

“Mexicano Male Students’ Engagement with Faculty in the Community College,” by Angelica M. G. Palacios, J. Luke Wood, and Frank Harris III

Article Summary Prepared by Michelle Gonzales

- In current research, scholars have learned that the more academically engaged a man of color is, the better he does academically – grades and persistence.
- Faculty-student engagement is of particular interest.
- Much of the data on Mexicano men is gleaned from data that includes all Latino men and it can all often be applied to all or most men of color.
- Masculinity, or ideas about masculinity play a big role in how many men of color approach school.
- One role masculinity can play is in the lack of desire it creates to ask for help, or help-seeking, as it’s referred to in the article.
- Many men see it as a sign of weakness to ask for help and getting help when needed correlates directly with success in school,
- Both things are particularly true for men of color.
- And when men feel less connected with their teachers, they are even less likely to ask for help
- Breadwinner Orientation is a term that describes the masculine pressure to provide for their families, to work to contribute to whichever family unit they are in – home with parents, partnered, etc.
- Having to work while in school is related to low-completion rates and dropping out.
- Masculine pressures, not seeking help, and family obligations lead to additional pressure.
- The masculine expression of competitive ethos, or having a competitive nature, can be tapped into by faculty and staff, but it should not be done excessively, so as not bind academic success to self-worth.
- Many men see school as feminine domain or a white domain because their teachers have so often been female and white,
- Such a view can create teasing and harassment by peers.
- A view of school as a female or white domain can cause those who have not totally bought in, or those who have not had positive interactions, or experiences, to feel that school is not for them.
- Things the college can do: encourage working males of color to work a little less if they can, as less time on campus leads to less time for engagement with faculty, or encourage these students to find work that is tied to their academics; stress the long-term benefits of getting a degree or certificate, and faculty should engage in intrusive instruction by doing things like making office hours mandatory, and other things that could increase engagement.