Purpose and Rationale

**Purpose:**
- To gather qualitative insights from faculty regarding their experiences in teaching men of color at Chaffey
- Identify actionable strategies that can be undertaken by campus leadership to support faculty in serving men of color equitably

**Rationale:**
- Aligned with Chaffey’s growth, equity, and student success agendas
- Important to ensure the voices of all key stakeholders are prioritized
- Faculty are best positioned to identify patterns of disengagement and effective teaching and learning practices
Method

• Guiding Questions:
  – What patterns of engagement have Chaffey College faculty observed among men of color in their classes?
  
  – What challenges do faculty at Chaffey College experience in facilitating student success for men of color?
  
  – What strategies have faculty at Chaffey College found helpful in facilitating student success among men of color?
  
  – How can campus leaders at Chaffey support faculty in building their capacities to serve men of color equitably?
Method

• Conducted 5 focus group interviews with purposefully selected Chaffey faculty members in May 2015

• Verbatim transcription of each focus group

• Data Analysis
  – Line-by-line coding of each narrative (initial coding)
  – Cluster initial codes into fluid categories based on shared properties and relationships to the central phenomenon (focus coding)
  – Explore relationships between categories and identify emerging themes (axial coding)
Method

• Sample Questions:

– “Given the increased focus on student equity in CCCs and at Chaffey, to what extent do you believe there is a need to enact intentional efforts to facilitate student success for men of color?”

– “What are some common patterns of engagement you have observed among men of color in your classes?”

– “What (if any) intentional practices you employ to bring cultural relevancy into your classes?”

– “What are some effective teaching and learning practices that seem to work well for engaging men of color in your classes?”

– “How can the college better support you in facilitating student success for men of color?”
Participants

- 22 faculty members across 14 academic units including:
  - Athletics
  - Automotive Technology
  - Business
  - Biology
  - Counseling
  - Psychology
  - Sociology

- Gender
  - 13 women
  - 9 men

- Full-Time/Part-Time Status
  - 18 FT
  - 4 PT
Factors that Necessitate Enhanced Teaching and Learning for MOC

• External Pressures
• Racial/Gender Stereotypes
• Male Gender Socialization
• Societal Inhibitors of College Readiness
Conceptual Framework
Socio-Ecological Outcomes (SEO) Model

**Inputs**

**Background/Defining Factors**
- Age
- Time Status
- Veteran Status
- Primary Language
- Citizenship Status
- Generation Status
- [Dis]ability

**Societal Factors**
- Stereotypes
- Prejudice
- Criminalization
- Economic Conditions
- Capital Identity Projection
- Mass Incarceration

**Socio-Ecological Domains**

**Non-Cognitive Domain**
- Intrapersonal (Self-Efficacy) (Locus of Control) (Degree Utility) (Action Control) (Intrinsic Interest)
- Identity (Gender) x (Racial/Ethnic) x (Spiritual) x (Sexual)

**Academic Domain**
- Faculty-Student Interaction
- Academic Service Use
- Commitment to Course of Study

**Environmental Domain**
- Mediators (Finances) (Transportation) (External Validating Agents)
- Commitments (Family Responsibilities) (Employment)
- Stressful Life Events

**Campus Ethos Domain**
- Sense of Belonging (Student-Student) (Student-Faculty) (Student-Student Service)
- Campus Racial/Gender Climate
- Welcomeness to Engage
- Campus Resources (Access) (Efficacy)
- Internal Validating Agents (Faculty) (Staff)

**Outcomes**

**Student Success**
- * Persistence * Achievement
- * Attainment * Transfer * Goal Accomplishment * Labor Market
Four Elements of Excellence

Challenge

High Expectations

Support

Authentic Care
Welcomeness to Engage

**POSITIVE FACILITATORS**
- Relational
- Curricular
- Andragogical
- Structural

**AFFECTIVE RESPONSE**
- Welcomeness to Engage
- Sense of Belonging
- Mattering

**INTERMEDIATE OUTCOME**
- Engagement
Salient Thematic Categories

• Incorporating Cultural Relevancy in the Classroom

• Facilitating Student Engagement in the Classroom

• Perceptions of Student Challenges

• Meeting Students’ Academic Needs

• What Campus Leaders Can Do to Build Faculty Capacity to Serve Men of Color
Incorporating Cultural Relevancy in the Classroom

• Share one’s own cultural background and academic journey

• Build community amongst students and create a safe learning environment

• Incorporate activities and discussions that enable students to share their backgrounds, experiences, and worldviews

• Get to know students on a personal basis and how they identify culturally

• Discuss issues of fairness, equality, and social justice
Incorporating Cultural Relevancy in the Classroom

The other thing just one small thing that I do is I have them be able to you know give them wider latitude in choosing topics, research topics like for a research paper and so they can do you know they might study you know hip hop and how it has changed over the last 40 years, how lyrics have changed and so forth. So what, you know if they have different interests, they can still bring it in and it can be relevant, they can analyze it, they can apply theory to it, they could use research methods, you know with it, so it is kind of it seems to be kind of helpful to be able to have them be able to talk about in their papers, talk about the things that are important to them.
I think [discussing inequalities] can make them feel, help them feel like they belong when at least I seem to notice when I'm talking about, you know again just talking about structural inequalities in society and many classes they have had especially in high school that is not talked about very much. And they you know I think they are still getting this kind of history of the United States that is just favors the dominant group. And makes minority groups you know appear if they are inadequate in some way.
Facilitating Student Engagement in the Classroom

• Create opportunities for peer/collaborative learning and engagement

• Learn students’ names!

• Invite guest speakers who students can relate to on some shared interests or experiences

• Get to know students’ personal goals – “Why are you here?”
Facilitating Student Engagement in the Classroom

It’s a really big deal that I know their name. And they will actually quite a few of them will say “hey do you know my name? What is my name?” Because I will have very large classes of a hundred or more students. And I think that is probably just a human thing, we want to be recognized so I don't think that is specific to any particular ethnicity or race or anything but I think that is something we all want to be known.
Perceptions of Student Challenges

• Unwelcoming campus climate
• Unwillingness to seek help
• Family responsibilities
• Academic preparation (lack thereof)
• Transportation issues/commuting
• Homelessness (not salient but noteworthy)
Reports to campus police are almost without exception black male, and I'm like what in the hell is going on in that library that is making people so uncomfortable? What is going on that is making people report any black male who walks in looks suspicious? So I said that is one of the few places on campus that you can use computers. If I don’t have a computer at home and I'm wanting to do that and now somebody is wanting to have campus police come. And they would, they would have campus police parole through the library because of the black male students and I'm like okay somebody needs some sensitivity training over here or something.
Perceptions of Student Challenges

I think about 3 weeks ago I had a student come in that had just become homeless too and had a lot of other issues. But I said if there is only one thing I could help you with what would that be? He almost started to cry and he says “I'm hungry.” And I felt so bad. Ever since then I just like buy snacks and keep them in my drawer because you never know but it was so -- and of course I was able to get him some assistance with homeless and food and all that, but yeah different stories every day.
Meeting Students’ Academic Needs

• Don’t let “push back” from students stifle your willingness to offer help

• Resist prevailing stereotypes and assumptions about men of color and their academic capabilities

• Identify and address students’ individual learning needs

• Employ “early alert” strategies to prevent students from floundering

• Introduce students to critical student support services
Meeting Students’ Academic Needs

But I find that having that rapport with students is really, really important because they may not engage with me in class, or they might not ask questions in class, but they will during office hours. They will engage in e-mails. And that is a really important part of the learning process. So, I will get a lot of that and a lot of because of the subject that I teach a lot of very personal questions that they might feel embarrassed to ask in front of their friends.
Meeting Students’ Academic Needs

I mean I'm giving early tests, they call it coming to confession in my class -- I give them a syllabus quiz, it is 25 questions, they have to get 20 or more and if they get less than that they have to come to my office within 10 days.

Going back to the resources, sometimes I have to literally walk with them to the health science office or whatever and that kind of helps just in case they don't follow up because sometimes they won't until God knows when.
What Campus Leaders Can Do

• Address issues concerning student-athletes

• Collect and disseminate data from students

• Create safe spaces

• Create student-driven initiatives

• Professional development on cultural competency for faculty and staff
What Campus Leaders Can Do

They have really been trying to make an effort towards getting [student-athletes] to be more academically successful, which is great I mean I have gotten lots of e-mails from the coaches and saying just checking up on them and getting them and being more accountable so that could be what is happening.

So again I don't know what is going to be here but I think that something that would be great is to continue to establish across the board is getting student insights and hearing student voices in terms of what they are challenged with.
What Campus Leaders Can Do

I think having a physical location where students feel like they are at home or resembles a comfortable environment. I don't know whether to call it a cultural center, I don't know what that would be like, but it is just a place where they can be themselves. We tried, at one point we tried to have a global center, a multicultural center, it didn't work for whatever reason.

So I think you know when you're dealing with students of color, having that opportunity to build a community you feel part of something, it is very important. And we had very few if any learning communities at Chaffey and there is so many types you can do, you can do summer bridges for example, that are awesome. You can do career paths. I mean any number of communities.
What Campus Leaders Can Do

One of my friends runs a conference and at one of his conferences there was a [speaker]there who kind of presented on a topic that has kind of come up a lot. It was on more “otherness” sort of stuff. But she also talked about some practical strategies and that is something I have tried to integrate into, since I'm not a person of color, about being a little, I mean trying to figure out okay how do I -- because fundamentally our mission is to help everyone to succeed. And if there is something that I am doing or that my department is doing that could be adversely effecting that, I mean if there is something that we can do better I want to know it.
IMPROVING STUDENT SUCCESS OUTCOMES FOR MEN OF COLOR AT CHAFFEY COLLEGE: FACULTY PERSPECTIVES

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M²C³
Minority Male Community College Collaborative