Teaching Men of Color in the Community College: A Guidebook

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This guidebook articulates strategies for teaching men of color in community college. You will learn why implementing these approaches may take additional support from instructional leaders (e.g., department chairs, faculty development professionals, academic deans, vice presidents of instruction). Beyond providing recommendations for their peers, faculty leaders also extended suggestions for college leaders. Specifically, these suggestions focused on steps and strategies that instructional leaders could take to improve the success of men of color.

ISBN
9780744237269, 9780744229523

Publication Date
1-1-2015

Publisher
Montezuma Publishing

City
San Diego

Disciplines
Education | Higher Education | Race and Ethnicity

SelectedWorks Profiles
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Recommended Citation

This guidebook is divided into four main parts. In Part 1: Foundations of Success for Men of Color, the theoretical perspectives undergirding a revised teaching and learning enterprise that prioritizes the success of men of color are discussed. Also explored are common barriers and challenges facing men of color that necessitate enhanced teaching practices. A key focus of these barriers are on environmental factors (external pressures that occur outside of college that influence student success in college) and on the socialization of men of color in
The professional development program on Teaching Men of Color in the Community College is designed to build the capacity of community college instructional faculty to teach men of color effectively. COURSE DURATION. You will have 30 days to complete program. Every educator who wants to educate college men of color effectively can join this course. CURRICULUM. The guidebook is available in electronic and hardcopy formats and can be purchased here. If your campus is an institutional partner, please contact your campus representative for information on how to access the guidebook. Following the completion of each activity, you will need to mark the activity as "Complete". Community colleges have and continue to serve as the primary pathway for men of color. 71% of Black and Latino men begin their experiences in public postsecondary education at community colleges. Photo by alex mertzanis. 28. "Men of color noted very few interactions with faculty outside of class. Students noted they were more likely to have meaningful and welcoming relationships with maintenance personnel, groundkeepers, and cafeteria members than their faculty members." Photo by dream_junkie. Reaching Underserved Students through Culturally Responsive Teaching and Learning in the Online Environment. Photo by Laurent Peignault. Friend of Haiku Deck.