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Masculinity and Social Change: Exploring Generative Masculinity Development in Resident Assistant Men through the Social Change Model of Leadership Development

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MASCULINITY AND SOCIAL CHANGE: EXPLORING GENERATIVE MASCULINITY
DEVELOPMENT IN RESIDENT ASSISTANT MEN THROUGH THE SOCIAL CHANGE
MODEL OF LEADERSHIP DEVELOPMENT

A Thesis

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Master of Arts

in

The School of Education

by
Joshua D. Finch
B.S., Central Michigan University, 2014
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The Bridge Builder

An old man going a lone highway,
Came, at the evening cold and gray,
To a chasm vast and deep and wide.
Through which was flowing a sullen tide
The old man crossed in the twilight dim,
The sullen stream had no fear for him;
But he turned when safe on the other side
And built a bridge to span the tide.

“Old man,” said a fellow pilgrim near,
“You are wasting your strength with building here;
Your journey will end with the ending day,
You never again will pass this way;
You’ve crossed the chasm, deep and wide,
Why build this bridge at evening tide?”

The builder lifted his old gray head;
“Good friend, in the path I have come,” he said,
“There followed after me to-day
A youth whose feet must pass this way.
This chasm that has been as naught to me
To that fair-haired youth may a pitfall be;
He, too, must cross in the twilight dim;
Good friend, I am building this bridge for him!”

- Will Allen Dromgoole

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ABSTRACT

In this study, men's identity development among Resident Assistants (RAs) at Louisiana State University is investigated using a constructivist approach. Societal expectations of men tend to value hegemonic masculinity, which reinforces a drive for dominance, objectification, and high-risk behaviors (Edwards & Jones, 2009). Whereas, generative masculinity is characterized by a sense of responsibility, desire to give back, comfort with self, willingness to confront and break gender stereotypes, and the use of personal strengths to foster wellbeing (Badaszewski, 2014). Many characteristics of generative masculinity align with the Seven C's of Social Change as described in the Social Change Model of Leadership Development. The Social Change Model is designed to describe how students cultivate leadership skills through service to others (Higher Education Research Institute, 1996). Resident Assistants (RAs) serve as mentors and role models to students living on campus, help to foster community amongst on-campus student residents, and enforce building security. For the purposes of this study, the researcher uses the Social Change Model of Leadership Development to examine how being a Resident Assistant contributes to the generative masculinity development of RA men.

CHAPTER 1: INTRODUCTION TO THE RESEARCH

Men's identity development has become an increasingly important area of research in the field of Higher Education and Student Affairs (Edwards & Jones, 2009). Major professional and academic organizations have developed initiatives to better understand this subpopulation of college students because of substantial demographic changes in recent years. From 1947 to 2013, male enrollment at higher education institutions has decreased from 71% to 43.6% (Total fall enrollment..., 2013). When data is disaggregated by institutional type, the trend remains the same. Male enrollment at two-year colleges is 43% and at four-year institutions it is 44% (Current Term Enrollment Report – Spring – Spring 2015, 2015). As a result of this exodus of men from higher education in the United States, there is a need to investigate the multiple contributing factors to this pattern.

Moreover, men who do enroll in college are entering less engaged, less academically prepared, and less likely to persist through graduation (Harper & Harris, 2010). In fact, men fall behind women in nearly all areas of college academic achievement (Schieferecke, 2013). Additionally, men seem to struggle with higher rates of anxiety and depression; they even have a suicide rate four times higher than women (Scelfo, 2007). Unless higher education practitioners and scholars understand the lived experiences of college men, there will be few efforts to intentionally engage them in college life or society at large.

Statement of the Problem

The second wave of feminism in America, which lasted from the early 1960s to the early 1980s, explicitly acknowledged men were the primary subjects of nearly one

hundred years of social science research. Feminist scholars point out the need to look at the lived experiences of women in research to obtain a holistic picture of human development (Wood, 2013). Stemming from this movement, scholars began investigating the lived experiences of men in the 1980s in an effort to understand men from a gendered perspective. Although the majority of early research in psychology, sociology, student development, and other fields focused on men as their primary research participants, these researchers failed to see students through a gendered lens (Edwards & Jones, 2009). This failure led to gross under sights in understanding human development and has demonstrated a need to understand students' experiences from a gendered perspective (Harris, 2010).

Starting in the 1980s, myriad studies emerged examining the experiences of men and investigating phenomena associated with college men and masculinity. Of the research completed on the development of college men, the majority of researchers implemented a deficit-approach to understanding men and masculinity (Harper, Harris, & Mmeje, 2005). Men and masculinities research tends to focus on the negative aspects of masculinity such as high-risk behavior, hyper-dominance, hyper-masculinity, and sexual violence. In Student Affairs literature, most initial masculinity literature investigates the disproportionately high rates of men in the conduct process, sexual assault cases, hazing incidents, as well as high risk behaviors such as binge drinking and drug use (Harper et al., 2005). Masculinity in literature has taken on an overwhelmingly negative tone, with only a relatively small amount of research exploring positive aspects of masculinity (Kiselica & Englar-Carlson, 2010).

There is a vast deficit in Student Affairs literature regarding college masculinity. There are two major areas of inquiry particularly important in bridging the literature gap: 1) there is very little research utilizing a positive, strengths-based approach to framing college men's identity development; and 2) there is a lack of research on the functional areas of Student Affairs beyond Student Conduct and Greek Life (Wong, Shea, LaFollette, Hickerman, Cruz, & Boghakian, 2011).

Purpose of the Study

With knowledge of this problem, the need to advance research, and enhance professional practice, this study was designed to explore how college men's sense of masculinity develops as a result of their student leadership role as an on-campus Resident Assistant (RA). A positive lens approach is utilized to examine the lived experiences of RA men. This allows Student Affairs professionals across multiple functional areas to gain insight on how to effectively engage college men. The intent is to glean a deeper understanding of the strengths, interpretations, and becoming of RA men through the combined lenses of masculine development and leadership development. With a deeper understanding of how the RA position cultivates generative masculinity in college men, Student Affairs practitioners will be able to more thoughtfully engage male RAs. Relying on male peers is a major theme in masculinity development in multiple research studies (Harris & Edwards, 2010; Harris & Lester, 2009; Edwards & Jones, 2009; Badaszewski, 2014). As Resident Assistants, these students have a unique peer-leadership role, which may be utilized in a more thoughtful manner to enhance the generative masculinity development in men who live on campus. This might increase the engagement of men across higher education in the classroom and student organizations, as well as decrease

the amount of men who enter the student conduct process for high-risk behaviors typically associated with college masculinity.

This project is important to professionals in Housing and Residential Life as it is meant to examine the experiences of RAs through a positive psychology and gendered lens. Both scholars and practitioners might better understand how a specific leadership role may develop a positive sense of masculinity in college men. Leadership is traditionally viewed as a position – someone is a leader when they have a position of power in an organization (Wren, 1995). For the purpose of this study, leadership is viewed as a collaborative, values-based process when an individual acts to make a change on behalf of individuals or society at large (Dugan & Komives, 2007). This allows leadership to be understood much more broadly. While the Student Government Association President is a leader, so is the freshman student who volunteers at the local animal shelter once a week. Leadership can be developed through practice and reflection (Dugan & Komives, 2007).

Leadership is often viewed, especially by college men, as an important factor of masculinity (Kiselica & Englar-Carlson, 2010). A sense of responsibility to others is central to generative masculinity (Badaszewski, 2013). This insight makes it important to ask how the Resident Assistant position may affect the leadership development of college men, and how that leadership experience in turn affects these men's development of masculinity.

Research Questions and Design

The primary task of this research study is to understand how the Resident Assistant position affects the perception of masculinity among college men. By using

positive psychology to interpret the experiences of male RAs, the hope is to acquire insight on how the RA experience can positively affect men and their identity development. As with any research topics, there are a number of ways to frame, investigate, and conduct the study. After searching existing literature and carefully considering a wide variety of ways to approach college male development, a focus on generative masculinity was identified with an emphasis on the Social Change Model of Leadership Development. Specifically, three research questions guided this study:

1. How do Resident Assistants men develop a sense of generative masculinity?
2. What personal, group, and community factors contribute to generative masculinity development?
3. How does being a Resident Assistant contribute to generative masculinity development in other men?

To obtain this insight, a qualitative research design was necessary. Qualitative research methodology enabled a deeper insight into the experiences and the stories of these men (Mertens, 2010). While quantitative research is often viewed as a more “scientific” approach to research – research that establishes causation through hard numbers and facts, qualitative research sees the importance in investigating not only if causation exists, but also how and why causation exists. In qualitative studies, researchers explore the human aspect of phenomena: they appreciate the context of circumstances in a phenomenon and look beyond *whether* there is an association between variables, but *how* and *why* those variables interact (Maxwell, 2012). A qualitative approach allows for exploration of not only if, but how and why the Resident Assistant position leads to generative masculinity development.

Significance

Little is known about how the RA position affects men's understanding of masculinity. Studies on Residence Life tend to focus on RA retention, student outcomes from living on campus, and community development (Byrne, 1998). While all these topics are important and relevant to enhancing professional practice, there is a gap in the literature on men's development and masculinity and its connection with Residential Life.

A key experience for many traditional-aged college student is living on campus in residence halls. Students who serve as Resident Assistants are able to shape the experiences of countless students who have lived on campus. While the RA position varies from institution to institution (see Appendix A for a copy of the LSU Resident Assistant job description), the position most often serves as an administrator, role model, teacher, and counselor (Blimling, 1998). They work day and night to develop a sense of community on their floors, maintain order and safety in the building, guide students through the college experience, and build lasting friendships with the students on their floor (Bliming, 1998). The RA position was chosen because it is a vital component of the on-campus living experience and often serves as a role model for men living on campus.

This understanding of the RA position as a role model complements current literature on men's development, which dictates the importance of male authoritative figures and male peers in men's understanding of masculinity (Tatum & Charlton, 2008). In Frank Harris' (2010) study on college men's meanings of masculinity, men reported clear awareness of how male peer interactions influence the way men chose to express their masculinity:

At times, they did not approve of the way they and their male peers talked about women. Yet they partook in these discussions anyhow as to not disrupt the dynamics of the group and to maintain their status and acceptance within the group. (p. 312)

RA men, as male peers and role models, have the opportunity to reshape the manner in which men interact with one another to promote more authentic expressions of self.

Through investigating how the RA position affects understanding of masculinity, Student Affairs scholars and professionals can begin to understand how the RA role helps develop men – both as the individual RA and the men living in residence halls. In turn, Residential Life staff can reflect on the development of male RAs both personally and professionally. This might lead to more intentional practices in training and supervising male RAs and potentially better practices in developing community and congruence among young men living in residence halls.

Definition of Key Terms

Throughout this thesis, multiple terms are used repeatedly and it is imperative for researchers to explicitly define how their work utilizes terminology in alignment with their selected theoretical framework(s). Thus, this section details words whose meanings are important to understanding this study. There are often multiple definitions for words with slight variations to articulate how their work is guided and distinguished from others. Below are some of those key terms:

Generative masculinity – Men breaking through gender norms to embrace an individual sense of self, a comfort in their own skin and a desire to help other people (Badaszewski, 2014).

Hegemonic masculinity – A traditional understanding of masculinity that reinforces the dominant social position of men and subordinates women and all things considered feminine (Connell, 2005).

Leadership – A collaborative, values-based process when an individual acts to make a change on behalf of individuals or society at large (Dugan & Komives, 2007).

Positive psychology – The study of topics as diverse as happiness, optimism, subjective wellbeing, and personal growth (Seligman, 2002).

Resident Assistant – An RA is an undergraduate student who lives on a residence hall floor, who is responsible for development of programs and activities on the floor and in the hall, and who serves as resource and enforces policies and procedures that ensure the safety of residents (Bliming, 1998).

Theoretical Framework and Definitions

Although this study focuses on male RAs, it is vital to understand this is fundamentally a study on masculinity. That being said, a theoretical underpinning is crucial to evaluating this project. A clear theoretical framework allows the reader to evaluate the research critically, connects the researcher to existing knowledge, articulates the assumptions of the research itself, and aids in identifying limits to the study (Tracy, 2010). A positive psychology framework of masculinity, in conjunction with the Social Change Model of Leadership Development (Higher Education Research Institute [HERI], 1996), is used to interpret the masculine identity development of RA men.

Positive Psychology is a relatively new branch of psychological inquiry stemming from the works of Dr. Martin Seligman. Researchers in this branch of psychology explore human strength, resilience, and well-being (Seligman, 2002). Until the 1990s,

psychologists primarily studied mental illness and human suffering. Dr. Seligman, a psychologist brought up in this deficit-focused approach to psychology, realized a need to study human strengths and happiness. His work has expanded in the last twenty years and now positive psychology scholars investigate a number of human strengths in application to business, education, counseling and other fields (Seligman, 2002). This research similarly takes an asset-focused approach to understanding masculinity. The strengths, resilience, and happiness that are derived from masculine identity development is the primary focus of this study.

Masculinity

Masculinity is a difficult term to define. There are multiple definitions of masculinity; most are generally defined as a social construct to differentiate males and females (Tatum & Charlton, 2008). Edwards and Jones (2009), leading researchers on masculinity in higher education, note the importance of understanding masculinity as a performance varying by class, race, and nationality. Although there are characteristic traits typically associated with masculinity in society, every man has a different lived experience allowing for their personal brand of masculinity to be developed and redefined over time as their masculinity intersects with multiple parts of their identity (Edwards & Jones, 2009). It is important to note masculinity is typically defined in research using a hegemonic framework (Harper, et al., 2005).

Hegemonic masculinity is the traditional model of masculinity in the United States (Connell, 2005). It reinforces the dominance of men over women and other men, which in turn leads to a fear of being associated with feminine traits and/or homosexuality (Badaszewski, 2014). The underlying themes behind hegemonic

masculinity are competition and dominance. This framework of masculinity (adopted by many men in American society as the only model of masculinity) contributes to many risky behaviors including binge drinking, competitive heterosexual sex among peers, the objectification of women, sexual violence, and poor academic engagement (Connell & Messerschmidt, 2005; Edwards & Jones, 2009; Harper, Harris, & Mmeje, 2005). As pointed out by Kahn (2009), unspoken hegemonic masculinity values White, heterosexual, able-bodied, Christian, and wealthy men. This standard of masculinity is not possible for many people to achieve in their lifetime because of innate characteristics beyond their control, which leads to gender role strain in the lives of many men (Edwards & Jones, 2009).

Gender role strain views gender as socially and psychologically constructed elements of identity. These constructs assign specific roles for men and women to play in a society (Pleck, 1995). When men do not live up to the societal expectations of masculinity, there can be negative consequences to cognitive functioning including low self-esteem and difficulty performing cognitive tasks (Schieferecke, 2013).

Edwards and Jones (2009), realizing the gender role strain experienced by many men in college, identified a pattern men progress through as their understanding of masculinity change and expand. Men spend their whole lives interacting with the societal expectations of masculinity. When men come to college, they often feel insecure about their own masculinity not meeting societal expectations of what it means to be a man. These men, reacting to their vulnerability, behave in ways inconsistent with their internal values (many behaviors described are characteristic of hegemonic masculinity). The last step in the pattern is these men struggle to take off their “mask” of masculinity and

become comfortable expressing their true self (Edwards & Jones, 2009). The act of wearing this “mask,” also described as a “man face,” can lead to negative consequences associated with hegemonic masculinity including binge drinking, objectifying women, and gender role strain (Edwards & Jones, 2009). In situations where men are able to feel vulnerable, they are able to slowly take off their “man face” and embrace their true self. Sadly, societal pressures that reinforce hegemonic masculinity slowly seep back into the lives of these men and cause them to put their mask back on – even for only a short period of time (Edwards & Jones, 2009). The struggle to take off the man face is where positive psychology explores the concept of generative masculinity.

Generative masculinity describes a sense of masculinity that emphasizes a responsibility, desire to give back, comfort with self, willingness to confront and break gender stereotypes, and the use of personal strengths to foster wellbeing (Kiselica & Englar-Carlson, 2010). The existing literature exploring generative masculinity (Badaszewski, 2013; Edwards & Jones, 2009; Harris, 2010; Kiselica & Englar-Carlson, 2010) continuously describes the importance of supportive community when fostering generative masculinity. When men are empowered to take off their man face and embrace a more generative form of masculinity, they tend to be happier, better off, and more successful (Kiselica & Englar-Carlson, 2010).

The Social Change Model of Leadership Development

Many characteristics of generative masculinity align with the Seven C’s of Social Change as described in the Social Change Model of Leadership Development (Wong, et al., 2011 HERI, 1996). The Social Change Model was initially developed to explain how students cultivate leadership skills through service to others and is designed to enhance

self-knowledge and leadership competence of individuals as well as facilitate positive social change within larger communities (HERI, 1996; Komives & Wagner, 2009). Leadership, as described in the Social Change Model, is a collaborative, values-based process developed through service toward a greater cause (Komives & Wagner, 2009). A student participating in a service trip over spring break is one example of how leadership is actively cultivated according to the Model.

Studies show when students enhance their leadership competence in college, they in turn enhance their self-efficacy, civic engagement, character development, and academic performance (Dugan & Komives, 2007). Resident Assistants serve as mentors and role models to students living on campus, help to foster community amongst residents, and enforce building security while offering programs and educating students on campus resources. They work independently and collaboratively to enhance the residential experience of students living on campus (Bliming, 1998). While specific roles and responsibilities may vary between institutions, resident interaction and guidance is a pervasive part of the job. Given the breadth and depth of this role, this study considers the RA title a leadership role, as described by the Social Change Model of Leadership. The Social Change Model is utilized as the framework for understanding the values of generative masculinity developed among male RAs.

Delimitations and Limitations

In developing this study, word choice was intentional and deliberate (even when existing research utilized different words or phrases). Language is critically important and the subtle differences in definition drive the word choices for this study. At the most basic level is the difference between males and men. This research seeks to understand

college men, the socially constructed identity associated with masculinity. The term “male” is a biological term for someone with male genitalia. Although not all men are males and not all males are men, this study uses these terms interchangeably. This is because at the time of this study, no transgender RAs worked in Residential Life at the research site. Thus, all participants were cisgendered men (individuals whose gender identity match their biological sex).

Another intentional choice is to use the term *generative masculinity*. In most research, this framework of masculinity is described as *positive masculinity*. It was important for me in writing and in research to use words that supported my theoretical understanding of masculinity. To use the term *positive* in relation to *hegemonic* connotes hegemonic masculinity as negative. Although there are some seemingly negative consequences associated with hegemonic masculinity, it is unfair to suggest this version of manhood is innately negative. The term generative was specifically chosen to describe the desire of men with this perspective of manhood to give back to their community utilizing their strengths and to generate dialogue by confronting gender stereotypes. For the sake of this study, generative masculinity should be seen in contrast to, not in opposition to, hegemonic masculinity.

It is worth noting there were some hard choices in exploring the determined research questions. The qualitative approach to this work and the one-on-one interviewing enabled me to develop a deeper understanding of the stories and lived experiences these men offer. Additionally, this study only involved male RAs at Louisiana State University. Although this may limit the ability to generalize the results of this study to male RAs as a whole, the rich context of LSU was an ideal place to ask these

questions. LSU is a large research institution, drawing over 30,000 students from across the country, many of which are from the Deep South (College Score Card, n.d.). The Deep South, in general, has a history of promoting hegemonic masculinity and an institution like LSU with its traditions of Division 1 athletics and large Greek involvement supplement existing values of hegemonic masculinity (Harper & Harris, 2010). This backdrop makes LSU the perfect place to question how men develop a more generative masculine identity despite entrenched cultural and systematic preferences for hegemonic masculine development.

While research drawn from a relatively small sample of students at one institution at one point in time is not statistically generalizable to the greater population, it was a choice made to hopefully opening the door to further future inquiry. Possible further inquiry from this study could include how the RA identity development affects residents' identity development, how to best develop generative masculinity in male RAs, and how this phenomenon could be quantified.

Subjectivity Statement

It is also imperative to know my story as a man, scholar, and professional when reading my work. I am a man who grew up in the Midwest with a masculine identity far from that of the hegemonic man of the South. As a boy, I found great pleasure in performing arts such as theatre and music. This sometimes put me at odds with other boys in school as performing arts were considered feminine, and all things feminine were taboo to the adolescent male.

As I entered college, I unknowingly started a new theatrical performance of myself. I embraced Edward and Jones' (2009) "man face" entirely and began acting in a

way incongruent with my personal values – high-risk behaviors, competitive heterosexual activity, low levels of academic engagement – all a vital part of what being a man in college entailed. I was not able to recognize the incongruence and potential consequences of my actions until I became as a Resident Assistant my sophomore year of college.

I applied to be an RA during my freshman year primarily as a way to reduce the cost of my education. However, what started out as an economic decision quickly turned developed into my passion as I fell in love with the position. I wholeheartedly embraced my new role as a leader and role model in my community and felt a new responsibility for my actions. As an RA, new opportunities presented themselves to help frame my understanding of myself as a man. I became a facilitator for a leadership experience that taught incoming freshman the Social Change Model of Leadership. I also became a Sexual Aggression Peer Advocate for my campus. Each of these roles taught me about my personal values and some of the dangers associated with my previous understanding of masculinity.

As a result of my experiences in college, I became interested in pursuing a career in Student Affairs. Following the advice of several mentors, I chose to pursue my graduate degree outside of the Midwest to gain a new experience. I chose to attend Louisiana State University and was offered an assistantship as a Graduate Residence Director for Residential Life, a position that supervises Resident Assistants among other tasks. After moving to Louisiana, I found it difficult to adjust to the different masculine ideals of this new place. I was once even ridiculed by my Resident Assistant staff for openly announcing at a staff meeting that I had cried after my first visit home following the move to Louisiana. Being a person with a different understanding of what it meant to

be a man, I found it incredibly difficult to supervise men with differing values – something I did not expect in my move to the South.

This challenge propelled my interest in the development of masculinity in college, especially in the RA role. I am deeply invested in pursuing a career in Residential Life and value daily work with Resident Assistants; the Social Change Model is also fundamental to my understanding of the world. I explain my story because it is vital to recognize my unique cultural lens to improve the validity of this study (Rubin & Rubin, 2005).

While personal cultural lenses can impact validity of a study by influencing what questions are asked, the methods conducted, and the manner in which data is analyzed, these researcher biases need not disappear entirely. Instead, personal biases need to be controlled and reflected on (Rubin & Rubin, 2005). While I explain my process of validation in detail in Chapter 3, it is important to note I recognize my personal connection to the study. This may make my inquiry subjective in some dimensions, but it also offers me the opportunity to understand the experiences of my participants in unique and important ways.

Concluding Thoughts

As detailed in the previous sections, this study involves interviewing male RAs in an effort to understand how the RA role contributes to the development of their masculine identity. Utilizing the framework of positive psychology and the Social Change Model of Leadership Development, this research analyzes what individual, group, and community factors of the RA position contribute to the generative masculine identity development of male RAs. Implications for residential life staff are discussed.

CHAPTER 2: LITERATURE REVIEW

This study explores the masculinity development of Resident Assistant men. While a large portion of masculinity research focuses on the deficits involved with hegemonic masculinity frameworks, this study seeks to evaluate the generative aspects of masculinity. The purpose of this study is to explore how Resident Assistant men develop a sense of generative masculinity and how RA men cultivate the generative masculinity development of other men using the Social Change Model of Leadership as a framework for understanding.

When using qualitative methods to accomplish this goal, it is imperative to use existing literature to frame the present study (Tracy, 2010). This review explores current literature in masculinity development, specifically outlining the differences between hegemonic and generative masculinity frameworks. Next, the socialization of masculinity is outlined, focusing on the traditional socialization of masculinity and gender role conflict. The review concludes with an explanation of the Social Change Model of Leadership and its interconnected nature with the Resident Assistant position.

Masculinity

Masculinity is difficult to describe. While physiological differences exist between males and females, gender expressions of masculinity and femininity are more fluid in nature. Generally speaking, masculinity is understood as a social construct that varies based on other intersecting aspects of identity (race, class, sexuality, etc.) (Connell, 2005). In fact, years of research internationally recognize that multiple masculinities exist

even at local levels. This is because each human has specific life events that shape their personality and their masculine identity (Connell, 2005).

While masculinity studies recognize that there are multiple frameworks of masculinity, most literature emphasizes one narrow understanding of masculinity, (Harper & Harris, 2010). In this depiction of masculinity, men stifle their emotions, compete to succeed, fear the association of femininity, participate in high-risk behaviors, and seek the validation of their peers (Harris & Struve, 2009). This understanding of masculinity is typically referred to as hegemonic masculinity and is typically viewed in research from a deficit perspective (Connell & Messerschmidt, 2005).

Hegemonic Masculinity

Hegemonic masculinity is the traditional conceptualization of masculinity in the United States, especially the U.S. college scene (Edwards & Jones, 2009). Since the conceptualization of hegemony in the mid-1980s, the labeling of hegemonic masculinity has been contested. This is because hegemonic masculinity is innately intertwined with power and control (Connell, 2005). The study of hegemonic masculinity was first proposed in 1982 as part of a description of social inequality in Australian high schools. The researchers began to notice students who would utilize their masculinity as one way to assert dominance over others (Connell & Messerschmidt, 2005).

While this understanding of masculinity and social hierarchies became the basis for masculine critique, it's important to know that both men and women reinforce these social structures (Connell & Messerschmidt, 2005). Men who develop hegemonic masculinity want to be dominant in comparison to women and other men, objectify women and see them as sexual conquests, suppress emotions, participate in high-risk

behaviors, and reject anything that might be considered feminine (Harper, Harris, & Mmeje, 2005). This form of masculinity may stratify social circles as a result (Connell & Messerschmidt, 2005).

Connell (2005) described hegemonic masculinity in four hierarchical relations of social structures: dominant, complicit, marginalized, and subordinate. The dominant is the pinnacle of hegemonic masculinity. These individuals embraced the values of hegemonic masculinity and were dominant in their social spheres. Subordinate individuals actively supported the hierarchy of hegemony, but were not the dominant individual in their social group. Marginalized individuals were those who chose to operate outside of hegemonic masculinity. Lastly the subordinate level, in relationship to hegemonic masculinity, included those who were involuntarily operating outside of hegemonic masculinity. Individuals who identified as non-heterosexual were often placed into this category in social hierarchies of masculinity (Connell, 2005).

Harper and Harris (2010) noted that hegemonic masculinity was especially emphasized in college men, specifically during their freshman and sophomore years. In their study, men were more likely to be involved in judicial hearings, especially related to underage alcohol consumption, violence, and property destruction (Harper, Harris, & Mmeje, 2005). Edwards and Jones (2009) connected this to the “man face” phenomenon. In their work, they identify that men often feel insecure about the unreasonable expectations of hegemonic masculinity. To compensate for their insecurity, college men often act in ways inconsistent with their personal values to perform as “more masculine”. After college men lose a sense of authenticity, realize the limited nature of their relationships with women and other men, and recognize the consequences associated with

acting in ways that are incongruent with their personal beliefs, men begin to transcend external expectations and take off their “man face” (Edwards & Jones, 2009). The experiences of men who have taken off their “man face” is often studied as a form of masculinity outside of the limited scope of hegemonic masculinity.

Positive Masculinity

The study of positive masculinity as a masculinity outside of hegemonic masculinity is a relatively new study stemming from the field of positive psychology (Badaszewski, 2014). Scholars in the field of positive psychology emphasized the importance of studying human strengths, optimal functioning, happiness, wellness, and resilience (Seligman, 2002). In recognizing that a great deal of available literature on men and masculinity describes masculinity from a hegemonic perspective, several researchers (Davies, Shen-Miller & Isacc, 2010; Badaszewski, 2014; Reilly, Rochlen, & Awad, 2013; Foste, Edwards & Davis, 2012; Harris & Harper, 2014; Kiselica & Englar-Carlson, 2010) have attempted to explore a more positive framework of masculinity.

Davies, Shen-Miller, & Isacco (2010) discussed the idea of *potential masculinity* as a drive to become healthy, responsible, tolerant, and civil men. Kiselica and Englar-Carlson (2010) developed a clinical framework of masculine strengths, which included relational styles, ways of caring, generative fatherhood, self-reliance, the worker/provider tradition, courage, group orientation of men, humanitarian service of fraternal organizations, humor, and heroism. Harris and Harper (2012) defined productive masculinity in college fraternities as men who confronted racist, sexist and homophobic behaviors, challenged fraternity brothers who acted in ways inconsistent with fraternal values, and had significant non-romantic relationships with women.

Badaszewski (2014) in his dissertation on positive masculinity development in college men identified several factors, which contributed to positive masculinity development. These factors included positive role models (including women and gay men), responsibility, strong family connections, and opportunity to develop a sense of self, a desire to give back to their community, and positive male peer group interactions. He defined positive masculinity as men challenging gender norms, embracing an individual sense of self, and holding a desire to help others with the support of significant individuals in their lives (Badaszewski, 2014, p. 55).

Socialization

Men are not born with innate masculine values and traits, they learn them through a socialization process. This ongoing and fluid process allows masculine identity to change over time (Connell, 2005). Addis and Cohane (2005) state, “gendered behaviors, beliefs, and attitudes are learned from social environments through basic processes of reinforcement, punishment, modeling, and the acquisition of gendered schemas or belief systems” (Addis & Cohane, 2005, p. 637). Men use comparison to other men, relationships, competition, and more to build their masculinity, which can define their gender role and related expectations to meet (Levant, 2011). What is interesting is that men remember many negative behaviors more than positive and healthy behaviors (ex. Not expressing emotion, asserting dominance, etc.) because they are perceived as more socially acceptable. This is called pluralistic ignorance, which encourages the suppression of healthy behaviors in favor of what is falsely perceived as the norm (Berkowitz, 2005 as cited in Badaszewski, 2014).

Gender Norms and Gender Role Strain

Because gender roles are socially and psychologically constructed, there are socially established norms that govern the behavior of men and women (Levant, 2011). These norms tell individuals what is acceptable in day-to-day life and tend to reinforce the traditional notions of masculinity and femininity (Pleck, 1995). The gender strain paradigm, however, notes that gender norms are inconsistent with many peoples' lived experiences and causes a high number of people to violate gender norms, which leads to negative psychological experiences (Levant, 2011). Gender role strain can be harmful to individuals and these roles can restrain a person from living to their full potential (O'Neil, 2008).

Fear of femininity

Through the process of men's socialization, the most foundational aspect of hegemonic masculinity development is men's fear of femininity (O'Neil, 1981). Thus, men come to regard anything considered feminine (emotions, homosexuality, etc.) as inherently negative and less than. This causes men, in an attempt to live up to societal expectations of hegemonic masculinity, to avoid anything feminine at all costs (O'Neil, 1981). The disconnect between personal masculinity and perceived societal norms is called gender role conflict, which cause men to become emotionally restrictive, compete for dominance, restrict affection between other men, and may cause conflict between work and familial relations (O'Neil, 2008). These patterns often lead to high levels of stress and further emotional problems (Kiselica & Englar-Carlson, 2010).

Leadership Development

Leadership is considered to be one of the major traits associated with hegemonic masculinity and masculinity in general (Wong et al., 2011). While there are multiple styles of leadership (authoritative, transactional, charismatic, etc.), the transformational model of leadership is used to frame this study. Transformational leaders emphasize charisma, inspirational strategies, intellectual stimulation, and individual consideration in order to transform their constituents (Bass, 1990). The purpose of transformational leadership is to create positive change in the lives of followers and society at large (Bass, 1990). This model of leadership connects closely with the Social Change Model of Leadership, which is the framework of this study.

Social Change Model of Leadership Development

The Social Change Model of Leadership was developed by college student personnel scholars to describe how students cultivate leadership competence and personal growth through service to others (HERI, 1996). Self-knowledge and leadership competence is developed through cultivating positive social change (HERI, 1996). A key principle of this model of leadership is the description of leadership as a collaborative, values-based process (not position) dedicated to the service of the common group (HERI, 1996). Founders of the Social Change Model identified seven specific values, named the 7 C's of Social Change. These values are separated into the individual, group, and societal values that are interconnected in the process of making change (HERI, 1996).

Individual Values. The individual C's of Social Change describe how individuals can reflect on their personal experiences with leadership. These values are: (1) consciousness of self and others; (2) congruence; and (3) commitment. *Consciousness of*

self and others emphasizes the importance of leaders to understand how their actions and the actions of others are interrelated. Leaders must be self-aware of their personal values, experiences, and behaviors as well as be cognizant of others values, experiences, and behaviors in order to cultivate change. Leaders must not only be aware of their personal values, but they must act in a manner that is consistent with those values. *Congruence*, or integrity, is a vital aspect of leadership and making change. *Commitment* to one's passions or the group's common purpose through time and energy is the third value listed in the Social Change Model. These individual values are interconnected with the three group values of the Social Change Model (Komives & Wagner, 2009).

Group Values. The three group values in the Social Change Model are listed as collaboration, common purpose, and controversy with civility. *Collaboration* describes the process in which a group is able to leverage each member's varying strengths and differences (HERI, 1996). The *Common Purpose* is described as the collective mission of the group (HERI, 1996). *Controversy with civility* is an important function of the Social Change Model because leaders must be able to effectively navigate and even embrace conflict thoughtfully in order to foster critical thinking and maintain strong group dynamics (HERI, 1996). These three group values move groups of committed individuals toward the societal value of the Social Change Model (Komives & Wagner, 2009).

Societal Value. The only societal value of the Social Change Model of Leadership Development is citizenship. *Citizenship* requires each individual to see themselves as a part of the larger community. This mindset fosters an awareness of local and global issues, as well as action as part of the community. This value works with

individual and group values to direct leaders toward positive social change (Komives & Wagner, 2009).

Resident Assistant Role

Resident Assistants (RAs) work in residence halls as mentors, counselors, role models, educators, and policy enforcers for undergraduate students (Bliming, 1998). These students are paraprofessional, live-in students who oversee a floor of students (Bliming, 1998). Students who serve in this position are expected to be available to residents of their community nearly 24-hours a day and respond to myriad issues facing residential students (Donahue, 2015).

Newton and Krauss (1973) described RAs as undergraduate students who are hired to help orient freshman and transfer students to campus, interact with residential students, maintain administrative duties, enforce university policies in the residence halls, and assist in planning programs within residence halls. As the RA role has transformed in recent years, the main focus of the position has shifted from policy enforcement to community building (Bliming, 1998). Since the details of the position change slightly from institution to institution based on departmental and campus needs, a copy of the LSU Resident Assistant Job Description is available in Appendix A.

Conclusion

Literature on any given topic can be used to develop a framework for planning, organizing, and analyzing a research study. This chapter was used to explore existing research in masculinity development, socialization, and gender role conflict. Information on the Resident Assistant position provides an understanding of the student sample. Given the wide range of roles involved in the RA position, this study considers the RA

role a leadership role, as described by the Social Change Model of Leadership. The Social Change Model is then used as the framework for understanding the individual, group, and societal values involved in the generative masculinity development of RA men.

CHAPTER 3: METHODOLOGY

Little research exists that studies masculinity development from a positive psychology perspective. Additionally, little literature exists exploring men's development in Residential Life. While there are a number of ways to investigate this phenomenon, a qualitative research design is employed as it allows researchers to explore the intersection and relationship between masculinity development and the experience as a Resident Assistant in college men.

Qualitative research is a method utilized to explore and understand the meaning that individuals or groups ascribe to particular phenomena. While quantitative research methods attempt to verify objectively that a phenomenon exists and what the cause of the phenomenon is, qualitative research explores the experiences of participants to understand how it affects participants and how participants make meaning of certain phenomena (Creswell, 2009). This study used a constructivist approach with a qualitative methodology to best answer the following research questions:

1. How do Resident Assistant (RAs) men develop a sense of generative masculinity?
2. What personal, group, and community factors contribute to generative masculinity development?
3. How does being a Resident Assistant (RA) contribute to generative masculinity development in other men?

This chapter details constructionism as a branch of qualitative research and describes participant selection, data collection, data analysis, and the validity of the chosen research methodology.

Research Design

Qualitative researchers explore the meanings individuals and groups ascribe to societal and human problems (Creswell, 2009). This qualitative study is constructivist in nature, which blends the lived experiences and perspectives of the participants involved in the research process to construct an encompassing vision of the world (Mertens, 2010). This schema assumes reality is socially constructed and understood through the multiple viewpoints based on the experiences of each individual. Thus, the constructivist methodology is an appropriate technique for exploring masculinity and the RA role as it draws from the experiences of each participant and the researcher to develop a mutual meaning of how the Resident Assistant role affects masculinity.

Data Collection

In preparing for this study, several factors were considered in order to best address the research questions. Through reflection and reviewing literature pertaining to research study design, it was determined that a sample of ten RA men from LSU would be interviewed to construct and understanding of the generative masculinity development of RA men. This section details the intentional research design employed to ensure the study was conducted in a thoughtful, inquisitive manner.

Study Site

Given the role and definition of masculinity in the Deep South, it was imperative for the study to occur on a campus in this region. Moreover, the close ties to competitive Southeastern Conference (SEC) football and masculine behaviors associated with it, suggested the study occur at Louisiana State University (LSU) in Baton Rouge, Louisiana. LSU is a large public research institution in the Southeastern United States

with approximately 31,527 students, of which nearly 24,000 of which are undergraduates (“College Score Card – Louisiana State University and Agricultural & Mechanical College [College Score Card],” n.d.). Approximately 5,500 undergraduate students reside on campus spread across 10 traditional residential communities and two apartment complexes (2014-15 Residential Life Annual Report, n.d.).

Demographically, LSU is 49% male and 51% female with 76% self-identifying as White, 11% African American/Black, 3% Asian American, 5% Hispanic/Latino, 5% Other (“College Score Card,” n.d.). Over 17% of male undergraduate students are members of a Greek fraternity (“Louisiana State University Greek Life Annual Report,” 2015). It is worth mentioning the institution has earned the Higher Education Excellence in Diversity (HEED) award four years in a row from INSIGHT into Diversity Magazine. INSIGHT into Diversity is the oldest diversity-focused publication in Higher Education. It selects awarded winners for the HEED award every year through a comprehensive examination of the institutions efforts to cultivate diversity among students and staff (Kistler, 2015).

Sampling and Recruitment

Purposeful sampling was used in this study. This method of sampling was employed to develop a deeper understanding of the phenomenon by comprising a rich and diverse set of participants (Patton, 2002). Criteria for participant recruitment included 1) self-identification as male and 2) employment as a Resident Assistant. The RA position automatically required students be in good academic standing and have a classification of sophomore, junior, or senior. Thus, an academic transcript was not required for study participation. The population of eligible participants at the study’s site

included 77 male Resident Assistants at Louisiana State University. LSU has approximately 93 female RAs for a total number of 170 RAs (2014-15 Residential Life Annual Report, n.d.). A sample size of at least ten male RAs (approximately 13% of the population in this study) was sought based on previous qualitative research studies related to masculinity and/or gender identity development (Badaszewski, 2014; Edwards & Jones, 2009; Tatum & Charlton, 2008; Jessup-Anger, Johnson & Wawrynski, 2012).

After obtaining IRB approval (see Appendix B), a participant recruitment e-mail was sent to all male RAs at LSU (see Appendix C). Of the men who volunteered to participate in the study, maximum variation sampling was used to comprise a diverse group of perspective based on identity membership (race, ethnicity, sexual orientation, socioeconomic status, major, home town, and semesters serving as an RA). Maximum variation sampling involves making purposeful choices in who is selected for a sample to maximize the diversity of participants in the sample. This allows the researcher to understand how the phenomenon is understood and experienced through multiple lived experiences (Patton, 2002).

Individual Interviews

Semi-structured interviews were used in this study. Semi-structured interviews allow researchers to engage with participants and grants flexibility to ask questions as new information is presented by participants (Mertens, 2010). A semi-structured interview protocol was developed based on current literature on masculinity, positive psychology, the social change model of leadership, and queer theory (see Appendix E). Probing questions were used to clarify statements made by participants.

Each participant was interviewed once for approximately one hour. All interviews occurred in the researcher's office. At the beginning of each interview, the researcher provided an overview of the study to participants and asked them to sign the informed consent form agreeing to participate in the study and granting permission for audio-recording. A few minutes were also used to build rapport with participants. By spending a few minutes building a connection with the participants, this allows participants to be more forthcoming in their descriptions and stories; creating richer data, thicker description (Merriam, 2009).

After all interview questions were asked, the researcher turned off the recording device and held a casual conversation with the participant to ensure their answers were not significantly altered by the presence of the recording device. Participants were then asked to write or draw a personal timeline to depict how their masculinity changed over time. Multiple data-collection methods were used (i.e. interview transcripts, field notes, researcher reflection, and masculinity maps) to triangulate data. Triangulation is the method of using multiple sources to contribute to the validity of the data (Merriam, 2009). At the conclusion of the interview, participants were asked if they had any questions and thanked for their participation.

Data Analysis and Validation Techniques

Following each interview, the researcher spent approximately 15 minutes writing reflections from the interview in a field journal. This journal was used in the analysis stage to monitor researcher biases and responses. During analysis, the researcher read each transcript several times to become familiar with the content. Then notes and highlights were added to segments that stood out. Each interview was then coded using

focused coding. Focused coding is defined as using small sections of data to make connections with the larger set of data (Patton, 2002). Each code was then grouped into major categories. This is often referred to as axial coding (Mertens, 2010). The major categories derived from the transcripts were compared with participant masculinity timelines and researcher journal entries. This allowed the researcher to obtain a portrait of the dominant themes presented by the data.

Trustworthiness and rigor are of paramount importance when telling the stories of participants, regardless of the approach to research. Triangulation was the main approach to ensuring validity in this study. By utilizing triangulation, the researcher used multiple sources of data to ensure internal validity in research (Merriam, 2009). In this study, each participant was interviewed and asked to complete a personal timeline of masculinity. Both sources were used in conjunction with the researcher's personal notes on each interview to obtain a higher standard internal validity.

Researcher Bias

In qualitative research, the researcher is a tool that collects, analyzes, and reports the data. As an individual with a personal understanding of reality, a researcher may bring biases to the table, which can skew the interpretation of data (Merriam, 2009). By critically reflecting on and reporting personal biases, readers can better understand how the conclusions of this study were drawn.

In this particular study, the researcher also has served as a Resident Assistant and is a man. Although the researcher did not serve as an RA at LSU, he currently serves as a Graduate Residence Director in the Department of Residential Life at LSU. This position oversees RAs. Despite this obvious bias, these experiences contributed to the interest in

completing this study. To counter these biases, the researcher acted in two ways. First, a conversation occurred with any participants who were under the researcher's supervision prior to their acceptance to participate in the study. This conversation provided context to the study and offered an opportunity to discuss ethical considerations in the study. Second, the prior experience as an RA and in the Department of Residential Life challenged the researcher to not make inferences based on the participants' comments during interviews.

Limitations

The purpose of qualitative inquiry is to understand the experiences and the meaning of these experiences by individuals (Mertens, 2010). In this study, the researcher explored the generative masculinity development of ten RA men at one institution of higher education. Due to the nature of this study, there is little basis for scientific generalization. Although there is little basis to generalize these results to the greater population, this study develops a framework for understanding how the RA experience may affect masculinity development at a larger scale. Despite the limitations of this study, the findings benefit Louisiana State University and if replicated in different contexts it has the ability to influence masculinity development at other institutions. It also generates a multitude questions to further investigate.

Conclusion

This study used a qualitative, constructivist approach to explore how the Resident Assistant role affects the masculine development of male RAs. Maximum variation sampling was used to identify a rich participant sample. Focused coding and axial coding

were used in combination with multiple validation measures to analyze and interpret the experiences of participants.

CHAPTER 4: FINDINGS

This chapter discusses the findings of this study. After briefly describing the participants, the definitions of hegemonic and generative masculinity are readdressed. This section explores how generative masculinity is developed in RA men and how RA men contribute to the generative masculinity development in other men. The four major themes that emerged from the focused coding of the interview transcripts and supporting documents are discussed in detail.

Participants

Ten male RAs were selected using maximum variation sampling. Each participant was given a pseudonym by the researcher to protect participant identities. Participants ranged in age from 19-22. The sample was composed of one sophomore, five juniors, and three seniors, and one fifth-year senior. Eight participants identified their hometown as a city in Louisiana. Four participants were in their first year as a Resident Assistant, four were in their second year, and two were in their third year in the position. Seven participants self-identified as straight, two as bisexual, and one identified as gay. Four men self-identified as White, three men identified as Black, and one man identified as Latino, Indian, and Multiracial respectively. Participants represented a variety of socioeconomic and academic backgrounds. See Tables 4.1 and 4.2 on the following pages for participant demographics as well as academic major and co-curricular involvement.

Table 4.1

Participant Demographics

Name	Age	Hometown (City, State)	Racial Identity	Socioeconomic Class	Sexual Orientation	Classification	RA Tenure
Bill	21	Boise, ID	White	Upper-Middle Class	Straight	Senior	3rd year
Brad	21	Iowa, LA	Black/ African- American	Middle Class	Bisexual/ Queer	Senior	3rd year
Daniel	21	Baton Rouge, LA	White	Middle Class	Straight	Junior	1st year
David	20	New Orleans, LA	Black/Africa n-American	Lower Class	Bisexual	Junior	2nd year
Frank	22	Monroe, LA	White	Upper-Middle Class	Straight	Senior (Fifth Year)	1st year
George	19	Reserve, LA	Latino/ Hispanic- White	Lower/Lower- Middle Class	Gay	Sophomore	1st year
Harry	21	Monroe, LA	White	Middle Class	Straight	Senior	2nd year
Peter	22	Singapore, Singapore	Indian	Upper-Middle Class	Straight	Junior	1st year
Thomas	21	Shreveport, LA	Multi Racial	Lower Class	Straight	Junior	2nd year
Tristan	20	New Orleans, LA	Black / African- American	Lower-Middle Class	Straight	Junior	2nd year

Table 4.2

Participant Curriculum and Co-curricular Involvement

Name	Major and Minor	Co-Curricular Involvements
Bill	Environmental Engineering; minor in Geography	No lasting involvements
Brad	Mass Communications and English	Dance Marathon, Summer Conference Assistant/ National Residence Hall Honorary, Student Affairs Undergraduate Career Exploration, Louisiana Queer Conference, Minority Women's Movement meetings
Daniel	Mechanical Engineering	Baseball Camps, Leading Church Worship
David		Dance Marathon
Frank	Math with a minor in Philosophy	Intramural Sports
George	Political Science, International Studies, and Spanish triple major with a minor in Economics	Spectrum LSU, Qroma (Queer Students of Color Organization), Equality Louisiana
Harry	English (Creative Writing and Literature - Dual Concentration)	Delta Undergrad Literary Magazine.
Peter	Petroleum Engineering; minor in Personal Investing	Theta Chi Fraternity, Inter Fraternity Council Delegate, Student Government Association
Thomas	Advertising; minors in Marketing and Visual Communications	Dance Marathon, LSU Advertising Federation, Madison Avenue Project (Advertising Career Development Organization), Manship College of Communication Ambassadors, Beta Upsilon Chi Christian Fraternity
Tristan	Construction	Construction Student Association, National Society of Black Engineers

Overview of Themes

Three themes were developed from the data to answer the research questions presented in this study. Each theme is detailed bellow with data pulled from participant interviews and masculinity maps. Figure 4.1 provides a visual representation of the themes to aid readers in organizing the themes visually.

RA Position is Transformative	Understanding Men's Strengths through the Social Change Model	RA Men Encourage Generative Masculinity Development in Other Men
<ul style="list-style-type: none">•Generative Men Become RAs•Growth from Being an RA	<ul style="list-style-type: none">•Individual Factor•Group Factors•Societal Factors	<ul style="list-style-type: none">•Acceptance of Self•Role Modeling•Masculinity as Tool

Figure 4.1. Visual Representation of Presented Themes. Figure shows the three described themes from left to right in the order presented in this chapter.

Theme 1: The RA Role is Transformative

How do Resident Assistant men develop a sense of generative masculinity? The findings from the interviews recognize while college life is entrenched in the values of hegemonic masculinity, some men who internalize the values of generative masculinity are inclined to become RAs on campus. While half of the participants interviewed noted the financial benefits of a RA (free housing, a partial meal plan, and a yearly stipend) initially drew them to the position, the feeling of contributing to a community and the relationships developed with their residents was most valued and kept them in the position.

The RA men discussed in detail the significance of the RA role to their masculinity development and personal development more holistically. The RA position specifically supported participant awareness and reflection of masculinity and provided a positive peer influence. These contributing factors allowed the participants to reject, to a

certain extent, gender norms and reject the traditional values associated with college hegemonic masculinity.

Daniel's Masculinity Map and interview transcript shed light on his experiences coming into the RA position. When asked how his personal understanding of masculinity may differ from society's definition of masculinity, Daniel, a second year RA, said the following:

I think that the mass society probably has a similar definition to mine, but I would say that the college society has created a definition closer to be a man is to be top dog, and to have all the power, and to have control over everything, whether that be in relationships or just socially. I think a lot of people see an opportunity to step into a role that they didn't previously have in high school. They try and take that opportunity to establish themselves as top dog, whether it be because of an insecurity or just because their masculinity feels threatened.

Daniel expressed how he sees a difference between the societal understanding of masculinity and the college man's understanding of masculinity; as well as the insecurity of college men regarding their masculinity, something consistent with the findings of Edwards and Jones (2009). The participants continually commented that while they work with and for students who embody the ideals of hegemonic masculinity, they internalized another aspect of masculinity.

Two men, Brad and Harry, described their personal masculinity in terms of helping others, being selfless, being emotionally available, and nonviolent. These values fall under the umbrella of generative masculinity as defined by this study. Brad, a third-year RA, said:

My definition of a man, like I said, is this person that is not afraid to put others before himself this person, [who] can go the extra mile for anybody. Still do for himself, but just not afraid to say you know what I need to help this person real quick, got to see what they're doing real quick, put my life on pause, how can I help you? That's it.

While Harry, a second-year RA, said:

I think my version of masculinity is perhaps a little more vulnerable I guess. Not in like a, hopefully not in an unbalanced way, but in a way that's, I guess, a lot more healthy to deal with things when they come up and trying to not be violent and try to, I guess trying to react more with thought and rational thinking than lashing out.

Both men identified their masculinity in terms of a generative understanding of masculinity. While this is the description of two men who have been in the position for at least a year, a new RA also echoed their sentiments.

When asked how his understanding of masculinity changed since becoming an RA, Frank, a first-year RA, provided an example of someone with generative traits applying for the RA position. Frank stated:

I think maybe that I'm an unusual case here since I didn't become an RA until I was a fifth-year senior. And so I think that my sort of whatever floats your boat view of masculinity has been something that I've been developing all throughout college and I don't think that being an RA has affected it that much. But it's definitely sort of reinforced those ideas about a very fluid, or not set in stone, sense of masculinity.

Here Frank notes how he had been developing a sense of masculinity throughout his undergraduate experience. As someone who had gone through four years of college, he had undergone several important developmental experiences and had become comfortable with himself (see Masculinity Map in Appendix F for more information). Frank fell into the category of generative man before he applied to be a Resident Assistant, but he clearly notes the significance of having his values reinforced in the RA role.

While generally speaking the participants expressed a sense of generative masculine values before becoming an RA, the experience of being an RA was noted as a significant factor in masculinity development by nearly all ten participants. Two

participants stated the RA position did not change their views at all, but also provided examples of how they grew in their masculinity as a result of the position.

Growth as a result of being a Resident Assistant. The RA position enabled these men to develop in a generative manner. These participants noted their masculinity development was a process and elaborated on their experiences as an RA, discussed key factors that helped them change their perspective, and indicated that as a result of embracing a more generative approach to masculinity that they often found a new responsibility to reject the normalcy of hegemonic masculinity.

In addition to naming multiple areas of growth such as interpersonal communication, time management, and the acceptance of differences; the men in this study noted specifically how their masculinity was either changed drastically or broadened as a result of being an RA. Daniel, for example, stated:

It's changed drastically. The definition that I gave earlier of the student that comes in and wants to reinvent themselves when they get to college because they see an opportunity, that was definitely me when I came in as a freshman, and then I fell hard, and I sort of had the opportunity to re-find myself right at the beginning of taking on the RA position because I fell hard right at the end of my freshman year. The beginning of my time as an RA was this sort of rediscovering of my masculinity and what it means now to me.

Daniel reflects the general consensus of participants that the RA position enabled him to rediscover himself and his masculinity. He notes he too fell prey to the trappings of hegemonic masculinity as a first-year man in college, but his experiences as an RA coincided with a change in perspective. While most participants expressed a shift or evolution in understanding, they also expressed this did not happen overnight.

The process of becoming and growing takes time. While some experiences can have a dramatic change on a person's outlook and personality, most change takes time

and is hardly noticed during the process of change. Bill stated the following about how his understanding of masculinity changed since becoming an RA:

I sort of disentangled all of those roles. And that didn't happen overnight. But it took time and I worked to disentangle all those roles from, you know, having a penis... When I first became an RA it was my sophomore year. It had already changed a little bit since my freshman year... I changed so much that I sometimes look back on Facebook and I'm like, "who was that person?"

Bill reflected on his four years in college and notices he cannot even recognize the person he was as a young college student. His two and a half years as a Resident Assistant provided a slow transition to the man he is today. He noted his current understanding of what it means to be a man was to "have a penis," while he tried to strip his assumptions of masculinity over time.

A major player in this transition is the ability to meet and learn from people with different expressions of masculinity. The influence of building relationships with men who are different than the RAs themselves was key to the development of generative masculinity. George is a sophomore who identifies as gay, Latino, and Jewish and is aware of his multiple marginalized identities. He notes:

My idea of masculinity has not been changed, maybe refined or honed or just more specific. I've been able to gain from observation and comparing and contrasting how I've been able to live my life in boarding school to how other people have been raised. Just the developmental differences that people have gone through, like having to go through a traditional high school experience and how different they are because of that, for me. Just having conversations with them, having them realize that another perspective is also pretty cool, like my perspective... It has changed. I guess I've just come to the realization of how many levels it can be on. It hasn't really changed; it has more just evolved or broadened.

George had attended a highly inclusive private boarding school before attending LSU. He explained throughout his interview how he had been socialized throughout middle school and his first year of college to mistrust men. Many of the men he interacted with refused

to talk to him because of his appearance, “were my skinny jeans too tight that day?” The experience of being an RA on a floor of 35 men not only gave him the chance, but also required him to make relationships with men who he had been socialized to mistrust. Learning from these men and their everyday conversations was key in the broadening of his understanding of masculinity.

Harry also supported this experience in his Masculinity Map (see appendix F). Before he became an RA, Harry writes he, “came in as ‘cool’ person and did not make real friends. His sophomore year, he writes about his lack of steady male friends and how he applies to become an RA because he was seeking support, belonging and a challenge. During his first year as an RA, Harry writes that he is “exposed to many people, guys; start noticing patterns of masculinity; question myself.” Clearly the exposure to various types of masculinities has an effect on the generative masculinity development in RA men.

Being exposed to multiple masculinities paved the way for a foundational aspect of generative masculinity development: awareness of masculinity as a social construct that can vary in expression. Without this awareness it is not likely men will ever step outside the box of traditional hegemonic masculinity. When asked how his understanding of masculinity changed since becoming an RA, Harry stated:

I think I have like a lot less singular view that I guess, so whereas before I don't think I ever really thought about how my masculinity affected anything, or I think I just took for granted that I was a guy. I think interacting with different types of guys has made me see that there are very different types of people and like the way they interact with their masculinity I think varies I guess. So some of them I think don't really, like I was before, don't really think about their identity as a guy.

Becoming aware of masculinity and the various ways masculinity can be expressed was an important part of Harry's development toward a generative masculinity. This can be seen in Daniel's Masculinity Map as well (see Appendix F), where he explains after several months as a Resident Assistant he began dating a woman. Daniel wrote this was when he "began to see how [his] masculinity affected my relationships." Becoming aware of multiple dimensions of masculinity was the first step in generative masculinity development. This awareness is often described as being cultivated through Resident Assistant trainings.

Resident Assistants at LSU are required to attend a Fall and Spring training time each year. Fall training typically lasts one week and spring training typically lasts three days. The Residence Life Social Justice Committee is a key component of fall training every year and presents to all RAs about concepts of identity, power, and privilege (see Appendix G). Bill explained the importance of these trainings on his growth as a man:

And then also my new her perception of masculinity comes directly from what I've learned talking to people and Res life, as cheesy as that sounds. That realizing that biological sex and this role are not codependent. That largely comes from conversations I've had with and res life in training and I've sort of realized that no that's not a given.

Bill expressed trainings have a significant effect on his understanding of masculinity. Required discussions and presentations on identity and the fluidity of gender and sexuality have helped reshape Bill's understanding of masculinity as being outside of the male sex: a component of generative masculinity. Less formal trainings in Residential Life also had an important effect on generative masculinity development.

Some of the men in this study also noted the importance of their supervisors in challenging their understanding of masculinity. Brad noted his supervisor from his first

two years as an RA as a fundamental influence on how he understands masculinity from a generative perspective:

[My supervisor] wins the award [for influencing me the most]. That man has been my saving grace. I give [my supervisor] all the credit. What is masculinity is the real question. How do you define what it means to be a man? And those are the questions that he pushed me to ask while working under him and still asked me those questions and so just hearing him speak, seeing the way he expresses himself. [My supervisor] is the epitome of everything I said a man is, and I appreciate that. I learned all that from him and just seeing him.

Brad has been challenged by his former supervisor to think critically about masculinity and served as an important example of masculinity. In his Masculinity Map (see Appendix F), Brad expresses being an RA taught him to, “serve as a positive role model, promote equality and diversity, satisfy the needs of my residents as best I can, and be a leader for my staff.” Many of these expectations came directly from his supervisor.

Complimentary to Residential Life trainings and supervisors challenging assumptions of hegemonic masculinity, seeing themselves in the residents that they supported was a key to fostering generative masculinity among RA men in this study. Earlier Daniel explained how he began to reevaluate his identity and his masculinity, as he became an RA. When asked if his experiences as an RA was interconnected with his reevaluation of his masculinity, Daniel said:

I think it has to be interconnected. I'm not sure if I would have found it otherwise or not, that's impossible to tell, but the people that I've met as an RA have definitely not only allowed me to, but sort of forced me to grow. The people that I've met, the people that I hang out with as an RA that I probably wouldn't have spent as much time with, it's allowed me to be exposed to more ideas and figure out where I went wrong. I get to see it from the outside looking in through my residents. I can see where they're similar and where they're different from me when I came in.

The importance of seeing himself in his residents is confirmed in his Masculinity Map (see Appendix F), where he writes of his first year as an RA, “[I] see myself in my

residents and saw the influence I was having.” The ability to develop toward a sense of generative masculinity and to see their residents as a reference point for their own development was a common response RAs in this study.

While the importance of seeing residents as a reference point was significant to RAs in this study, seeing first-year RAs as a reference point was a common occurrence in second and third-year RAs. Bill, a third-year RA, said the following when asked if he felt he influenced others on the staff regarding masculinity:

Sometimes I try to and sometimes I'm like, “why do you do that?” And they'll be like, “Oh dude, because I'm a guy.” So they think I'll be appreciative of their stories and I'll be like, “Why did you do that? That is a horrible idea.” Which happens a lot of the time when guys say things like that to try to prove themselves. Like, “Oh, I did this. I did that.” I'll be like, “Why? Why did you? Because I never would have done that to prove myself or whatever.” And I don't think it's caused any permanent change, at least I don't think it does, but it's one way that I've tried to just examine that a little bit from a neutral perspective.

Even when first-year RAs can see their own patterns of hegemonic masculinity in their residents, it takes time to shed years of socialization toward hegemonic values. Half of the RA men in this study who were an RA for several years, specifically commented on the hegemonic masculinity expressed in the first or second-year RAs they worked with (some of which were also involved in this study). While the RA position promotes growth in men's understanding of masculinity, it takes time for this to happen; and as shown in Outliers section, it still can be ever prevalent.

While the RA role encourages generative masculinity development through RA training, supervisors, and the ability to benchmark their own development, there are also personal factors that encouraged development. Participants also expressed identifying outside of the traditional masculinity was something they noticed, even if they did not have a name for traditional masculinity. An important part of living “in opposition to

traditional masculinity” as Harry stated, is rejecting hegemonic masculinity values in himself.

Rejecting ingrained values of hegemonic masculinity was a common theme when RA men described how they developed their masculinity. The rejection of hegemonic masculinity was not always explicit, but often a more subtle performance. Bill explains this in his discussion on how the RA position has influenced his masculinity:

[Before I was an RA] I definitely had a wall where I was like, you have to do this because you're a guy and you have to act this way and you can't reveal too much emotion, you have to go out with the bros and trade punches or whatever. But that's changed now, I just sort of live my life as a person and ignore the trappings of masculinity. So I don't...when guys are doing feats to strength, I don't feel the need to participate. When guys are talking about sexual things, as men do, I no longer feel the need to try to one up anyone. I just live my life because of who I am and I try to ignore the societal trappings masculinity contains. But before I would get caught up with that, especially in a group of men, that was something, you would try to one up each other and now I just don't feel the need to do that.

Bill demonstrated his way of rejecting hegemonic masculinity by rejecting the need to objectify women, show feats of strength, or be the dominant man in a social setting.

Although he found this challenging at times, this is his way of acting outside of traditional hegemonic masculinity. His actions were similar to the actions of several other RA men interviewed.

Theme 2: Understanding Men's Strengths through the Social Change Model

In theme two, the researcher explores men's strengths and generative masculinity development using the Social Change Model. Specifically addressing Research Questions 2, theme two explores the individual, group, and societal factors the RA men utilize during the development of their masculinity. First, the rationale for applying to be an RA is explored and then individual, group, and societal factors are explored individually. The Social Change Model of Leadership Development (1996) and Kiselica and Englar-

Carlson's (2010) Positive Masculinity/Masculine Strengths Framework are utilized to organize and report the findings.

Why men become RAs. It is important to understand first the intentions behind why men apply to be Resident Assistants when looking at masculinity development through the RA role. Five of the ten participants (Daniel, Frank, George, Harry, and Tristan) stated financial benefits as a main reason for applying to the RA position. Two of the men who did not list financial benefits as a reason for applying (Bill and Peter) self-identified as having an upper-middle class socioeconomic status. The remaining three RAs (Brad, David, and Thomas) cited personal development or the desire to give back as their primary reason for applying to the RA position.

The financial benefits of the RA position clearly drew men to the position with half of the participants indicating it was a major factor in their decision to apply. Financial benefits include a free residence hall room, a partial meal plan with campus dining, and a stipend of \$1,500 per semester (see Appendix A). Although the financial benefits were an important part in bringing men to the table, all participants cited a desire to develop personally or a desire to help others as a contributing factor. One example of these competing aspects is displayed when David was asked what the most valuable part of being an RA was:

The most valuable part with being an RA, I'm going to be completely honest, it's kind of tie between ... No, never mind, the relationships that you build with the residents. I was going to say the free housing that's... That's amazing but I feel like what's most important is the relationships that you build with the residents.

Clearly David found a lot of value in the financial benefits of the RA position, likely because David self-identifies as having a Lower Class socioeconomic status, but the

relationships built with residents was the most personally rewarding aspect of the job.

This is noticeably demonstrated in the answers of multiple participants.

The desire to help others was a clear demonstration of how generative men tend to apply to the RA position in the first place. This was a vital reason why people apply and a vital reason to why people return to the RA position. Brad explained his desire to help and support his residents:

I want my residents to know that they had a familiar face on campus, if they needed something that they had a resource if they ever want to know information, if they just need a place to vent they know that my room is a safe space. I want to be able to get my freshman students an area that they could be welcome the campus and feel appreciated, that they could be themselves, be open to who they are, and be ready to take on the world full force.

Brad was not alone in his sentiments. All 10 men noted the relationships built with residents or helping other students as the most valuable aspect of the position. Even the participants who were initially drawn to the position because of the free housing valued these factors the most in their position. Brad did not only want to help residents, but he wanted to create a space where they could be themselves and grow into good people and successful students.

While many RAs enjoyed promoting growth through their students, another common answer for why men chose to become RAs was the personal development associated with the position. The participants expressed several ways in which they expected personal development from the RA position. Peter, for example, stated:

If I want to go to the working world, I want to know what emotional intelligence is, and I think this was basically a good journey for me. While I was still in college, I thought this was an opportunity that would take up that would let me know how I can learn more emotional intelligence. There are a lot more aspects that I can learn from this job as well, I'm coming from a very one-sided mentality of being in the military. I want other aspects of things.

Similarly, George said he applied:

To hone my leadership skills. I've always been active in leadership in high school and here from like the day I set foot on campus. I saw this as a natural step to combine both of those things, have a job and be an active member of the community.

The emotional intelligence of working with others, the ability to cultivate leadership skills, and the ability to give back to the community are important aspects of the RA position that drew the participants of this study. Even when individuals applied because of the financial benefits, they also applied (or reapplied because) of these elements in the RA position.

Individual factors. Men's generative masculinity development can be understood through multiple individual factors. Instances of self-reliance, courage, commitment, and the use of humor are among the individual strengths that were reported by participants as helping them in their generative masculinity development.

Self-reliance is the utilization of personal resources to confront life's challenges (Kiselica & Englar-Carlson, 2010). Self-reliance was a common theme throughout the interviews, but how self-reliance manifested was quite different. Brad, for example expressed the importance of utilizing personal abilities to assist others:

A good man is a person that knows that if control needs to be taken, they take it. If there is an issue and it's completely out of control, you do your part to help find the piece in that situation. You do your best to calm down the chaos. Be that domestic, be that social and environmental, political. You do what you can as a man to help the situation. Even if it's just picking up a twig in the yard, cutting the grass. Simple stuff. Do it for your family, do it for your coworkers, do it for others.

Brad saw self-reliance and the ability/willingness to help others as fundamental to his version of masculinity. This was a common way in which self-reliance was expressed.

Conversely, George described using self-reliance to maintain his identity outside of masculinity as a gay man:

In my life, I don't let masculine traits or masculinity restrict how I'm able to respond to situations or how I'm able to act in situations. I don't let it...answer questions for me or fulfill thoughts in my head. It has never been too constricted for me, when you are queer it's a little more liberating in the whole gender-norm feel. You're not constricted in the same way. I've been able to analyze, almost objectively masculine, in the sense I'm excluded from it in a way, but I'm also part of it.

While George is a man, his identity as a gay man puts him outside of the constraints of traditional masculinity (see more on this in Theme Four). George utilizes his self-reliance as a way to liberate himself from hegemonic masculine restrictions and be his own man. Self-resilience often acts in tandem with the value of courage.

Again utilizing Kiselica and Englar-Carlson's (2010) Positive Masculinity Framework, courage might be seen as an important function in men's identity development. While courage manifests itself in hegemonic masculinity as high-risk behaviors, courage manifests in generative masculinity as a fundamental aspect of supporting others and a way to reject personal values of hegemonic masculinity. David commented on the importance of courage in his definition of what it means to be a man:

What feel like what it means to be a man is to definitely be strong and courageous and not be afraid to take chances. It's not a sexist question but just like the way society forms it it's just like ... It's weird. Be strong, courageous, be a leader. Don't be afraid to take chances. I feel like women can do the same, but the main difference is men have to be just a bit more bold and just say, 'You know what, emotions and everything are definitely going to come into play, but sometimes you just have to be bold enough...' You just have to keep going.

David sees courage as a necessary part of masculinity. He noted courage and boldness is when distinguishes men from women in the way that individuals are socialized. Courage was also an important function to Tristan.

Tristan was an outlier in regards to RAs embracing a generative form of masculinity. Raised by parents who immigrated to the United States from Haiti before he was born, his Masculinity Map (see Appendix F), Tristan wrote, “growing up seeing my dad not show emotions and preaching to suck it up and never cry and other manly stuff conformed me into having those viewpoints of being a man.” While Tristan still held the values of hegemonic masculinity, he recognized the RA position often caused him to utilize courage when stepping outside of his comfort zone:

Becoming RA, you realize sometimes you have to break those stereotypes and the way you are shaped, through you being raised, that's drilled into you from birth. Sometimes you've got to break outside of those boundaries in real life, get the different viewpoint.

Although Tristan was an outlier as the only participant who maintained the hegemonic views of masculinity, he also found it important to utilize courage when in his role to break stereotypes. In his interview, he specifically mentioned being emotionally vulnerable and supportive as a way of breaking those stereotypes, which took courage as it has been considered taboo since he was a young child. The RA role requires that individuals be emotionally supportive and vulnerable in order to be supportive of residents and build relationships with the residents on their floor.

Humor is another individual factor that was discussed in building relationships with resident that the participants supported. Kiselica and Englar-Carlson (2010) described men's use of humor to attain intimacy, create happy experience, demonstrate care, reduce tension, and aid in the coping process. While many of the participants noted humor as a way in which it build relationships with residents, George reported using humor most strategically:

I use humor, because I don't have any masculinity, at least that's how it comes off sometimes, how I feel. I just have to find different things that I'm able to talk with them about, break down the barrier for them. Because they are nervous too, they have never been around a flamboyant homosexual. Most of them went to Catholic schools, private schools, they're from Louisiana, they haven't really interacted with someone like me. They're a little anxious to. I have to realize that. I guess, instead of my masculinity affecting how I've had to interact with my residents, it's my lack of masculinity that has affected how I've had to interact with my residents... Humor has really helped me do that, just being a friendly person has helped me do that.

George recognized that as a “flamboyant homosexual” his residents have been socialized to dehumanize him as an individual. The eighteen year olds on his floor have likely never interacted with an openly gay man and George has found that his use of humor is a necessary component of his role as an RA. He utilizes humor to humanize himself, develop relationships, and reduce tensions with the men he works with. He does this because he is committed to doing a good job in his role.

Commitment is one of the individual values emphasized in the Social Change Model for Leadership Development (HERI, 1996) and participants in this study also demonstrated commitment. George again summarizes the sentiments of multiple participants saying that helping residents is, “more than something that I have to do. It's something I want to do because I don't want any of them feeling like a problem just has no solution and that I can't help them find the solution.” Commitment is what promoted the use of men’s strengths to develop personally and to work with others in developing generative masculinity.

Group factors. Research has suggested peers, specifically male peers, have an important influence on masculinity development (Edwards & Jones, 2009; Harris & Harper, 2014; Badaszewski, 2014). The importance of peers to the masculinity development of participants was also recognized in this study. Relational styles, ways of

caring, and team dynamics were at the forefront of group factors in the generative masculinity development of these participants.

Men's relational styles tend to focus on shared activity to foster relationships (Kiselica & Englar-Carlson, 2010). Many RA men in this study elaborated on shared activities with the men of their floor as well as the importance of male bonding among RA staffs. A strong example of how these RA men utilized this relational style occurred when Frank discussed how he developed intimacy between residents and rejected some hegemonic values while playing Mario Kart with his residents:

You know, I'm good friends with a couple of residents who are gay and being able to identify with those people even though you have this pretty big fundamental difference in the way that you live your lives is actually pretty easy for me. I think I actually pinpointed the other day - I was talking to a guy in our community, and we are playing Mario Kart or something and of course we were talking about boobs like 20-year-old guys playing Mario Kart, and [my resident] said something like "oh boobs are gross" and I said, "you know I think I finally understanding what I don't understand about being gay - it's not that you're attracted to men. I get that the fact that you're like, wow, that's really hot I want some of that. That's fine. What I don't understand is not being attracted to women. That makes no sense." And he was like, "I see that." So I just had a moment of like huh, that's what doesn't make sense.

Frank here utilized an activity (Mario Kart) to develop more intimate relationships with his residents. In this moment, he also operated outside of hegemonic masculine values in embracing and interacting with a gay man. Frank was also able to break down hegemonic assumptions of his straight residents who he was playing with. Mario Kart was used as a way of fostering generative masculinity values in a group setting.

Men in this study also explained how they showed caring for their residents and teammates. RA men expressed that caring for their residents was an important part of their role and their masculine identity development. Peter, for example, discussed the

importance of developing trust with his residents and how it might help him support his residents in the long run:

Your residents feel they can trust you. They feel that they have found someone whose shoulder they can lean on while they are still freshmen in college...They have someone to talk to, someone they can trust. Someone they can come and tell their worries to, share about what's going on in college. There was a guy, one of my residents, he comes to me and he's like, "You're the first person I'm going to tell this, but my girlfriend just became pregnant and I haven't told my parents yet." I'm like, what do I do now? I've never dealt with something like that. It's a level of trust that is already gained, because if he's coming to me before he's going to his parents, there's a certain different kind of friendship we have between each other.

Showing a sense of caring and employing individual factors of masculinity (self-reliance, courage, humor, commitment) to develop relationships allowed Peter to be emotionally supportive and vulnerable with his male residents. There is a significant amount of trust that goes into telling someone that their girlfriend has become pregnant before telling their parents. RA men throughout the study elaborated on ways in which they employed caring to form relationships with their residents and promote emotional vulnerability.

Relationships and bonding among fellow RAs was also an important group factor that surfaced among participants. Group camaraderie, inclusive teams, and controversy with civility were important functions of a group that supported generative masculinity development. Frank noted how accessible it is to form a community while living in a residence hall,

I think it's the connections you make with people and the fact that there is that sense of community that comes from having the same roof over your head. Like even if you don't see people all the time, you certainly become familiar with the people around your dorm and you develop this identity, like, we are this community.

Frank echoed the sentiments of other participants that you can form a sense of identity in a group by simply living under the same roof. That group identity influences the

individual development of the people who are part of that community. When the group is inclusive and values generative masculinity traits, it becomes much easier for men to step outside the restraints of hegemonic masculinity.

The RA team was a reoccurring group that influenced the masculinity development of participants. While Bill Harry both noted in their interview that the dynamic of masculinity had changed (the younger RA men on their new staffs were referred to with hegemonic connotations), which led to more awareness of their personal masculinity; other RAs noted how inclusive their RA staff was of their values. David (who is bisexual), for example, stated the following about his RA team:

I feel like masculinity has kind of been affected ... not kind of, it's definitely been affected a lot in terms of my staff members - especially the ones I have now because I'm just very open and honest about my sexuality and my staff knows about it. My staff, they never make me feel uncomfortable and say that's not typically what guys do. It's not typically what guys are supposed to do etc, etc.

It makes me comfortable because they make it seem like, hey, we're all different. We all come from different walks of life. We just want you to bring what you have to the table and it's not about if it's right or wrong. It definitely makes me feel very comfortable to say I can [express my sexuality]. I did that last year but I'm more connected with my staff this year and it's like, I can [express my sexuality]. I feel comfortable.

David's masculinity is intertwined with his sexual orientation as a bisexual man. While some RA staffs (especially staffs with younger RA men) reinforce traditional values, David's staff embraced a culture of inclusivity, which allowed David and others to be authentically themselves.

In David's Masculinity Map (see Appendix F), David shows at age 19 (his first year as an RA) he had characteristics of, "independent, aggressive, charismatic, young, living, emotional, and confident." At age 20 (with the more inclusive staff during his second year as an RA), David wrote things like, "CONFIDENT, GAY N PROUD!!!!!!",

STRONG, SOLID, AMAZING, DOING THE DAMN THANG, EMOTIONAL N PROUD, and SEXY.” It is evident the staff that was noted as being more inclusive and more accepting of masculinities outside of the traditional hegemonic masculinity had a profound influence on David’s ability to express his own masculinity.

When RA staffs were not particularly enforcing of masculine values outside of hegemonic masculinity, some RA men reported that they felt an obligation to challenge staff members. This was an important part of their development as men as well as the development of their RA team. George provided an example of when he felt the need to challenge his teammates:

Conversations need to be had. I remember [my supervisor], this one time, she walked into a room full of [RAs] and she was like "Guys come help me carry this heavy stuff." I'm saying, "The women in the room can't do that?" That's misogynistic, one. Two, I don't want to carry any of it. It's situations like those where you have to have the conversations, which make gender norms come into the spotlight and realize how they can be harmful.

George indicated how his team played into traditional masculinity and how he constantly feels the need to address the issue. He also stated, “None of my more traditional, fitting into the gender [coworkers], would bring that up. It's going to have to be me, because I don't fit in it.” Although some RA staffs can be inclusive and accepting of values and experiences outside of traditional masculinity, other RA staffs embraced traditional masculine values and made it difficult for RA men to develop a sense of generative masculinity. The team, either way, is important to generative masculinity development.

Societal factors. Group factors and individual factors work with societal factors to foster generative masculinity development in RA men. The provider tradition, dedication to service of others, and sense of heroism are three societal values based on Kiselica and Englar-Carlson’s framework for positive masculinity and accurately

depicted the participants' experiences. Quotes that describe the three values best were selected to showcase these societal values.

The worker / provider tradition as described by Kiselica and Englar-Carlson (2010) illustrates how men find meaning in work because of the cultural expectations that men will work. The participants repeatedly noted the importance of providing as an important function of their masculinity. When asked what it meant to him to be a man, Thomas said:

I don't know. I guess just being able to provide. Not necessarily financially but, in many aspects. Whether that's like someone needs help, being there for moral support, they need financial help being there for that too, they need a friend. I feel like just by being there to help someone... I guess to sum it up: being a provider and challenging people.

Thomas' description mirrored the experiences of other participants. Harry in his interview stated, "I guess one of the difficult things I had sometimes breaking away from the traditional view of men is just the need to provide." The need to provide was a major function of the generative masculinity in RA men. What separates the generative need to provide from the hegemonic need to provide is the need to be a sole provider. Harry went on to say, "it doesn't mean that they have to be the sole provider. I very much think households, the way they're set up today, not that there's any real typical thing, but I think it's good for both people to provide." While hegemonic masculinity values providing as a form of power and control, generative masculinity values providing for others as a form of service.

Generally speaking, service also is an important function of generative masculinity. There are several forms of service that were discussed throughout the interviews. Bill on the other hand described his service as behind-the-scenes work:

To me the most valuable part of an RA, the most important part to me would be working behind the scenes, I guess. Making everything work so on the outside you just can't see. So as a resident when you walk in on move in day you just see the welcome sign and you just get to go to your room. You don't have to deal with all the insanity that goes on behind the scenes. I like that a lot – being involved in that part of it to produce this product... When I think about it, I help run the building like the plumbing or the air conditioning. It's a necessary part of it. I have no idea why that is, but when I think about what I do that's what I take the most pride in doing.

Providing a service to others was an important aspect of how participants described their masculinity. Whether listening to Bill discuss providing background work that wouldn't typically be thought about by resident or Brad comment on how he expressed service as an RA through crisis management, service was a vital part of participants experiences as men and RAs.

Sometimes connected to servitude, RA men also liked taking up the role of hero. An example of this is when Peter described his resident telling him about his girlfriend becoming pregnant before the resident told his mom. Brad's dedication to service intertwined with his inclination to be a hero in this story:

It's probably the sickest thing that I can say but I love crisis management. Anything from if a student comes up with an issue from a bad break up to suicidal ideation or facility issues. Fire drills to floods in the hallway. That is my area, that is where I'm like OK. Funny side gone, Brad is going to be serious, you know, residents' lives are at stake and you've got to help them. I do my best. I am Superman at this point. I do my best to give them as much help as I can.

Brad described several instances where he helped residents and assumed a role as a hero. The service in which RA men can give to students provided a great deal of satisfaction to RA men, but the participants also spoke often of their roles as heroes when describing their masculinity. Individual, group, and societal factors all work collaboratively to enhance the generative masculinity development in RA men and help RA men support residents.

Theme 3: RA Men Encourage Generative Masculinity Development in Other Men

Theme three explores how the RA position empowers RA men to promote generative masculinity development in other men. This specifically addresses research questions three. Participants outlined three major ways that that RA position allowed them to encourage generative masculinity in other men. The experience allowed RA men to be comfortable in their own masculinity outside of hegemonic masculine values; it allowed men to act as intentional role models to their residents; and it empowered RA men to challenge and reject hegemonic masculinity in others.

Acceptance of Self. The RA role has empowered many of the RA men to accept their own understandings of masculinity and not conform to the trappings of college society's expectations. This experience was described as challenging and even scary for some participants – especially participants who felt they had more to lose. George described how he was his authentic self with his residents, even as a gay man in Louisiana working with eighteen year old men,

I realized all these people, the majority of them are from Louisiana, the majority of them are from these small town high schools or these big Catholic high schools. They have certain ideas about gay man, certainly they realize [that I'm gay]. I gave them enough clues and then there's a little sign on my door about it. It was kind of nerve wracking for the first two months when I didn't know if they got the hint or not... I don't want them to be creeped out by it...
The residents on my hall [have become] very comfortable with me at this point. They've gotten to know me; they're like "Oh man, this dude is really chill. I don't give a shit, George is gay as hell." They have met my boyfriend and they're fine with it... I'm not really faking anything, I'm not going to do that to myself because I don't hate myself.

The last few words in George's quote are powerful to reflect on. "I'm not going to do that to myself because I don't hate myself." Although George's identity as a gay man makes it challenging for him to be himself at all times, the RA position has enabled him to do that.

This experience is true for other participants too, even the ones who did not worry about how their sexual identity would be perceived. Part of what enabled men to be themselves is their new identity as a role model for their residents.

Role modeling. Taking on an identity as an intentional role model for residents was a major theme when asked how RA men worked to develop their residents. Nearly all participants in this study explicitly considered the RA position a leadership role. This leadership position allowed RA men to intentionally model to their residents how a college man acts. Daniel explains:

I think your best option is to serve as just an example. Talking with [your residents], and having deeper and more meaningful conversations with your residents is of course a great way to do it, but not all freshman residents in my case want to have those kinds of discussions or are even close to ready for those kinds of discussions. I think that a lot of it is just serving as an example.

Peter also provided an important example of how he used his position as a role model to challenge his residents' behaviors – behaviors often associated with hegemonic masculinity:

I definitely have residents that feel that they should be doing certain things certain ways to show their manliness, or they'll be like, "Oh, yes. I have to be able to chug beer." They're not even of age, but they'll go to tailgates, and they'll be all like, "Oh, yes. I have to be able to do this because it's a manly thing to do. I'm going to smoke cigarettes because that's a manly thing to do." I'm like, "No, you don't really have to do that, because that does not show anything about what masculinity is, or show anything about you being your gender."

While Peter likely did not say these things verbatim to his residents, it is important to note that Daniel and Peter both recognized hegemonic masculinity in their residents and used their positions as RAs to role model more generative masculinity values to their residents. This is a subtle form of challenging hegemonic masculinity. Participants, however, also discussed how they more directly challenged hegemonic masculinity.

Masculinity as a tool. While role modeling served as an important function for RA men promoting generative masculinity in their residents, some participants strategically utilized their masculinity to both build camaraderie among their residents and to challenge hegemonic masculinity directly. Frank described how he used his masculinity to build common ground with his residents and create an environment that does not diminish other men's masculinity. Harry described using his masculinity to build common ground with his male residents and to encourage more socially aware thought:

I think one obvious thing is just talking about sports or something like that. If you would like to have a quick conversation starter I can go to some generally accepted male conversation topic and talk about that for a little bit. I think additionally I was like the captain of like an [intramural sports team] and I think them seeing me in that sort of position playing sports and leading in that facility in that way gained a lot of respect. I think in a way that perhaps if I later on in the semester I put on a social justice, like a minimum wage awareness type thing, I don't think I would have gotten the same sort of masculine respect from them from that than I would like doing [intramural sports] or something like that.

Harry used his involvement in intramural sports to build relationships with the men on his floor. He remarked that his involvement with sports, especially as a captain, held social capital with his residents. He used this to his advantage to gain respect from his residents in order that he may then get more buy in for an educational or social justice themed event later in the semester.

Other men discussed how they used their masculinity and their relationships to challenge hegemonic assumptions in their residents. Bill, as previously mentioned, explained how he asked his residents and co-workers why they would do things specifically to prove their masculinity. Frank described at one point how he used his masculinity and the masculine camaraderie that he had with his residents to explain to a

resident that not all humans are cisgender. Using masculinity to challenge hegemonic assumptions was a common way that RA men encouraged generative masculinity development in other men.

While not all RA men described how they encouraged generative masculinity in other men in detail, this was a common pattern in the data - especially among Resident Assistants who had been in the position for more than one year. RA men used their self-acceptance, role modeling capacity, and masculine camaraderie to foster generative masculinity development in other men.

Outliers

While nine out of ten participants described that they valued and embodied generative masculinity, Tristan was the only participant who embodied the values of hegemonic masculinity. While most participants emphasized generative masculinity while hegemonic masculinity values occasionally peeked through, Tristan was the opposite. This provided an interesting contrast to the rest of the participants and reminded the researcher that a sample is not indicative of an entire population.

When asked how his understanding of masculinity differed from society's understanding of masculinity, Tristan said:

I feel like I'll probably have the same views as what society has. Being dominant, being the protector and stuff like that. We're coming into an age where it's like men don't have to be so dominant. Women, they can be just as dominant now.

This is consistent with Tristan's description of his personal masculinity:

I'm not too emotional, that's a big thing. I'm really never too emotional. I don't like to show too much emotion like crying. I really don't cry. I like to take charge sometimes, depending on who I'm with or in what environment I'm like. I see when I can take charge.

Tristan's embodiment of the values of hegemonic masculinity was fairly evident. He saw masculinity as being unemotional, dominant, and the protector. He did not discuss a drive to give back, help others, or to learn from the differences of others as most participants demonstrated.

Question six in the interview protocol (see Appendix E) asked who or what influenced the participant's masculinity. Tristan detailed his upbringing and how it influenced his masculinity in the following exchange:

Tristan: Yes, my dad. I'm raised by foreign parents. Foreigners, I don't know if you have any ...

Researcher: No I'm not familiar.

Tristan: Foreign parents are real big on masculinity. No crying, no emotions, the man is in charge of everything, the woman stays at the house, clean and does that. Being raised in that household, it shaped my viewpoint of masculinity.

Researcher: What does it mean to be a foreign parent?

Tristan: My parents are from Haiti so usually foreign parents, that's the way they are raised. The man is always in control. Not trying to say the woman knows her place, but most of the time the woman takes the back seat to what the man has to say.

Tristan was raised in a household that epitomizes hegemonic masculine values. His Masculinity Map (see Appendix F) specifically details the relationships and gender roles of his family members and how they shaped his development. This is a unique and

interesting observation which shows how he came to embody hegemonic masculine ideals while his peers have began taking on and encouraging generative masculine ideals.

Conclusion

The men in this study shared their thoughts on and experiences with masculinity and how the Resident Assistant position influenced those reflections. Participants articulated how they came to embody generative masculinity qualities from their RA position; which individual, group, and societal factors helped influence their generative masculinity development; and how they promoted generative masculinity development in other men.

CHAPTER 5: DISCUSSION, IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this constructivist study was to identify how generative masculinity was developed in RA men and how RA men encouraged generative masculinity development in other men. The Social Change Model of Leadership Development was used as a theoretical framework to organize and interpret the experiences of RA men. This study specifically addressed the following research questions.

1. How do Resident Assistant men develop a sense of generative masculinity?
2. What personal, group, and community factors contribute to generative masculinity development?
3. How does being a Resident Assistant contribute to generative masculinity development in other men?

Chapter four described the findings of this study. This chapter will discuss the findings, connect the findings to existing literature, address implications for practice, and form recommendation for future research.

Summary of the Findings

Each research question drew implications for the final themes presented in Chapter Four. Theme One: The RA Role is Transformative, explores how the Resident Assistant position encourages generative masculinity development in RA men. It is important to note most participants expressed some sort of generative masculinity value system before applying to be an RA, showing that generative men were more inclined to apply for the position in the first place. When describing how the RA position influenced their masculinity, participants expressed that their understanding of masculinity had

either changed or broadened as a result of the position. This process took time and usually was a result of learning from the differences in others, their required training sessions, the challenge and support of their supervisors, and their ability to see themselves in their residents. Participants were able to use their participants as a benchmark to measure their personal development in masculinity. Participants, especially those who had been an RA for more than one year, were able to use their fellow RA men as a benchmark for their personal generative masculinity development.

The process of generative masculinity development in RA men was organized via the Social Change Model of Leadership Development in Theme Two. Individual, group and societal values were pulled from the data to explore how men developed as RAs. It's important to observe that the reason that men applied to become an RA was overwhelmingly to help others and give back to their community. Financial benefits were often mentioned but were not at the forefront of why men applied or why they stayed in their position.

Individual factors of development included self-reliance, courage, humor, and commitment. RA men utilized these strengths, based on Kiselica and Englar-Carlson's (2010) framework for positive masculinity, to promote generative masculinity development in themselves and others. Self-reliance described the participant's ability to use personal resources to overcome challenges in the RA role. This played closely with courage, which was used in several ways, including, used to break stereotypes of gender norms. Many participants discussed how they would exercise humor to build relationships with other men. The men also demonstrated a commitment to doing well in their work and to support their residents.

Group factors included men's relational styles, men's ways of caring, and how groups influenced masculinity development in the participants. Men employed activity-based and lighthearted ways of building relationships with other men, including residents and fellow RA men (ex. Playing Mario Kart with residents). RA men also showed how caring assisted with developing relationships with their residents. The group setting and how it contributed to masculinity development was another important topic that arose. While some RA teams promoted inclusivity and generative masculinity development, other RA teams were more restricting and steeped in hegemonic values. When an RA team was more restricting, it fell on generative men to challenge the assumptions of their peers.

Societal values that were present in RA men were the desire to provide, a dedication to serving others, and an inclination toward heroism. RA men embraced the need to provide as part of their identity and self-worth. While hegemonic masculinity reinforces this drive as a form of control and asserting authority, generative masculinity embraces the desire to provide as a form of service. Service was a common theme throughout the interviews as well. Participants felt a desire to help others, act as a resource, and serve as a problem solver. This was occasionally intertwined with participants desire to be the hero. RA men wanted to be seen as a hero to their residents and peers, often providing elaborate examples in their interviews as to how they had saved residents from crisis or academic turmoil.

Theme Three focused on how RA men encouraged generative masculinity development in other men. Participants listed the importance of accepting their authentic selves and how the RA position allowed them to do that, which radiated throughout their

communities. RA men also are inclined to see themselves as intentional role models to encourage generative masculinity development, even when their residents were not ready to have conversations about their identity. Participants recognized the importance of setting a positive example for men. This manifests as rejecting hegemonic values in day-to-day life. In fact, several participants described various ways that they used their masculinity, or lack thereof, to develop relationships with their residents and fellow RAs. After relationships were established, RA men felt comfortable challenging gender norms and hegemonic values in other men.

Connections to Literature

This study was consistent with the current literature on college student masculinity development. Each theme drew on different areas of existing literature, but all were consistent within the body of knowledge.

Theme 1: The RA Role is Transformative

The findings from Theme one align with existing knowledge on men's development in college, specifically the work of Edwards and Jones (2009). Edwards and Jones' (2009) article, "*Putting My Man Face On*," explained the process in which college men transcend external expectations of masculinity. Men come to college and act in both conscious and unconscious ways to meet what they perceive society's expectation of their masculinity. This experience was described by participants as like wearing a mask or a "man face" that restricted them to one form of masculinity. Once men began experiencing and recognizing the consequences of wearing this man face, they began the process of taking it off and transcending expectations to act in a way more consistent with their true sense of self (Edwards and Jones, 2009).

The participants in this study described this process as well. Bill and Daniel perhaps described this process most similarly to the original work of Edwards and Jones. Multiple men in this study explained how the RA position was the catalyst that allowed many of them to recognize the consequences of their man face, while several noted that the RA position allowed them to more easily transcend external expectations.

Theme 2: Understanding Men's Strengths through Social Change Model

In evaluating this process, Theme two explores the individual, group, and societal factors that contribute to generative masculinity development. The Social Change Model of Leadership expresses the importance of collaboration and positive social change to the student development process (HERI, 1996). The researcher used Kiselica and Englar-Carlson's (2010) clinical men's strengths in organizing factors described by RA men. Men's strengths that were designated to be individual factors were self-reliance, courage, humor and commitment. These related closely with the Social Change Model individual values of commitment (commitment, self-reliance), congruence (courage), and consciousness of self and others (use of humor).

Men's strengths that were designated to be group factors were men's relational styles, men's ways of caring, and peer influence. These related moderately to the Social Change Model group values of collaboration, common purpose, and controversy with civility. Men in this study particularly emphasized controversy with civility as a major factor in generative masculinity development. The societal value of commitment emphasized men's strengths of the provider tradition, the desire to serve, and the drive toward heroism. Overall the Social Change Model proved a productive and useful tool in understanding masculinity development. The participants used phrases and examples that

reinforced the researcher's assumption that the RA position did function as a leadership position that led to student development.

Theme 3: RA Men Encourage Generative Masculinity Development in Other Men

The findings from theme three are closely linked to the work of Badaszewski (2014) and Harris & Harper (2014). Badaszewski (2014) identified role models, an authentic sense of self, important women, family support, and the perception of male peers as important contributing factors of college men's positive masculinity development. Holding an authentic sense of self, acting as an intentional role model, and working through and with the perceptions of male peers were important in the way that RA men acted to encourage generative masculinity development in their residents and other men.

Harris and Harper's (2014) article, *Beyond bad behaving brothers: productive performances of masculinities among college fraternity men*, noted several factors that "enabled guys to be good". These conditions were holding the values of their fraternities, assuming a leadership role, and being a part of a critical mass of like-minded brothers. While Harris and Harper specifically explored the experiences of fraternity men, these conditions rang true in the results of the current study (Harris & Harper, 2014). RAs reported a connection to the values of Residential Life, assumed a leadership role as an RA, and reported that their team allowed them to be comfortable operating in generative masculinity. The factors that RA men chose to foster generative masculinity development in other men were consistent with previous findings.

Implications for Practice

This study is of particular importance to Residence Life professionals in the field of Student Affairs. By evaluating how the Resident Assistant position affects generative masculinity development in both RAs and other men, professionals in Residence Life have the opportunity to be intentional in how they work with and encourage development in RA men.

Residence Life professionals should start by being mindful of how men are interacting in their RA staffs. RA men, especially young RA men are still likely to have on their “man face” and thus may exhibit behaviors associated with hegemonic masculinity. Through educational opportunities, a safe environment, and open conversations about masculinity practitioners can facilitate an environment that promotes generative masculinity development.

During these experiences, professionals should help RA men recognize the power they have to influence the development of the residents of their floor or building. RA men have the potential to be intentional role models and peer helpers. This role may allow RAs to be mindful of how they interact with their residents, be aware of when they are acting inside or outside of hegemonic masculinity, and be thoughtful of how to encourage health behaviors among college men. Ultimately, practitioners should help RA men dissect their own masculinity and how it can be used to develop accepting communities in the residence halls.

While this study specifically focused on Resident Assistants and the bulk of the focus is clearly on Residence Life, this study may translate well to multiple leadership opportunities for men in college. Greek Life, Campus Activities, Service Learning, and

other offices might use the findings here to consider how men develop as leaders and in their masculinity while in college. The RA role was transformative for the men in these studies because it allowed them to think about their masculinity, ensured they were comfortable with themselves, allowed them to see hegemonic behaviors in the men they worked with, and provided the opportunity for the participants to step into a role modeling experience. All of these factors might be found in other leadership opportunities on campus and should be considered when Student Affairs professionals work with college men.

Recommendations for Future Research

While this study sheds light on the generative masculinity development of RA men, it also provokes more questions. There are several ways to proceed from here, each more exciting than the last.

Researchers have outlined that most men who embody hegemonic masculinity in college are either freshmen or sophomores (Edwards & Jones, 2009). RA men must, at least at LSU, be sophomores when they start the position. So it's important to ask what amount of generative masculinity development comes from the RA position itself and what comes from experience in college as a man.

While this study uses qualitative methods to understand the phenomenon of generative masculinity development of RA men, it would be fascinating to see a mixed-methods of quantitative study conducted to explore the phenomenon. Putting statistical analysis in the mix could allow a new level of understanding of masculinity development and how students develop a sense of generative masculinity. This would be especially

insightful because a great deal of research on masculinity development that was seen by the researcher is qualitative in nature.

Lastly, future scholarship should identify useful practices for Residence Life professionals to utilize when cultivating generative masculinity development in their RAs. Identifying useful practices for Resident Assistants to use to encourage generative masculinity development in their residents is another interesting area of inquiry. Ultimately, as knowledge was established, the researcher began to recognize how many more questions there were left unanswered.

Researcher Reflection

This was a fascinating process to undergo. As a scholar and a practitioner in Residential Life, this study opened my eyes to a whole new understanding of college men's masculinity development. As someone working in the department that was being studied, I must comment on the difficulty of consciously limiting the context that I could use when analyzing participant transcripts and masculinity maps. It was also very special to see Daniel participate in this study. In full transparency, Daniel has been my employee for the two years leading up to this study. I have been able to see him grow as an RA and a man since August of 2014 and it has been incredible to round out my experience at LSU with his involvement in this project. While being excited and finding a very personal connection with the data, there were also several surprises that I had not expected.

Surprises

While nine out of ten participants expressed that they favored generative masculinity in their interviews, what is surprising is that nearly all participants also

expressed values of hegemonic masculinity in their interviews. Three major surprises stood out in the data: hegemonic masculinity is pervasive; RA men still felt a need to be in control as a major component of their masculinity; and RA men still have a fear of femininity and that homosexuality was still considered a factor that put someone outside of masculinity.

Hegemonic masculinity is pervasive. Nine out of ten men, George being the outlier, expressed characteristics of hegemonic masculinity in their interviews. Thomas expressed how he intentionally acted “more masculine” with his residents who he did not have a close relationship with:

There're some guys where you may not have a strong relationship with so you're kind of more masculine with them I feel like for me personally. The guys I'm closer to I'm more chilled and relaxed, so they get my more normal side. I wouldn't consider myself the most masculine guy at all... With residents I'm not that close to I'm more masculine, but someone I'm closer to - I'm just more myself.

Bill echoed this sentiment. He commented in detail how he intentionally tries of overcome the trappings of masculinity, but he too found that hegemonic behaviors would sometimes arise unintentionally:

For meetings, you have to assert dominance. As weird as it sounds, you sort of have to. As much as I wish I could do some collaborative touchy-feely kind of thing, with a bunch of 18 and 19-year-old guys it doesn't really work. So in those situations you have to puff up and be the oldest, the most in authority, to express all these things... I just default to that. Even though I'm trying to train myself away from it, I default to be sort of...

Bill found that in large, impersonal settings his “more masculine” side would come out unintentionally. This is similar to Thomas’ sentiments that in impersonal relationships he attempted to present himself as more masculine, even though he did not feel like a

particularly masculine person. This was in an attempt to remain the dominant individual in these relationships.

Dominance as a major component of RA masculinity. Dominance was another common theme among RA men when discussing how their masculinity influenced their RA position. Thomas expressed how he used his masculinity to maintain dominance in situations when he felt insecure about his knowledge or abilities as an RA:

Sometimes you can be overpowering because you're trying to compensate I guess. It goes back to second guessing yourself, you don't know something as well as you should so you try to be overpowering. You're just trying to be firm or whatever and sometimes it kind of comes off wrong to being really disrespectful or just being sexist.

Many participants expressly stated that being a man involved being in control, being dominant, being in charge, or being the alpha. It was surprising that even the older or more generative men still held this mentality. This was also closely linked to RA men's fear of femininity.

The masculine rejection of homosexuality. Several participants surprisingly spoke in their interviews in a way that put homosexuality outside of masculinity. While recognizing that Thomas has been used for several quotes in this section, it's important to know that he was not the only one who felt this way – he was merely the only one who stated this so precisely. Other participants were subtler in their phrasing. Thomas describes his shock when he found out another RA was gay on his staff:

One of the RAs [on my last staff], when I first met him I didn't even know he was gay I just thought he was straight and normal ... Normal like society, sexuality, normal, heterosexual. Then I later found out that he wasn't and I was kind of blown away because I kind of pegged him as just being normal and he wasn't... I feel like stereotyping is normal to when you first meet someone but it did open my eye to you can't judge someone based off their masculinity. People have different levels of masculinity because I honestly thought he was more masculine

than I was so that was really interesting. Later on throughout the year he became less masculine in my eyes.

Thomas met another man who was an RA and assumed that he must be straight because the other man presented himself as masculine. When Thomas discovered the sexuality of the other man, he immediately began taking the other man out of the box of masculinity. It appears that homosexuality is considered, mostly subconsciously, a transgression of what it means to be a man.

Conclusion

The purpose of this chapter was to discuss the findings of this study, connect the findings to existing literature on men's identity development, address implications for Student Affairs practice, and provide recommendations for future research. This study initiated with the intention of better understanding how generative masculinity was developed in RA men. Going beyond that, this study provided groundwork for understanding how RA men cultivate generative masculinity in their residents and in other RA men. Using the Social Change Model of Leadership Development as scaffolding for analyzing the data proved a useful and appropriate technique. This study allowed both the researcher and the ten participants to think critically about masculinity development in Residence Life – several participants had never thought critically about their personal masculinity before. I am eternally grateful for the lessons and experiences that this study has provided for the participants and for me.

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APPENDIX A: LSU RESIDENT ASSISTANT JOB DESCRIPTION



— Department of —
Residential Life

Position Description: Resident Assistant

A Resident Assistant (RA) is a student employed by the Department of Residential Life to live in a residence hall and work as part of a staff team in order to build a positive living and learning environment and community experience for residents. An RA serves as a liaison between the residents of the community and the Department of Residential Life. The RA reports directly to the Residence Life Coordinator (RLC) and Graduate Residence Director (GRD).

An RA is expected to know the residents in his or her community on a personal basis and to advise individuals and groups of residents on academic and personal matters. Each RA is expected to create and encourage activities and programs that enhance community and meet residents' personal and academic needs. The RA serves as a role model for students in every aspect of University life and is expected to know various campus resources available to students.

Resident Interaction and Development:

- Meet students' individual developmental needs. Develop positive, appropriate interpersonal relationships with each resident. Serve each individual resident with care, humanity, respect, and efficiency.
- Initiate and maintain contact with each resident throughout the semester. Conduct individual resident meetings according to Department of Residential Life procedures and established timelines.
- Introduce residents to each other, facilitate connections among residents, and help residents develop healthy interpersonal relationships among themselves.
- Serve as an information referral resource; advise and support residents as needed.
- Promote an atmosphere conducive to learning and academics; serve as an academic role model and guide residents in creating and maintaining an atmosphere conducive to study and learning.
- Serve as a role model for academic success by attending class, studying, utilizing campus academic resources, and establishing relationships with faculty.
- Understand, abide by, and serve as a role model for all University and Residence Hall policies and procedures in word and action.

Community Interaction and Development:

- Demonstrate personal investment for community development by anticipating student needs and taking appropriate action to meet those needs.
- Foster an environment that actively values the dignity and self-worth of all members of the community, promote an atmosphere accepting of diversity and different lifestyles.
- Conduct floor meetings and formulate community standards necessary to the establishment of an environment characterized by involvement, mutual respect, and academic success. Uphold these agreements in resolution of community problems.
- Create intentional opportunities for resident interaction by planning, implementing and advertising activities on an individual and team basis throughout the year.
- Encourage residents to create a sense of identity on their floor and positively influence policy and activity on their floor. Involve residents in planning and conducting programs/activities that meet their personal and academic needs.
- Be equitable and just in performance of your duties to affirm the dignity and respect that is due each community member.
- Support Community Council and Residence Hall Association (RHA) by assisting floor representatives in initiating and coordinating community activities, be knowledgeable of the RHA and promote RHA programs.

Staff Collaboration and Administration:

- Represent and support the University and the Department of Residential Life positively in all interactions with students, faculty, staff, parents, and guests.
- Work as part of a hall staff team and actively support other staff members' efforts, report directly to and fulfill all duties as assigned by the RLC and GRD. Provide reliable, responsible, and responsive assistance to your RLC, GRD, and team members.
- Show flexibility and adaptability in the performance of your duties in order to respond to changing needs, situations, and personalities. Take initiative, ownership, and investment as a staff member in displaying a positive work ethic and behaviors and encourage this attitude in others.
- Attend regular weekly staff meetings, individual supervision and evaluation meetings, and other meetings as directed by RLC.



— Department of —
Residential Life

**Position Description:
Resident Assistant**

- Participate in training, staff development activities, University recruiting events, and committee meetings as required by the RLC and the Department of Residential Life.
- RA's will be required to work the front desk at specified times and when the desk is uncovered.
- Perform administrative duties as assigned, including but not limited to: updating room rosters, distributing information, completing incident reports, participating in check-in and check-out procedures, entering pertinent information into data tracking systems, managing purchasing paperwork and receipts, checking and responding to email and phone communication, etc. Complete all work and assigned tasks in a timely, efficient, accurate, and organized manner.
- Report all maintenance problems and damages involving University property to the RLC in a timely manner and work with custodial staff to promote a clean and well-maintained area.
- RAs are considered essential staff and are required to assist in emergencies such as fire alarm evacuation, floods, hurricanes, power outages or other crisis. In case of a crisis or natural disaster, such as hurricanes, RAs may be required to stay on campus for the duration of the emergency.
- Be knowledgeable of departmental and university policies, procedures, and resources including, but not limited to: the mission, vision, and values of the Department of Residential Life and the Louisiana State University Commitment to Community.
- Use bulletin boards to disseminate information as well as educate.
- Assist in getting information to and from residents as directed by the RLC, GRD, and Department of Residential Life.

Student Conduct and Crisis Management:

- Role model positive behavior. Be knowledgeable of and abide by community expectations and University and Departmental policies including, but not limited to those found in the Code of Student Conduct, the Living on Campus Handbook, and the Academic Year Contract.
- Advise residents of and encourage adherence to the Code of Student Conduct, the Living on Campus Handbook, and the Academic Year Contract.
- Demonstrate responsible decision making, communication (including social media), problem solving, and follow-through skills.
- Recognize and respond promptly to individual crises, emergencies, and discipline matters with promptness, dependability, and in a manner that shows care and consideration for individual needs and differences. Utilize appropriate referral resources. This includes following all established on-call and crisis protocol in a timely and efficient manner as established by the Department of Residential Life and supervisory expectations, appropriately documenting situations, and following up post-incident.
- Maintain confidentiality with regards to policy violations and student behavioral concerns as directed by the Department of Residential Life, University policy, and the Family Educational Rights and Privacy Act (FERPA).
- Serve in an on-call rotation within your assigned community. On-call coverage is provided daily, including University holidays. Additional on-call responsibilities may be required at other times (i.e. natural disasters, fire watch, etc.). Special on-call responsibilities will be determined by the RLC and GRD in collaboration with the Assistant and/or Associate Director.
- Keep the RLC and GRD informed of all issues of concern related to crisis or behavior in your assigned community.
- Consult with the RLC and GRD for resolving concerns, especially those of an ongoing or complex nature.

Other Departmental Responsibilities:

- Provide assistance to other employees of the Department of Residential Life and other University employees and officials performing certain administrative duties as deemed necessary by the Department of Residential Life.
- Participate in the selection of new professional, paraprofessional, and student staff.
- Read and maintain a working knowledge of the current job procedures and other materials provided by Residence Education.
- Other duties as assigned.

Remuneration

- RAs will be assigned to a private room (when available).
- RA's receive a partial meal plan
- RA's receive a stipend of \$1500 per semester.

*EEO Statement: The LSU System is an equal opportunity/equal access employer.
American's with Disabilities: The LSU System is in compliance with the Americans with Disabilities Act (ADA).*

APPENDIX B: INSTITUTIONAL REVIEW BOARD APPLICATION

Application for Approval of Projects Which Use Human Subjects

This application is used for projects/studies that cannot be reviewed through the exemption process.

-- Applicant, Please fill out the application in its entirety and include parts B-F, listed below. Once the application is completed, please submit to the IRB Office by e-mail (irb@lsu.edu) for review and please allow ample time for the application to be reviewed. Expedited reviews usually take one month. Carefully completed applications should be submitted three weeks before a meeting to ensure a prompt decision.



Institutional Review Board
Dr. Dennis Landin, Chair
130 David Boyd Hall
Baton Rouge, LA 70803
P: 225.578.8692
F: 225.578.5983
irb@lsu.edu | lsu.edu/irb

-- A Complete Application Includes All of the Following:

(A) This completed form

(B) A brief project description (adequate to evaluate risks to subjects and to explain your responses to Parts 1&2)

(C) Copies of all instruments to be used.

*If this proposal is part of a grant proposal, include a copy of the proposal and all recruitment material.

(D) The consent form that you will use in the study (see part 3 for more information.)

(E) Certificate of Completion of Human Subjects Protection Training for all personnel involved in the project, including students who are involved with testing or handling data, unless already on file with the IRB. Training link: (<http://phrp.nihtraining.com/users/login.php>)

(F) Signed copy of the IRB Security of Data Agreement: (<https://sites01.lsu.edu/wp/ored/files/2013/07/Security-of-Data-Agreement.pdf>)

1) Principal Investigator*:

Rank:

*PI **must be** an LSU Faculty Member

Dept:

Ph:

E-mail:

2) Co Investigator(s): please include department, rank, phone and e-mail for each

3) Project Title:

4) Proposed Start Date:

5) Proposed Duration Months:

6) Number of Subjects Requested:

7) LSU Proposal #:

8) Funding Sought From:

ASSURANCE OF PRINCIPAL INVESTIGATOR named above

I accept personal responsibility for the conduct of this study (including ensuring compliance of co-investigators/co-workers) in accordance with the documents submitted herewith and the following guidelines for human subject protection: The Belmont Report, LSU's Assurance (FWA00003892) with OHRP and 45 CFR 46 (available from <http://www.lsu.edu/irb>). I also understand that copies of all consent forms **must be maintained at LSU for three years after the completion of the project**. If I leave LSU before that time, the consent forms should be preserved in the Departmental Office.

Signature of PI Danielle Alsandor

Date September 29, 2015

ASSURANCE OF STUDENT/PROJECT COORDINATOR named above. If multiple Co-Investigators, please create a "signature page" for all Co-Investigators to sign. Attach the "signature page" to the application.

I agree to adhere to the terms of this document and am familiar with the documents referenced above.

Signature of Co-PI (s) Joshua D. Finch

Date September 29, 2015

Continue on the next page

APPENDIX C: PARTICIPANT RECRUITMENT LETTER

Hello [Inset name of Residential Community] Guys,

As some of you may know, I'm doing research this semester on how the RA role affects masculinity in college men. The reason that I'm emailing you is because I'm in need of some people who would be willing to meet with me for about an hour to talk about their experiences as an RA and as a man at LSU.

As an FYI - these interviews would be recorded, but any information taken from them in the final research document would be completely anonymous using a self-selected pseudonym.

I would greatly appreciate if you would be willing to help me and meet with me for an interview. If you would be interested in setting up an interview in the next few weeks, please follow the link below and fill out a two-minute demographics survey.

Follow this link to the Survey:

INSERT LINK

Send me an e-mail if you have any questions about my work or the research process!

Thanks,
Josh

Joshua D. Finch

Graduate Residence Director // Blake - Acadian - McVoy Community
Residential Life and Education
Louisiana State University

Participant Recruitment Email 2

Hello Again Res Life Guys,

I sent out an email a few weeks ago asking for some help with my research and I wanted to send out another pulse before setting up interviews!

I'm doing research on how the RA role influences men's understanding of masculinity. To do so, I'm asking for folks to sit down with me for an hour long interview before winter break (I'm flexible with times to meet). I would greatly appreciate if you would be willing to help a guy out and meet with me for an interview.

If you would be interested in setting up an interview in the next few weeks, please follow the link below and fill out a two-minute demographics survey. I'll reach out in the near future to arrange a meeting.

I'm really excited to see what this project turns out and I would really love to get your insight! Please shoot me an email if you have any questions about my work or the research process.

Here's the link to the Demographic Survey:

INSERT LINK

Thanks,

Joshua D. Finch

Graduate Residence Director // Blake - Acadian - McVoy Community

Residential Life and Education

Louisiana State University

Office 225-578-6985

jfinch9@lsu.edu | lsu.edu

APPENDIX D: INTERVIEW PROTOCOL

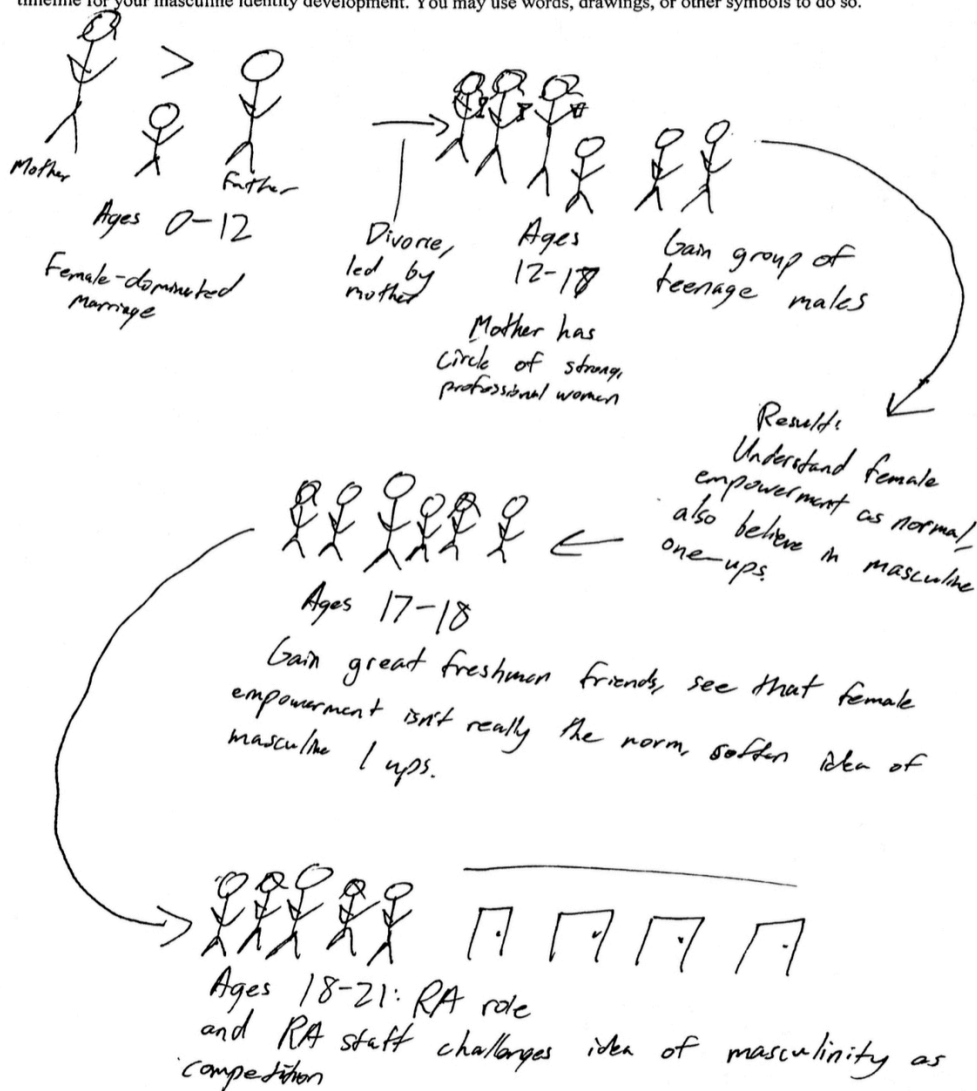
1. Why did you decide to become a Resident Assistant?
2. What is the most valuable part of being a Resident Assistant?
3. What do you believe it means to be a man?
4. Describe any differences between what you perceive it means to be a man and society's definition of what it means to be a man.
5. How would you describe your masculinity?
6. Who or what influences the way you describe masculinity?
7. Please describe how important your masculinity is as a Resident Assistant?
8. How has your understanding of masculinity changed since becoming a Resident Assistant?
9. Please describe how your masculinity affects how you interact with your residents?
10. How has your masculinity been effected by or affects your RA staff team?
11. How has your masculinity helped you in your role as an RA?
12. How has your masculinity hindered you in your role as an RA?
13. Is there anything you would like to add?

APPENDIX E: PARTICIPANT MASCULINITY MAPS

Bill

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.



Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.

Big brother

Teach him to respect others

Teach him to care for himself

Teach him to go the extra mile in any task

Encourage him to follow his dreams (Sports Star: NBA)

Take him to church

Care family

PA

Serve as a positive role model

Promote equality and diversity

Satisfy the needs of my residents as best as I can

Be a leader for my staff

Son

Help out my family

Visit and honor my parents

Be myself

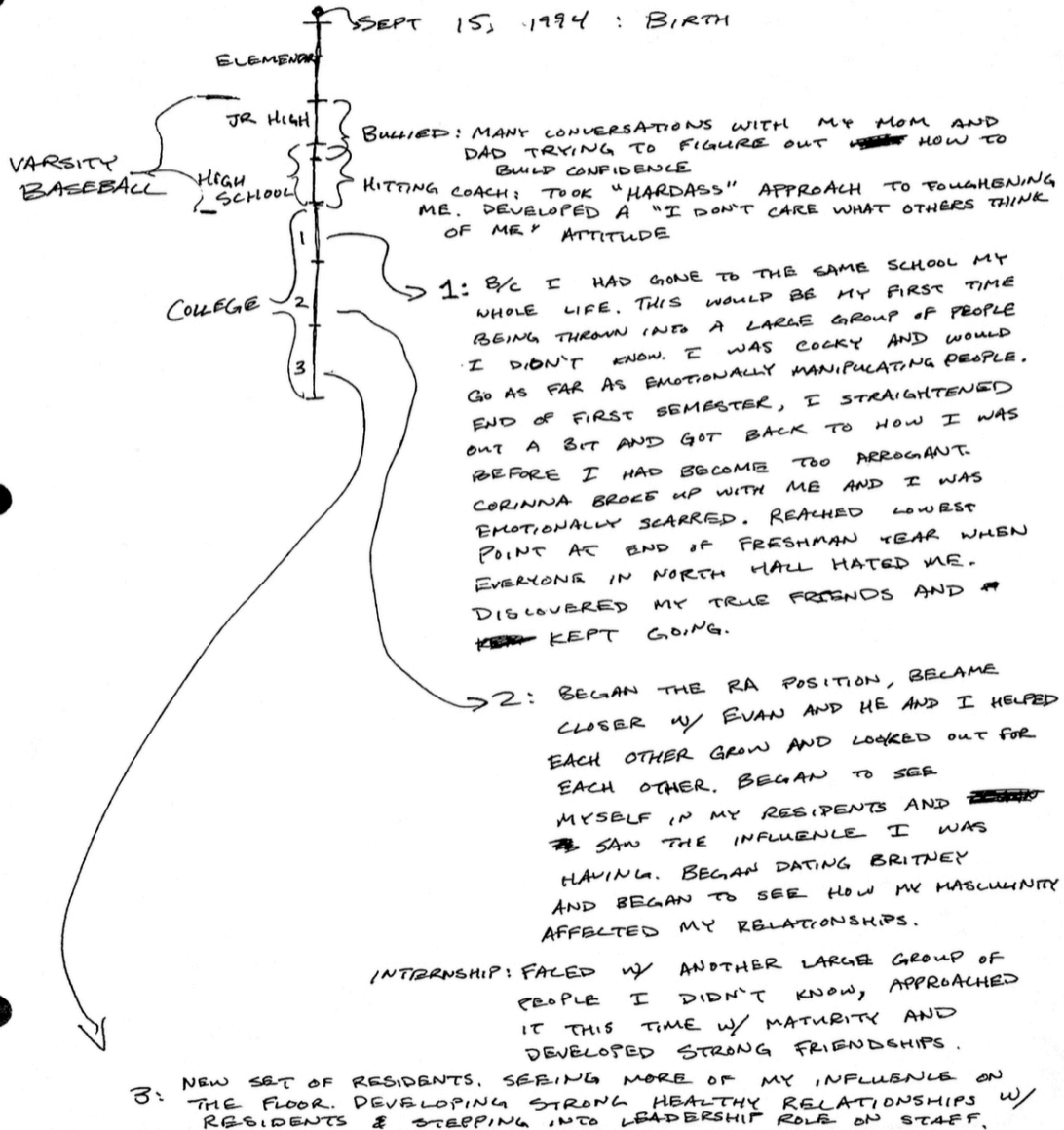
Follow my dreams

A man does what he can to help others ^{and} himself to make the world a much better place.

Daniel

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.



APPENDIX F: LSU Resident Assistant Fall Training Schedule

David

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.

Age 13

- Cry a lot
- not a fighter
- ~~not~~ quiet
- extremely passive

Age 14

- Soft
- lonely
- relaxed 2x → 2nd power
- passive

Age 17

- Solid
- Aggressive
- Focused on education
- more outspoken
- determined

Age 19

- Independent
- Aggressive
- Charismatic
- Young
- Living
- Emotional
- Confident

Age 20

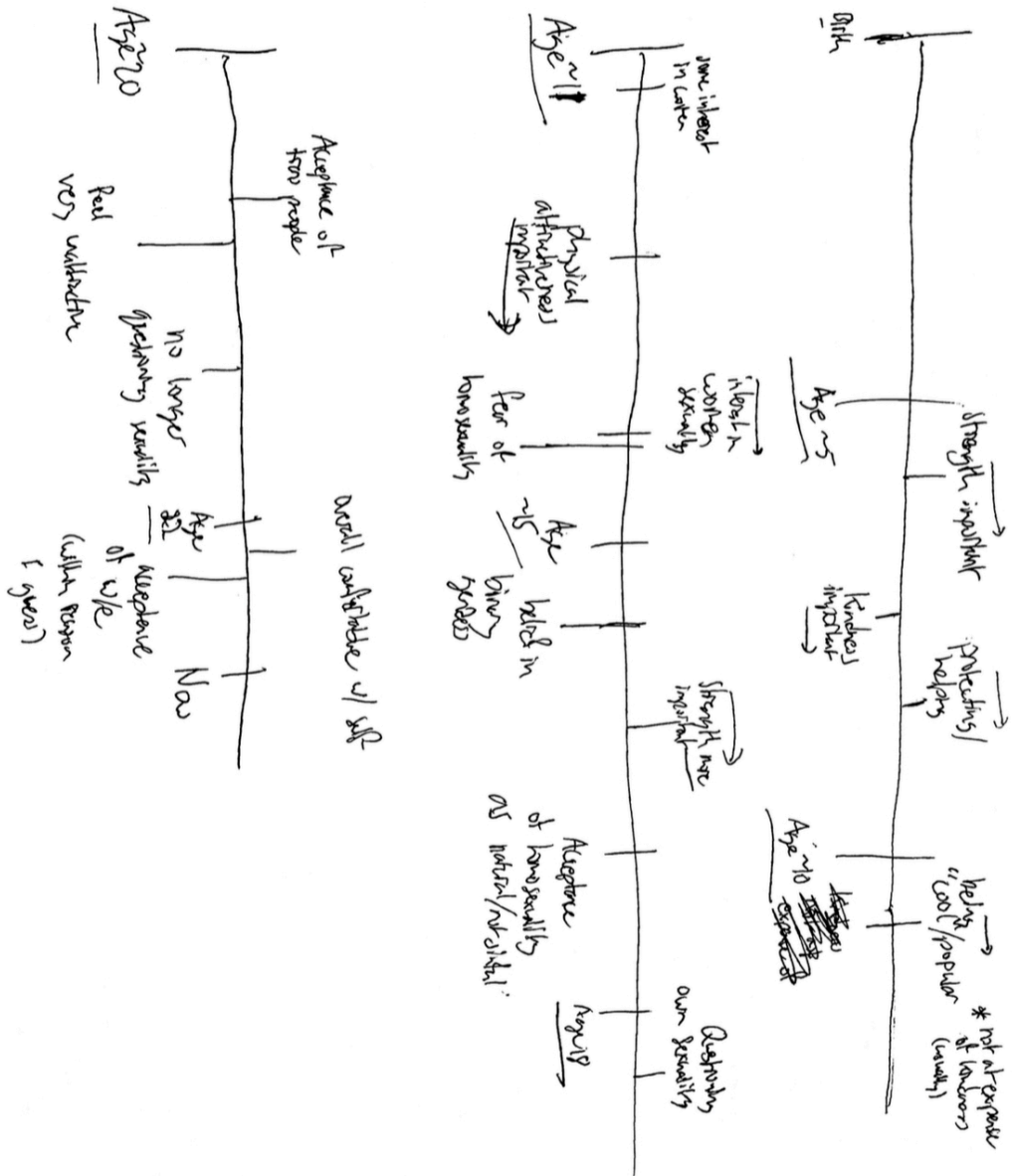
- CONFIDENT
- GAY N PROUD!!!!
- CHARISMATIC
- OPPORTUNIST

- STRONG
- SOLID
- AMAZING
- INDEPENDENT
- DOIN THE DAMN THANG
- DETERMINED
- EMOTIONAL N PROUD
- SEXY
- BRILLIANT

Frank

Masculinity Map

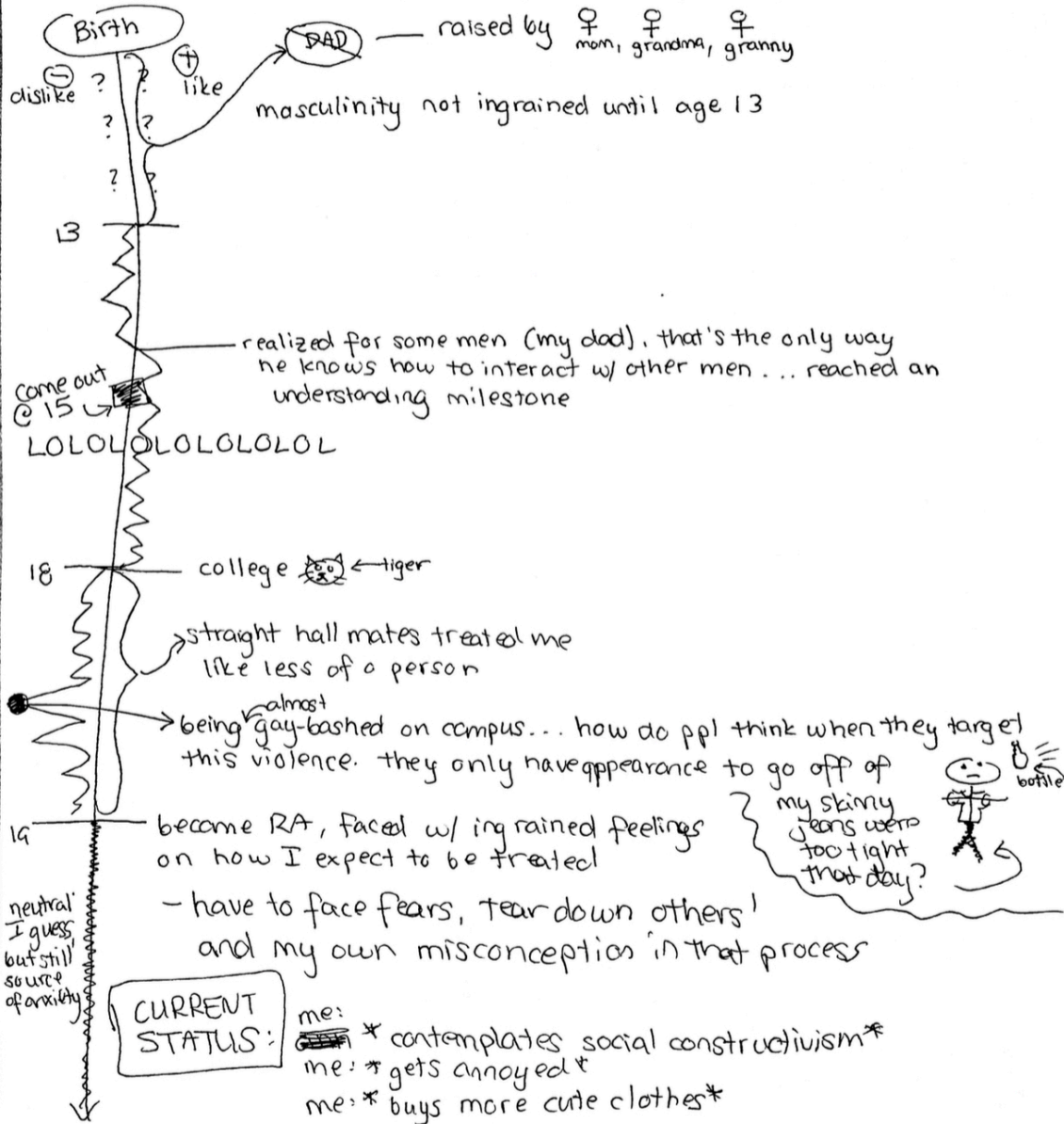
Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.



George

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.



Harry

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.

Puberty/Junior High

- desire to fit in
 - masculine clothes, interests
 - ↳ athletics, rap, rock
- sexuality
 - attraction to women
- actual interests
 - athletics
 - also music - quit piano, started guitar

High School

- continued desire to fit in, especially as freshman/sophomore, seeing more popular guys as big football players
 - lifting weights - very conscious that I was not strong
- Friends
 - talking about girls, sports
 - not that I felt inauthentic or that I wasn't enjoying it
- Sexuality
 - attraction to women
 - seeking relationships and not knowing ~~how~~ ~~to~~ relationships develop

Junior/Senior

- reaction against obvious stereotypes
- liking new music, clothing, following interest in journalism over playing soccer, playing/making music
 - finding acceptance among peers

College

- Freshman
 - came in as "cool" person - facial hair, reserved; didn't make real friends
 - parents begin divorce

- Sophomore
 - parents complete divorce
 - questioning relationships, marriage
 - best friend moves home
 - lack of steady male friend
 - apply for AA position
 - seeking support, belonging, a challenge

Junior

- start AA job
 - exposed to many people, guys, start noticing patterns of masculinity. question myself, i.e. choices to exercise (why I did/do it).
- have good classes
 - like creative writing, still feel weird w/ "poet" label b/c typically indicates softness

Senior

- Start serious relationship
 - "how is a guy supposed to 'act'?"
 - question the word "acting"
- Mental Breakdown
 - had repressed emotions; incident let them out, ^{man on beach}
- first relationships w/ girls
 - unsure of how to "act"
 - learning from failures, but admittedly feeling hurt in pride if dumped

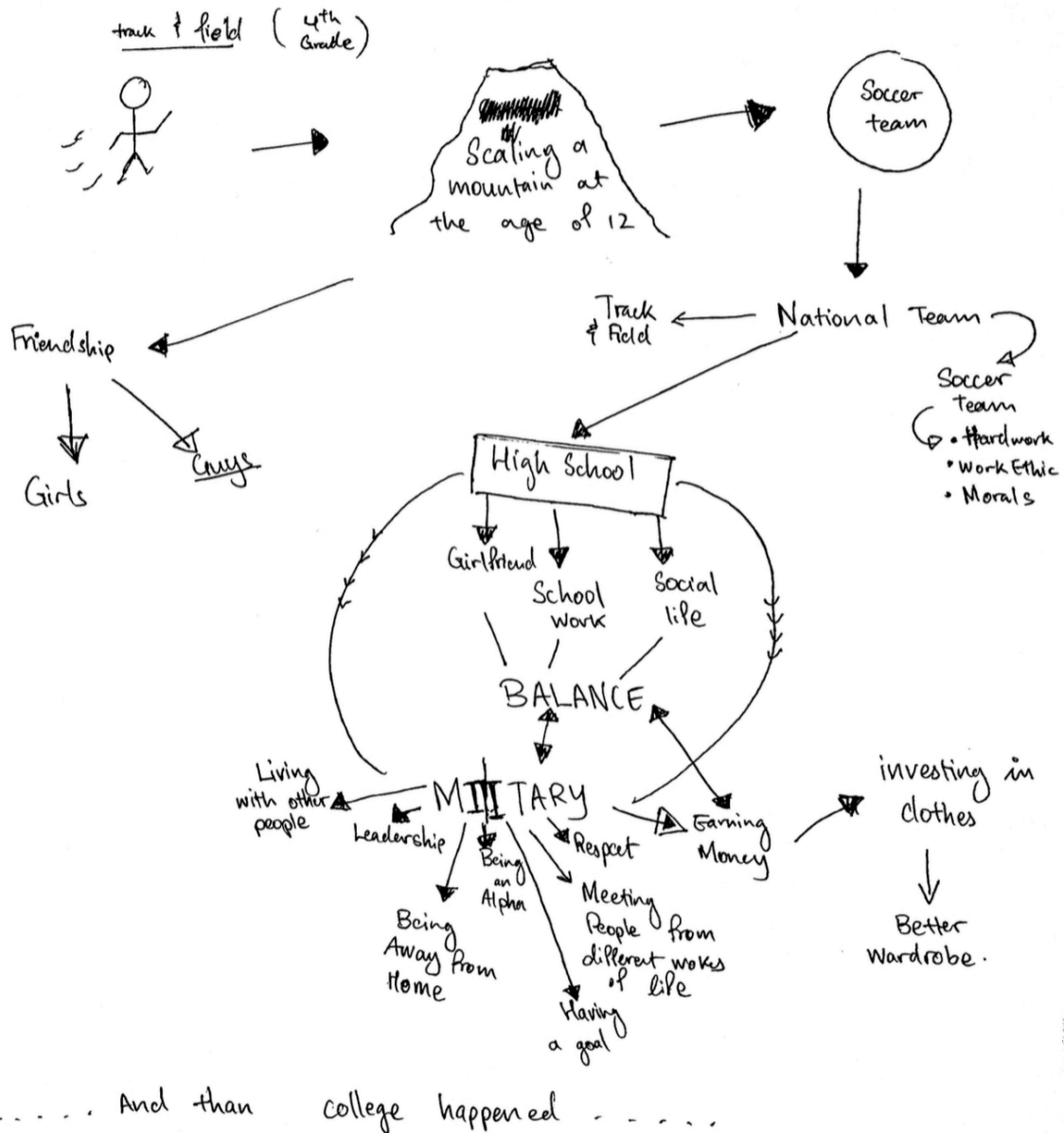
Harry cont.

- After breakdown
 - why did I repress?
 - personality & masculinity? both intertwined?
- View on masculinity now - not sure what it means to be an ideal model of masculinity and feel okay
 - perhaps stereotypes work for some, but I've found I cannot repress everything and simply be okay
 - still enjoy sports, exercise, outdoors though

Peter

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.



Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.

3-7 (played w/ sisters a lot as opposed to brothers =
dad told me to play w/ the boys more)
- 1st time truly being exposed to what
it's like being a boy/girl as far as
social roles

Middle school - Bullied for having a softer voice / late bloomer
- started to really be concerned about how
others view me (maximize or not)

High school - Started to get even more involved w/ sports = man
- date all the girls = man (cool)

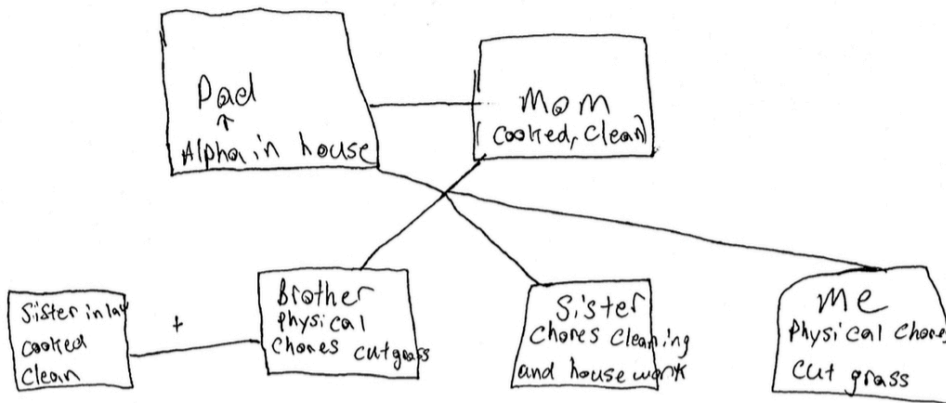
Senior year - started to really try to become my own
provider in a sense (work, pay for my own things)

Fredham (college) - RA showed me the diff b/w worldly men/
- started to place my self value ^{godly men}
in other things than

Sophomore year - started to really ^{being a manly man}
realize that masculinity changes/differs
for everyone.
- still stereotype but... that's healthy...

Masculinity Map

Please take several minutes to reflect on how you've developed your masculinity. Please use the space below to develop a timeline for your masculine identity development. You may use words, drawings, or other symbols to do so.



Growing up seeing my dad not show emotions
~~and~~ and preaching to suck it up and never cry
 and other manly stuff conformed me into having
 those viewpoints of being a man.

APPENDIX F: LSU RESIDENT ASSISTANT TRAINING FALL 2015

Sunday, August 2nd

Time:	Description:	Location:	Presenter:
After 4:00p	Introductions & Expectations	In-Hall	All

Monday, August 3rd

Time:	Description:	Location:	Presenter:
9:00a-9:30a	Staff Intro & Roll Call	Williams 102	Christine
9:30a-10:15a	Departmental Mission, Vision, & Values	Williams 102	Jonathon
10:15a-12:00p	StengthsQuest		All
12:00p-1:00p	Lunch	Williams 103	
1:00p-1:45p	Day in the Life [New RAs]	Williams 102	Tiffany/Ramo
	Adjusting to New Staffs [Returners]	Williams 103	Beryl/Rashad

1:45-3:15 Rotations			
	RA Focus Groups Holly/Troy Williams 202	Committees Bill/Ramo Williams 214	RA Captains Christine/Maylen Williams 102
3:15p-4:00p	Facilities	Williams 102	Scott/Jennifer
4:00p-4:30p	Facilities In-Hall Walkthrough	In-Hall	RLC/GRD
4:30p-??	In-Hall	In-Hall	RLC/GRD

Tuesday, August 4th

Time:	Description:	Location:	Presenter:
9:00a-9:15a	Lip Sync Rules	Williams 102	Christine
9:15a-11:00a	Helping Skills	Williams 102	Mediation Group
11:00a-12:00p	Competency & Evaluation [New]	Williams 102	Bill
	Competency & Evaluation [Return]	Williams 202	Christine/Dominique
12:00p-1:00p	Lunch	Williams 103	
1:00p-4:00p Rotations			
	Living on Campus Handbook/Policy Review Policy Committee Williams 202	Connections Brittany/Maylen Williams 214	Care, Confront, Connect, Concern Eddie/Shalik Williams 102
4:00p-5:00p	Open Forum	See Below	
5:00p-??	In-Hall		RLC/GRD

OPEN FORUM TOPICS:

Topic:	Location:
Introverts: Surviving in an Extravert World	Williams 206
Politics: Life on Campus in an Election Year	Williams 208
Supporting Residents through Financial Challenges	Williams 210
Greek Life	Williams 215

Wednesday, August 5th

Time:	Description:	Location:	Presenter:
9:00a-9:15a	Energizer	Williams 102	West Side GRDs
9:15a-10:00a	Documentation	Williams 102	Kara/Eddie
10:00a-12:00p	Community Development	Williams 102	Josh/Derek/Tiffany
12:00p-1:00p	Lunch	Williams 103	
1:00p-2:30p	Crisis Response (by area)		
2:30p-3:15p	Faculty-in-Residence	Williams 102	Belinda/Clint
3:15p-4:00p	Assessment	Williams 102	Maylen/Scott
4:00p-4:30p	Behind Closed Doors – Actor Info	Williams 102	Shalik
4:00p-4:30p	Behind Closed Doors- New RA Info	Williams 103	Christine
4:30p-5:30p	Open Forums	See Below	
5:30p-??	In-Hall		RLC/GRD

OPEN FORUM TOPICS:

Topic:	Location:
Serving LGBTQ Residents	Williams 206
Religious Diversity at LSU	Williams 208
Social Media Matters	Williams 210
Racial Climate of America	Williams 215

Thursday, August 6th

Time:	Description:	Location:	Presenter:
9:00a-9:15a	Energizer	Williams 102	Central GRDs
9:15a-10:15a	Follow-up/Referral Mgmt [New]	Williams 202	Eddie/Michael
	Follow-up/Referral Mgmt [Return]	Williams 214	Sophia/Runell
10:15a-11:30a	RA Agreement/Progressive Discipline	Williams 102	Bill
11:30a-12:00p	Adopt-a-Hall	Williams 102	Eddie/Nehlig
12:00p-1:00p	Lunch with UREC	Williams 103	Matt Boyer
1:00p-4:00p Rotations			
	Sustainability Sustainability Committee Williams 202	RHA/CC/OTMs/NRHH Darron/Zach Nathan/Hope Williams 102	Bengal Bound Amy/Candace Williams 214
4:00p-5:00p	Open Forum	See Below	
5:00p-??	In-Hall		RLC/GRD

OPEN FORUM TOPICS:

Topic:	Location:
Introverts: Surviving in an Extravert World	Williams 206
Racial Climate of America	Williams 208
Religious Diversity at LSU	Williams 210
Greek Life	Williams 215

Friday, August 7th

Time:	Description:	Location:	Presenter:
9:00a-11:00a	Tiger Prowl	Campus	RLC/GRDs
11:00a-2:00p	Lunch	In-Hall	
2:00p-5:00p	Behind Closed Doors	Laville Hall	Shalik

Saturday, August 8th

UREC Team Building – One hour per community

Monday, August 10th

Time:	Description:	Location:	Presenter:
9:00a-11:00a	Pictures (wear purple, gold, neutrals)	RCC Courtyard	Communications
12:00p-1:00p	Lunch	Williams 103	
1:00p-3:00p	Social Justice Training	Williams 102	SJ Committee
3:00p-4:00p LSU Response Rotations			
	CARE/SAA Jennie Stewart/Eddie Williams 202	Facilities Karen R./Julie H. Williams 214	Title IX/Sexual Assault Lindsay M./Seirra F. Williams 102
4:00p-4:15p	BCD2 Info Session [Returner Actors]	Williams 102	Shalik
4:15p-5:15p	Open Forum	See Below	
5:00p-??	In-Hall	In-Hall	RLC/GRD

OPEN FORUM TOPICS:

Topic:	Location:
Serving LGBTQ Residents	Williams 206
Politics: Life on Campus in an Election Year	Williams 208
Supporting Residents through Financial Challenges	Williams 210
Social Media Matters	Williams 215

Tuesday, August 11th

9:00a-12:00p RA Focus Rotations					
	Domestic Violence/Haz ing Holly/Runell Williams 103	CNE/Financial Aid Christine Williams 102	Power of Debrief Amy/Erika Williams 202	Mental Health/ Suicide/Depre ss Dom/Derek Williams 214	Sexual Assault/ Title IX Josh/Greg Varying
12:00p- 1:00p	Lunch		Williams 103		
1:00p- 4:00p	Behind Closed Doors 2		Laville Hall		
4:00p- 6:00p	Dinner		In-Hall		RLC/GRD
6:30p- 9:00p	Lip Sync		School of Music Recital Hall		Ricardo

Wednesday, August 12th

Time:	Communities:	Location:	Presenter:
9:00a- 12:15p	Tom Krieglstein Key Note Speaker	Williams 102	Tom Krieglstein
12:15p- 1:15p	Lunch	Williams 103	
1:15p-2:15p	Desk Training	Williams 102	Bill
2:15p-3:15p	In-Hall Desk Training	In-Hall	RLC/GRD
3:15p-5:00p	In-Hall Prep	In-Hall	RLC/GRD
5:00p-6:00p	Dinner In-Hall	In-Hall	RLC/GRD
6:00p-??	In-Hall Prep	In-Hall	RLC/GRD

VITA

Joshua David Finch, hailing from Midland, Michigan, received graduated Cum Laude from Central Michigan University in 2014 with a Bachelor of Science degree in Psychology. As an engaged student leader at Central Michigan, Joshua participated in Residence Life, International Affairs, Alternative Breaks, University Camps and Conferences, and Sexual Aggression Peer Advocacy. Further pursuing his education, Joshua enrolled in the Master of Arts program in Higher Education Administration at Louisiana State University, where he has maintained a graduate assistantship in Residential Life. He will earn his Master's degree in May 2016.