College: An opportunity to redefine Man Up

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The University of Arizona
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Early Academic Outreach

The mission of the Office of Early Academic Outreach (EAO) at the University of Arizona is to increase the number of low-income, minority, and first-generation college-bound students who aspire to attend and are eligible to enter a university degree program.
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The Educational Crisis
Facing Young Men of Color

Reflections on Four Days of Dialogue on the Educational Challenges of Minority Males
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Fig. 8: Public School Suspensions, K–12, by Race/Ethnicity and Gender, 2004

Percentage

0 5 10 15 20

White  Black  Hispanic  AAPI  Native Amer./Alaska Native

Male  Female

Source: Devoe, NCES, 2008
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Fig. 9: Status Dropout Rates Among Noninstitutionalized 16- to 24-Year-Olds by Race/Ethnicity and Gender, 2006

Source: Devoe, NCES, 2008
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Fig. 6: High School Completion Rates (18- to 24-Year-Olds) by Race/Ethnicity and Gender, 2006

Source: Ryu, ACE, 2008
Fig. 7: Proportion of Men and Women, (25- to 29-Year-Olds) with an Associate Degree or Higher, 2006

Source: Ryu, ACE, 2008
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### Eligibility Rates
Percent of Arizona High School Graduates Eligible for Admission to the Universities

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>36.6%</td>
<td>36.8%</td>
<td>32.4%</td>
<td>31.1%</td>
<td>27.1%</td>
<td>40.5%</td>
<td>32.1%</td>
</tr>
<tr>
<td>American Indian</td>
<td>33.6%</td>
<td>33.7%</td>
<td>25.7%</td>
<td>20.9%</td>
<td>21.4%</td>
<td>40.4%</td>
<td>22.1%</td>
</tr>
<tr>
<td>Asian American</td>
<td>69.6%</td>
<td>69.9%</td>
<td>70.3%</td>
<td>65.9%</td>
<td>61.8%</td>
<td>73.9%</td>
<td>65.7%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>37.3%</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Hispanic</td>
<td>34.1%</td>
<td>34.2%</td>
<td>35.3%</td>
<td>29.9%</td>
<td>29.0%</td>
<td>41.7%</td>
<td>31.3%</td>
</tr>
<tr>
<td>White</td>
<td>54.7%</td>
<td>54.9%</td>
<td>56.5%</td>
<td>52.1%</td>
<td>48.6%</td>
<td>61.0%</td>
<td>50.4%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>46.5%</td>
<td>46.7%</td>
<td>47.9%</td>
<td>43.9%</td>
<td>41.7%</td>
<td>55.3%</td>
<td>44.2%</td>
</tr>
</tbody>
</table>

*Effective for fall of 1998, the Board of Regents added 5 high school units for a new total of 16 curricular requirements. This increase in standards resulted in a dramatic reduction in the eligibility rate for the 1998 high school graduates.
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Gender Differences in Completion Rates

- African American: 43.8% Female, 29.2% Male
- American Indian: 41.1% Female, 24.1% Male
- Asian American: 72.7% Female, 62.4% Male
- Pacific Islander: 38.1% Female, 36.1% Male
- Hispanic: 38.4% Female, 27.5% Male
- White: 64.5% Female, 47.5% Male
- All: 53.4% Female, 39.2% Male
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### Completion Rates for ABOR Curricular Requirements
#### 2014 Arizona High School Graduates

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
<th>Science</th>
<th>Language</th>
<th>Soc Sci</th>
<th>Fine Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>74.8%</td>
<td>30.5%</td>
<td>53.1%</td>
<td>55.8%</td>
<td>79.6%</td>
<td>79.4%</td>
</tr>
<tr>
<td>American Indian</td>
<td>72.4%</td>
<td>31.2%</td>
<td>53.2%</td>
<td>43.0%</td>
<td>79.9%</td>
<td>76.2%</td>
</tr>
<tr>
<td>Asian American</td>
<td>89.0%</td>
<td>71.0%</td>
<td>83.0%</td>
<td>75.0%</td>
<td>94.0%</td>
<td>86.0%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>76.2%</td>
<td>32.1%</td>
<td>52.3%</td>
<td>57.2%</td>
<td>80.8%</td>
<td>80.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>73.8%</td>
<td>30.1%</td>
<td>52.3%</td>
<td>53.2%</td>
<td>79.6%</td>
<td>81.1%</td>
</tr>
<tr>
<td>White</td>
<td>85.2%</td>
<td>48.1%</td>
<td>66.7%</td>
<td>67.8%</td>
<td>89.3%</td>
<td>85.7%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>81.3%</td>
<td>41.3%</td>
<td>60.6%</td>
<td>61.2%</td>
<td>86.1%</td>
<td>84.6%</td>
</tr>
</tbody>
</table>
“R. W. Connell (2005) argues that masculinity is not simply a person being biologically male but rather encompasses how people perform their manliness…

…These forms of masculinity Connell refers to as hegemonic, or being both “normal” and positioned as socially dominant.” (Cabrera, Rashwan-Soto, & Valencia, 2016, p. 78)
Self-Defeating Masculinity

• “I’ve got this…”
• Overestimating ability
• Not trying instead of failing
• Help=I didn’t earn this
• Knee-jerk reactions when masculinity challenged
• Pursuing limited notions of being “a man” (i.e., not education)
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Men and Help Seeking Behaviors

Simple: Men don’t ask for help

Q: Why?
  - Help=Weak
  - Help=I can’t
  - Help=I’m incapable
  - Help=I’m less of a man?

Language Usage:
“Stop being a little bitch!”
“Have some balls!”
“Man Up!”
Personal Research

Latino Masculinity, an intersectionality analysis:

- “Latino males are systemically marginalized via their racial/ethnic identity, much like all other non-White racial/ethnic groups. Conversely, Latino males are systemically privileged relative to women in terms of their gendered identity.” (Cabrera, Rashwan-Soto, & Valencia, 2016)
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Reconstructing Masculinity

Real men are…
- Good AND loyal partners
- See sex as a partnership and not conquest
- Attentive and present fathers
- Feminists and stand up to injustice
- Secure in who they are
- Those who could care less if someone says they’re gay
- Show more emotions than just mean muggin’ each other
- Have the courage to ask for help
- Those who cook and do the dishes
- Are OK if they are not “The Man”
- Do not have to have every accomplishment recognized
- Are intelligent and well spoken
- Accept influence, especially from the women in their lives
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What does all of this have to do with Education?

Education requires...

- Students to be incomplete
- Receive influence (especially from women)
- Take chances
- Make mistakes
- Keep trying after failure

Most of these are in opposition to how we construct masculinity
Behind the Mask

1. (Front) Who do you portray to others on the outside?
2. (Back) Who is that person you don’t show to others?
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Using Spoken Word to Explore Masculinity

“Masculinity tastes like…”

#Preparate2016

#MasculinityRedefined

#HealthyMasc
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Group Share
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Man Up! and Go to College Conference

The Man Up and Go to College! Conference focuses on outreach to young men from minority, first generation, and low income backgrounds. The conference usually engages about 300 high school students annually from 10 local Tucson high schools. Approximately 90 percent of attendees are male.
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Even though I am a proud Sun Devil, I was honored to be asked by our homies to the South (U of A) to come down for their "Man Up and go to College" conference. Never thought I would be so blessed to do this work. This morning I get to build with over 300 young men about the importance of finding their voice and using it to make some much needed changes in this world! #PhoneticSpit #youngvoicesrise #ASUUofABridge

UA takes action to increase number of men attending college
tucsonnewsnow.com
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It’s never too early to prepare for college.

Begin to Prepare
The information and connections you need to make your plan for going to college

Start to Apply
The tips and tricks for completing applications, securing letters of recommendation and taking tests

Find Money to Pay
The tools of the trade for securing financial aid, earning scholarships, and choosing loans
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What Is Masculinity?

This course provides a broad based introduction to masculinity, its social construction, and how it intersects with race, poverty, sexual orientation, and other identities. Students will have the opportunity to engage with male youth in an outreach initiative entitled Man Up and Go to College!

1—Unit Course Opportunity!
Learn about masculinity while giving back to the community!

Course: HED 197a Sec 005 (Masculinity and Its Many Intersections)
Day/time: Wednesdays from 2:00pm-2:50pm (FALL 2015)

Please email Graduate Assistant Bryant Valencia with any questions: bryantv@email.arizona.edu

PROJECT SOAR

Student Outreach for Access & Resiliency
Project SOAR is a service-learning course that places undergraduate mentors at under-resourced middle schools in Tucson. In an effort to increase academic achievement for middle schoolers, mentors will learn the social and environmental factors affecting their mentees.

BE A MENTOR WITH MY BROTHER'S KEEPER

Fall 2016 HED 350 Sec. 004
Mon. & Wed. 3 pm - 4:15pm

The My Brother’s Keeper section of Project SOAR (HED 350 Section 4) will have an emphasis on the growing concern regarding the postsecondary destinations of young males. Come be a part of the solution by learning more about the issue and by mentoring local middle school males.
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MAN UP! REIMAGINING MODERN MANHOOD
A PERFORMANCE BY
CARLOS ANDRES GOMEZ
OCTOBER 30TH 6:30PM MODERN LANGUAGES 350

Carlos Andres Gomez is an award winning poet, actor, speaker, and writer from New York City. He is the author of the coming-of-age memoir Man Up: Reimagining Modern Manhood.

He co-starred in Spike Lee’s Inside Man and appeared in HBO’s Russell Simmons Presents Def Poetry. A former social worker and inner city public school teacher, he grew up the child of a United Nations’ diplomat and an Indigenous right’ activist.

From Boy To Badass: The Transformation Of Glenn Rhee
In AMC’s The Walking Dead

Wednesday April 20, 2016
12:00 pm
Nugent 205

Prepárate
CollègeBoard
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Bryant Valencia – bryantv@email.arizona.edu

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