



NASPA™

Men and Masculinities KC

SUMMER/FALL 2015 NEWSLETTER

EDITED BY

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Thank you to everyone who has served and is continuing to serve on the Leadership Team for the MMKC!

See an open position and want to get more involved?
Contact the Co-Chairs for more information!

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LETTER FROM THE CO-CHAIRS

BY AARON VOYLES AND JAMES LORELLO



(Left to Right: Aaron Voyles, James Lorello)

What an exciting time to be a part of the conversation surrounding men and masculinities work and the intersection of identities! On the firm foundation set by our previous leadership teams, this community is now poised to break new ground and achieve new heights. We are grateful to everyone in the field who is working on issues of identity to help broaden the understandings of our students, professionals, and other constituents.

At the same time, there is much work to do. This Knowledge Community cannot be about the past or patting ourselves on the back for a job well done. As chairs, we committed to pushing the MMKC into new territory, and we both invite and need your support to be able to do so.

As we've spent the last quarter getting to know the leadership team, a few things have come up as recurrent themes. First, there is a lot of change. While we have many people in their positions for the first time, this means we will grow and learn together. Second, there is a great deal of passion to have our conversations make their way into a practical toolkit for professionals to use at their home institutions.

We are excited about the possibilities having a new and passionate team can bring to us, and we have been overwhelmed with the level of involvement our members have taken on.

But what does this next year look like? We have already seen the start of some successes, with our mentorship program growing and the creation of a statement addressing gender-based violence. We are also underway

in creating the first NASPA set of competencies and guidelines for men's groups and men's programs on college campuses. We will continue to invest in this work to help publish our values and also to help practitioners work towards those values effectively.

Additionally, we will begin to look at a number of other new initiatives. These include opportunities for regional and thematic networking and workshops, chances for us to increase our own competencies and professional development through MMKC discussions and activities, and deepening our connection with other identity based KCs to better explore intersectionality and how our students' identities intertwine.

We will also be getting involved in campus violence prevention through NASPA's Enough is Enough campaign. And we will help this KC explore important intersections through research and discussion on often forgotten or ignored topics, such as privilege and advocacy, trans-inclusion, and expanding what our discussion of gender looks like.

This Knowledge Community is fortunate to have such a great foundation and this amazing leadership team. We invite you to join into these discussions and to bring new ones forward. We encourage you to jump into the initiatives we have ahead. There is much work to be done, but together, we can continue to be great advocates to (and for) the NASPA community.

LETTER FROM THE INCOMING NEWSLETTER EDITORS

BY DANIEL FAIRLEY, II, FRANCIS PASTORELLE , & WESTON PRISBREY



(Left to Right: Daniel Fairley, II, Francis Pastorelle, Weston Prisbrey)

Welcome to our first newsletter under the oversight of your trieditors Daniel Fairley, II, Francis Pastorelle, and Weston Prisbrey. Your outgoing editor, Jack Korbob, left some big shoes to fill, but we are going to endeavor to pick up where he left off in making this seasonal newsletter the best that it can be! Before we delve into this season's issue, we wanted to take a moment to introduce ourselves in more detail.

DANIEL FAIRLEY, II

Daniel is a second year graduate student at The University of Vermont (UVM). He is currently enrolled in their Higher Education and Student Affairs Administration Master's program. His assistantship is in the department of Residential Life as an Assistant Residence Director. He is originally from Virginia, a proud member of Alpha Phi Alpha Fraternity, Inc. and University of Richmond Alumnus. Daniel has been an advocate for social justice for many years now. He served as a participant and facilitator in the University of Richmond's EnVision Social Justice Leadership Retreat. During his internship in The White House he worked on the committee for Diversity and Inclusion, in which he advocated for gender neutral restrooms and new wheelchairs at every entrance to the complex. He currently has an internship as the assistant Men's Outreach Coordinator for UVM. In this position he co-advises the men's group 1in4 to help prevent and end sexual assault and violence against women. In his spare time, he enjoys playing basketball, dog sitting, and spending time with his partner and friends.

As for issues related to men and masculinities, he is interested in preventing men from committing sexual assault and rape, engaging in productive conversations with men around their many privileges, and the intersections of marginalized identities with men and masculinities.

FRANCIS PASTORELLE

Francis has spent the last four years at Stony Brook University (SBU) as a Residence Hall Director. He is delighted

to have recently become a citizen of the Pacific Northwest, where he works as the Residence Life Coordinator for Family Housing and Undergraduate Apartments at the University of Oregon. Francis is passionate about social justice education, and from 2012-2015 coordinated service learning programming as the residential director for SBU's Justice & Service Undergraduate Academy. In volunteer capacities, he has served as a telephone counselor at a county crisis hotline (part of the National Suicide Prevention Lifeline), and as an Emergency Room Companion/Rape Crisis Counselor for the Victim's Information Bureau of Suffolk County. In his spare time, he loves exploring the natural beauty of Oregon's coast and forests, whether by hiking, biking, or camping. Other times, you can find him saving outer space and battling zombie hoards on his PlayStation 3, or rocking out on the ukulele (he owns seven).

Issues relating to men and masculinity have been a focal point of Francis's personally and professionally, particularly as they pertain to the prevention of suicide and sexual violence.

WESTON PRISBREY

Weston grew up in rural Utah and attended Southern Utah University (SUU) where in 2014 he received a Bachelor's of Science in Biology. It was during his time at SUU that realized his true passion was working with college students after he was introduced to the world of Student Affairs by his friend and mentor. Weston is currently in his second year of the College Student Services Administration master's program at Oregon State University. He currently serves as the Graduate Assistant for Conduct & Community Standards in University Housing & Dining Services. In his spare time, Weston enjoys going to the Oregon coast, spending time with friends, and catching up on his Netflix series.

Weston is extremely excited to begin working with the Men & Masculinities Knowledge Community, particularly around issues related to addressing and preventing sexual violence on college campuses.

THE EVOLUTION OF SOCIAL GRACES AT THE SERVICE ACADEMIES

BY: NICHOLAS RACHOWICZ

I recently joined the staff of the U.S. Merchant Marine Academy in Kings Point, New York. I was excited to make my transition from a public, four-year Midwestern liberal arts university to one of the military service academies. I am the first student affairs staff member at the Academy, so I knew I would be in for a new and different experience. The Academy's Dean of Students, otherwise known as "The Commandant of Midshipmen" handed me *The Fifth Edition of Service Etiquette* (Conetsco & Hart, 2009), a book given to each student at the Academy and instructed me to become familiar with it. I would be teaching nine sections of an etiquette course and would have a hand in ongoing etiquette training for the midshipmen.

On my third day, I was given the task of teaching social graces and military dining etiquette to the incoming first-year students. The notion of getting in front of the students so quickly after my arrival was exhilarating. Coming from a housing background where I regularly taught students how to coexist with one another, how hard could it be, I thought. I had also served as an enlisted member of the United States Navy after high school, so I had a good idea of "the basics."

I did my research and made my Prezi. In true student affairs fashion, I developed some interactive role-plays of various examples in order to engage with the students. What I noticed in my research was that service etiquette was in a very slow state of evolution. In an almost uncomfortable way, without prompting any recent examples, I explained to each class of new students – a mixture of both male and female-identified students, that etiquette is different based on context, and while social graces are evolving, the military has some catching up to do.

The historical means of showing good manners in the military revolves mostly around males and their behavior. Throughout history, males made up the majority of the armed forces in the United States and only in recent decades have we seen more females entering the armed forces. The students followed along as I explained how to seat your date at the table and how to order the meal. The male always seats the female to the right of himself and orders the entrée for his female date (Conetsco & Hart, 2009). The students, although tired from the indoctrination training period, appeared to be taking mental notes. Everything was going fine until one student asked: "What if your date is of the same sex?" I was silent and not sure how to answer. I complimented him for the question and answered, "That's not in *The Fifth Edition of Service Etiquette* manual, but I think it is an example of how etiquette will evolve in time." It was at that point that we went on to discuss how you might treat your same-sex date in the same spirit. With courtesy and politeness, it is really hard to go wrong in a formal setting.

The United States military has a great deal of proud traditions and college students who are lucky enough to gain admission into one of the five service academies (Naval, Coast Guard, Air Force, West Point, and Merchant Marine) learn some of the finer points of a very long history of professional military bearing. Graduates of each of these academies are commissioned in one of the military's branches or serve as reserves, where they will be placed in command of enlisted personnel in both war and peacetime. One of the most

important parts of this education for any service member is their understanding of the military code of conduct. A component of that code is behavior. The code of behavior is often seen by civilians as pomp and circumstance, but it always impresses us as civilians when we are able to see the military in a parade, funeral, or on television in formation. This military behavior is a fundamental part of wearing the uniform.

Students who attend the service academies or who participate in Recruit Officer Training Command on a university campus obtain a well-regimented education on how to behave in public and while wearing the uniform. Most soldiers and sailors identify as men, but that is changing rapidly.

The question that this new student asked has had me thinking throughout these classes. My position, formerly titled the "Social Director," was held by a woman beloved by all on campus for her thirty years of service to the Academy. She specialized in service etiquette and teaching the traditions of the military and, more specifically, the Merchant Marine Academy. As I am launching this new version of the Student Activities Office, it makes me think about the evolution of the topic and the unique role I can play in the modernization of these traditions. With the ongoing push for women's equality, the repeal of "Don't Ask, Don't Tell", the legalization of same-sex marriage nationwide, and most recently the Pentagon's announcement to lift the transgender service ban in the coming months (Baldor, 2015), the military service academies will need to revisit the way they teach etiquette classes. Even before that, *The Sixth Edition of Service Etiquette* manual will need to be written to help those providing instruction something consistent to teach. This edition will need to significantly change the way some of the simplest social graces are conducted to reflect the changing make-up of military couples. A masculine-centric military has already evolved in a number of areas, such as bringing women into combat, but something simple like a receiving line and a gala has not yet seen an evolution for 2015.

AUTHOR'S NOTE: The views expressed in this article are Nicholas Rachowicz's own and not those of the U.S. Merchant Marine Academy, the Maritime Administration, the Department of Transportation or the United States government.

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GREAT ADVISING IS MENTORSHIP: A NARRATIVE ESSAY

BY MILES RASHAAD GOODLOE

Being a mentor is the greatest position one can earn in education. We do not have to be older or younger to be a mentor, we just have to care and be able to give something tangible to our mentee(s). A friend may have inadvertently inspired you by being themselves. A mentor intentionally wants to make you better. I mentor students from all over the world, but it requires engaging students with intentionality, attentive listening, and constant reflection.

We can define a mentor as a person who advises or trains someone else to achieve. As a mentor, we become a core influence on this person's development. In regards to students, there is no more important responsibility. Every time a student calls for Professor Miles, I grin and don my higher education armor. My sword is my pen. My shield is my computer, storing all of their paperwork. I march into the battle of life with them, armed with the gift of knowledge. My care for their wellbeing, academically and holistically, allows me to gain mentorship opportunities with students.

The creation of a mentorship with my students always begins in a formal sense. I would like to share the case of Paulo, an international student from Dubai. I served as Paulo's Honors Program advisor. Our interactions were initially limited to the understanding of how to achieve in the Honors Program and take advantage of the university's resources. They soon grew exponentially. Paulo intrigued me by his dedication to travel over the Atlantic Ocean to earn a Bachelor's degree at Drexel University. I inquired as to his educational history and pursuits. My first step in advising him as a mentor required attentive listening, and this boy could talk! He went on for hours about his journey. I realized he might have talked to a lot of people in breadth, but not in such depth. I believed I was the first person to inquire deeply and listen for hours about his journey at Drexel, as he consistently commented on how no one asked him these questions before and listened in a manner that made him feel safe. He treated everyone on campus like they were in a business mixer and each person could be his ticket to opportunity, which quickly earned him a reputation of being very professional. I understood it.

Coming from a foreign place, prepping to earn a college degree in the United States, with hopes of establishing an avenue of success and opportunity for his family, I also understood Paulo's mission. His was mine. Mine was his. We both intended to become great so our family would be able to leave our hometowns and have more opportunity. My inner city trail of achievement had been paved by similar ambitions as Paulo. As an educator, who graduated from high school in inner city Los Angeles, University of California – Los Angeles, and University of Pennsylvania, I knew best strategies for networking and achieving academically in higher education. It was my job to pass on this knowledge as his advisor. I began to show Paulo motivational video clips and best strategies for being an excellent student. Today, I create my own

motivational education navigation videos since Paulo found the information so valuable. Before I created my own material, I referred to societal greats such as Warren Buffett, Will Smith, and others while critically talking about these leaders' insight for hours in the Honors Program students' lounge. They served as great supplements to developing a track of achievement for Paulo because he could use their general values in an applicable manner. Buffett speaks about the desire to learn under great professors as his reason for attending Columbia University. As an undergrad he was mentored by the greatest minds on campus. To motivate ourselves in life and academics, we looked to these role models to learn how to create Paulo's path.



Our investigation of successful leaders led Paulo, with my guidance, to understand his own ambitions. Finding oneself is no easy task for undergraduates. After a while, Paulo's desire to join the entrepreneurial tech rush rose to the forefront of our conversation. We discussed business strategies and read articles together. I led Paulo into critical thought with a humble approach and gratitude for his sharing his future plans. I acknowledged his dreams and promoted them by directing him to articles, academic opportunities, clubs, and organizations. Our mentorship transitioned from academic strategies, theory to practice, and consistent meetings regarding entrepreneurship, to discussing business strategy across product and service industries in the modern technology rush. It became an exchange. We established an entrepreneurship cluster for first-year students in the Honors Program to combat some of the early mistakes startup hopefuls often make. Our mentorship formed into a community of progressive business people. We took our mentorship and created a club for other students to learn what we have been teaching each other. This two-way street of information allowed Paulo to occasionally mentor me about aspects of

entrepreneurship. I often led the conversations and conveyed as much knowledge as I could, but made it clear I valued the information Paulo imparted on me.

One day, he walked into my office. “Miles, Miles!” He proclaimed. “I got positions for the Chief Financial Officer and Chief Technology Officer (CTO).” From that day forth, Paulo was the Chief Executive Officer (CEO), of his startup. He successfully organized a team of leaders and risk takers to join him in his journey of entrepreneurship. Paulo and his company worked it out for the CTO to earn his co-operational learning credits through developing the technology for Paulo’s app idea. Our journeys are different but we still have similar experiences. He has taken his skills to product. Through my mentor role, I felt like a large part of Paulo’s life and success. His constant desire for my feedback and exchange of knowledge added value to my voice. It placed the responsibility to be an accessible role model. It rewarded me with the opportunity to positively impact him by guiding him through reflection and self-improvement. Mentorship is the key to personal development. It serves as an amazing experience for both parties involved.

A mentor is a shoulder to lean on. A mentor is a sounding board. A mentor is a role model. A mentor cares for your achievement. A mentor is intentional towards your improvement. In encouraging Paulo to chase his dreams of becoming a CEO in the Tech Rush, I emerged myself as a symbol of opportunity and a safety net of encouragement. Pushing my mentee to achieve allowed me to achieve in my own endeavors. He too encouraged me to achieve my dreams: educational advancement for others. The most valuable lesson learned was that mentorship is a two-way street. We do not have to be the same age, older, or younger. We just have to know how to help by listening attentively, reflecting, and intentionally engaging the mentee. It improves the mentor. Many things we say to the student we must enact in our own lives. Thus, we become our best selves. Mentor someone today. Do it again, tomorrow. The benefits are endless. Not only for the mentee but for you as well. Be great! You already are.

AUTHOR’S NOTE: Miles Rashaad Goodloe serves as an adjunct faculty member and program coordinator at Drexel University. He teaches education as an interdisciplinary seminar in the Pennoni Honors College. He provides motivational and educational media via his website and at institutions in the Philadelphia tristate community.

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DISNEY AND PIXAR'S INSIDE OUT: A REVIEW

BY ETHAN GOLDSTEIN

Emotions and our ability to understand them are topics frequently discussed in academia and pop culture, and are frequent points in the discussion of gender expression. Although abstract in nature, they have become a consistent predictor of behaviors and are used to make all of our decisions. Over the past two decades Disney and Pixar have utilized their creativity and imagination to bring aspects of typically unseen worlds to life, from our favorite childhood toys in "Toy Story" to our friends under the sea in "Finding Nemo." This past summer, Disney and Pixar attempted to tackle the abstract and immense task of personifying human emotions in the film "Inside Out." The movie follows 5 of Paul Eckman's 6 basic emotions: joy, sadness, fear, disgust, and anger, distinguishable by their unique colors and body shapes.

The story focuses on the emotions of Riley, a teenage girl navigating adolescence. Between moving, finding new friends, and starting at a new school, Riley's emotions try and cope with the changing atmosphere while Joy and Sadness go missing (I would encourage you to see the movie to find out more). Although the movie is centered on Riley's emotions, we do catch a brief glimpse into the brain of a male individual, Riley's father, an entrepreneur trying to make the most of an opportunity in San Francisco, CA. We enter his brain during a dinner conversation where, in (stereo) typical fashion, Riley's mother expresses her compassion by asking about Riley's day. Her father, meanwhile, is caught lost in thought. We zoom in, and find that her father's emotions are watching sports, a behavior typically reserved for male characters. It is within his head that we encounter the 5 unique emotional characters we met inside Riley (each one distinguished by a unique color), but here they are acting under a militaristic style of leadership from the emotional leader, Anger.

In the movie, Anger is a figure of short stature to match his temper, bald besides a flame that erupts from his head when he becomes even the slightest bit, for lack of a better word, angered. As we continue our way through the father's mind, the other emotions with a significant role are fear and disgust, each of whom hold the keys to "put down the foot" in case of parental emergency, reminiscent of a nuclear attack. Joy and Sadness sit in the far corner and seemingly have no significant impact upon the actions of the father. There is no surprise that the emotion leading the pack is one used to portray anger, followed closely by disgust and fear, with joy and sadness saying nothing. Is Disney trying to show children how men are seen by society?

In addition to Disney's choice of emotions responsible for the host's actions, there are genders assigned to each emotion, or so one perceives based upon their voices and the ways in which they are physically portrayed. Within Riley's mind, there is a

mixture of male and female emotions. Anger is presented as a male with the voice of Lewis Black and wearing a neck-tie and slacks, while Joy (voiced by Amy Poehler) prances around in a dress with a constant glow around her figure. However, once you enter the father's mind, all of the emotions are perceived to be a single gender. The emotions that are seen as feminine in Riley (Joy, Sadness, and Disgust) have the same physical characteristics in her father, color and body shape. However, the same emotions are now portrayed with a comb-over (or bald), with a mustache and the same tie, shirt, and slacks combination: all gender expressions attributed to masculinity and the male gender.

The movie, "Inside Out" is full of interpretations of gender, sexuality, gender expression, and many other biological and social constructs and factors and how the emotions inside the characters minds either influence or explain these qualities or actions. I hope this piece is a small slice of analyses that have occurred and will continue within pop culture in an effort to create balanced media to consume and influence social norms.

Ethan Goldstein works at Washington University in St. Louis and can be reached at ethanngoldstein@gmail.com

ASK BEFORE YOU TOUCH: MALE DOMINANCE IN THE WORKPLACE

BY JUSTIN ZAGORSKI



I once watched as a White male director rested his arm upon the back of his female employee's chair during a divisional training session. It was as if he had just sat down next to her at a movie theater. He was slouched back and his legs were crossed in a way that said, "I am comfortable." The female employee's body was turned in a way that extended her legs off to the side opposite of the man. I noticed that she did not place her back on the chair. She never once looked over to the man, not even when he spoke to the larger group. Needless to say, she looked very uncomfortable. I realized that I have likely asserted my dominance in the same way as the White man on the other side of the room.

Physical touch is a common occurrence in the Student Affairs profession. We are a caring profession, and what better way is there to show it than through physical contact? I usually feel a need to feign comfort in physical touch and learn to appreciate it as my colleagues seem to do. However, the discomfort I often feel from physical touch leads me to withdraw during social situations. I become more of an observer than an active participant; this is when I notice who touches me the most. I have noted that male colleagues tend to touch me most often, often without permission. This article is a recognition of how my own male dominance can play out in the workplace, but it is more so an investigation into how men generally assert their dominance over people through physicality, throughout the profession.

Our field is filled with handshakes, friendly pats on the back, and the caring embrace of hugs. The trouble I find is that typically other men are doing most of the touching. Unbeknownst to them, their embrace is probably less comforting to others than they would expect, because when men touch people at work they are inadvertently or deliberately asserting their dominance. When men touch me, I feel their power because I know what it feels like to assert dominance over others. Developing a strong handshake seemed like a rite of passage as a young man. I learned early on that the ultimate sign of masculinity was power and strength. These are the reasons why an assertive embrace by a male colleague often leaves me feeling powerless, when a similar interaction with a female, transgender or gender non-conforming colleague may just leave me feeling awkward. I believe this is partly because non-male colleagues usually ask before they touch me.

I believe that most of the time in this field, men are expressing how much they care for others when they touch. I know that when a man places a friendly hand upon my shoulder, he is likely affirming me for a satisfactory performance. I am sure that most times they reinforce their grip to show deep appreciation for what I have achieved. However, I cannot help but be distracted by the dominating sensation I get as their grip tightens. I find myself held against my will, like the big kids used to do to me on the playground. The situation becomes even more problematic when the male happens to be in a

position above me. In these instances their affirming touch is not only off-putting, but patronizing. A leader can wish for hierarchical power to disappear and request for their staff to see them as an equal, but I feel the power they have over me and I know that I may need their approval when searching for future positions, raises and promotions. These are the factors that often keep me from telling them how dominated their affectionate touching can leave me feeling. If managers are truly attempting to recognize their subordinates for satisfactory work, I suggest that they do so in words, because the good old pat on the back may actually leave colleagues feeling unsupported and disempowered.

The most problematic form of touching I have found in Student Affairs, with the exception of sexual harassment, is surprise touching. One day, I was standing in front of the copier, focused on printing materials for a meeting I was about to be running late for, when I felt it. One hand grasped each of my shoulders in a way that said, "I am here." Then I heard a friendly, "How are you Justin?" In that moment, I did not have the words to authentically answer his question. I felt frightened by this uncomfortable encounter, dominated by his strong grip, and unsafe with how close he still stood next to me. So, instead I said "fine" and went back to staring at the copier.

Surprise touching is far more common than I would like it to be. I have felt how isolating and belittling it can be on several occasions, but that is not what troubles me most. I fear the male tendency to touch others without permission can have far worse consequences. Imagine how triggering it could be for a survivor of sexual assault to be touched by a man in this way. No matter if that person is female, transgender, male, or identifies somewhere else on the gender spectrum, if they experienced sexual violence, it was likely a man who stole their power and never gave it back. Think about how upsetting these unannounced touches could feel to those who are constantly harassed by men, inside and outside of work. A man may think it is normal to move through crowded spaces by placing his hand on the back of women and saying "excuse me," but this is highly problematic. One touch from a man could remind a person of all the street harassment, inappropriate touching and sexist comments they have experienced throughout their life. For me, I merely feel uncomfortable after a surprise touch, but I worry that others may feel devastated, fear for their safety, or be required to call attention to some of their darkest memories.

In addition to thinking before we touch others, men should think before entering closed spaces with other people. Due to historical and present day injustices, men can easily make survivors of sexual assault feel unsafe by merely being present in an enclosed space, let alone if they touch the survivor. In a similar way, White men like myself, can easily make People of Color feel unsafe in those same rooms.

We need to reduce the pervasiveness of men asserting their dominance over others in Student Affairs, and remember that the intent of our touching does not matter. The constant expression of internalized male dominance is problematic in our field, as older male professionals teach our younger college men what it means to be a man. We must not collude into the

comfortable acceptance of our dominating behaviors. We must challenge ourselves to more fully recognize the impact of our power, while empathizing with the traumatic experiences it may invoke in others. Most importantly though, if you take nothing else from this article, we must agree that there is no socially just reason for surprise touching and no reason shall ever exist.

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NASPA™

Men and Masculinities KC

THE PURPOSE OF THE MEN & MASCULINITIES KNOWLEDGE COMMUNITY

The purpose of the Men & Masculinities Knowledge Community (MMKC) is to provide a venue for discussion, research, and the distribution of information about men’s gender identity development, in the context of college campuses.

The goals of the MMKC are:

1. To make gender identity(ies) a salient lens for viewing and working with male staff and students.
2. To develop and distribute resources that will enhance student affairs professionals’ ability to respond to the needs of male students
3. To inform the profession about new research and practices regarding the development of masculine identities as manifested in people in general, and men in particular (e.g. inclusive of masculinities performed by Trans/Queer, women.)
4. To offer technical and creative assistance to colleagues as they develop programs and services for male students.
5. To assist Student Affairs professionals in navigating the tensions between male privilege and men’s personal needs (e.g. challenge and support,) including support through the professionals’ personal frustrations in this regard.
6. To create guides to best practices in teaching male students about diversity, gender identity, and other critical issues affecting their personal growth.
7. To promulgate and/or distribute men’s issues and development scholarship for use in graduate preparation programs.

This KC was founded upon a pro-feminist, anti-racist, gay-affirmative agenda with the hope of providing resources to increase multi-cultural competence among male students by providing the NASPA membership with tools to invite and engage men into this process. The underlying assumption is that men in general are interested in social justice, capable of enacting it, and that they need language and a connection to the process.

ARTICLE SUBMISSION GUIDELINES

1. Articles should be no less than 300 words and no more than 1500.
2. All articles should be relevant to the mission and purpose of the Men and Masculinity Knowledge Community.
3. Articles should include the name of the author, job title, email and school affiliation.
4. Anyone with an article that is time sensitive should inquire with the Technology Chair for deadlines.
5. Please take the time to proof and edit your work.
6. All work should be saved in .doc (Word) format.
7. Photos and artwork should be sent as high quality .jpg files.
8. All submissions must be sent to the Newsletter Editors, Daniel Fairley, II, Francis Pastorelle, and Weston Prisbrey at mmkcnewsletter@gmail.com.

MMKC NEWSLETTER SUBMISSION TIMELINE

EDITION	CALL FOR ARTICLES	SUBMISSION DUE DATE	PUBLISH DATE
Summer/Fall	Late August	September 21 st	Mid-October
Winter	Late November	December 21 st	Mid-January
Conference	-	-	Annual Conference
Spring	Late February	March 21 st	Early April



Jepson Hall