



Creating Conditions that Foster Engagement for College Men of Color

To schedule Dr. Wood or Dr. Harris for a speaking engagement (e.g., training, keynote, convocation) for your campus or convening, please contact Karen Anderson at scheduling@coralearning.org

Topics include: men of color, college men and masculinities, students facing food and housing insecurities, unconscious bias, racial microaggressions, equity-based leadership and more.

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.

National Consortium on College Men of Color

About NCCMC

- 123 Member Campuses
- 20 states represented
- 6 Affiliate Partners

Member Benefits

- Monthly webinars
- Information Sharing Sessions
- Annual convening – the “Working Group”
- Assessment tools (CCSSI & MPACE)



Affiliate Partners of CCEAL

in support of the National Consortium on College Men of Color



Mixed Methods, Case Study Research

Quantitative Research and Assessment

IAP

Community College Success Measure (CCSM)

for identifying factors influencing the success of underserved students

98 colleges
10 states, 78,462 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

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

34 colleges
CA & MN, 320 faculty/staff
61 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

Key Considerations for Men of Color

On U.S. Campuses, Networking and Nurturing to Retain B

By BEN GOSE | THE CHRONICLE OF HIGHER EDUCATION NOV. 9, 2014



Minorities Need Teachers Who Believe in Them to Succeed in STEM

Faculty members need to be aware of the needs of minority students to best serve them in the classroom, panelists say.



San Diego State Leading Effort to Document Status of Minority Males in Community Colleges

July 7, 2014 |

Facebook 12 | Twitter 152 | LinkedIn Share 210 | +1 2 | Email

by Ronald Roach



THE BLOG

Featuring fresh takes and real-time analysis from HuffPost's signature lineup of contributors



J. Luke Wood

Associate Professor of Community College Leadership, San Diego State University

Mentoring College Men of Color: Designing Successful Programs

Posted: 04/17/2015 9:44 pm EDT | Updated: 06/17/2015 5:59 am EDT

MCC Joins First Consortium Dedicated to Advancing Success of Men of Color in Community Colleges

28 July 2015 SurfKY News

1 Comments

MADISONVILLE, Ky.

(7/28/15) —

Madisonville

Community College is excited to announce its membership in the Minority Male Community College Collaborative National Consortium on College Men of Color.



THE BLOG

Featuring fresh takes and real-time analysis from HuffPost's signature lineup of contributors



J. Luke Wood Associate Professor of Community College Leadership, San Diego State University

How to Teach Men of Color:

Posted: 04/17/2015 9:44 pm EDT | Updated: 06/17/2015 5:59 am EDT

4.2k 249 142 15 Like Share Tweet Submit Comment

This post is co-authored with Frank Harris III @fharris3 - Associate Professor, Postsecondary Education at San Diego State University; Khalid White @brother_white - Professor, Ethnic Studies and Umoja Program Coordinator at San Jose City College; and Marissa Vasquez-Urias @mvasquez619 - Lecturer, Community College Leadership at San Diego State University



Column

Free community college boys and men of color



Degree of Interest Column by J. LUKE WOOD

The educational community has been abuzz with the unveiling of two highly touted presidential initiatives, one focused on boys and men of color and the other on community colleges. Last February, President Obama launched My Brother's Keeper, which is



submit reddit

SUGGESTED FOR YOU

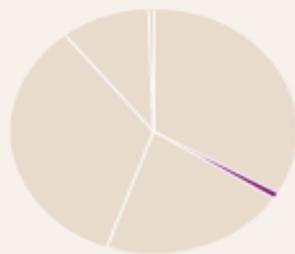


Where are young **African American** men going after graduating from high school?

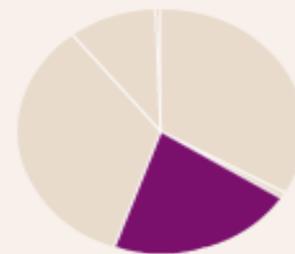
Postsecondary Education
33.4%



Military
0.9%



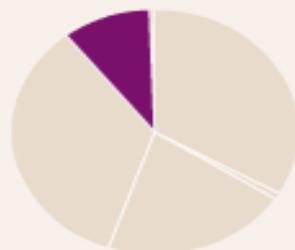
Employment
21%



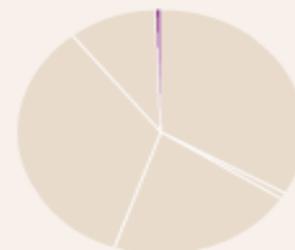
Unemployment
34.4%



Incarceration
9.9%



Death
0.3%



Where are young **African American** men going after graduating from high school relative to their female counterparts?



A greater percentage of young African American men are:

Enlisted in the Military



♂ 74.3%

♀ 25.7%

Unemployed



♂ 52.6%

♀ 47.4%

Incarceration



♂ 94.6%

♀ 5.4%

Death



♂ 77.5%

♀ 22.5%



A greater percentage of young African American women are:

Enrolled in Postsecondary Education



♀ 55.5%

♂ 44.5%

Employed



♀ 50.2%

♂ 49.8%

Community Colleges

Who Are Our Black and Latino Men?

Latino Men

48% are
low-income

81% are
first-generation
Students

delayed
enrollment
into college

43%

43%

in need of remedial education

Acute food insecurity
22.9%

50% Attend college less
than full-time



947
community
colleges

serve

64%
of all Black men

and

65%

of all Latino men

in public postsecondary education

Black Men

74% are
first-generation
Students

59% are
low-income

54%

delayed
enrollment
into college

44%

in need of remedial education

16.7% Acute food insecurity

49% Attend college less
than full-time

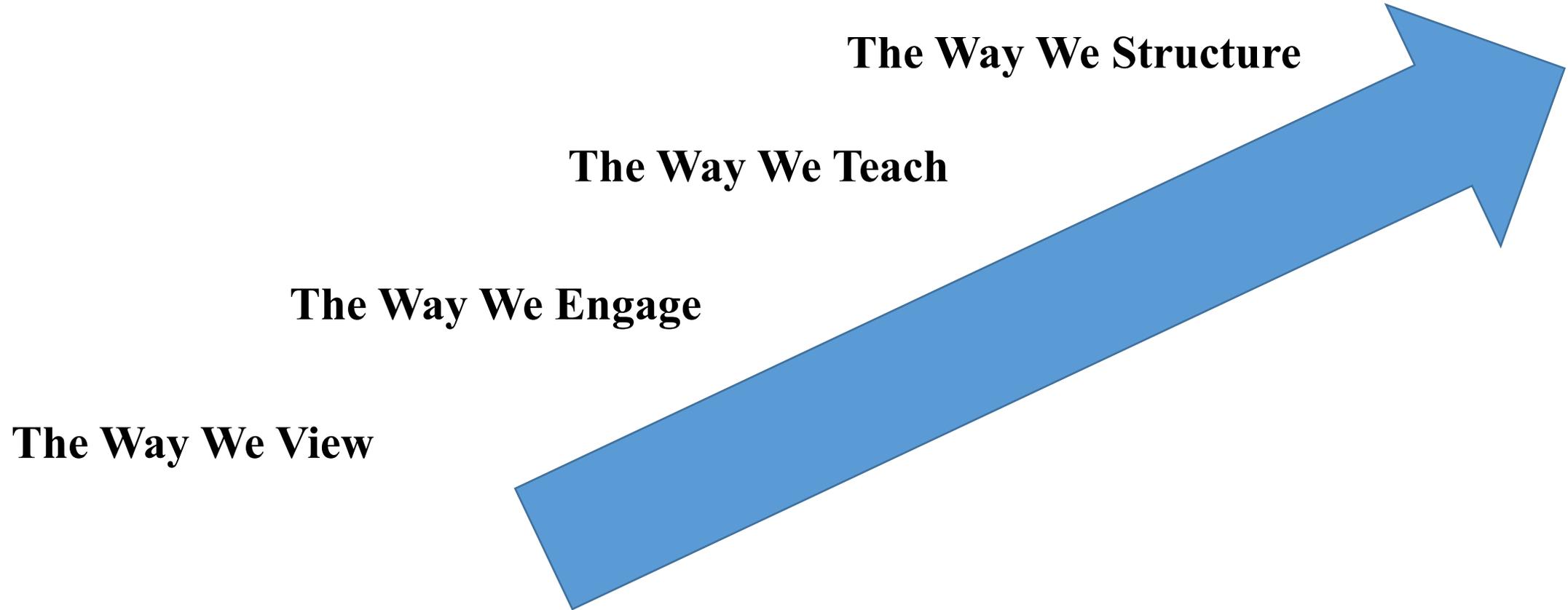
Masculinity

“In a way it kind of messes me up because when I want help, I usually don’t ask for help. You know, so as in where a dependent kid would be like hey, you know, will you help me with that. I’m more like I’ll find it myself. And sometimes finding it yourself doesn’t help you that much. You’re in the same spot you were. So, I mean, I can, I find myself taking longer to figure out things than a kid that would ask questions. And that’s one of the things that affects me” (Wood, 2010)

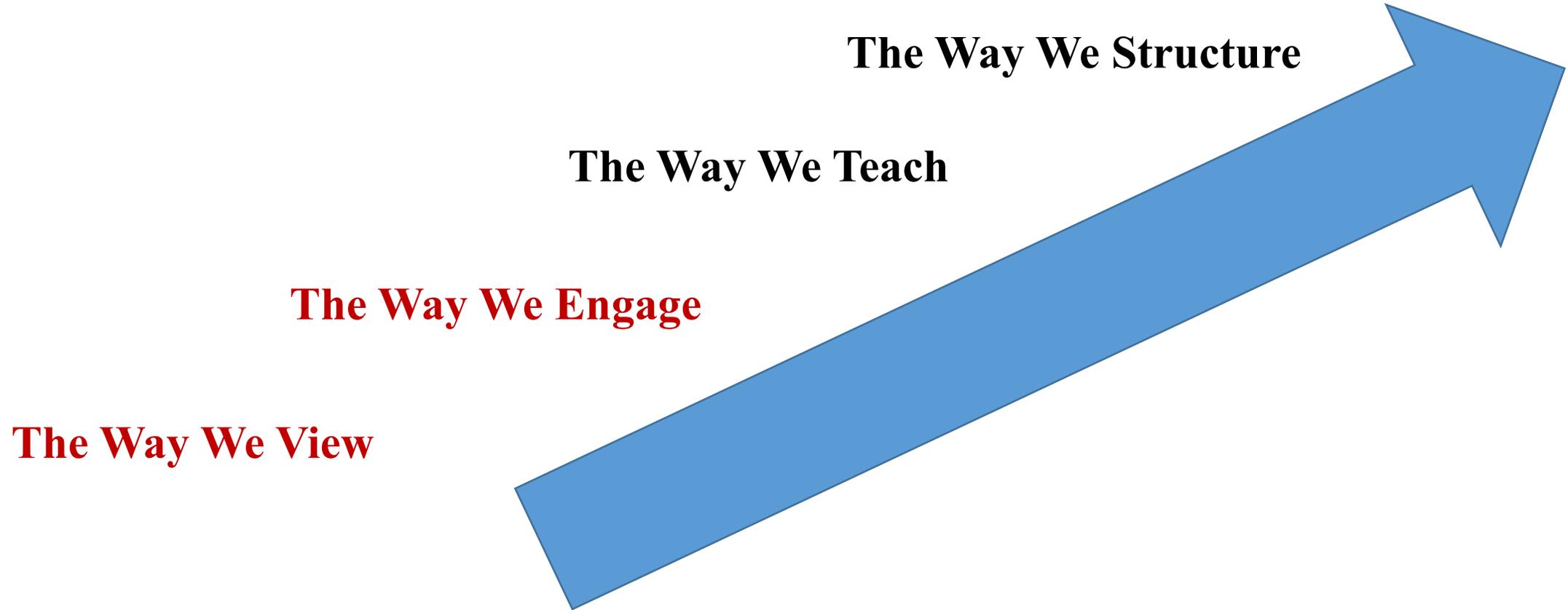
“And also my family. I just want to put myself in a position where I can help them out too. Might not just be finances, just the fact that I could get them into a house or something, just a roof over their head and some food in their stomach that’ll also help. Help and try to put them in the same position that I’m in” (Wood et al., 2014)

“What kind of man has two kids and quits working so he can go and read poetry at some damn college?” (Harris & Harper, 2008)

The Way Forward



The Way Forward



The Way We View

The Way We Engage

The Way We Teach

The Way We Structure

The Way We View

DEFINING IMPLICIT BIAS

- Implicit bias is “the **ATTITUDES** or stereotypes that affect our understanding, actions, and decisions in an implicit manner. Activated **INVOLUNTARILY**, without awareness or intentional control. Can be either positive or negative. Everyone is susceptible” (Kirwan Institute, 2016, p. 14).
- Implicit bias is characterized by “the introspectively **UNIDENTIFIED** (or incorrectly identified) traces of past experience that **MEDIATE ATTRIBUTIONS OF QUALITIES** to members of social categories” (Greenwald & Banaji, 1995, p. 15).

DEFINING IMPLICIT BIAS

“The science of implicit cognition suggests that actors do not always have conscious, internal control over the processes of social perception, impression formation, and judgment that **MOTIVATE THEIR ACTIONS**” (Greenwald & Kreiger, 2006, p. 946).

DEFINING IMPLICIT BIAS

Implicit bias is the result of System 1 thinking:

SYSTEM 1

- Unconscious reasoning
- Implicit
- Automatic
- Low effort

SYSTEM 2

- Conscious reasoning
- Explicit
- Controlled
- High effort

Kahneman, D. (2011). *Thinking, fast and slow*. New York, NY: Farrar, Straus, and Giroux.

WHEN WE RELY ON IMPLICIT BIAS

- Implicit associations are most likely to drive behavior under the following conditions:
 - Situations that involve ambiguous or incomplete information
 - Circumstances in which time is constrained
 - Times when cognitive control is compromised (e.g., when experiencing stress or insufficient sleep)

(Bertrand, Chugh, & Mullainathan, 2005)

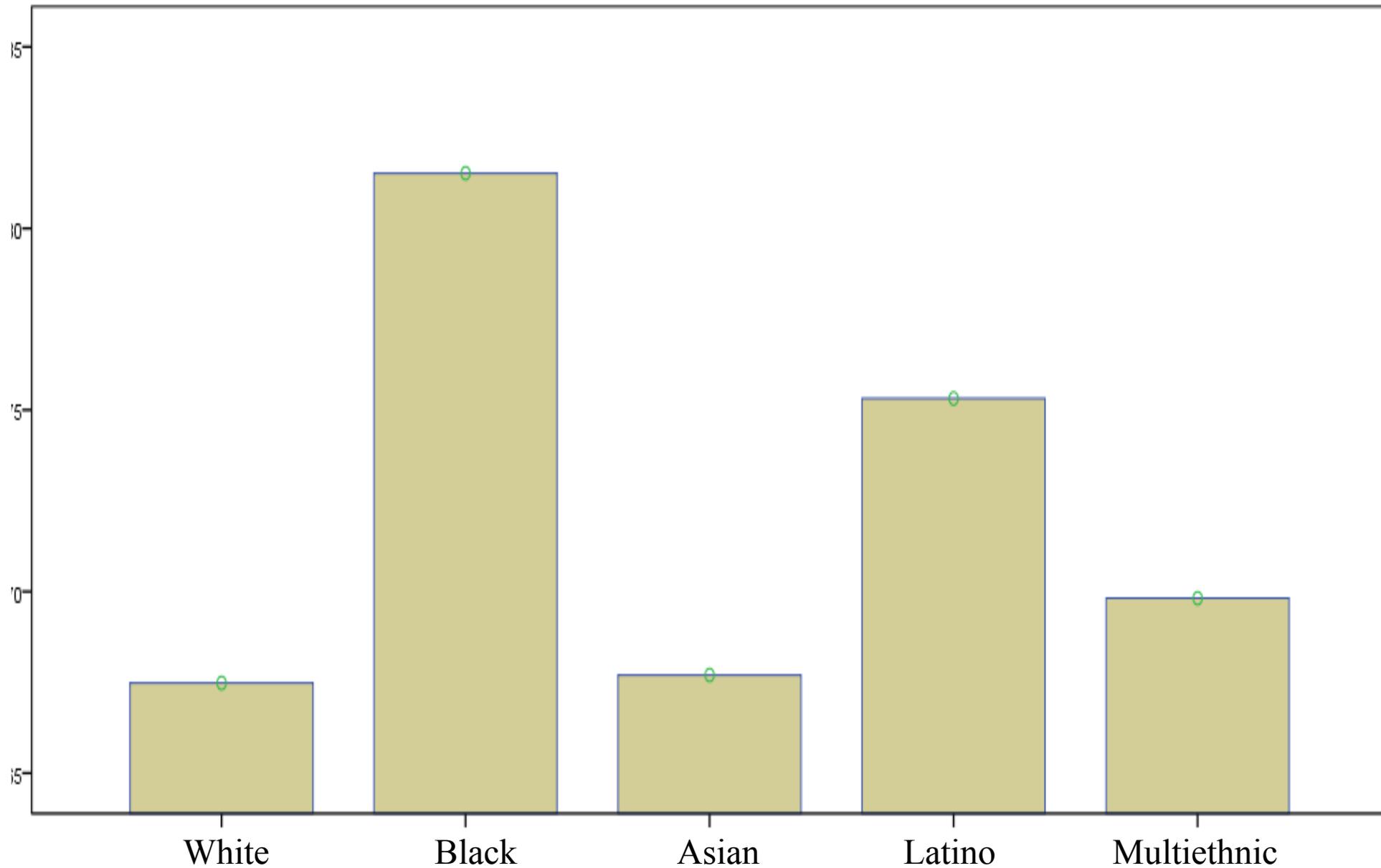
PRIMACY EFFECT

Primacy effect refers to the fact that individuals tend to give more weight to information presented earlier when forming opinions and making decisions.

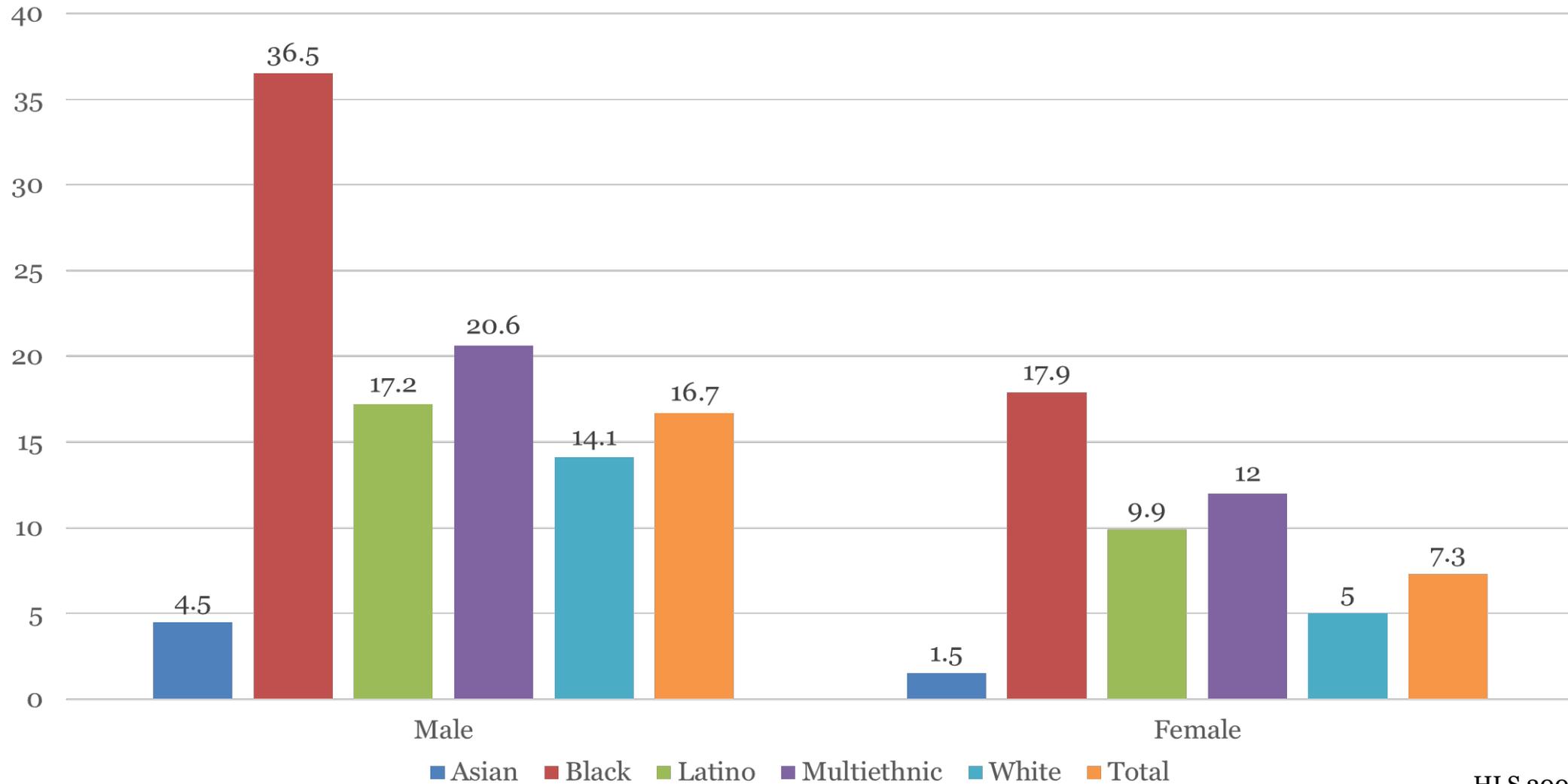
FORMING IMPLICIT BIAS

- Children pick up on nonverbal cues around them, which influence their development of implicit associations
 - “Young children can catch bias from an ‘infected atmosphere’—that is, by observing nonverbal bias exhibited by other people around them. What is more, preschool children generalize this bias to other individuals. Thus, exposure to nonverbal bias could be a mechanism for the spread of social bias throughout the world in the hearts and minds of children and adults” (Skinner, Meltzoff, & Olson, 2016, p. 7).

Teachers Reporting Boys in Class as Being “Incapable” of Learning



Exclusionary Discipline and Gender, by 9th Grade



HLS 2009 - 2014

Microaggressions

MICROINSULT

- *Ascription of intelligence*
- *Assumption of criminality*
- Second-class citizens
- *Pathologizing culture*
- Different norming
- *Athletic boundedness*

MICROINVALIDATION

- Alien in own land
- Outsider on own campus
- Color blindness
- Myth of meritocracy
- Denial of individual racism
- Transference/Avoidance of racial intervention

Educator 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



Educator Perceptions of Men of Color

Distrust

“I can’t tell you how many times I’d be sitting at one of the study cubicles and security would come to me and ask for my student ID. At first I thought it was something that they did to everybody when it got late but then I started to notice they asked me for mine and didn’t ask anyone else for theirs”
(Harris III & Wood, 2016)

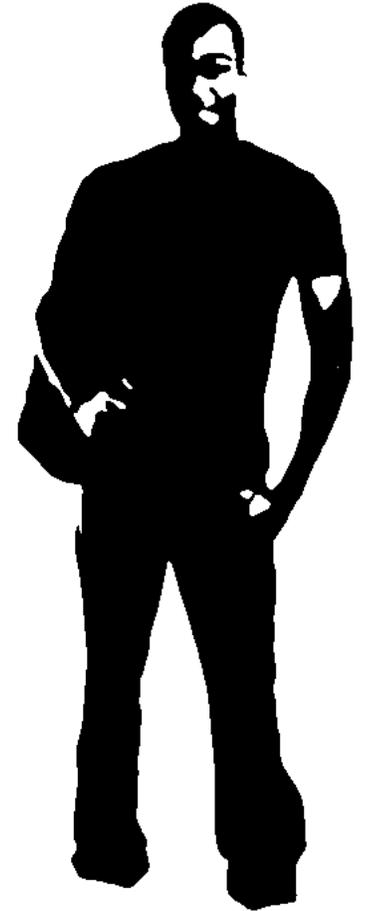


Educator Perceptions of Men of Color

Disdain

A faculty member said, “They don’t care about school, they’re just here for the financial aid” (Wood & Harris III, 2017)

- *They don’t try?*
- *Why aren’t they more motivated?*
- *Why won’t they do what it takes to be successful?*



Educator Perceptions of Men of Color

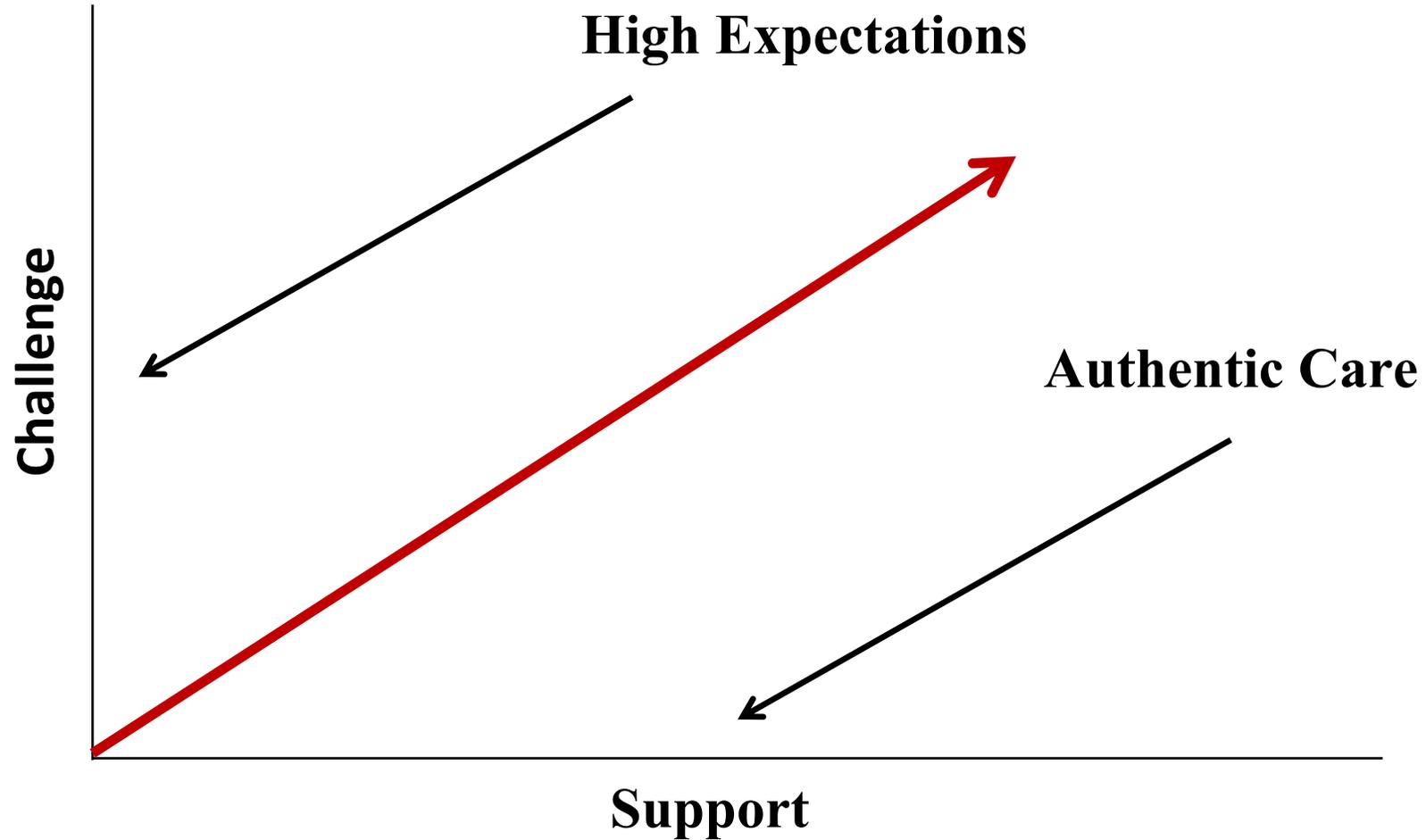
Disregard

I needed the most help on my writing, and the teachers was looking at me like, "... hhhh [exhale], here we go. You know, we got a dumb kid in class now" (Wood, 2015)

*Apprehension to engage?
Afraid of collaboration?*

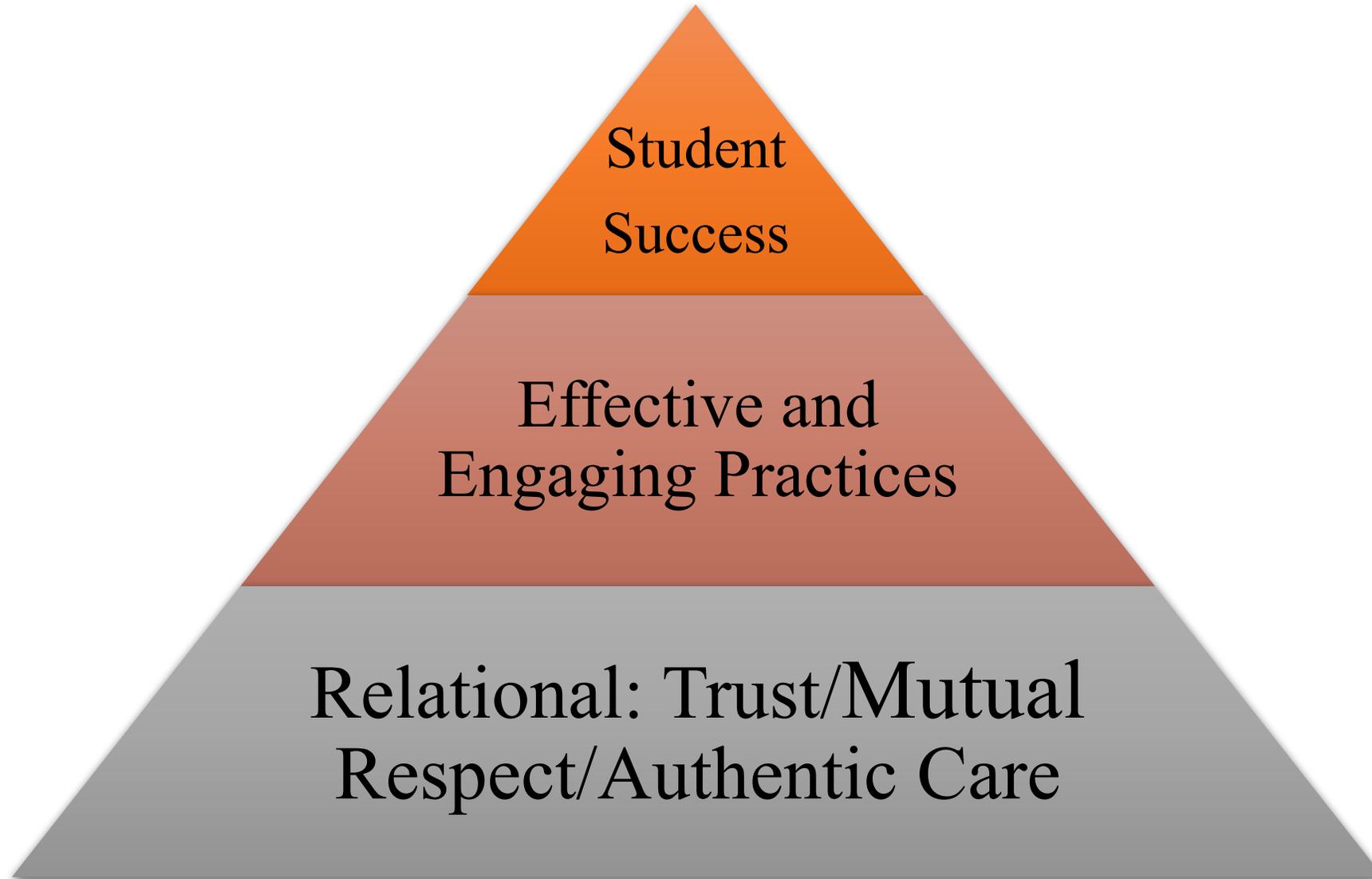


Four Elements of Excellence for Men of Color



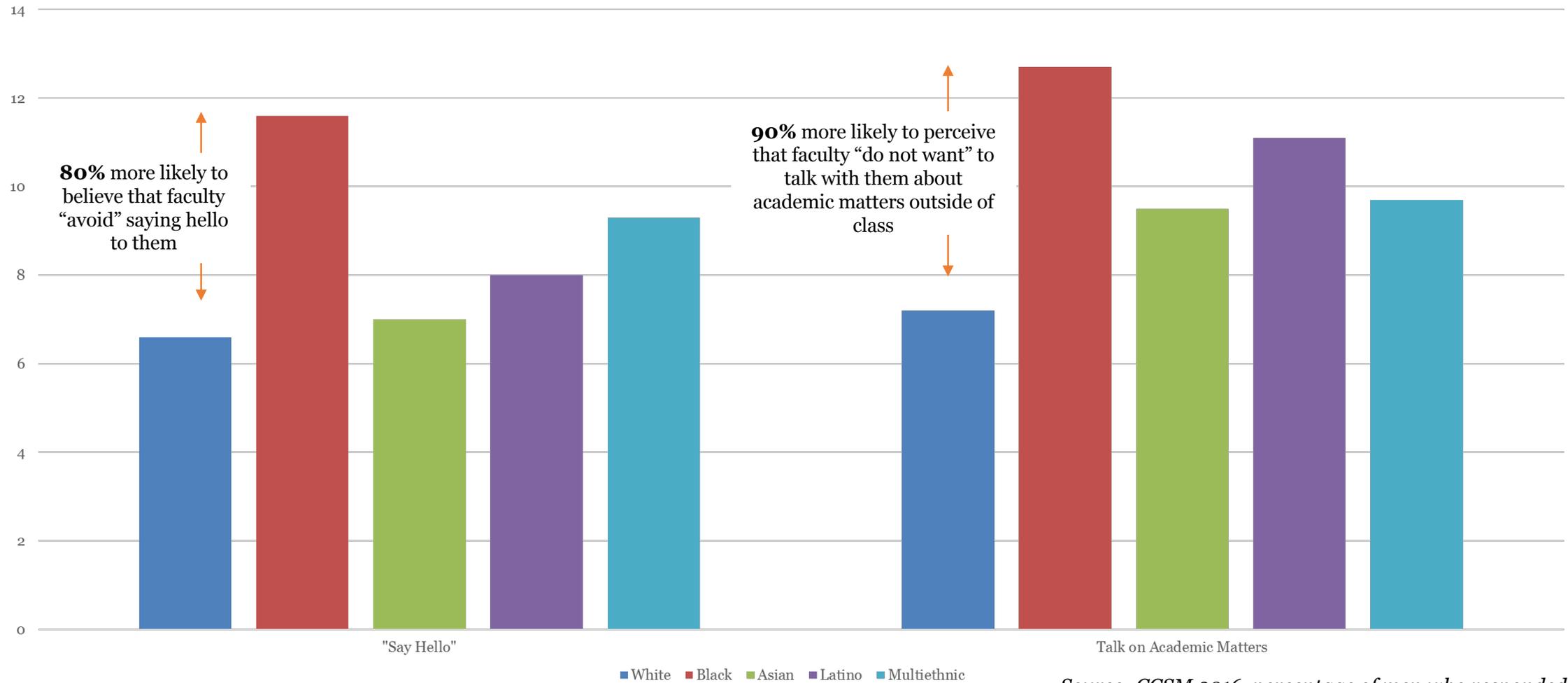
The Way We Engage

Pyramid of Student Success



Welcomeness Outside

Percentage of men who reported faculty avoidance outside of class (CCSM, 2016)



Source: CCSM 2016, percentage of men who responded SD or D

“Traditional” Indicators of Engagement

- How often do you
 - ask questions during class
 - participate in class discussions
 - talk with faculty about non-academic matters outside of class
 - utilize support services

Equity-Minded Indicators of Engagement

WELCOMENESS TO ENGAGE OUTSIDE OF CLASS

- “Outside of class my instructors make me feel welcomed to. . . .”
 - Say “hello”
 - Talk with them about academic matters
 - Ask for support

WELCOMENESS TO ENGAGE INSIDE OF CLASS

- “Outside of class my instructors make me feel welcomed to. . . .”
 - Ask/respond to questions during class
 - Inquire about my progress in class
 - Talk with them before or after class

Equity-Minded Indicators of Engagement

FACULTY AND STAFF VALIDATION

- Please indicate the number of faculty/staff who regularly communicate
 - I have the ability to do the work
 - I can succeed in college
 - I belong at this institution

- *EFFORT AND ABILITY*
- *TASK SPECIFIC*
- *TANGIBLE*

Equity-Minded Indicators of Engagement

PERSONAL RELATIONSHIPS

- “My instructors know. . . .”
 - my name
 - about my academic goals
 - about my career goals
 - information about my personal life

STAFF CARE

- “I feel that staff members in these areas care about my success”

Relational Structures

Part-Time Faculty in Developmental Education

Legend	
Acceptable	
Emerging Concern	
Needs Attention	
Immediate Attention	

	Part-Time Faculty <i>Teaching Here Part-Time</i>	Part-Time Faculty <i>Teaching Here Full-Time</i>	Part-Time Faculty <i>Teaching at Multiple Institutions</i>	Part-Time Faculty <i>Overall</i>
Collaborative Learning	Immediate Attention	Acceptable	Immediate Attention	Needs Attention
Culturally Relevant Teaching	Acceptable	Acceptable	Emerging Concern	Acceptable
Performance Monitoring	Acceptable	Needs Attention	Immediate Attention	Emerging Concern
Relationship-Building	Acceptable	Acceptable	Immediate Attention	Acceptable
Institutional Responsibility	Immediate Attention	Immediate Attention	Immediate Attention	Immediate Attention
High Expectations	Immediate Attention	Immediate Attention	Immediate Attention	Immediate Attention
Validating Messages	Acceptable	Acceptable	Needs Attention	Acceptable
Faculty Student Engagement	Acceptable	Acceptable	Immediate Attention	Acceptable
Appropriate Disclosing	Needs Attention	Acceptable	Immediate Attention	Needs Attention
Welcoming Engagement (In Class)	Immediate Attention	Acceptable	Immediate Attention	Emerging Concern
Welcoming Engagement (Out of Class)	Acceptable	Acceptable	Immediate Attention	Acceptable
Empowerment	Acceptable	Acceptable	Needs Attention	Acceptable
Intrusive Practices	Acceptable	Acceptable	Needs Attention	Acceptable
Microaggressions	Immediate Attention	Acceptable	Immediate Attention	Needs Attention

Note: Scores for "Immediate Concern" and "Acceptable" represent statistically significant differences based on national exemplar colleges.

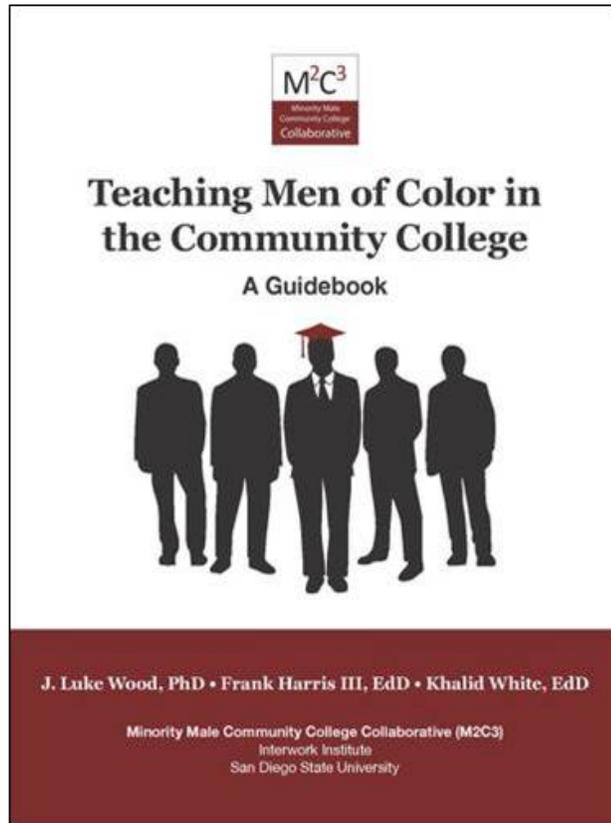
Strategies for Student Equity and Success

Relational Recommendations for Classroom Faculty

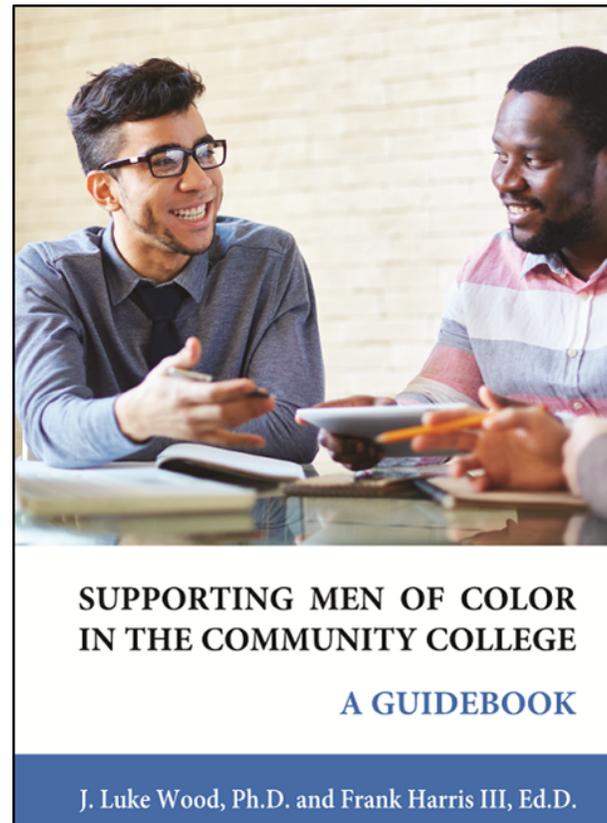
- Warmly welcome students to each class session
- Recognize that students and families want the best
- Validation messages that affirm ability and promote effort
- Know their name and use it
- Critique privately, praise publicly
- Discuss challenges you've experienced and overcame
- Recognize the influence of microaggressions on student success
- Be intentional about warmly welcoming all students to each class session
- Connecting students with people, not services

Books on College Men of Color

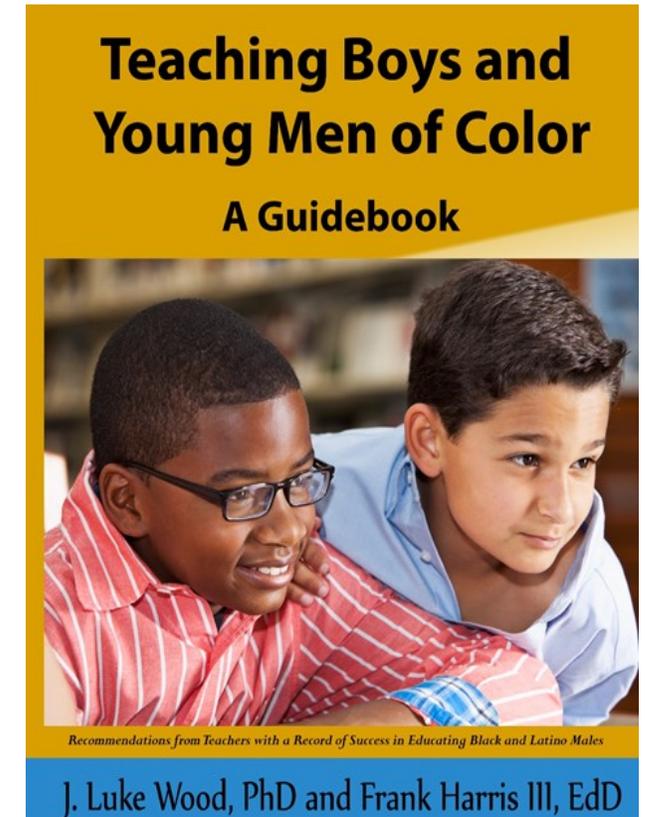
for Instructional Faculty



for Classified Staff



for k-12 educators



Our Programs



www.coralearning.org

Boys and Men of Color Suite

- Teaching Men of Color in the Community College
- Supporting Men of Color in the Community College
- Teaching Boys and Young Men of Color

Racial Equity Suite

- Unconscious (Implicit) Bias and Education
- Racial Microaggressions in School and College Settings
- Majority Privilege and Power in Education (coming soon)

CONTACT at bherrin@coralearning.org

