effect on our sons? At what point do they subconsciously start believing it? Perhaps they already do. When I walk the hallways of my college, the young men generally look less mature than the women. With their baseball caps and baggy pants, they look like overgrown 12-year-old boys, not 18 to 24 year-old men. Historically, the fastest way for a young man to enter the world of men was to look more mature and smarter than his actual years. What makes our young men want to look less mature and dumber?

One of the obstacles to developing gender-specific, educational approaches that will help boys—as well as to the creation of men's programs at colleges---is a dismissive sentiment in our society that says: 'Men still have all the power (and the higher pay), so why worry about boys?' Let us, for a moment, agree with the belief that men still have all the power. Isn't that reason enough to pay closer attention to the education of our sons?"

Why are male students and men's centers unsuccessful?

If there is such a great need for men's programs/centers in higher education, then why is their development and success so limited? From the literature and knowledge of men's identity development, it is clear you can't simply repaint the Women's Resource Center blue and hang up a Men's Resource Center sign to claim success. College men may see programs offered by student development professionals as feminine and nurturing. In addition, as I discussed earlier in this report, these caring characteristics can be seen

as a source of shame for men - they reject them because they conflict with their drive for masculinity/male identity.

According to Rocco Capraro (2004) and from a men's studies perspective, successful development of student affairs programs and services for men depends on resolving this dilemma. College men need the programs we offer, but their own masculinity severely complicates their subscribing to them. He provides some good suggestions to work around this dilemma and I share those in the final section of this report.

A few other problems for male students (from the student's point of view) include:

- Feeling a lack of support in their environment. This may include negative images of men posted on campus or information about men as violent and sexually abusive. This may also include anti-war images especially sensitive to returning veterans (mostly male).
- Not receiving the same support as female students when participating in special programs or student leadership, less affirmation and affection given.
- Men may not be equally represented in marketing materials and websites and/or represented in stero-typical ways.
- Judicial and disciplinary actions do not take into account male development and an understanding of what works for male students. Sanctions may reflect gender bias.
- Being criticized unfairly for anti-social behaviors. Jason Laker (2007) reminds us that behaviors we may associate with anti social behavior (video games, gambling excursions, punching, World Wrestling Federation) may actually be a form of relationship building for men.
- Faculty and staff are not well versed in different learning styles and may more greatly value those styles not traditionally associated with men. Classrooms and activities lack alternative pathways for expression (for example relating while engaging in action-oriented activities).

From a slightly different point of view, when North Carolina college administrators identified student weaknesses and threats to their Minority Male Mentoring programs they identified these items: student incarceration, failure to abide by college rules, employment/work schedules conflict with school, lack of financial resources, lack of reliable or alternative transportation, inability to maintain GPA, frequent moving, personal family concerns, mental health (including PTSD), substance abuse, low self esteem, not going to the doctor or seeking medical assistance when needed, projecting a sense of entitlement/pride, not showing vulnerability or weakness, and lack of internal motivation.

The same North Carolina group identified weaknesses and threats to their college programs and centers. Their observations coupled with other problems given in the literature include: Lack of administrative support and understanding of the project

goals; lack of funding and other resources (lack of understanding by staff about the funding process); lack of academic advising and counseling resources; lack of intramural athletic programs and recreation opportunities for students; lack of multicultural understanding and competency; lack of creativity and instructional support from faculty (learning styles, men's studies, male development); lack of faculty interest, involvement and engagement in the development and support of on-going activities in the men's program; limited relationship building within and among programs including lack of support, collaboration, partnership and information sharing.

What components do work in successful men's programs?

So, although we have established that developing and maintaining a men's center can be a challenge, when it is successful it can be very rewarding as well. Thriving programs and centers are willing to share their strategies. There are programs that work for our male students and I would like to share some great ideas I have read about in this final section of my report. Several common themes showed up in the literature regarding successful components of a men's program or center. These include:

1. mentoring;
2. men's health;
3. career development;
4. orientation and summer bridge;
5. men's studies;
6. instructional support;
7. field experiences;
8. sports and recreation;
9. working with male students in trouble; and
10. ideas for presentations, workshops and activities.

1. Mentoring

Probably the most common service to men in higher education is some kind of mentoring program. This seems to be an especially popular strategy for African American men and to a lesser extent, other men of color.

The North Carolina Minority Male Mentoring Program is one example where the efforts began on a small scale at six community colleges (Durham, Johnston, Mitchel, Piedmont Southeastern and Wayne) with services including mentoring, role modeling, encouragement and counseling. The program has now expanded to 21 colleges across the state and broadened its goals to include increasing graduation and retention rates of minority males attending community colleges. Program participants attend retreats/conferences, community service activities, personal growth and study skill workshops, drug and substance abuse education, career counseling and spend quality time with faculty mentors. Mentees in turn serve as role models for students and

others in the community. The state of North Carolina also sponsors the Minority Male Mentoring: Men Are Nurturers, Too! Conference.

Other programs expanded male mentoring beyond the college walls. Student African American Brotherhood (SAAB), with more than 100 collegiate chapters started at Georgia Southwestern State University and currently has its national headquarters at University of Toledo. It now includes twelve pilot chapters at high schools and community colleges. SAAB is designed to empower and retain African American males and to bring African American and Latino males together regardless of background, socio-economic status, religion, and affiliations to develop and maintain leadership, discipline and accountability. The three-prong mentoring transactions include:

1. collegiate to collegiate and high school to high school
2. collegiate to high school, middle and elementary school
3. faculty/staff to student

The end goal is to retain and then graduate participants, transforming them into scholars and leaders

The African American Male Student Success Program links mentors (dream coaches) with African American male students. They also promote attendance at presentations by inviting successful African-American male role models from the community and encourage African American male students to utilize campus and community resources to improve academic and life skills.

One community college program connected low income students of color with mentors at four-year institutions. Several programs utilized group mentoring where individual mentors were not available. Other programs also encouraged increased personal engagement with faculty members, staff and college life.

Lumina Foundation-funded programs at Iowa State University are trying a slightly different approach. They invited a number of role models of color to campus and found that instead of encouraging students, the models were seen as exceptions, not the rule. Program staff instead wanted all students to see that success was possible for them, not just an exceptional few. Their redesigned approach was to increase academic rigor and create three African American student support groups including:

- The Band of Brothers (targets males, especially African American)
- The Circle of Trust (targets women)
- The A Society (focuses on scholarly topics as well as practical items such as study skills, resume writing and internship opportunities. Once students develop self-confidence and the academic tools they need to succeed, they are sent out to help other students.

2. Men's Health

Men's health is an area of increasing concern and several of the programs for men address the alarming evidence. One-on-one counseling for male students is considered a first step for almost all college health programs and found in a number of the Centers I reviewed.

Courtney (2004) had some additional ideas for gender specific health interventions in higher education.

- Bring services and education to men (classes, sports events, fitness centers)
- Furnish incentives (free promotional items, food, tickets to sports events, college credit, make them mandatory)
- Address the needs of special populations
- Men's health fair
- Use high profile spokesman to promote men's health
- Offer competitive contests with prizes for involvement in health promotion activities
- Develop health events with a theme (for instance, related to pop culture, rock music, or sports)
- Use concepts that appeal to men (such as health coaching and teamwork) in marketing and education materials
- Make use of men's bathrooms and locker rooms for distribution of health education materials
- Offer a sports and fitness exposition with health and wellness components as well as sports events, competitions, sporting equipment and exhibits
- Design activities around National Men's Health Week (the week including and ending on Father's Day), featuring lectures, forums, debates media campaigns, displays, workshops and presentations
- Hire male staff
- Create opportunities for men to talk about health issues in small discussion groups

3. Career Development

Career services seemed to be an important and appealing service for men. Several Men's Resource Centers focused on job readiness and work related skills to gain the interest of male students. Lakeland Community College highlights their Men's Center Job Shop. The Job Shop offers many resources to assist unemployed students, professionals, or any active job seeker. The second and fourth Monday of each month students can attend career and job seeking presentations by some of the best employment specialists in northeastern Ohio. Topics covered include: resume writing, interviewing, self-employment, age discrimination, company research, the hidden job market, and designing creative job searches. Throughout the week Job Shop members have access to other resources at the Men's Resource Center, including one-to-one job coaching.

Another college men's program offers a series of job readiness training courses (credit) in addition to: career mentoring, career fairs, employer presentations, job support groups, career counseling, and job database referrals. Other related activities include mock interviews and job interview training at Men's Centers.

4. Orientation and Summer Bridge

Several men's programs and organizations for students of color include early outreach, orientation and bridge components. Jalomo and Rendon (2004) believe the early development of a sense of community is critical. They offer, "It can begin with summer bridge promoting positive relationships, introducing students to the expectations and demands of college, providing intrusive academic advising, and enabling students to gain needed academic skills."

When a student's culture is at odds with the dominant, they suggest involving cultural translators, mediators, and role models. Cultural translators are individuals from the student's native world who assist in bridging the native culture with the mainstream majority culture. Cultural mediators are members of the mainstream culture who can assist individuals in deciphering and understanding the behaviors and manners for the majority culture. Role models are individuals in the minority person's environment whose behavior serves as a pattern to emulate in order to develop a behavioral repertoire consistent with the norms of the majority or minority culture.

Anderson (2004) adds that, "Elements that make involvement easier for first generation and students of color include bridge programs where students are exposed to different cultures and helped to establish friendships and networks. Other elements facilitating involvement include instructors, counselors, coaches, tutors, student services staff, peers and lab assistants who provide a sense of caring and support and allow students to work on projects with them."

In Project Men at Wayne County Community College in Detroit Michigan, a referral system has been developed to help recruit, educate and graduate men. Local black churches are often called upon for program referrals. Offerings include an orientation class for the young men that help them adjust to college life by dealing with matters such as developing good study habits, effective time management techniques, assistance obtaining financial aid, as well as how to deal with any social issues they may have in their lives.

A very recent study by Terrell Strayhorn, University of Tennessee at Knoxville (2008), suggests that male students who are black or Hispanic get better grades in college if

they go through college preparatory outreach (bridge) programs before their freshman year.

5. Men's Studies

There are academic men's studies courses at colleges that provide literary and historical models, personal role models and opportunities to have conversations about male development. In the classroom it is also important to provide curriculum that is relevant to the context of the minority males. Brod (1987) provides a brief representative list of critical topics found in men's studies courses including: boyhood, fathers and fathering, sports, the military, male sexualities, male violence, male intimacy, homophobia, men in the workplace, men's health and theories and histories of masculinity.

At Cedar Valley College, in the Dallas County Community College District they started the Male Student Initiative. It is designed to promote success for male students and provide academic, leadership, social, moral and cultural enrichment activities for male students. One of the key offerings in their program is a Human Development course designed with special topics focusing on men's issues. This course curriculum uses guest speakers to encourage male students to persist in achieving their educational goals. It also encourages male students to participate in leadership activities (Student Leadership Institute, clubs, and organizations on campus) and promotes the use of personal and career counseling services. Unit titles for the course include: boyhood to manhood, the transition; men in relationships, family, friends and lovers; men and health, body and mind; men and work, success and money management; and men and etiquette. Service learning and a team project are also a part of the course.

Several colleges developed learning communities specifically designed for male students. They have also linked men's studies courses with other classes in science, social science and humanities. The Minority Male Mentoring Program in North Carolina describes special learning communities for men of color that include: selective courses, study skills, culture and history of civil rights, social problems, oral communications, and travel and study experiences to places of civil rights struggles and Washington, DC.

St. Philip's College Texas (Part of the Alamo Community College System), a historically black college and Hispanic serving institution has developed the African American Male Initiative (AAMI). Its mission is to make sure currently enrolled students are aware of student success resources such as tutoring, personal development workshops, academic advising and counseling, and peer mentoring. These efforts reinforce the overall initiative, especially when coupled with a new reformed student orientation program and culturally oriented learning communities. A highlight of the AAMI is the establishment of the African American Men on the Move, a new student organization that facilitates

student leadership development, peer support, and student involvement in college and community projects. Finally AAMI is strengthened through affiliation with skilled and experienced faculty and staff members who are committed to the success of African American males.

Rocco Capraro (2004), cited in this report, provides recommendations for programs and interventions that explore gender role conflict.

1. Create alliances between student affairs professionals who have experience working closely with college men and teaching faculty to develop men's studies courses and/or men's studies perspectives in existing courses.

2. Offer speakers and other professional development sessions on men's studies perspectives as part of staff training and campus programming

3. Redefine the campus environment as a supportive place that insists on men taking responsibility for their actions, but also helps men negotiate the tensions between the imperatives of manhood and the demands of education. Use a men's studies foundation for programs for prevention of alcohol abuse and sexual violence.

4. For virtually any kind of workshop with men, raise the issue of male intimacy, or male-male relations in a particular community.

5. Prevention work on sexual violence likewise should help men understand the relationship between masculinity and violence. Ask men individually and collectively, not to be paralyzed in, but to take responsibility for their actions.

6. Contrary to what is often heard, required student affairs programs can be effective. They receive positive evaluations from male participants, so require programs with confidence.

6. Instructional Support

Early and comprehensive instructional support for male students increases their college success and there are a number of men's programs that provide: writing lab/skill enhancement, tutorial services, and peer-based study groups. The importance of good academic advising is stressed, and because men are less likely to seek advising voluntarily, several of the men's programs suggest that making academic advising mandatory for all students at the college, greatly benefits the male students. Early alert systems that notify students when they are doing poorly in the initial stages of their coursework are also especially beneficial for male students.

African Americans, Latinos, Asian Americans and Native Americans (ALANA) Men in Motion Program at Holyoke Community College is housed in the Center for Academic Program Support. It provides academic and peer support to self-identified men of color and is designed to empower ALANA men and improve their college experience through tutoring, one-on-one mentoring, goal setting and other academic assistance.

Colleges participating in the Achieving The Dream initiative are implementing strategies for improvement designed to help students, particularly students of color and low-income students. This program is putting a sharper focus on developmental education. "When these students successfully complete their developmental education sequences, they have at least the same chances of completing a degree or transferring as their peers who began their studies in college level courses." Other strategies they are using to increase students engagement and success include: instructional techniques such as collaborative learning, paired classes and learning communities; student success courses that teach critical skills such as time management and study skills; advising services to help student set and meet goals; and improving outcomes for gate keeping courses, such as introductory college level algebra and English.

7. Field Experiences

It was clear from the literature, men want to be of service to the community and lead. Men's Centers are taking advantage of this desire by working closely with male students out in the community. This opportunity to be active in the community and take concrete steps to solve problems is motivating and a good match with many male students learning preferences. Several colleges are taking this natural desire and using it to create service-learning opportunities specifically for male students. Other colleges are developing programs to strengthen leadership skills for men and then inviting them to participate more actively in student government. Additionally, programs encourage male students to volunteer or work in paid positions in the areas of tutoring and instructional support.

In the Male Advocates for Responsible Sexuality (MARS) program at Oregon State University, a peer-to-peer approach is used. Male students who have gone through extensive training to effectively deliver the responsible sexuality message work with males age 13 to 25 in the community to address their sexual and reproductive health needs and concerns.

Several men's programs provide opportunities for men to connect and engage within the community through service learning. In addition, faculty in men's studies programs encourage or require service learning in many of their courses.

8. Sports and Recreation

The inclusion of sports and recreational clubs are described as key to several men's programs. Intercollegiate as well as intramural sports were described as excellent tools for retention of male students. Clubs that focus on sports or recreational hobbies are identified as good places for male students to make friends and feel comfortable. When male faculty and staff advise student clubs, they provide a non-threatening way

for male students to make a connection. If trust is built with the advisor, then they are a person to whom male students can turn, to share ideas or ask for help.

9. Working With Male Students in Trouble at the College

Several colleges have developed academic recovery programs targeting male students who earn a low grade point average at the end of the first semester. Some of these programs are optional, others mandatory. Several programs require students who are on suspension or probation to attend a one-credit student success course before they are allowed to return to college. At one college they have recently revised their course curriculum and customized some offerings of this class to focus on male students.

In the Project Discovery program at University of Vermont, they have created an alternative to suspension sanction for at-risk students which addresses some of the male developmental differences discussed earlier.

10. Other Comments and Presentation Ideas

Activities are an important key and a number of studies and articles talked about the importance of engaging men in action-oriented activities. It is suggested that when participating in these activities, men begin to open up and talk. Several articles suggested that colleges consider how physical activity might be used to promote men's expression.

Jamilah (2002) reminds us that how we describe and market the men's center or men's program is also important. She uses Lakeland College's orientation flyer to illustrate. Lakeland holds a male orientation each year and the Center director sends a letter out to all male students who have registered. For the first two years of the orientation, he sent a straightforward invitation. Two men attended. The third year he decided to add a picture of a bearded, burly sailor with one arm stretched to the sky brandishing a sword. The letter promised a prize to anyone who could identify the Civil War-era man. That year, 25 men showed up. He calls it the Kumbaya factor, Jamilah states, "Men are afraid they will be in class, holding hands and singing Kumbaya. We have to reach out to them in different ways."

It was also suggested that a men's center be a safe space, one that is free of guilt and shaming -- A place where someone will listen without judging. It was advised that it be a place where men can give and receive affirmation and affection as well as foster self-esteem, security and sense of self, as men. It was also proposed that a men's program give men some time to feel comfortable with expression and grant men permission to be themselves.

I would like to end with some ideas given for men's center presentations, workshops and activities.

- Creating positive father-child relationships
- Time management
- Understanding domestic/intimate violence
- Global warming
- Succeeding in college against the odds
- Promoting and embracing independence and personal responsibility
- Career exploration and the importance of a 5-year plan
- Increasing self esteem
- Professional dress and etiquette
- College transfer
- Library resources
- Financial aid
- Finding jobs on campus (and the advantages of on-campus employment)
- Early alert system
- College tours
- Etiquette and dining training
- Myers-Briggs goal setting workshop
- Anger and stress management
- Personal responsibility workshop
- Leadership and professional development
- Substance abuse awareness
- Diversity issues
- Student interactions
- Roundtable discussion
- Book club for male students
- Drop in men's support groups including: one for survivors of childhood abuse, state-certified program for men who are abusive toward their partners, anger management classes for men and women (see Amherst, Men's Resource Center of Western Mass).
- The New Warrior Training and Adventure (see The ManKind Project)
- Speakers and workshops for returning veterans (such as the Mankind's Project - Vets Journey Home)

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What We Know About Male Students at PCC and PCC Sylvania

Enrollment Numbers and Percentages of Men Attending Community Colleges

In 2007/2008 at Sylvania, the breakdown was:

Female students 56.2% -- Male students 43.8%

There were very similar numbers for the PCC District

Female students 55.9% -- Male students 44.1%

Figures from the CCWD website for Oregon Community Colleges are:

Female students 53% - Male students 43% - Unknown 4%

Figures from the national AACC website show that the percentage of men in community colleges in the United States has dropped below the 40% mark:

Female students 61% - Male students 39%

Term-to-Term Retention Comparisons

Fall 2007 to Winter 2008 Retention by Gender and Ethnicity at Sylvania Campus						
	Full-Time (M)	Full-Time (F)	Half-Time (M)	Half-Time (F)	Part-Time (M)	Part-Time (F)
Total	83.8	84.0	73.7	76.9	61.7	64.1
Hispanic	77.9	81.5	70.8	75.2	62.5	55.9
African Am	77.8	81.6	74.1	59.6	60.3	60.0
Asian	88.4	90.4	71.0	77.1	72.0	64.1
Native Am	Numbers too low to be a clear indication of trends					
Anglo	84.0	83.4	73.6	78.1	60.3	65.1

Full-Time - Retention rates for full time students were very close between males and females for Anglo students and total. Retention rates for men of color fell behind their women peers: -2% for Asian, -3.6% for Hispanic, and -3.8% for African Americans.

Half-Time - There was greater retention disparity between males and females in the half time category. Retention rates for men fell below their women peers in all categories except African American: -4.4% for Hispanic, -6.1% for Asian, -4.5% for Anglo and -3.2% total.

Part-Time - In this category retention rates for men of color were higher than their female peers. However, the retention rates for male Anglos fell below their women peers by -4.8% making the total reflect a -2.4% difference.

Fall 2006 to Winter 2007 Retention by Gender and Ethnicity at Sylvania Campus						
	Full-Time (M)	Full-Time (F)	Half-Time (M)	Half-Time (F)	Part-Time (M)	Part-Time (F)
Total	83.6	83.6	73.5	76.8	59.4	62.8
Hispanic	83.8	87.9	67.7	69.2	55.6	57.3
African Am	77.1	70.6	66.7	71.2	55.7	66.7
Asian	87.6	86.9	79.8	84.3	64.3	60.5
Native Am	Numbers too low					
Anglo	83.8	83.8	73.6	77.3	58.1	63.2

Full-Time - Again in 2006/2007 retention rates for full time students were very close between males and females for Anglo students and total. In this year, figures between Asian males and females were also very close with male retention rates exceeding female rates by less than 1%. Retention rates for male African American males exceeded females by 6.5%, however, the total number of students in these categories fell below 50. This may make the data a poor indicator of trends. Retention rates for Hispanic men fell behind their women peers by -4.1%.

Half -Time - As with the Fall 2007/Winter 2008 statistics, there was greater retention disparity between males and females in the half-time category. Retention rates for men fell below their women peers in all categories: -1.5% for Hispanic, -4.5% for African American, -4.5% for Asian, -3.7% for Anglo and -3.3% total.

Part-Time - In this category retention rates for men fell below their women peers in all categories except Asian: -1.7% for Hispanic and African American, -5.1% for Anglo and -3.4% total. The retention rate for male Asians exceeded the female rate by 3.8%.

Fall 2005 to Winter 2006 Retention by Gender and Ethnicity at Sylvania Campus						
	Full-Time (M)	Full-Time (F)	Half-Time (M)	Half-Time (F)	Part-Time (M)	Part-Time (F)
Total	80.5	85.6	71.4	76.0	62.7	65.4
Hispanic	78.6	83.3	75.7	74.3	67.0	64.0
African Am	67.6	90.6	65.3	83.3	71.7	60.8
Asian	79.4	84.1	75.7	77.0	67.9	70.4
Native Am	Numbers too low					
Anglo	81.3	85.7	72.2	75.9	62.3	65.0

In the look at retention from Fall 2005 to Winter 2006 we see that in every category the rate is better for females than for males with a total -5.1% disparity. In the half-time figures the retention rates for men fell below their women peers in all categories except Hispanic. In the part-time figures the retention rates for men fell below their women peers in all categories except Hispanic and African American.

Three-Year Trends

Looking at the three-year retention trends at PCC Sylvania, it appears men are making some strides in retention, especially men enrolled in college full-time. The total retention rate for male full-time students has increased from 80.5% to 83.8% (3.3% increase) in three years. During that same time period the female full-time student retention rate has seen no increase, going from 85.6% in 2006, to 83.6% in 2007, and back up to 84% in 2008. There was some disparity for men of color in the full-time category in 2008 and for Hispanic males in 2007.

More consistent were the disparities for men in the half-time student category -- almost all male students fell below the retention rates of their female peers.

Results in the part-time student figures were not quite as consistent. However, in that category retention rates for Anglo men fell below their women peers in all three years.

Looking at the retention data, our experiences at Sylvania Campus support some of the findings in the literature. They suggest that the men most at risk in higher education are students of color and low income. If we make the assumption that male students attending half or part-time are doing so because of their need to work (financial difficulties and lack of financial support for college and thereby low income) then the retention figures for the Sylvania campus seem to hold true to the research.

Grade Point Averages - PCC District

Spring 2008	Male	Female
<1.0	1,754	1,917
1.0-1.5	401	422
1.51-1.99	198	237
2.0-2.5	1,298	1,412
2.51-2.99	603	714
3.0-3.5	2,418	3,133
3.51-3.99	723	911
4.0	2,619	4,024

In Spring 2008 male students are 43.8% of the student population but received 48% of the grades below 2.0 GPA. Conversely, female students are 56.2% of the student population, but received 58% of the grades above 3.0 and 60% of the straight A grades.

Fall 2007	Male	Female
<1.0	2,058	2,191
1.0-1.5	432	360
1.51-1.99	194	179
2.0-2.5	1,405	1,480
2.51-2.99	600	752
3.0-3.5	2,619	3,475
3.51-3.99	697	974
4.0	2,647	3,970

In Fall 2007, male students are 44.1% of the student population but received 50% of the grades below 2.0 GPA. Conversely, female students are 55.9% of the student population, but received 59% of the grades above 3.0 and 60% of the straight A grades.

Academic Alert, Probation, and Suspension - PCC District

Spring 2008	Male (43.8% of students)	Female (56.2% of students)
Academic Alert	1,131 (50%)	1,132 (50%)
Academic Probation	341 (50%)	341 (50%)
Academic Suspension	144 (62%)	88 (38%)

Fall 2007	Male (44.1% of students)	Female (55.9% of students)
Academic Alert	1,475 (52%)	1,347 (48%)
Academic Probation	306 (53%)	275 (47%)
Academic Suspension	116 (53%)	102 (47%)

What do men think of PCC Sylvania?

Results from the 2007 Noel Levitz Survey

322 female and 275 male respondents

(Reminder: Students are asked to identify the importance and their satisfaction with 80 items. The gap is the difference between importance and satisfaction, the greater the gap, the less satisfied.)

5 highest concerns for males

1. Student parking space on campus is adequate (1.69 gap)
2. Students are notified early in the class if they are doing poorly (1.65 gap)
3. Academic advisor concerned about my success as an individual (1.34 gap)
4. Channels to express student complaints are readily available (1.31 gap)
5. Classes scheduled at convenient times (1.30 gap between importance and satisfaction)

Women had similar concerns, however, additional concerns for women that were not as high for men were related to financial aid (availability, award timing, financial aid counseling.)

11 most important areas for males

1. Quality of instruction (6.34)
2. I am able to register for classes with few conflicts (6.23)
3. I am able to access needed college services via MyPCC (6.18)
4. I am able to experience intellectual growth (6.18)
5. A good variety of courses are provided on campus (6.14)
6. Faculty are knowledgeable in their fields (6.14)
7. Program requirements are clear and reasonable (6.05)
8. Computer labs are adequate and accessible (6.05)
9. PCC buildings and facilities provide a positive college atmosphere (6.03)
10. Faculty is fair and unbiased in their treatment of students (6.0)
11. Academic advisor is knowledgeable about requirements (6.0)

Women had similar areas of importance, however, an additional area for women that was not as high for men was, "Campus is safe and secure for all students."

Financial Support

PCC Foundation Scholarships - 2007/2008

PCC scholarship applications received from female students - 1,069 (66.3%)

PCC scholarship applications received from male students - 543 (33.7%)

Total applications received - 1,612

Number of scholarships awarded to female students - 182 (59.9%)

Number of scholarships awarded to male students - 122 (40.1%)

Total scholarships - 304

Scholarship dollars awarded to female students - \$255,563 (64.9%)

Scholarship dollars awarded to male students - \$138,341 (35.1%)

Total scholarship dollars - \$393,904

26 of our scholarships have criteria limiting them to women students.

18 of our scholarships are in fields traditionally dominated by women

55 of our scholarships are in fields traditionally dominated by men

Financial Aid Applications - 2007/2008

Total applicants

Female 15,103 (59.2%)

Male 9,905 (38.8%)

Total applicants that completed admissions

Female 12,181 (59.8%)

Male 7,796 (38.3%)

Total loans and/or grants awarded Fall 2007

Female 4,759 (62.8%)

Male 2,693 (35.5%)

Total loans and/or grants awarded Spring 2008

Female 4,706 (62.5%)

Male 2,689 (35.7%)

Web Resources

Men's Centers (College and University, Community, & On-Line)

Please note: a number of men's programs described in the literature and in conference handouts had absolutely no presence on their college's website. This was disappointing and surprising given that male students are frequent users of the internet and college websites.

College of Saint Benedict/St Johns University

American Men's Studies Association <http://mensstudies.org>

Men's Center <http://www.csbsju.edu/menscenter/>

Hobart and William Smith Colleges

Fisher Center for the Study of Men and Women

http://www.hws.edu/news/fc_history.aspx

Holyoke Community College - Center for Academic Program Support

The ALANA Men in Motion Program

An academic mentoring program for African-American, Latino, Asian and Native American students

http://www.hcc.edu/campus/tutoring&supp_caps.html

Iowa State University

African and African American Studies Student Groups: A-Society, Band of Brothers, and Circle of Trust

<http://www.las.iastate.edu/africanamericanstudies/students.shtml>

Lakeland Community College, Ohio

Lakeland Community College Men's Center

<http://www.lakelandcc.edu/comeduc/men/>

Male Advocates for Responsible Sexuality

An Oregon State University outreach program, M.A.R.S. is comprehensive, abstinence-based health education program focused on addressing the sexual and reproductive health needs and concerns of males age 13 to 25. Recognizing that peers are highly influential during the adolescent years, M.A.R.S. uses a peer-to-peer approach. M.A.R.S. Outreach Workers are college-age and go through extensive training to effectively deliver the M.A.R.S. program to teens and young adults.

<http://askmars.org/>

The ManKind Project®

A progressive men's organization striving to be increasingly inclusive and affirming of cultural differences, especially with respect to color, class, sexual orientation, faith, age, ability, ethnicity, and nationality.

<http://www.mkp.org/index.htm>

Men's Resource Center for Change in Amherst, MA

The mission of the Center is to, " support men, challenge men's violence, and develop men's leadership in ending oppression in ourselves, our families, and our communities. Our programs support men to overcome the damaging effects of rigid and stereotyped masculinity, and simultaneously confront men's patterns of personal and societal violence and abuse toward women, children, and other men."

<http://www.mrcforchange.org/>

NASPA on-line -- Student Affairs Administrators in Higher Education

The Men and Masculinities Knowledge Community

Provide a venue for discussion, research, and the distribution of information about men's gender identity development in the context of college campuses.

<http://www.naspa.org/communities/kc/community.cfm?kcid=25>

North Carolina Community College System Minority Male Mentoring Project

The Minority Male Mentoring Program was developed to increase the graduation and retention rates among minority males in North Carolina Community Colleges and other institutions

http://www.ncccs.cc.nc.us/search_results.htm?cx=005183220241725126930%3Aaswmeyclqefk&cof=FORID%3A11&q=minority+male+mentoring&sa=Search#247

National Organization for Men Against Sexism (NOMAS)

Pro-feminist, gay-affirmative, anti-racist, enhancing men's lives, NOMAS serves to link together a diverse group of scholars, students, teachers, practitioners and others who study issues of men and masculinity. Their goal is to make significant contributions to the field of Men's Studies through a feminist-informed perspective.

<http://www.nomas.org/>

Pierce College, Tacoma, WA (Website for defunct program)

Men's Programs

<http://www.pierce.ctc.edu/mensprogram/>

The South Carolina Center for Fathers and Families

Faith-based programs include Jobs not Jail Program

http://www.scfathersandfamilies.com/information/best_practices_2/

Student African American Brotherhood (SAAB)

SAAB aims to increase the number of African American and Latino men that graduate from college by creating a positive peer community based on a spirit of caring. SAAB operates through student run chapters on college campuses, and more recently high schools, throughout the United States. SAAB aims to help its members excel academically, socially, culturally, spiritually and in the community.

<http://www.2cusaab.org/index.htm>

University of North Carolina Wilmington - CARE

The UNCW Collaboration for Assault Response and Education (CARE) is the campus initiative dedicated to intervening on a broad spectrum of violent behaviors, including sexual assault, relationship abuse, stalking and harassment.

<http://www.uncw.edu/stuaff/care/men.htm>

University of Oregon

Men's Center (New in 2007/2008)

The Men's Center will be a place for students, staff and faculty to provide information and organize events for the promotion of men's health. It will provide opportunities (referrals, support groups, mentoring programs, peer trainings, etc) for individuals to address and overcome health barriers faced by men. The Center also provides information and/or services related to issues such as alcohol and drug abuse, academic concerns, sexual assault prevention, personal fitness, anger management, creating and maintaining healthy relationships, grief and loss, and racism or other diversity issues. During this first academic year, the Men's Center has been run primarily by the UO Men's Health Team, made up of a University faculty and staff. They have worked hard throughout the year to generate student interest and are currently working on handing over the responsibilities of running the Men's Center to students.

<http://darkwing.uoregon.edu/~jlin/UOMC/FAQs.html>

Waukesha County Technical College

Career Services and Academic Skill Building

Men's Development Center/Programs for men provides information for men about non-traditional careers

<http://www.wctc.edu/web/career/careerdev/nontrad/men.htm>

York College/The City University of New York (CUNY)

Men's Center

<http://york.cuny.edu/student-development/mens-center>

Potential Funding Sources for College Men's Center (To supplement college general fund support)

AT&T Foundation Grants Program/AT&T Learning Network Grants

<http://www.att.com/foundation/>

Provide Training Programs, Teaching or Curriculum/Program Development. The AT&T Foundation supports education programs that focus on the use of technology to enhance teaching and learning. ASPIRE is AT&T's largest philanthropic commitment ever (\$100,000,000) and is for high school success and workforce readiness.

Citigroup Foundation

<http://www.citigroup.com/citigroup/corporate/foundation/>

Supports operating or general support. Higher Education Grants are made to increase access to higher education and representation within the workplace for minorities and women to raise global awareness and understanding of changing economies.

Coca-Cola Foundation

http://www2.coca-cola.com/citizenship/foundation_coke.html

Provides funds for training programs, teaching or curriculum/program development, operating or general support, and collaborative activity. The Coca-Cola Foundation aims to provide youth with the educational opportunities and support systems they need to become knowledgeable about the world in which they live and better able to give back to their communities. Education programs support scholarships, school dropout prevention, access to education programs, and other education initiatives.

ExxonMobil Foundation/Grants

http://www.exxonmobil.com/Corporate/community_ed.aspx

Education grants in a variety of forms are awarded to elementary, secondary and higher education institutions or networks of institutions. Support programs that encourage women and minorities in math, technology, and science fields. Programs receiving funding from ExxonMobil include United Negro College Fund, the Hispanic Heritage Foundation Youth Awards and the Society for Hispanic Professional Engineers.

Ford Foundation

<http://www.fordfound.org/programs>

In the Education and Scholarship Program, the Ford Foundation seeks to increase educational access and quality for the disadvantaged, to educate new leaders and thinkers and to foster knowledge and curriculum supportive of inclusion, development and civic life. Grant making supports policy, research and reform programs in both schools and higher education institutions, with particular emphasis on enhancing the

performance of educational systems through improving finance, governance, accountability and training.

In the Knowledge, Creativity, and Freedom Program, Ford works to support the perpetual human search for knowledge, meaning and understanding. "Our work recognizes that traditions worldwide possess cultural and intellectual resources that broaden the vision of what it means to be human and offer wisdom that elevates what people believe they can achieve. To advance these goals, the program supports:

- Celebrating and understanding human diversity,
- Civic engagement of creative talents,
- Continued advancement of marginalized peoples,
- Increased understanding of languages and cultures, and
- Access to opportunities in education, media and the arts."

In the unit, Education, Sexuality and Religion, Ford's work supports education research and reform in grades K-12 and in university systems, as well as graduate fellowships and research in the social sciences and humanities. "Our work on sexuality aims to build knowledge and deepen understanding of sexuality and its relationship to human fulfillment and identity. We also fund efforts to examine the role of religion in shaping social values and how religious practices and texts can contribute in positive ways to creating open and pluralistic societies." (My note: May be potential there for the development of a male sexuality course.)

Hewlett (William and Flora) Foundation Education Program

<http://www.hewlett.org/>

The Hewlett Foundation seeks to achieve greater quality and equality of educational opportunity in the United States and throughout the world through grants that support the following goals:

- 1) Increase student achievement by developing, demonstrating and disseminating approaches to systematically improve classroom instruction in urban school systems and community colleges,
- 2) Improve access to exemplary educational content for schools, colleges and universities, and individuals throughout the world by using information technology,
- 3) Achieve educational excellence in California by using policy analyses and public information strategies to help create the conditions and public support for the state's schools and community colleges to provide a high-quality education to all students over the next decade, as they face tight budgets and vast increases in enrollment.

(My note: although #3 is the only one that mentions California, these funds may be limited to California. Additional research needs to be completed.)

Kellogg (W.K.) Foundation Grants

<http://www.wkkf.org/>

Only one program in the old Youth and Education Grants area is still accepting proposals, Encouraging Latino Communities for Education (ENLACE). ENLACE is a multiyear initiative to strengthen the educational pipeline and increase opportunities for Latinos to enter and complete college.

The mission for Kellogg is changing and there is more emphasis on cooperation and a holistic approach.

"Our new programming framework is designed to strengthen the ties between our original charge and our future endeavors. For several decades, the Kellogg Foundation has structured its organization and grant making around program areas. Most recently these areas were: health; youth and education; food systems and rural development; and philanthropy and volunteerism. Under our new structure, the Foundation will build on our nearly 80 years of experience, but in ways that bring new depth and integration to our work. A shortcoming of the old system was that our program units tended to work independently. While this was convenient for administrative reasons, real life demands otherwise. The Foundation's new framework acknowledges this interdependence. It allows our programs to be more integrated, and better able to respond to the layered influences of work, home, school, and community that comprise the fabric of peoples' daily lives."

New Program Elements include: Family Income and Assets; Community Assets; Education and Learning; Food, Health and Well-Being; and Civic and Philanthropic Engagement.

Lilly Endowment, Inc.

<http://www.lillyendowment.org/education.html>

Gave \$599,900 to Saint Johns University to increase men's involvement in volunteering, leadership training and vocational decision-making activities. Pilot projects are also at Duke, University of Portland, Augustana, Davidson, Georgetown, Gustavus Adolphus, Hastings, Hope, Luther, Morehouse, Siena, Saint Norbets, Wabash, and Wagner Colleges.

Lumina Foundation for Education

<http://www.luminafoundation.org>

Provides support for the Student African American Brotherhood (SAAB) and through a recent grant, \$750,000 was given to the Indiana University System to expand SAAB throughout the state of Indiana. SAAB looks forward to working with the Lumina

Foundation and the Indiana University System to address the low high school and postsecondary persistence and graduation rates of African American males in the state of Indiana. The Indiana Expansion Project kicked-off during the 2007-2008 school year. Lumina Foundation for Education also supports Achieving the Dream initiatives.

Pew Charitable Trusts Education Reform

<http://www.pewtrusts.com/>

The goal of Higher Education Reform is to highlight higher education performance in the critical areas of access, affordability, completion, return on investment and student learning. Objectives of Higher Education Reform are 1) to educate the general public about the critical issues that affect higher education performance at the state and national level; and 2) to improve the quality of information available to measure higher education performance.

Robert Wood Johnston Foundation (Vulnerable Populations)

<http://www.rwjf.org/vulnerablepopulations/product.jsp?id=26892>

Programs within the Vulnerable Populations Portfolio have four elements in common:

- They offer an opportunity to improve health by taking a fresh approach to a longstanding problem.
- They address poor health status in the context of other factors like housing, education and poverty.
- They make fundamental changes in how services are organized and delivered.
- They address the lack of policy, financing, or service integration among local service providers and state and federal agencies.

Along with learning from and disseminating information about existing programs within the Vulnerable Populations Portfolio, the Foundation will explore new opportunities in the following areas:

- Helping to meet emerging health needs of communities. Rapid demographic changes throughout the United States require new approaches that can meet the health needs of low-income communities.
- Identifying smarter, cost-effective ways to address problems of the most vulnerable. We are interested in interventions that cut across multiple service systems and result in lasting changes in the health of vulnerable people.
- Seeking new and different partners to expand our reach. To meet the health needs of vulnerable populations, we work with public and private funding partners and other key stakeholders, including partners outside of the traditional health and health care system.
- Taking smart innovations to new communities. The Vulnerable Populations Portfolio includes several successful models developed at the community level that are now being replicated in new communities.

The Robert Wood Johnston Foundation had a competition in cooperation with Changemakers.net (<http://changemakers.net/en-us/node/8433>) last year and awarded \$5,000 to 14 different projects. The competition title was "Young Men at Risk: Transforming the Power of a Generation." One of the winners was the Oregon State University program, Male Advocates for Responsible Sexuality (MARS). Another winning program was Jobs Not Jail (career/technical training). Those winning the competition were also able to gain additional dollars from the foundation for on-going support.

Rony and George Kozmetsky (RGK) Foundation

<http://www.rgkfoundation.org>

Grants up to \$50,000 are available in the broad areas of education, community, and medicine and health. The RGK Foundation's primary interests within education include programs that focus on formal K-12 education (particularly mathematics, science, reading and literacy), after-school tutoring and enrichment, integrating technology into curriculum, teacher development, and higher education. The Foundation is particularly interested in programs that attract female and minority students into the fields of mathematics, science, and technology.

US Department of Health and Human Services

<http://www.hhs.gov/opa/grants/index.html>

The Federal government commits significant resources to addressing the health needs of all Americans. Each year, the Office of Population Affairs holds open competitions for available funding which are issued in the form of grants, cooperative agreements, or contracts. Eligible entities include governmental agencies, universities, faith-based organizations, community based organizations, and non-profit private organizations. These funding opportunities make available resources for information and education, research, and direct service provision to support family planning and adolescent pregnancy prevention and care programs.

(My note: OSU Male Advocates for Responsible Sexuality received funding for their program from a grant from the Office of Population Affairs. Several other programs I reviewed were awarded grant dollars from the Department of Health and Human Services.)

Xerox Foundation

http://www.xerox.com/downloads/usa/en/x/xerox_foundation_policy_guidelines.pdf

The Xerox Foundation maintains a broad commitment in support of higher education to prepare qualified men and women for careers in business, government and education; advance knowledge in science and technology; and enhance learning opportunities for minorities and the disadvantaged.