

Understanding & Supporting the Social and Academic Needs of Male Students of Color

William G. Cortezia Ph.D.

Diego Ubiera Ph.D.

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► Data Collection from the following institutions:

- 1. University of the South (S) – 8,000 students – Private – NCAA Div. 2**
- 2. The Midwestern University (MW) – 26,000 students – Public - NCAA Div. 1**
- 3. A Midwestern University (MW2) – 28, 000 students – Public – NCAA Div. 1**
- 4. University of the Northeast (NE) – 10, 000 students – Public - NCAA Div. 3**

- ❖ Subjects: Male Students of color – athletes and non-athletes
- ❖ Two (2) universities had data collected 2008 (S) & (MW2)
- ❖ Two (2) universities had data collected in 2018 (MW) & (NE)

Discussion:

- ▶ **1. Academic factors of success;**
- ▶ **2. Social factors of success;**
- ▶ **3. General Findings;**
- ▶ **4. Reflection.**

Academic factors of success are:

1. Participation in recruitment and retention programs that focus on the **academic, professional and social development** of the minority students;
2. **Personal and professional relationships with MAJORITY AND MINORITY** faculty and staff, and ethnic peers;
3. **Access to resources** through Student Services to facilitate collaboration among faculty and peers;
4. **Access to EFFICIENT academic and career advising.**
5. Perception of the institutional emphasis on encouraging contact among students from **DIFFERENT** economic, social, and ethnic backgrounds.

(Yes! This falls under academia!) 😊

Social factors of success are:

1. Participation in Ethnic and culturally based student organizations to **promote community building and a sense of belonging among ethnic peers;**
2. **SUPPORT NETWORKS** comprised of family and friends for academic and emotional support;
3. Participation in **DISCIPLINE AND COLLEGE SPECIFIC ORGANIZATIONS** to ensure **PROFESSIONAL and CAREER DEVELOPMENT;**
4. Access to and participation in **WELLNESS PROGRAMS** to generate **physical and emotional health.**
5. Engagement in **profound conversations with colleagues of a different ethnicity than their own.**

General Findings: Five Factors (1 of 3)

Factor 1 - Challenges:

- ❖ Feelings of isolation
- ❖ Feelings of alienation – disconnection
- ❖ Constant struggle to the demystification of stereotypes
- ❖ Minimal relationship with faculty and staff
- ❖ Lack of academic and social preparation knowledge

General Findings: Five Factors (2 of 3)

Factor 2 - Academic advising:

- ❖ The lack of personal attention given to the needs of the individual student in the center of all this disconnection.
- ❖ If an advisor is the initial link/support to academic and career resources, as well as the student's first point of contact at the university, this relationship needs to be symbiotic in order for the student to navigate through the institutional system and graduate.
- ❖ First rule of pedagogy: get to know your people! 😊

General Findings: Five Factors (3 of 3)

Factor 3 - The QUALITY and QUANTITY of INVOLVEMENT in the social and academic factor of the university community is **CRUCIAL** to the **SUCCESS** and **RETENTION** of students of Color at these predominantly white institutions.

Factor 4 - The university as an institution need to work in collaboration to meet the **HOLISTIC** needs of a diverse population of under-represented ethnic population.

Factor 5 - Agents at **ALL LEVELS** of the institution must be **pro-active** in fostering the academic and social inclusion of this subset of the student body.

Reflection...

What is next for US (the FLOCK) and our INSTITUTION?

What are one or two specific action steps YOU will take?

DISCUSSIONS...