

Project Name:

The Good Guise Alliance

Project Sponsors:

Name: Wanda Swan

Title: Director, The Respect Program

Department: Office of Health Promotion

Name: Chanel Craft Tanner

Title: Director

Department: The Center for Women at Emory

Executive Summary

“Using the genre of fairy tales so important to the mythopoetic movement, this is a story where an evil monster casts a spell over the people, keeping everyone suspended until finally the hero dares to confront the monster and break the spell. We are all kept spellbound by the ideology of male supremacy as the natural order, ordained in creation. Exposing the monster's false power, thus breaking the spell, happens when a man dares to enter the realm of women's reality. A man breaks rank with other men when [they] make women's reality their referent. All the power of the social order gathers itself to prevent his going there.”

--Kathleen Carlin, Founding Executive Director of Men Stopping Violence

This was indeed the year of women's voices: The Women's march. The #metoo movement. “She Persisted.” Maxine Waters "reclaiming her time." Women who felt silenced by colleagues. Danica Rome becoming the first openly transwoman in a Senate seat. Lack of women in Tech being linked to biology. Toxic culture in Silicon Valley. An attack and a celebration of women. 2017 record year for pay raise. Bill O'Reilly. *Girls Trip*.

This was a year when the harsh reality for many women went from being whispered about to being publicly talked about. In October, sexual assault allegations against Harvey Weinstein ignited a nation-wide dialogue that exposed scores of men in many industries. #metoo captured the mood on social media where thousands used the hashtag to share their harassment stories. From tech, to media to politics to higher education— no industry was immune.

But there was another story. When then-candidate Donald Trump excused his candid remarks about sexual assault as simply normal “locker room talk” that men engage in, many men vehemently declared that was not locker room behavior they were familiar with. Almost immediately after the #metoo hashtag went viral, men began using the hashtag #HowIWillChange to share actionable steps they were pledging to take to address sexual violence. And at Emory, men are beginning to ask what they can do to end the culture of sexism and misogyny on our campus and beyond.

The Good Guise Alliance is a collaboration between the Center for Women and The Respect Program that aims to cultivate, support, affirm, and create male allies and advocates. Through skill building, story sharing, and hands-on application, this initiative unpacks what it means to be masculine and explores issues of masculinity and gender. This alliance asserts that men must do more heavy-lifting in combating sexism and provides a proactive means for doing so.

Project Description

The Good Guise Alliance provides a unique opportunity for coordinated collaboration between the Center for Women and the Respect Program. Each office possesses unique skills that are instrumental in developing this initiative which aims to proactively address sexism and misogyny. The Respect Program engages in population-level promotion of an Emory community free from all form of interpersonal violence. The Respect program uses theories of public health to their work as advocates and have a particular expertise in training student advocates. They work to end violence by ending oppression. Housed in the area of Belonging and Community Justice, the Center for Women at Emory works to train advocates for gender justice through educational programs and hands on program development models. Together, these offices will guide this program and equip students to develop and implement innovative programs around healthy masculinity.

The Good Guise Alliance not only connects to the Respect Program’s and the Center for Women’s goals of creating a more equitable Emory for women, it also connects to the Emory Campus Life strategic plan. By empowering a group of masculine-identified students to better understand their own identity construction and advocate on behalf of women and girls, this project brings Emory Campus Life closer to actualizing its goal to having students who are socially just and culturally humble. While our assessment will be mostly program specific, we are informally guided by the question of how is the Emory community moving towards establishing and enforcing norms that say that toxic masculinity will not be tolerated here?

While this program is primarily a partnership between the Respect Program and the Center for Women, there are many Emory community partners that we hope to work with on this project. These include the Black Male Initiative, the Office of LGBT Life, Emory Athletics, and the Office of Sorority and Fraternity Life. These offices play a unique role in how our campus understands and navigates masculinity, thus we envision staff members in these offices as being guest

speakers and also serving as consultants as Alliance members develop practicums that may fit within the missions of their areas.

We named this initiative towards healthy masculinity The Good Guise Alliance to highlight the ways in which masculinity is itself a guise, a front, and a facade that is built around a set of social constructs that dictate the behavior of men and masculine-identified people. All too often masculinity becomes toxic, leading to violence, aggression, and sexual conquest. This initiative seeks to combat toxic masculinity by building a new generation of leaders who will serve as positive change makers in society. We also chose the name to reflect our decision to be inclusive of all genders. We employ the homophone “guise” to include anyone who self-identifies with manhood or maleness, while celebrating that those identities are part of a spectrum of gender. We chose to name this group an “alliance” in order to emphasize the desire for this group to collectively investigate patterns and struggles common among people who benefit from systematic male privilege. We also hope that through an alliance they are able to develop greater self-awareness alongside accountability in order to show up with integrity to their gender-based justice work.

The intersectional frameworks developed by women of color feminists and socioecological models of public health anchor the project. We approach masculinity through a lens that sees the interconnected nature of social categorizations such as race, class, and gender and the ways in which they create overlapping and independent systems of discrimination and disadvantage. Thus, while we focus specifically on masculinity, Alliance members will develop an understanding of the ways in which their masculinity is shaped by and interacts with systems of race, class, ability, religion, and sexuality. The socioecological model of health also helps us think about the role of the individual participant in the Emory community and beyond. In this model, the individual is the center, followed by the family, the local community, the national community and the globe. This approach allows them to see the ways in which all of these levels work to construct their versions of manhood and womanhood. More importantly, it prepares them to think about disrupting traditions of toxic masculinity at the individual, familial, local, national, and global levels.

The Good Guise Alliance will train a 10 member cohort of masculine-identified Emory students and work closely with them over the course of three years to unpack their own relationships with toxic masculinity and be advocates for gender justice. This small group of men will engage in broad-based introduction to masculinity, its social constructions and how it intersects with race, poverty, sexual orientation, and other identities.

The components of the Good Guise Alliance are as follows:

1. *Multi-Day Retreat*: Alliance members will attend a multi-day facilitator-led training where they will begin to do team bonding activities and discuss their own personal relationships with toxic masculinity in the safety and community of other men. We

currently have a community partnership with Men Stopping Violence and will rely on their expertise in developing and facilitating the retreats.

2. *Bi-Weekly Meetings*: Upon their return, they will have biweekly meetings as an entire cohort to have more detailed and nuanced discussions about aspects of masculinity. In the spring semester, their sessions will be geared towards the development of small projects and a large community project to benefit the entire Emory community.
3. *Practicum*: They will be tasked with looking at the landscape, finding a gap, and developing a program that develops an awareness of gender-based issues, addresses expectations of manhood, or provides an opportunity for service.
4. *Large Campus Event*: Members will conduct a large campus event. (In the past, we hosted the Men's Stories Project which allows men to create and share their stories around masculinity).
5. *Service Project*: Alliance members will also have a service project in the spring to work more closely with men's advocacy groups that are actively working on this issue.

The Need for the Good Guise Alliance

There is a demonstrated need for dedicating resources to programs geared towards masculinity. Women have been making steady gains in many industries. At Emory alone, women make up over half of the student body, there are several women deans, and we now have a woman president. So, it is easy (for some) to forget that women, as a group, are still oppressed. In fact, a recent report produced by Global Goals lists the following harrowing statistics:

- A girl dies as a result of violence every five minutes.
- One in four girls gets married as a child.
- 71 percent of human trafficking victims are female.
- 63 million girls have undergone female genital mutilation.
- 130 million girls are out of school.
- Girls are twice as likely to become infected with HIV.

This is only a small sampling of the injustices women face. It is also the case that a majority of the violence that women experience is perpetrated by men. In fact, one of the key ways that masculinity gets constructed is through violence.

Higher education institutions are bastions of diversity and inclusion so it is no surprise that some of the most exciting work around unpacking masculinity is coming out of the academy. Stanford University has developed the Men and Masculinities Project that brings campus professionals and students together to discuss masculinity and manhood. At Northwestern, their NÜ Men initiative is a six-week dialogue experience that challenges participants to critically examine and deconstruct their own masculinity and create counter narratives to dominant masculinity. The Unlearning Masculinity Initiative at Brown University features a

Masculinity Storybook—a biannual publication of personal stories about triumphs and struggles with masculinity.

While we think the work our colleagues at other institutions is exciting, we need approaches to working with privilege populations that is specific to Emory and takes our unique student body, institutional resources, and geographic locale into consideration. Thus, we propose an ally training model that empowers a small group of leaders to create the Emory they want to see. There are several reasons why we believe that a small cohort training model is the best way for us to think about masculinity.

First, over the last year we have experienced an increase in masculine-identified students who want to be advocates. They are interested in unpacking their own relationships with toxic masculinity and desire a safe environment in which they can be vulnerable. They are dissatisfied with messages that simply tell them “don’t rape” and they want tools to positively impact their communities. Furthermore, national organizations like Men Stopping Violence, Men Can Stop Rape, One in Six, and the Good Men Project show that when men are provided opportunities to unpack masculinity in the community of other men, they are able to be more open and honest in their engagement. The Good Guise Alliance seeks to create such a space.

Second, as higher education professionals we know that our students are over-programmed and we are overburdened with trying to host large events that require we spend immense time and money to ensure large audiences. Moving towards smaller programs allows us to more efficiently use our resources to provide meaningful experiences to attendees.

Third, this model allows us to spend more time in developing student leaders. We have found more success and impact in using resources to work closely with a small group of students who can then create programs that the student body would like to see. This is similar to the model employed by Advocates for Racial Justice (ARJ), and while the programs and events the students developed were small, many were impactful. In fact, the Center for Women’s The Kitchen Table initiative was developed out of ARJ. Most importantly, ARJ members spoke very highly of their experience.

Lastly, offices housed in Belonging and Community Justice have been pondering what it is we are asking corresponding privileged groups to do. There is a need for us to develop initiatives that very seriously and very carefully address this concern. Thus, we want to use this Bridge Funding to figure out the process for training undergraduate students in particular privilege groups to be allies that are knowledgeable of self and others, are aware of issues impacting diverse populations, and use action towards creating just communities. Our work with the Good Guise Alliance can be applied to developing models for unpacking White Privilege (RACE), Straight Privilege (LGBT Life), Class Privilege (FLIP), Christian Privilege (OSFL), Domestic Privilege (OISL) and Able-Bodied Privilege (ADSR). Findings from the Good Guise Alliance will help us answer the question, what factors characterize successful ally trainings for undergraduates in

privileged groups and how do they contribute to students' awareness of self and confidence in acting towards justice?

Implementation Timeline

State of Readiness: We are prepared to implement the project in the Fall of 2018 and would like to receive initial funding by August 2018 in an effort to adequately prepare for the Call to Participants with two months to continue to plan the multi-day retreat in the Georgia mountains. Our listed collaborators, Black Male Initiative, Office of LGBT Life, Athletics, Sorority and Fraternity Life will serve as both content-expert consultants and session leaders to the students to provide opportunities for critical exploration on the expression of the performance of masculinity at Emory University. The role of these students and staff members will be to assist us in creating a curriculum for the retreat and staffing several post-retreat sessions on campus.

Timeline: As lead sponsors of this program, The Center for Women and The Respect Program have anticipated a roll-out and assessment plan that proceeds as follows:

August 2018: Call for Participants

- There will be a four-week open call for interested students that will be widely broadcast throughout the campus community. Students will be asked to submit an application and agree to the rigorous schedule via an online form.
- Primary sponsors and collaborators meet to develop the retreat curriculum and post-retreat sessions on campus.

September 2018: Participant Selection

- 10 cohort members will be chosen from the larger group by representatives of The Respect Program, The Center for Women, Black Male Initiative, Athletics and The Office of Sorority and Fraternity Life. These students will be notified during the month of September and invited to an initial informational to discuss the Training Institute in October.

October 2018 (fall break): Training Institute Retreat

- Students will retreat for 3 days with sessions led by collaborators and student mentors.
- Students will complete a pre-assessment to establish their current understanding of the performance of masculinity, presence of toxic masculinity and alignment with learning outcomes of the program.

October-December 2018: Biweekly trainings/workshops

- Collaborators will be included in the group of representatives dedicated to constructive dialogue with these students regarding masculinity and its intersections with race, gender, sexuality and other identities.

- Sessions, led by a graduate assistant, will be two hours in length and will include an hour of dedicated time with a session leader. The remaining hour will be dedicated to them connecting with their group partner to continue preparations for their project.
- Students will be asked to participate in an initial needs assessment to determine additional tools they would need from the community to complete their project by Spring 2019.

January-April 2019: Plan individual and large group projects

- This semester will find the students focused more intently on their group projects. Biweekly meetings will continue but will feature time spent with cohort graduate assistant. The first hour will be dedicated to larger info-sharing and progress reports from the group. An additional 30 minutes will be dedicated to those groups seeking additional follow-up.

March 2019: Alternative Spring Break

- The cohort will travel to a service location that satisfies the program's service component.

April 2019: Presentation and Assessment

- Cohort will present their projects to Emory community during Sexual Assault Awareness Month. Attendees will receive a Likert scale evaluation to best determine congruence with learning objectives and outcomes.
- Cohort will also be asked to complete a post-evaluation to measure education and behavior growth.
- Graduate assistant will collect evaluation from presentations and the cohort and present assessment findings at May meeting.

May-July 2019: Advertise for the upcoming cohort

- May wrap-up meeting will include brief presentations from group partners and a celebratory close of semester activities.
- Cohort will "graduate" to group mentors in preparation for incoming cohort. Mentors will support incoming members through the project, plan one large campus event per year and will collectively participate in annual off-site service projects.
- Graduate assistant will provide a soft advertisement roll-out ("Save The Date") for applications for the next cohort.
- Primary sponsors will begin implementing Phase One of the project's sustainability plan to ensure the survival of the project.

August 2019: Selection of Cohort 2 members

- Official advertisement of applications for Cohort 2 members will begin and last four weeks.
- Cohort members will meet with primary sponsors to review assessment findings, discuss learning outcomes for the incoming cohort and plan logistics for the upcoming year.

September 2019:

- 10 cohort members will be chosen by the primary sponsors, graduate assistant and previous cohort. These students will be notified during the month of September and invited to an initial informational to discuss the Training Institute in October.

October 2019:

- Students will retreat for 3 days with sessions led by collaborators and student mentors.
- Students will complete a pre-assessment to establish their current understanding of the performance of masculinity, presence of toxic masculinity and alignment with learning outcomes of the program.

October-December 2019: Biweekly trainings/workshops

- Collaborators will be included in the group of representatives dedicated to constructive dialogue with these students regarding masculinity and its intersections with race, gender, sexuality and other identities.
- Sessions, led by a graduate assistant, will be two hours in length and will include an hour of dedicated time with a session leader. The remaining hour will be dedicated to them connecting with their group partner to continue preparations for their project.
- Students will be asked to participate in an initial needs assessment to determine additional tools they would need from the community to complete their project by Spring 2020.

January 2020: Plan individual and large group projects

- This semester will find the students focused more intently on their group projects. Biweekly meetings will continue but will feature time spent with cohort graduate assistant. The first hour will be dedicated to larger info-sharing and progress reports from the group. An additional 30 minutes will be dedicated to those groups seeking additional follow-up.

March 2020: Alternative Spring Break

- The cohort will travel to a service location that satisfies the program's service component.

April 2020: Presentation and Assessment

- Cohort will present their projects to Emory community during Sexual Assault Awareness Month. Attendees will receive a Likert scale evaluation to best determine congruence with learning objectives and outcomes.
- Cohort and mentors will also be asked to complete a post-evaluation to measure education and behavior growth.
- Graduate assistant will collect evaluation from presentations and the cohort and present assessment findings at May meeting.

May-July 2020: Advertise for the upcoming cohort

- May wrap-up meeting will include brief presentations from group partners and a celebratory close of semester activities.
- Cohort will "graduate" to group mentors in preparation for incoming cohort. Mentors will support incoming members through the project, plan one large campus event per year and will collectively participate in annual off-site service projects.
- Graduate assistant will provide a soft advertisement roll-out ("Save The Date") for applications for the next cohort.
- Primary sponsors will begin planning Phase Two of the sustainability plan to ensure the survival of the project.

August 2020: Selection of Cohort 3 members

- Official advertisement of applications for Cohort 3 members will begin and last four weeks.
- Cohort members will meet with primary sponsors to review assessment findings, discuss learning outcomes for the incoming cohort and plan logistics for the upcoming year.

September 2020:

- 10 cohort members will be chosen by the primary sponsors, graduate assistant and cohort members. These students will be notified during the month of September and invited to an initial informational to discuss the Training Institute in October.

October 2020:

- Students will retreat for 3 days with sessions led by collaborators and student mentors.
- Students will complete a pre-assessment to establish their current understanding of the performance of masculinity, presence of toxic masculinity and alignment with learning outcomes of the program.

October-December 2020: Biweekly trainings/workshops

- Collaborators will be included in the group of representatives dedicated to constructive dialogue with these students regarding masculinity and its intersections with race, gender, sexuality and other identities.

- Sessions, led by a graduate assistant, will be two hours in length and will include an hour of dedicated time with a session leader. The remaining hour will be dedicated to them connecting with their group partner to continue preparations for their project.
- Students will be asked to participate in an initial needs assessment to determine additional tools they would need from the community to complete their project by Spring 2021.
- Food will be served.

January 2021: Plan individual and large group projects

- This semester will find the students focused more intently on their group projects. Biweekly meetings will continue but will feature time spent with cohort graduate assistant. The first hour will be dedicated to larger info-sharing and progress reports from the group. An additional 30 minutes will be dedicated to those groups seeking additional follow-up.

March 2021: Alternative Spring Break

- The cohort will travel to a service location that satisfies the program's service component.

April 2021: Presentation and Assessment

- Cohort will present their projects to Emory community during Sexual Assault Awareness Month. Attendees will receive a Likert scale evaluation to best determine congruence with learning objectives and outcomes.
- Cohort and mentors will also be asked to complete a post-evaluation to measure education and behavior growth.
- Graduate assistant will collect evaluation from presentations and the cohort and present assessment findings at May meeting.

May-July 2021: Advertise for the upcoming cohort

- May wrap-up meeting will include brief presentations from group partners and a celebratory close of semester activities.
- Cohort will "graduate" to group mentors in preparation for incoming cohort. Mentors will support incoming members through the project, plan one large campus event per year and will collectively participate in annual off-site service projects.
- Graduate assistant will provide a soft advertisement roll-out ("Save The Date") for applications for the next cohort.

August 2021: Selection of Cohort 4 members

- Official advertisement of applications for Cohort 4 members will begin and last for four weeks.

- Cohort members will meet with primary sponsors to review assessment findings, discuss learning outcomes for the incoming cohort and plan logistics for the upcoming year.

Project Lifecycle

The project's primary sponsors are committed to creating lines of sustainability that will seek to retain a space for male-identified activism and accountability to ending sexism and misogyny within the Emory community. This will occur in two phases.

Phase One:

Sponsors agree to support the project by encouraging the cohort members to register as a student organization before or by summer 2019. The Center for Women and The Respect Program will serve as co-advisors and provide foundational support to the initial application process. Having the Good Guise Alliance serve as an Emory-affiliated organization creates opportunities for facilitated trainings and discussions led by members and mentors. Its presence would also align with and strengthen the missions of student groups currently under the umbrellas of CWE and The Respect Program and serves to provide more intersectional dialogue to the overall campus movement. Lastly, the organization, if approved, would also be guaranteed a budget for the administrative and programmatic needs of the group.

Phase Two:

Sponsors also agree to support the project by creating funding streams to sustain retreat and graduate assistant costs. Beginning in summer of 2020, they will collaborate with Emory's Office of Development and Alumni Relations to create an annual fundraiser/donor opportunity to support The Good Guise Alliance. As co-advisors both The Center for Women and The Respect Program will also work closely with the student organization to create and/or host fundraising events with local vendors. Monies will aid in maintaining the off-site retreat opportunities for new cohorts.

Assessment

The Good Guise Alliance is designed around three large objectives that include developing an awareness of women's issues, developing knowledge of self and others as it relates to masculinity, and using action towards becoming an ally and advocate for gender-based justice. We will be measuring the following objectives in each of these categories:

1. Developing an awareness:
 1. of key concepts related to sexism, patriarchy, misogyny, and oppression
 2. of larger social justice issues, including racism, classism, religious oppression, sexism, heterosexism, gender oppression, ableism, ageism and adultism, and xenophobia;
 3. the historical impact of systematic oppression in the US especially in regards to the oppression of women and girls

2. Developing knowledge of self and others by:
 1. recognizing how patriarchy and the enforcement of toxic masculinities has contributed to our understanding and beliefs associated constructions of manhood and womanhood
 2. being aware of social group membership and identifying dominant and subordinated identities
3. Using action towards becoming an ally for gender-based justice:
 1. developing programs that allow for community engagement of issues around masculinity and women’s oppression
 2. understanding that gender-based justice is a goal and a process
 3. demonstrating an understanding of ally identity development
 4. displaying a commitment towards continuing education related to ally identity development
 5. Holding self-accountable for conscious and unconscious behaviors that harm target group members

Through the employment of a graduate assistant we will measure these objectives in the following qualitative and quantitative ways:

1. The graduate assistant will conduct **pre- and post-assessments** to measure participant’s knowledge of concepts of gender justice
2. The graduate assistant will conduct **observations** of participant sessions paying particular attention to conversations and group interactions noting how their framework of conversations has changed over time.
3. The graduate assistant will conduct two **focus groups** (December and April) and a set of individual **interviews** with participants to gauge the effectiveness of the program.
4. The CWE and Respect program staff will **assess the quality of practicums** using a detailed rubric that measures how well participants have grasped concepts around masculinity and their ability to apply what they have learned. We will also distribute brief surveys of audience members to solicit feedback of the programs.

Funding Request and Cost Elements

We are requesting \$30,000 to cover some project expenses for the next 36 months.

Expense Type	Quantity	Unit Amount	Total
Graduate Assistant	1 per year x 3 years	\$2500	\$7500
3-Day Training Retreat	1 per year x 3 years	\$2500	\$7500
Off-site Service Learning Projects	1 project per year x 2 years	\$500 per person	\$10,000
Funds for Student Practicums	1 student practicum funding per year x3 years	\$1000 per year	\$3000
Books and supplies	1 order per year x 3	\$500 per year	\$1500

for biweekly workshops	years		
T-Shirts for participants	1 order per year x 3 years	\$200 per year	\$600
Consultations with Men Stopping Violence	1 consultation x 3 years	\$500 per year	\$1500
Large Campus Event	1 event per year x 2 years	\$700 per year	\$1400
Off-campus outings	1 outing per year x 3 years	\$250 per year	\$750
		Total	\$33,750

Direct Labor Costs:

We are asking for monies to be dedicated to the hire of a graduate assistant for the Good Guise Alliance in an effort to foster peer-led facilitation to the group, create assessment tools for the cohorts and larger audiences and interpret data results given by the Emory community.

Equipment and Materials:

Other funding will directly be invested in the students' travel and lodging to their annual retreats and service learning projects, practicum funds, workshop supplies, member shirts, off-campus consultations, large campus events and other off-campus outings.

Departmental Contribution:

Sponsors agree to offset the remaining cost of the project, \$3,750.00, with departmental and/or donor funds.

Future Funding/Stewardship of Resources:

As stated in the Project Lifecycle section, the project's sponsors are committed to creating lines of sustainability that will seek to retain a space for male-identified activism and accountability to ending violence within the Emory community. This will occur in two phases and will include the sponsors working with cohort members to create a student organization to offset costs related to programming /training. Additionally, The Center for Women and The Respect Program agree to equally contribute to the cost of a dedicated graduate assistant to continue the peer-leadership/data assessment model established by the project.

When looking ahead at cost-cutting opportunities, we see the relocation of the annual retreat to the Emory campus as a major asset to budget funding. We understand that eliminating the costs of the graduate assistant and the retreat resolves and/or reduces as much as \$15,000 and greatly relieves strain to our fundraising goals.

CHECKLIST

Before you submit your proposal:

- Did you list the names of the collaborators and their departments?
- Did you discuss your proposal with your strategic plan departmental contact?
- Have you demonstrated that the project is innovative, stewards resources, engages collaboration, and uses assessment to foster a culture of informed decision making?
- Is your project timeline realistic and attainable?
- Did you discuss your assessment plans with your departmental assessment coordinator?
- Did you clearly state how your funds will be used?
- Did you demonstrate how the program will be sustained post Bridge Funding?
- Did your unit heads review and approve the proposal?
- Are you ready to email your final proposal to both Michael Shutt (mshutt@emory.edu) and Bruce Covey (bcovey@emory.edu)?