Strategies for Success: Supporting Men of Color in the Classroom

Learning Outcomes

- Explicate factors that influence the teaching and learning experience of men of color in community colleges

- Identify patterns of male gender role socialization and how they influence educational experiences and outcomes for men of color in community colleges

- Employ teaching and learning strategies that account for the intersection of race/ethnicity and gender in efforts to facilitate student success for men of color in community colleges

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Our Lab

The **Community College Equity Assessment Laboratory** (CCEAL) is a national research and practice lab that partners with community colleges to support their capacity in advancing outcomes for students who have been historically underserved in education, particularly students of color.

CCEAL houses the **Minority Male Community College Collaborative** (M2C3).

CCEAL was developed to advance three objectives:

- *Research* - to conduct and disseminate empirical research on the experiences of historically underserved students in community colleges;
- *Training* - to provide training that improves practices and research relevant to students of color in community colleges; and
- *Assessment* - to use assessment and evaluation to facilitate capacity-building within community colleges.

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Our Team

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Institutional Assessment Package

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"student survey"

"staff self- assessment"

"faculty survey"

Community College Success Measure

Community College Student Success Inventory

CC-IDI
Community College Instructional Development Inventory

Community College Success Measure (CCSM)

• for identifying factors influencing the success of underserved students
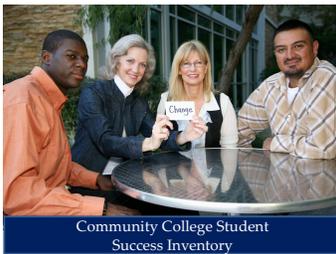
Community College Student Success Inventory (CCSSI)

• for determining an institution's readiness to facilitate successful outcomes for underserved students.
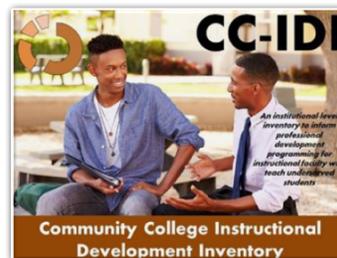
Community College Instructional Development Inventory (CC-IDI)

• to inform professional development programming for instructional faculty

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Mixed Methods, Case Study Research

Quantitative Research and Assessment

IAP

Community College Success Measure (CCSM)
for identifying factors influencing the success of underserved students

102 colleges
9 states, 78,614 students

CC Instructional Development Inventory (CCIDI)
to inform professional development programming for instructional faculty

120 colleges
40 states, 2,789 instructional faculty

Community College Student Success Inventory (CCSSI)
for determining an institution's readiness to support underserved students

40 colleges
15 states

Male Program Assessment for College Excellence (MPACE)
for examining the efficacy of programs serving college men of color

45 colleges
24 states

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Mixed Methods, Case Study Research

Qualitative Research and Sensemaking

Student focus groups
Examining students' perceptions of factors influencing success in community college

10 colleges
CA, 252 students, 50 focus groups

Faculty interviews
Examining perceptions of factors that are effective in educating students of color in community colleges

10 colleges
CA, 102 faculty

Consensus focus groups
Collective sensemaking approach for identifying root challenges facing students in community colleges from an equity-based perspective

32 colleges
CA & MN, 240 faculty/staff
48 consensus groups

Narratives of success
Narratives from educators with a documented record of success in teaching and supporting underserved students of color

14 colleges
12 states, 78 educators

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Opening Discussion Question

- **What patterns of engagement have you observed among men of color in your courses?**

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Why Focus on Men of Color?

Strategies are needed to <u>mediate</u> the effects of:
- poor K-12 school experiences
- external life pressures
- racial-gender stereotypes
- male gender-role socialization
- under-exposure to effective preparation experiences

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Why Focus on Men of Color?

Enhanced strategies are needed to <u>leverage</u>:
- academic and personal resilience
- external life responsibilities
- familial-community commitments
- lived experiences that enrich educational contexts and contribute to learning and development

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Educators' Perceptions of Men of Color

- Distrust

- Disdain

- Disregard

Educators' Perceptions of Men of Color

- Distrust
  - Criminal
  - Dangerous
  - Hostile
  - Combative
  - Deviant
  - Defiant
  - Delinquent
  - Threatening
  - Confrontational
  - Aggressive
  - Violent
  - Disruptive

- Disdain
  - Lazy
  - Uncaring
  - Apathetic
  - Troubled

- Disregard
  - Dumb
  - Unintelligent
  - Ignorant
  - Stupid
  - Slow

Teachers Reporting Children in Class as Being "Incapable" of Learning

Source: ECLS 2011, Kindergarten Spring

| | White | Black | Asian | Latino | Multiethnic |

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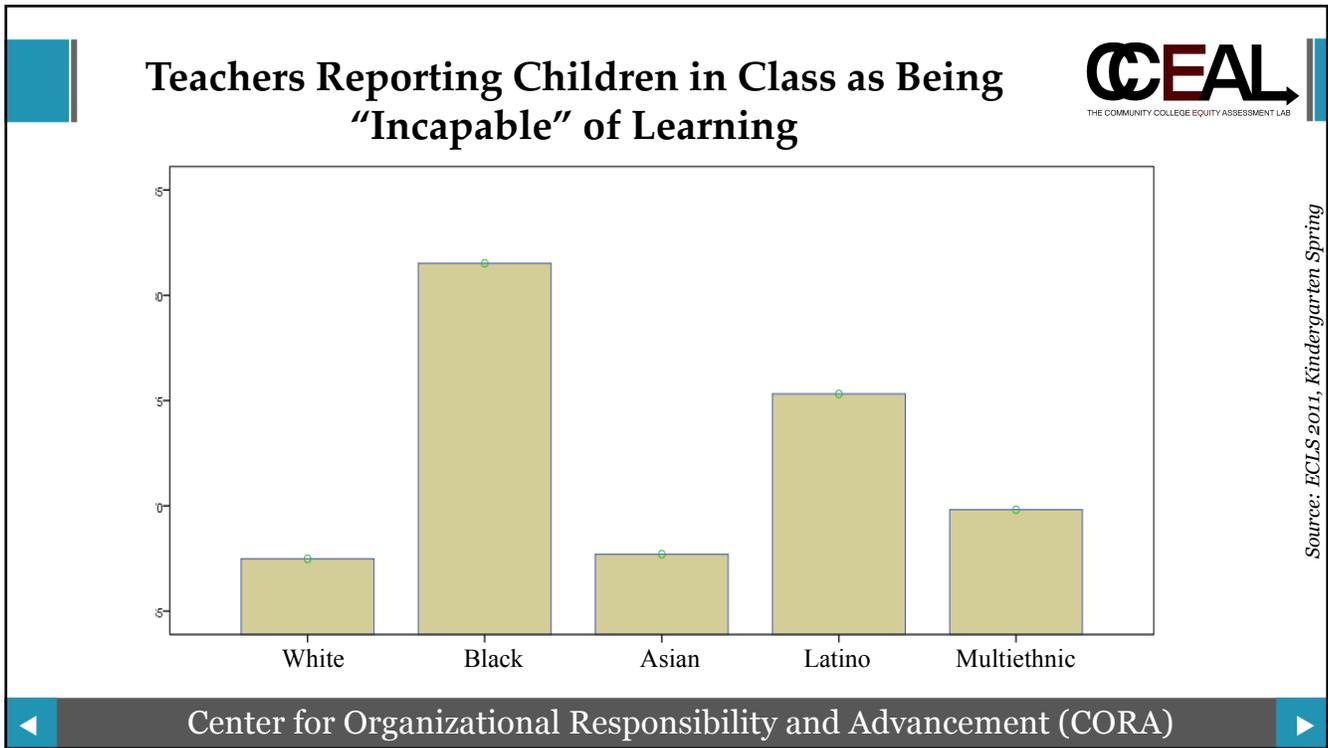
Taxonomy of Perspectives on Men of Color

	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	DK W	K W
Unwilling to employ practices (UW)	DK U	K U

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Taxonomy of Perspectives on Men of Color

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	Don't know what to do (DK)	Know what to do (K)
Willing to employ practices (W)	**The Allies**	**The Choir**
Unwilling to employ practices (UW)	**The Resisters**	**The Defiant**

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"The Three E's"

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Type	Goal	Timeline	Mechanism	Delivery	Motivation
The Choir	**E**mpower	1-2 mo.	Email, Fliers	Voluntary, Flexible	Intrinsic and Affirmation-Based
The Allies	**E**ducate	2-4 mo.	Direct Referrals, Phone Calls, Emails with Follow-ups	Voluntary, Flexible but convenient	Social Justice, Equity-Based, Moral Arguments
The Resisters (Passive)	**E**ncourage	3-12 mo.	Department Meetings, Convocation, All Faculty Days	Intrusive, Direct	Compliance, Funding, Organizational Priority, Recognition, RTP, Release Time
The Resisters (Active)	Redirect				
Defiant	Redirect				

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Pyramid of Student Success
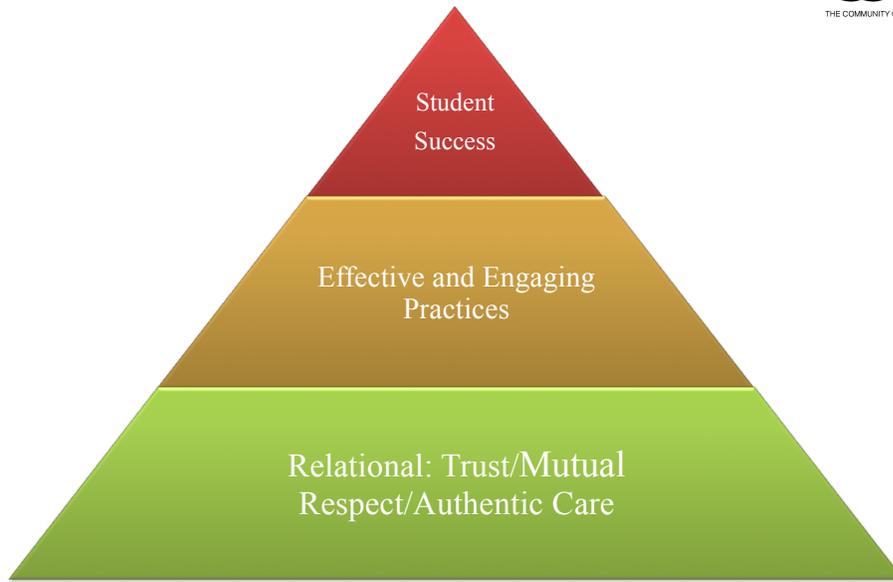
- Student Success
- Effective and Engaging Practices
- Relational: Trust/Mutual Respect/Authentic Care

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Socio-Ecological Outcomes Model

Inputs   *Socio-Ecological Domains*   *Outcomes*

- **Non-Cognitive Domain**
- **Academic Domain**
- **Environmental Domain**
- **Campus Ethos Domain**
- **Structural Domain**
- **Background/Defining Factors**
- **Societal Factors**
- **Student Success**

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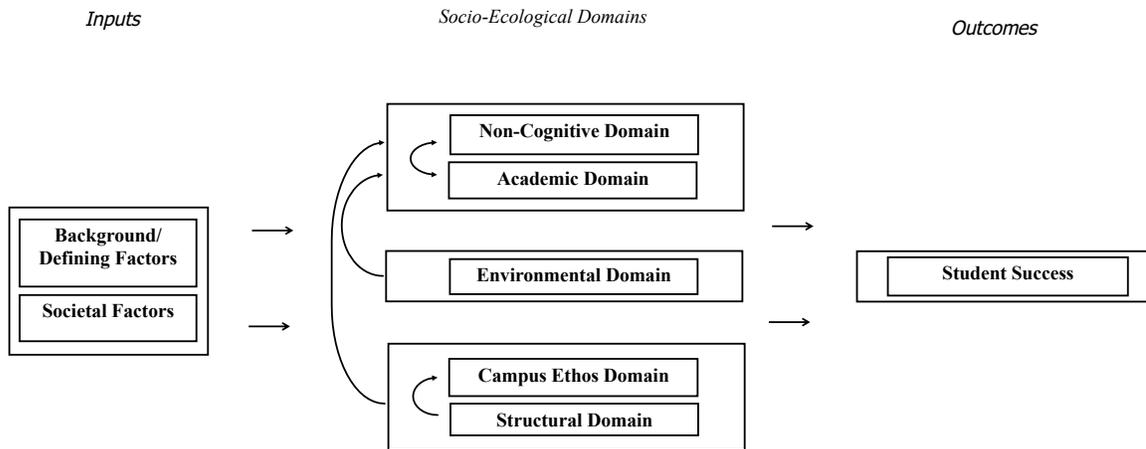
Socio-Ecological Outcomes Model
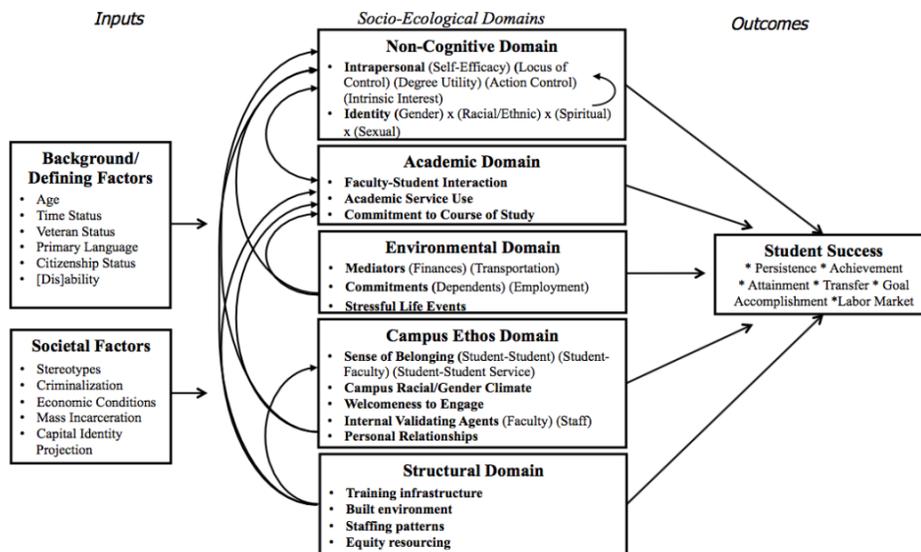
Why Do Identities Matter?

- Insufficient attention has been given to identity (racial/ethnic, gender) in the CC student success literature and research on men of color.

- Prior educational experiences men of color bring to CCs are largely influenced by their racial and gendered identities.
  - K-12 classroom experiences
  - Disciplinary practices
  - Racial prejudice/stereotypes re: learning capacities of boys/men of color
  - Racial microaggressions

Why Do Identities Matter?

- Men of color's lived experiences outside of CCs are shaped by their identities and directly influence their sense of belonging in CCs
  - Criminalization
  - Police brutality
  - Mass incarceration
  - (Un/under)employment

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Agents of Male Gender Role Socialization

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Male Gender Role Socialization

- Messages about manhood and masculinity are "socially constructed" by way of:
  - Schools
  - Male peers
  - Families
  - Fathers
  - Media

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Masculinities in Community Colleges

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Masculinities in Community Colleges

- Poor help-seeking

- Perceptions of school as a "feminine" domain

- Breadwinner orientation

- Hyper-competitiveness (competitive ethos)

- "Familismo"

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Masculinities in Community Colleges

- Poor help-seeking

"I feel one thing that I've learned from my father and it's not like bad, I love everything that my father taught me. He's taught me a lot about pride and it's something that I have a lot of sense of pride…with that I feel that because of the culture that I have, it's a lot of that machismo which is the masculinity of not asking for help, or being a man, showing people you're strong."

Palacios, Wood, & Harris (2015)

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Masculinities in Community Colleges

- Perceptions of school as a "feminine" domain

> "Erik decided to enroll in community college to pursue a vocational certificate and an associate degree. His friends from high school offered a perspective on his decision. "School is for girls and sissies. If you need to support your family, be a man and go out and get a real job."
>
> (Harris & Harper, 2008, p. 32)

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Masculinities in Community Colleges

- Breadwinner Orientation

> "It's like, as a man, I still got to support...She's not working at the moment. She goes to school. So, I still have to come up with money to help my father pay rent, pay my car insurance, pay my gas, fix my car and still send money to [her] so I can at least help her out with her cell phone bills, clothes and stuff like that. Even though she lives with her parents, but still, me, as a man, like [I can't say] 'Yeah, live off your father.' That's not me."
>
> (Gardenhire-Crooks & et al., 2010)

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Masculinities in Community Colleges

- Hyper-Competitiveness (competitive ethos)

> ". . . when men do not succeed in school in relation to other men, they may feel a sense of being lesser than their masculine peers. As a result, men can withdraw their interest in school and place it in other domains of competition where they experience greater levels of success."
>
> (Palacios et al., 2015, p. 191).

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Masculinities in Community Colleges

- Hyper-Competitiveness (competitive ethos)

  - "As a man, I find it necessary to compete with my classmates."

  - "Sure, I have my own standards, but I am really driven to outdo others."

  - "I am choosing this major because I want to make a lot more money than my friends."

  - "I don't really like group work b/c it means I have to share my answers. If I do that then I won't get the highest grade in the class."

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Masculinities in Community Colleges

- Familismo

> "I want to be able to give back to my parents and get if not a high-paying job, like a decent job, to be able to be stable and comfortable and give back to all the help that my parents have giving me."
>
> (Sáenz & Ponjuán, 2011, p. 11)

Implications for Teaching and Learning

Implications for Teaching and Learning

- Employ intrusive practices during the early stages of matriculation. Gradually pull back as knowledge as efficacy increases.

- Use positive messaging and validation to counter the impact of negative stereotypes about men of color and the misconception that school is a feminine domain.

- Leverage men of color's commitments to family and communities ("familismo") to facilitate success.
  - "Beyond money, what do you want to get out of your college education?"
  - "How might earning a college degree change the educational trajectories of boys and young men in your family?"

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Implications for Teaching and Learning

- Recognize the presence and impact of implicit bias and racial microaggressions on faculty-student interactions.

- Critique privately, praise publicly.

- Make course content culturally relevant and create opportunities to for students to connect content to their lived experiences.

- Proactively engage students inside of the classroom to address apprehension to engage and fear of vulnerability.

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Implications for Teaching and Learning

- Provide opportunities for critical reflection on the social construction of gender and masculinity in courses, student services, and student programs.
  - "What does it mean to be man?"
  - "To whom do I give power and authority to shape how I see myself as a man?"
  - "In what ways might the ways in which I see myself as a man serve as a barrier to my academic success?"

- Recognize the influence of masculinity on help-seeking, classroom engagement, and collaborative learning.
  - Early alert practices
  - "Mandatory" vs "Optional"

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Implications for Teaching and Learning

- **Please identify three ways in which you can incorporate the strategies presented in today's workshop into your courses.**

  - Intrusive practices
  - Validation and positive messaging
  - Leveraging familismo
  - Reducing implicit bias and racial microaggressions
  - Culturally relevant teaching
  - Welcoming engagement
  - Critical reflection on salient identities (gender, race/ethnicity, etc.)
  - Encouraging help-seeking

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Implications for Teaching and Learning

- **What are some strategies that were not presented in today's workshop that might be effective in supporting men of color?**

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Books on College Men of Color

for Instructional Faculty
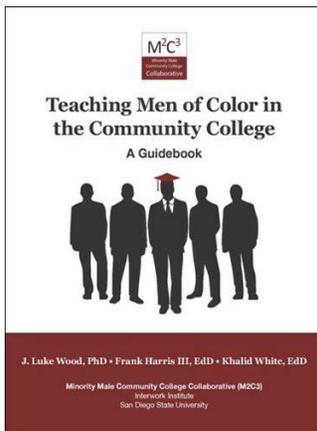
for Classified Staff
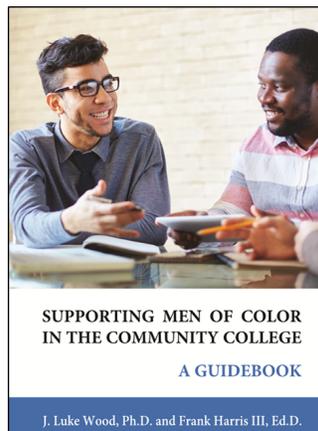
for K-12 Educators
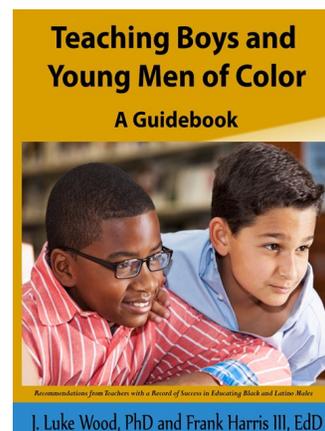
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Online Certificate Programs

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SUPPORTING MEN OF COLOR IN THE COMMUNITY COLLEGE
TEACHING BOYS AND YOUNG MEN OF COLOR

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TARGET AREAS OF INTERVENTION

- Racial Microaggressions
- Collaborative Learning
- High Expectations
- Validation
- Personal Relationship
- Challenge
- Support
- Culturally Relevant Teaching
- Culturally Relevant Materials
- Empowerment Strategies
- Intrusivity
- Performance Monitoring

THE HUFFINGTON POST   Diverse ISSUES IN HIGHER EDUCATION   THE HECHINGER REPORT   The evoLLution A DESTINY SOLUTIONS ILLUMINATION   U-T San Diego   DAILY COMMUNITY COLLEGE AMERICAN ASSOCIATION of COMMUNITY COLLEGES

This is a non-credit, non-CEU professional development training program

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