Minority Men in Higher Education: A Review and Research Plan

Introduction & Background

Ethnic minority students in American colleges and universities face unique barriers, and their success in graduation has been lower than that of their White counterparts (Museus, 2011, 2012; Museus, Nichols, & Lambert 2008). The failure to graduate – on time or ever – can have devastating consequences for the students and their families (Museus & Quaye, 2009).

Studies of minority students have employed multi-ethnic samples (Jones, Castellanos & Cole 2002; Lunneborg & Lunneborg 1985); samples of African Americans (e.g., Greer & Brown, 2011; Palmer, Davis & Maramba, 2011), Asian American/Pacific Islanders (e.g., Houshmand, Spanierman, & Tafarodi, 2014, Latin@s (e.g., Cerezo, Leda, Beristianos, Enriquez & Connor, 2013; Lopez 2013; Rios-Aguilar & Kiyama, 2012), and Native Americans (e.g., Montgomery, Miville, Winterowd, Jeffries & Baysden, 2000; Thompson, Johnson-Jennings & Nitzarim 2013). Some studies have focused on women of color (e.g., Henry, Butler & West, 2011; Kim & Green, 2012).

Ethnic minority students face many unique hurdles in higher education. Flores (2010) explored the issues confronting undocumented students; others have underscored the unique challenges faced by immigrant students (e.g., Barbosa, 2013; Kim 2009; Stebleton, Soria & Huesman, 2014). These students are frequently members of a language minority (Cho, 2011; Oropeza, Varghese & Kanno, 2010; Preece, 2010) and may face more financial difficulties (Cerezo, Leda, Beristianos, Enriquez & Connor, 2013). Students may face the internal barriers of extra performance anxiety or stereotype threat (Fischer, 2010). On predominantly White campuses, ethnic minority students may face a hostile racial
climate (Howard-Hamilton & Holmes, 2013; Pewewardy & Frey, 2002; Stebleton, et al., 2014)) or racial “microaggressions” (Houshmand, et al., 2014; Johnson, Wasserman, Yildirim & Yonai, 2014), or feel alienated by large classes and disinterested faculty members (Lunneborg & Lunneborg, 1985). At least one study has suggested that the achievement gap between minorities and non-minorities actual widen in college (Kugelmass & Ready, 2011).

Ethnic minority students also have unique resources, including family supports (Diemer & Li, 2012; Cerezo, et al., 2013; Kiah, 1992; Tan (1994), ethnic identity Barbosa, 2013), and peer supports and ethnic minority student organizations (Harper & Quaye, 2007; Hurtado & Carter, 1997; Riegle-Crumb & Callahan, 2009; Salisbury, Paulsen & Pascarella, 2011).

Methodological approaches have used institutional data (e.g., Museus, 2011, 2012), individual case studies (Pyne & Means, 2013), case studies of specific colleges, such as Amherst College (Rubin, 2011), interviews (e.g., Goode-Cross & Good, 2009; Loo & Rolison, 1986; Reddick, Welton, Alsandor, Denyszyn & Platt, 2011), and focus groups (Jones, et al., 2002).

Interviews with students focus on pre-college factors (e.g., level of multi-cultural exposure, quality of K-12 educational), multiple identities, and resiliency factors.

Methodological Suggestions

I. Assessing Institutional Data. Obtain statistics on admissions, persistence, graduate rates, by ethnicity and gender over a 10 year period.
II. Interviews and/or focus groups. Depending on the outcome of the above analyses, conduct interviews and/or focus groups with selected students of color. Data to be gathered include: perceptions of racial climate, barriers, etc.
References


