...and then what?
crafting a sustainable post-forum institutional strategy for minoritized male student success
- **minoritized** signifies the social construction of underrepresentation and subordination. Persons are not born into minority status nor are they minoritized in every social milieu (e.g., in their families and places of religious worship). Instead, they are rendered minorities in particular situations and institutional environments that maintain an overrepresentation of one racial group and its dominant cultural norms.
...what brings us here?

A national summary of minoritized male students in college
1. men of color enter college less prepared than do their white and same-race female peers (Bonner & Bailey, 2006; Palmer, Davis, & Hilton, 2009; Saenz and Ponjuan, 2011).

2. across all racial groups and each postsecondary degree level (from associates through doctoral) women earn more degrees than men – gender gaps are wider among students of color.
3. while engagement is one well-known predictor of college student persistence, men of color are considerably less engaged in classrooms, campus clubs, and out-of-class activities than are other students (including their same-race female peers).
4. across four cohorts of black male undergraduates at public four-year colleges and universities, 33.3% graduated within six years, compared to 48.1% of students overall.
### Six-Year Grad Rates in NC*

<table>
<thead>
<tr>
<th>Institution</th>
<th>Black Men</th>
<th>Students Overall</th>
<th>% Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appalachian State University</td>
<td>50.4</td>
<td>63.2</td>
<td>-12.8</td>
</tr>
<tr>
<td>East Carolina University</td>
<td>44.9</td>
<td>55.5</td>
<td>-10.6</td>
</tr>
<tr>
<td>North Carolina State University at Raleigh</td>
<td>54.5</td>
<td>71.2</td>
<td>-16.7</td>
</tr>
<tr>
<td>University of North Carolina at Asheville</td>
<td>43.0</td>
<td>56.7</td>
<td>-13.7</td>
</tr>
<tr>
<td><strong>University of North Carolina at Chapel Hill</strong></td>
<td>62.9</td>
<td>84.2</td>
<td><strong>-21.3</strong></td>
</tr>
<tr>
<td>University of North Carolina at Charlotte</td>
<td>45.7</td>
<td>51.3</td>
<td>-5.5</td>
</tr>
<tr>
<td>University of North Carolina at Greensboro</td>
<td>43.5</td>
<td>51.5</td>
<td>-8.0</td>
</tr>
<tr>
<td>University of North Carolina at Pembroke</td>
<td>27.4</td>
<td>34.8</td>
<td>-7.4</td>
</tr>
<tr>
<td>University of North Carolina School of the Arts</td>
<td>50.0</td>
<td>55.4</td>
<td>-5.4</td>
</tr>
<tr>
<td>University of North Carolina-Wilmington</td>
<td>51.2</td>
<td>66.5</td>
<td>-15.3</td>
</tr>
<tr>
<td>Western Carolina University</td>
<td>44.1</td>
<td>48.3</td>
<td>-4.2</td>
</tr>
</tbody>
</table>

*across four undergraduate student cohorts at each institution, as opposed to one snapshot in time.
5. In 2009, Black men were only 3.6% of full-time undergraduates, but 55.3% of football and basketball team members at public Division I institutions, the NCAA’s highest and most profitable competition level.

Across four cohorts, 45.8% of Black male student-athletes graduated from public Division I institutions within six years, compared to 59.1% of student-athletes overall.
enrollments

- 3.8% of undergraduate students

- 70.5% of basketball and football teams

- 66.7% difference

grad rates

- 51.0% black male student-athletes

- 73.0% student-athletes overall

- 22.0% difference
in comparison to college women, male undergraduates...

- binge drinking more
- fight and commit violent acts against each other at higher rates
- smoke more cigarettes, experiment more often with hard drugs, and routinely eat less healthy foods
- beat each other more viciously when pledging Greek-letter orgs.
- engage in unprotected sex more often and with more partners
- are less inclined to seek counseling or psychological help for their personal and academic problems
- discuss health issues less often with friends, and upon the onset of sickness wait longer before seeing a physician
- commit suicide 4 times more often
typical responses...
what institutions are doing for men of color
the University of Akron annually hosts a **black male summit** that brings together educators, administrators, students, and community members from across the state. The Summit includes high-profile keynote speakers and workshops with customized tracks, one for students and another for those who are concerned about student success. University of Florida, Denison University, Princeton University, University of Illinois at Chicago, and University of Alabama are among other institutions that have hosted similar 1-2 day conferences over past four years.
multidimensional minoritized male initiatives at Philander Smith College, UCLA, Maricopa Community College, Indiana University-Purdue University Indianapolis, Morehouse College, St. Louis Community College, Gallaudet University, and University of Maryland-College Park. Activities on these campuses range from social programming to mentoring and academic support. These initiatives sometimes include, but go beyond the one-day minoritized male summit to include a mix of programs throughout the school year.
the Center for Male Engagement at the Community College of Philadelphia and the Todd A. Bell National Resource Center on the African American Male at The Ohio State University are stand-alone centers that are staffed by full-time professionals and housed in designated campus spaces. Their efforts range from outreach to minoritized male high school students to analyses and reporting of institutional data on trends in male student outcomes.
UCLA and Wake Forest University, offer courses designed to facilitate critical reflection, sensemaking, and dialogue about students’ collective experiences as Black men in higher education. These courses are typically taught by a university faculty member, staff psychologist, or student affairs educator and involve guest lectures, readings, and assignments (e.g., papers, presentations, and journaling). A key outcome of these courses is for students to consider and, if necessary, redefine their conceptualizations of what it means to be a Black man.
the Harvard Black Men’s Forum is a campus organization founded and led by students. Its purpose is to provide a forum for students to engage in dialogue about topics of significance for Black Harvard men, including: academic experiences, gender issues, and world politics. Student-led Black men’s groups are hosted at Penn and the University of Wisconsin. In addition, there are collegiate chapters of the 100 Black men of America at USC, Dillard University, Rutgers, and a host of other institutions. Strategies and advice on how to effectively navigate the campus and access institutional resources are also shared among students who participate in these groups.
the University System of Georgia’s African American Male Initiative represents one of few system-wide, multi-campus efforts to improve Black male students’ access, persistence, and graduation in the State’s public community colleges and four-year institutions. A variety of campus-based programming, services, and outreach efforts that target Black male students at critical points in the educational pipeline have been implemented at 19 institutions within the System. City University of New York (CUNY) has a similar system-wide initiative.
a better response...

toward standards and institutional responsibility
inequities are transparent and data are used to guide institutional activities.
undergraduate men of color are meaningfully engaged as collaborative partners and viewed as experts in designing, implementing, and assessing campus initiatives.
actions are guided by a written strategy document that was collaboratively developed by various institutional stakeholders ranging from undergraduate students to the chancellor.
learning, academic achievement, student development, and improving degree attainment rates are prioritized over social programming.
initiatives are grounded in published research on college men and masculinities in general and undergraduate men of color in particular.
- efforts are enhanced by insights from minoritized male student achievers.
Black Male Student Success in Higher Education

A Report From The National Black Male College Achievement Study | Shaun R. Harper, Ph.D.
at every level, institutional agents are held accountable for improving retention, academic success, engagement, and graduation rates for minoritized male students.
institutional agents engage in honest conversations about racism and its harmful effects on student outcomes.
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