



Gaining Administrative Support for Engaging Men Efforts on Campus

This tip sheet provides guidance on how to effectively gain support from college administrators by leveraging relationships, utilizing data, showcasing impact, and embedding strategies into existing campus structures.

1 IDENTIFY KEY STAKEHOLDERS & OPPORTUNITIES

- Determine which administrators or departments are most likely to be receptive to collaboration.
- Provide administrators with language that highlights the positive impact of EM programming on campus retention, social life, and men's connectedness.
- Frame the discussion in a way that resonates with their interests & responsibilities.
- Tailor your communication to address their specific concerns and priorities.

KEY STAKEHOLDER MOTIVATION EXAMPLES

Athletics Director:

Holistic Athletes; Character Development; Mental Health; Hazing Prevention

Dean of Residential Life:

Healthy Relationships; Safe Living Environments; Inclusivity

Faculty:

Safe & Inclusive Classrooms; Professional Development (e.g., gender equity STEM); Role Modeling

Mental Health Counselors:

Connections between gender norms and sexual violence to mental wellbeing for students



2 LEVERAGE FACULTY RELATIONSHIPS & PROJECTS

- ▶ Collaborate with faculty members who have established relationships with administrators.
- ▶ Collaborate with professors who conduct relevant research or lead service learning projects.
- ▶ Highlight how Engaging Men strategies can align with existing courses and student groups, making it easier to integrate into the campus ecosystem.

EXAMPLES

An engaged CCRT member makes an ask of their colleague in the Marketing & Communications Department to identify resources in support of a campaign that encourages men to access victim services.

Create a list of projects that engage campus men in Service Learning Projects. Connect with Service Learning Leaders to tailor and promote the final list of projects among students seeking Service Learning opportunities.

3 EMBED MEN'S ENGAGEMENT INTO EXISTING PROGRAMS

- ▶ Integrating Engaging Men initiatives and education into existing programs reduces the burden for administrators and provides a pathway to sustainability.
- ▶ Identify faculty, staff, departments, and campus programs that have intersecting goals of Engaging Men.
- ▶ Collaborate with existing programs to identify opportunities for expanded programming, events, and training on men's roles in ending violence.



EXAMPLES

Ongoing training for athletic coaches and educational sessions led by student-athlete leaders.

Annual event led by STEM departments on promoting gender equity in their fields.

Collaborate with the existing Students Against Sexual Assault group to incorporate a committee and emphasis on Engaging Men.

4 HIGHLIGHT POSITIVE STUDENT OUTCOMES & STORIES

- ▶ Showcase how engaging men programming contributes to students' academic, physical, emotional, and financial well-being from available research.
- ▶ Use examples of how safer campuses lead to higher retention rates and better social life for all students.
- ▶ Capture stories from existing programming to share.

EXAMPLES

Highlight student stories, graphics, photos, and lessons learned from campus programming to advocate with administrators for funds in support of future years' events.



5 UTILIZE DATA FOR IMPACT AND GRANT FUNDING

- ▶ Collect data that demonstrates the positive impact of engaging men programming on reducing gender-based violence from sources such as campus climate surveys or departments like: Public Health; Sociology; Women & Gender Studies; and Psychology.
- ▶ Highlight how securing grants can provide ongoing funding for Engaging Men programming.
- ▶ Compile a list of grant funding sources that support engaging men in ending gender-based violence.

EXAMPLES

Campus climate survey results indicate more men on campus are likely to engage in effective bystander strategies after attending multiple trainings. Utilize the results to support administrators in seeking grant applications to provide programming for upperclassmen in moving from bystander intervention to engagement in prevention strategies on campus.