



EAB

Building a Sense of Belonging for Black and Latino Men



Education's Trusted Partner to Help Schools and Students Thrive



Your Imperatives Determine Ours

INSTITUTIONAL STRATEGY

Prepare Your Institution for the Future

Executive guidance rooted in research to support your strategic priorities

MARKETING AND ENROLLMENT

Achieve Your Enrollment and Growth Goals

Tailored partnerships powered by a recruitment ecosystem with unrivaled reach to enroll your future classes

STUDENT SUCCESS

Build a Student-Centric Campus

Technology trusted by 850 schools to retain, graduate, and empower more students

DIVERSITY, EQUITY, AND INCLUSION

Advance DEI on Campus and in Your Community

Technology, research, and bold initiatives to strengthen your DEI strategy and eliminate equity gaps

DATA AND ANALYTICS

Embrace Digital Transformation

Data and analytics solutions built for higher education to guide decisions and accelerate innovation

We partner with **2,500+** institutions to accelerate progress and enable lasting change.

95%+ of our partners return to us year after year because of results we achieve, together.

Meet the Research Team



Liz Rothenberg, Ph.D.
Managing Director

ERothenberg@eab.com



Alexa Silverman
Director

ASilverman@eab.com



Joshua Ddamulira
Senior Analyst

JDdamulira@eab.com



Kayla Laughton
Analyst

KaylaLaughton@eab.com



Angela Street
Director

AStreet@eab.com



Jarrell Anderson
Associate Director

JAnderson@eab.com

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Update Your Name

The screenshot displays a Zoom meeting interface. The main window shows a slide with the EAB logo and the text "EAB Virtual Meetings 2020". The bottom toolbar includes icons for Mute, Stop Video, Invite, Participants (with a '2' indicator), Share, Chat, and Record. A "Participants (2)" panel is open on the right, showing "Test Participant (Me)" and "Meeting Host (Host)". A "Rename" dialog box is open over the "Test Participant (Me)" entry, with the text "Enter a new screen name:" and the input field containing "Jane Doe - Institution".

Update your name and add your institution

Open Participants menu

- 1 **Is There a Crisis of Men in Higher Education?**
- 2 3 Critical Relationships for Black and Latino Men's College Success
- 3 Group Activity: Tactic Brainstorm

Male Enrollment Dip Sets Off Alarm Bells

Widespread Reports Warn of a “Crisis of Men” in Higher Education



‘Male College Crisis:’ Male High School Graduates Going to College at Much Lower Rates than Women



A Generation of American Men Give Up on College: ‘I Just Feel Lost’

Forbes

Men in College: Another Casualty of the COVID 19 Pandemic

The Atlantic

Colleges Have a Guy Problem

BROOKINGS

The Male College Crisis is not Just Enrollment but Completion



The Pandemic is Speeding Up the Mass Disappearance of Men from College

INSIDE HIGHER ED

What’s Going on Here, Guys?



The Male Enrollment Crisis

INSIGHT

The Crisis of Men Continues to Worsen

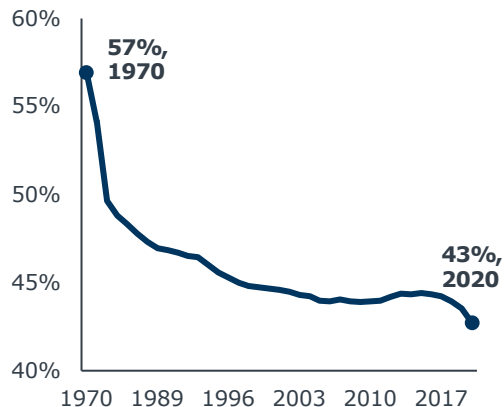
Pew Research Center

What’s Behind the Growing Gap Between Men and Women in College Completion?

Less of an Obvious Crisis Than We Thought

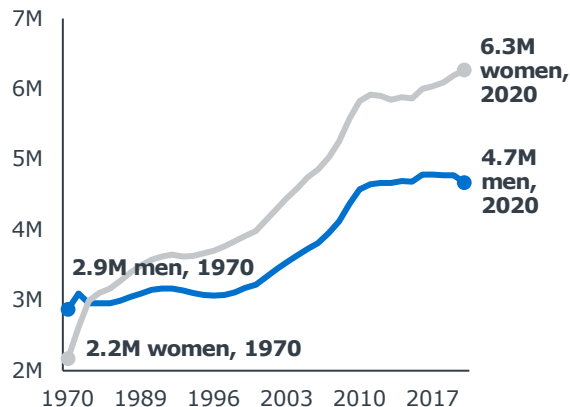
Men Constitute Lowest Share of College Enrollments in History...

Men as Percentage of Total Enrollments, U.S. 4-Year Universities



...But Real Numbers Show More of a Plateau Than a Plummet

Total Enrollments by Gender, U.S. 4-Year Universities



“The growing gap between men and women is not because men are enrolling less **but because women are enrolling more**. That’s not a crisis.”

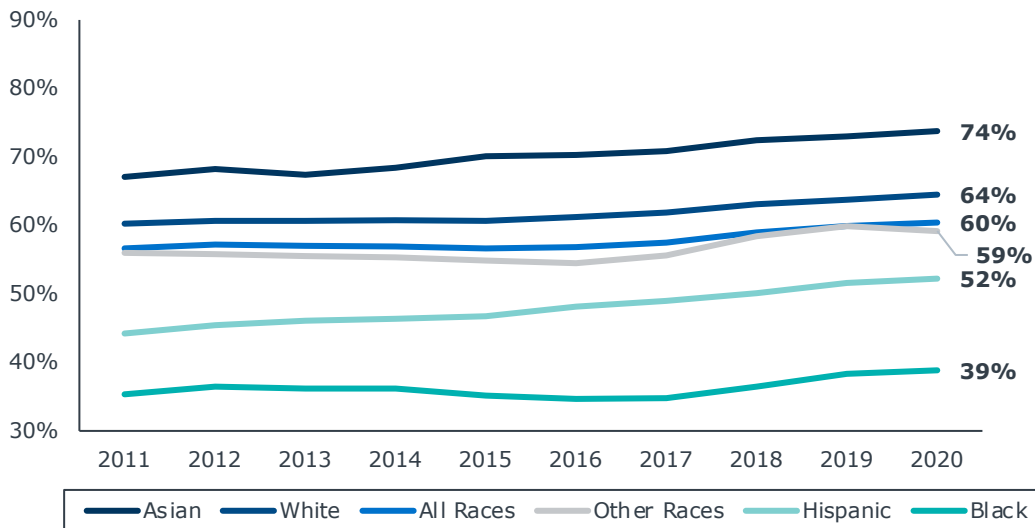
—Carine M. Feyten, Chancellor and President, Texas Women’s University

One Crisis We Can Be Certain About



Despite Moderate Growth, Black and Latino Male Graduation Rates Lag Peers

Average Six-Year, Bachelor's Degree Graduation Rates for Men by Race, 2011-2020

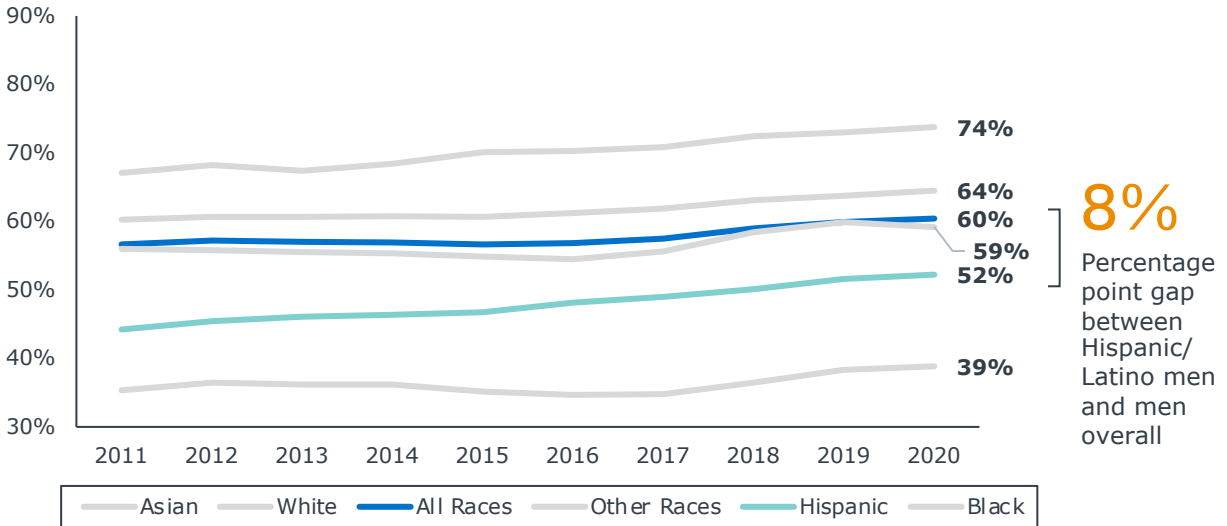


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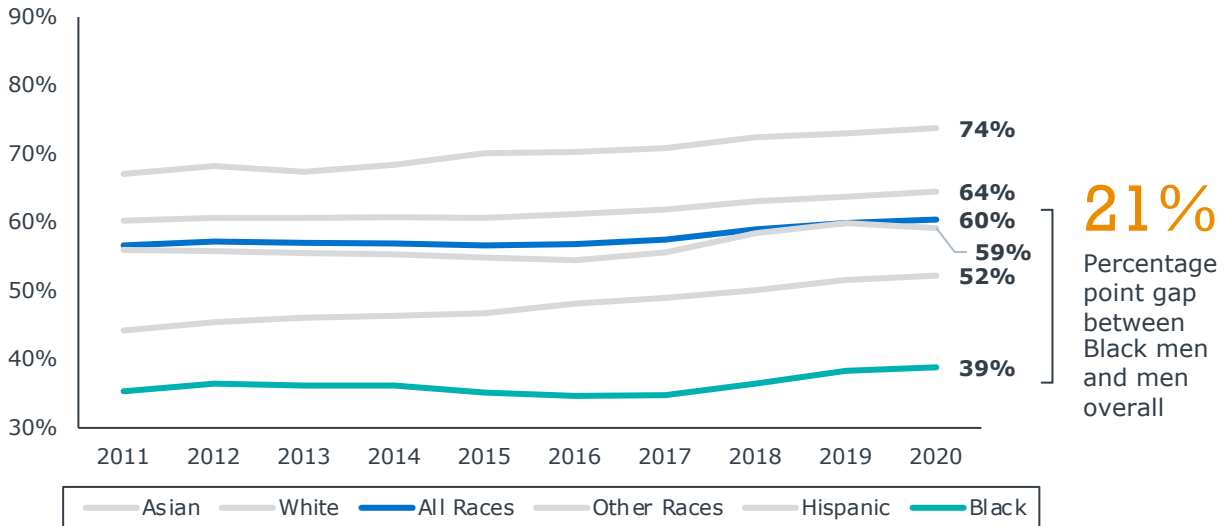


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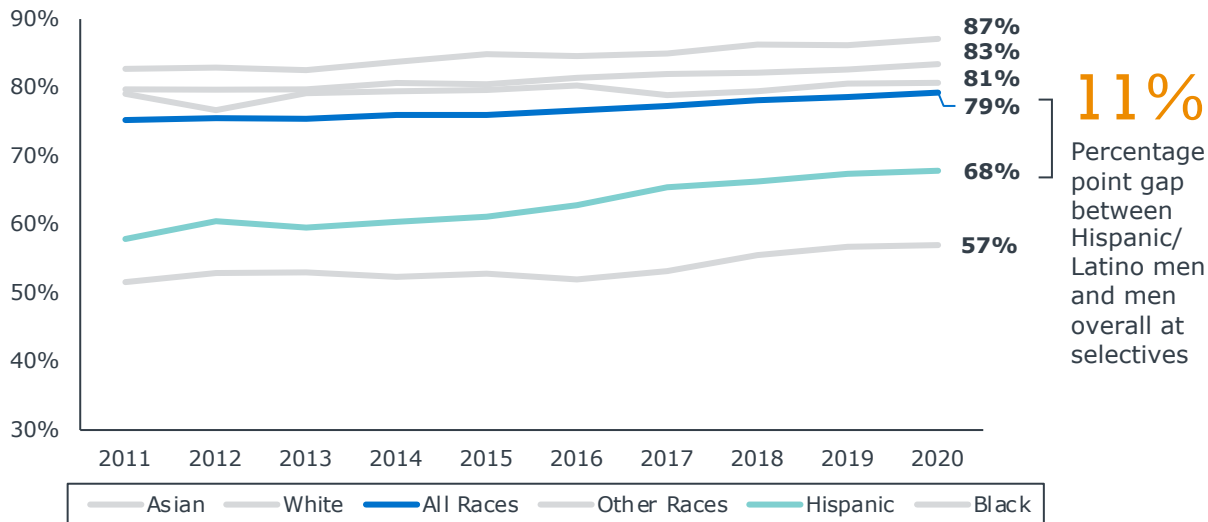


Far from a Panacea, Selectivity Widens the Gap



Graduation Rate Disparities Greater at Selective Institutions

Average Six-Year, Bachelor's Degree Graduation Rates at Selective¹ Institutions for Men by Race, 2011-2020

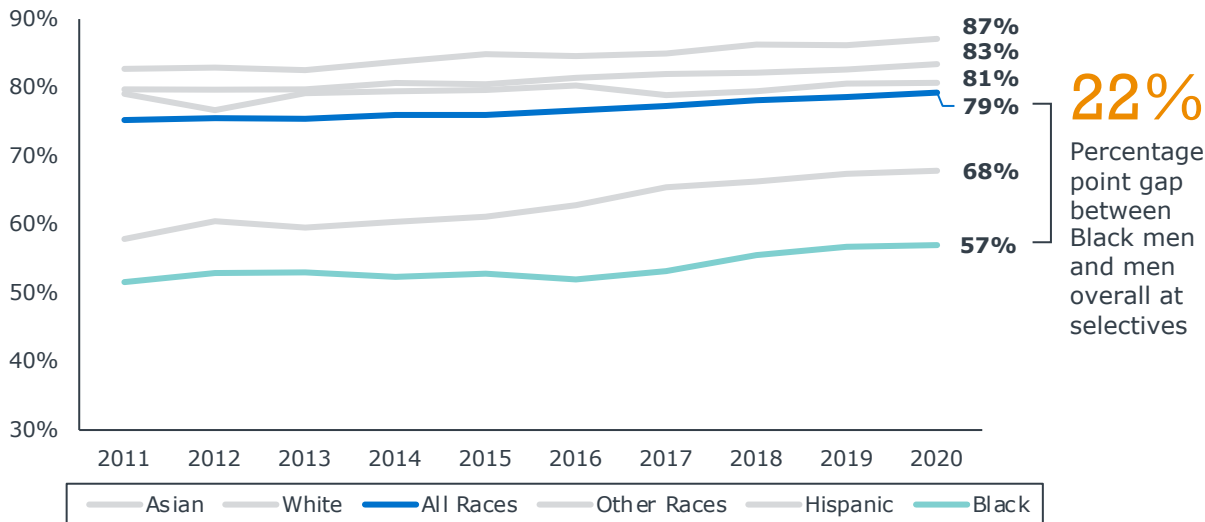


1) Less than 50% of applicants admitted (approximately the top 200 most selective institutions in the U.S.).

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No Shortage of Effort on Two Fronts



Student Success Investments Raised Grad Rates, But Didn't Close Gaps

Institutions Focused on Both Success and Equity...

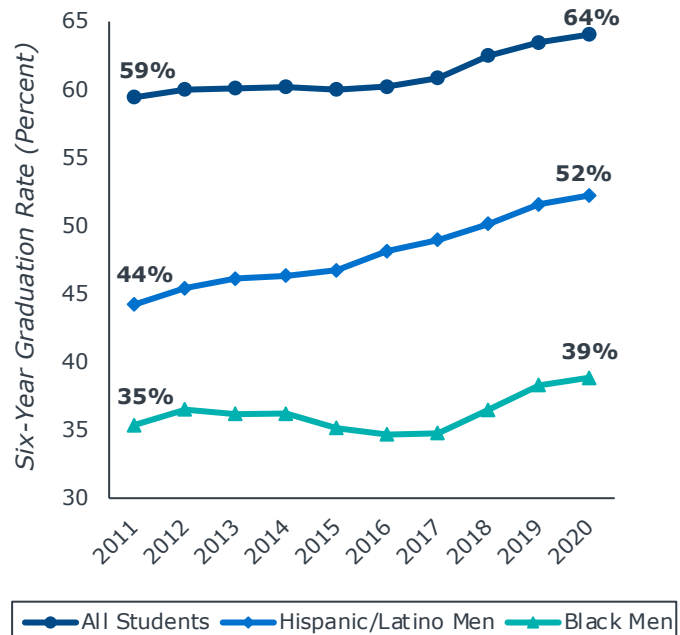
Investments in Student Success Overall

- Professionalized advising
- First-year seminars
- Counseling centers
- Meta-majors
- Living-learning communities

Investments in Black and Latino Men

- Summer bridge programs
- Cultural centers
- Identity-based student organizations

...Yet Graduation Rate Disparities Remain



The Missing Piece: Sense of Belonging

Black and Latino Men Struggle to Connect to Campus Community

Leaders Stress Importance of Belongingness for Black and Latino Men

Some of the biggest issues [for Black and Latino men] are still connections and helping the students make connections, [both] how they are treated in the classroom and outside the classroom.”

*Edwin Mayes, Director of First-Year Experience,
Case Western Reserve University*

Sometimes belongingness gets over-used as a buzzword, but if we don't get belongingness right as foundational to a student's success, then we may create a barrier or a hole early on in the student's experience that is hard to climb out of. **What we see with Black and Latino men is that when the belongingness hole happens early, it makes it hard to come back...** being connected, comfortable and valued in the community strengthens the trajectory for success.

*Connie Carson, Vice President of Student Life,
Furman University*

Research Finds Sense of Belonging Is...



Lower for male students than for female students¹



Lower for first-gen and minority students than for white students²



Critical to improving Black/Latino male college completion gaps³

1) Bonner, 2018.
2) Gopalan & Brady, 2020.
3) Lee et al, 2011.

Source: Bonner, Kenyon Robert, "[Making Sense of Belonging for Black Undergraduate Men on a Predominantly White Campus](#)" (2018). *Dissertations available from ProQuest*. AAI10841138; Gopalan, M., & Brady, S. T. (2020). "[College Students' Sense of Belonging: A National Perspective](#)". *Educational Researcher*, 49(2), 134-137; John Michael Lee, Jr. et al, "[The Educational Experience of Young Men of Color](#)". College Board, 2011; EAB interviews and analysis.

What Does It Mean to Belong?

EAB's 3 Components of Belongingness for Black and Latino Men

Social Connection

"I belong at this institution."

1



- Meaningful friendships
- Support network
- Relationships where it is safe to express your authentic self

Representation

"Others like me belong here too."

2



- Visible in-group role models and peers
- Feeling like you can relate to others in the campus community

Academic Efficacy

"I can succeed in college."

3



- In-classroom engagement
- Sense of purpose, long-term goals for college education
- Resilience to overcome academic setbacks

Belongingness Drives Student Success



Multiple Studies Show Impact of Belonging on Persistence Indicators

Students who feel a sense of belonging:



Are more likely to **use campus resources** such as advising and financial aid



Are more likely to feel they have made meaningful **learning gains** in class



Are more likely to **understand the relevance** of their coursework



Feel like they can **overcome setbacks** and have a sense of self-efficacy



Have lower stress and better **mental health**



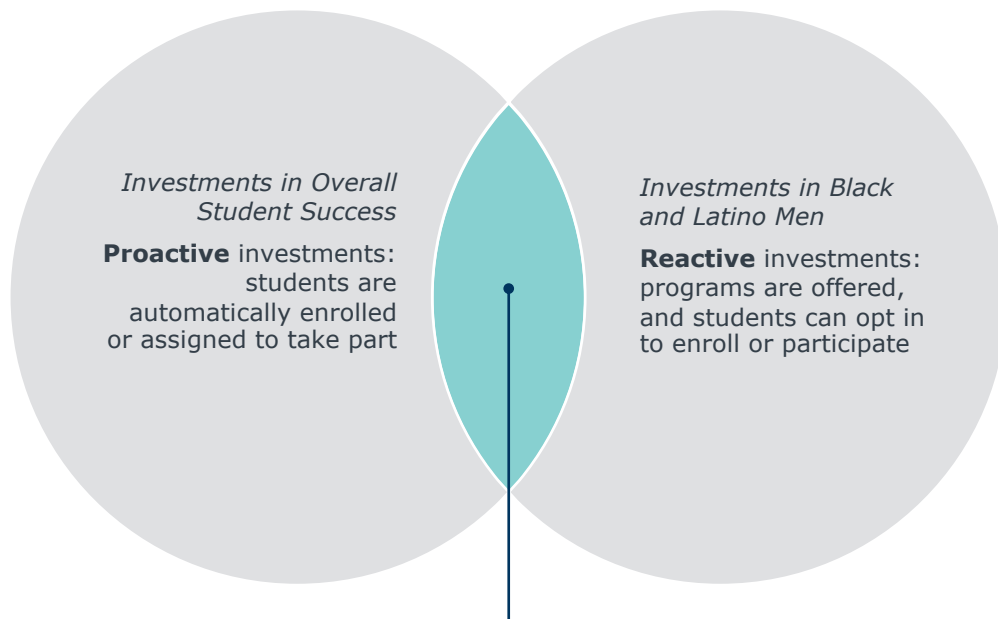
Are more likely to **remain in college and graduate**

Source: Study International, "[Here's why a sense of belonging matters more than you think](#)", 2020; University College London, "[Creating a sense of belonging for your students](#)", 2020; NSSE, "[Building a Sense of Community for All](#)", 2021; MIT Teaching & Learning Lab, "[Academic Belonging](#)", accessed 2021-22; EAB interviews and analysis.

A Needed Mindset Shift



Thinking Beyond Opt-In Models of Black and Latino Men's Involvement



What opportunities can colleges *proactively* offer that contribute to Black and Latino men's retention, graduation, and belongingness?



Hiring Not a Near-Term Path to Belongingness

Amidst a Staffing Crisis, Increasing Staff Diversity is a Tall Order



Occam's Razor Says: Create More Potential Role Models for Students

"If you want to attract and retain Black and Latino male students, you need to hire Black and Latino male faculty—and not just in the dining hall."

*Darryl Christmon, Vice President and
COO, Georgetown University*

...But in 2022, That's Much Easier Said Than Done

10-15% Median staff
turnover rate,
FY 2022¹

+280% Increase in job
postings, Mar
2020-May 2022

1) n = 72 institutions.

Building a Sense of Belonging for Black and Latino Men

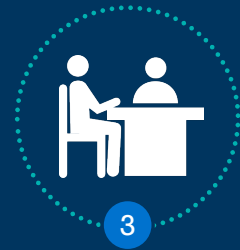
3 Existing Relationships to Maximize for Student Success



Relationships with **peers**



Relationships with **families**



Relationships with **mentors**

1

Is There a Crisis of Men in Higher Education?

2

3 Critical Relationships for Black and Latino Men's College Success

3

Group Activity: Tactic Brainstorm

Building a Sense of Belonging for Black and Latino Men

3 Existing Relationships to Maximize for Student Success



Relationships with **peers**



Relationships with **families**



Relationships with **mentors**

Peer Connections Critical, but Stop Too Soon



Opportunities for Same-Group Social Connections Dry Up After First Year

The Importance of Peers for Black Men and Latino Men

- Latino males who feel supported by peers have **stronger aspirations for succeeding** in college¹
- Social engagement and peer associations are critical to Black and Latino male **academic performance**²
- Peer-to-peer bonding between Black men enhances and supports **persistence in college**³

Why Stop at the First Year?

"We have a summer bridge program for underrepresented students, and on the last day I always talk to them about preparing for the shock when everyone else gets to campus. The compositional diversity that we have in the bridge program? **Our students may never see that again in four years of college.**"

*Dean of the College
Private Liberal Arts College*

Source: Saenz, Victor B. and Ponjuán, Lewis, "[Latino Males: Improving College Access and Degree Completion--A New National Imperative](#)", *PERSPECTIVAS: Issues in Higher Education Policy and Practice* 1: Spring 2012; Brooms, Derrick R., Clark, Jelisa, and Smith, Matthew, "[Being and Becoming Men of Character: Exploring Latino and Black Males' Brotherhood and Masculinity Through Leadership in College](#)," *Journal of Hispanic Higher Education*, 2017; Brooms, Derrick R. and Davis, Arthur R., "[Staying Focused on the Goal: Peer Bonding and Faculty Mentors Supporting Black Males' Persistence in College](#)", *Journal of Black Studies* 48(3): 305-236, 2017; EAB interviews and analysis.

1) Saenz & Ponjuán, 2012.
2) Brooms, Clark, and Smith, 2017.
3) Brooms & Davis, 2017.



Foundational Tactics

Black and Latino men find peer connections through **student organizations**

Black/Latino men attend **summer bridge** or **first-year seminar** as a cohort

Additional peer experiences come from **informal** or opt-in programs



Next-Gen Approach

Skill development is embedded in existing cohort programs

Time-bound, structured cohorts engage students across class years

Cohort programs span **all four (or more) years** of the student experience

Profiled Practices

#1 Fraternity Mental Health Discussion Guide

#2 Professional Leadership Cohorts

#3 Masculinity Virtual Discussion Groups

#4 Four-year Cohort Programs

Maximizing Relationships with Peers



Foundational Tactics

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Lighter lift, but narrower reach

Resource-intensive, but reaches more students



Leveraging Peer Support for Mental Health

Omega Psi Phi Toolkit Equips Members to Start Tough Conversations

Toolkit Educates Black Fraternity Brothers on Impacts of Depression and Stress



Fact sheets on how depression can impact Black men

Conversation guides for discussing mental health with peers

Group activities to practice conversation and empathy skills



The college years and young adulthood can be tough and full of stressful situations. We might be living away from home for the first time, missing family and friends, and being alone in a new place. We might be in charge of our own food, clothing, shelter, and sleep schedules for the first time—and not always managing so well. We might be encountering new and difficult academic work and jobs. We might be having relationship problems or breakups. A lot of us are worried about finances. Our encounters with racism and discrimination in daily life add to our burdens. Sometimes there are a lot more problems than pleasures.

All of these stresses can leave us exhausted, irritable, or sad. If these "buses" last more than a few weeks or make it hard to carry on with daily life, you may be depressed. Depression is one of the most common mental health problems, but it often goes unnoticed and untreated among young African American men. We're expected to be strong in a crisis, hide our sorrows, and keep personal problems within the family. And a nationwide survey found that about 30 percent of college students reported feeling "so

depressed that it was difficult to function" at some time in the past year. The good news is that depression, like other illnesses, is treatable, and we can recover.

PHYSICAL AND EMOTIONAL SIGNS

- Depression symptoms can be different for each person. Someone with depression may feel sad, anxious, empty, hopeless, guilty, worthless, helpless, tired, irritable, or restless. Other potential symptoms of depression include:
 - Loss of interest in activities that one used to enjoy, including sex
 - Problems concentrating, remembering information, or making decisions
 - Problems falling or staying asleep, or sleeping too much



Leveraging Peer Support for Mental Health

Omega Psi Phi Toolkit Equips Members to Start Tough Conversations

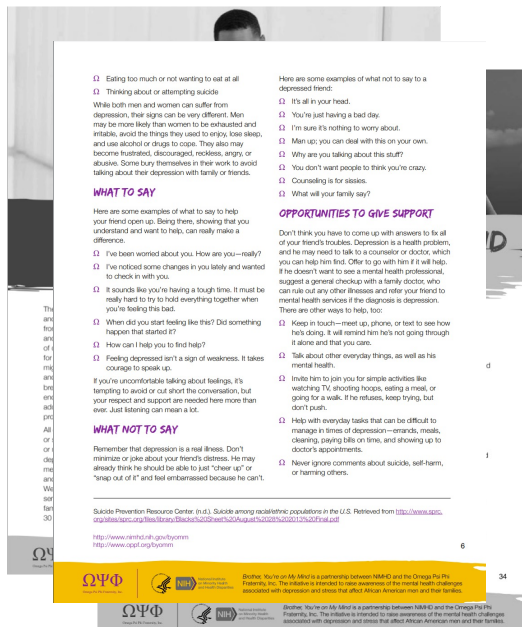
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- ❑ Eating too much or not wanting to eat at all
 - ❑ Thinking about or attempting suicide
- While both men and women can suffer from depression, their signs can be very different. Men may be more likely than women to be exhausted and irritable, avoid the things they used to enjoy, lose sleep, and use alcohol or drugs to cope. They also may become frustrated, discouraged, reckless, angry, or abusive. Some bury themselves in their work to avoid talking about their depression with family or friends.

WHAT TO SAY

Here are some examples of what to say to help your friend open up. Being them, showing that you understand and want to help, can really make a difference.

- ❑ I've been worried about you. How are you—really? I've noticed some changes in you lately and wanted to check in with you.
- ❑ It sounds like you're having a tough time. It must be really hard to try to hold everything together when you're feeling this bad.
- ❑ When did you start feeling like this? Did something happen that started it?
- ❑ How can I help you to find help?
- ❑ Feeling depressed isn't a sign of weakness. It takes courage to speak up.

If you're uncomfortable talking about feelings, it's tempting to avoid or cut short the conversation, but your respect and support are needed here more than ever. Just listening can mean a lot.

WHAT NOT TO SAY

Remember that depression is a real illness. Don't minimize or joke about your friend's distress. He may already think he should be able to just "cheer up" or "snap out of it" and feel embarrassed because he can't.

Here are some examples of what not to say to a depressed friend:

- ❑ It's all in your head.
- ❑ You're just having a bad day.
- ❑ I'm sure it's nothing to worry about.
- ❑ Man up; you can deal with this on your own.
- ❑ Why are you talking about this stuff?
- ❑ You don't want people to think you're crazy.
- ❑ Counseling is for wussies.
- ❑ What will your family say?

OPPORTUNITIES TO GIVE SUPPORT

Don't think you have to come up with answers to all of your friend's troubles. Depression is a health problem, and he may need to talk to a counselor or doctor, which you can help him find. Offer to go with him if it will help. If he doesn't want to see a mental health professional, suggest a general checkup with a family doctor, who can rule out any other illnesses and refer your friend to mental health services if the diagnosis is depression.

There are other ways to help, too:

- ❑ Keep in touch—meet up, phone, or text to see how he's doing. It will remind him he's not going through it alone and that you care.
- ❑ Talk about other everyday things, as well as his mental health.
- ❑ Invite him to join you for simple activities like watching TV, shooting hoops, getting a meal, or going for a walk. If he refuses, keep trying, but don't push.
- ❑ Help with everyday tasks that can be difficult to manage in times of depression—errands, meals, cleaning, paying bills on time, and showing up to doctor's appointments.
- ❑ Never ignore comments about suicide, self-harm, or harming others.

Source: Prevention Resource Center. (n.d.). Suicide among racial/ethnic populations in the U.S. Retrieved from <http://www.prc.org/resources/csr.aspx?file=/resources/ethnic%20and%20age%20groups%20of%20suicide.pdf>

<http://www.omega-psi-phi.org/omega>
<http://www.opsp.org/psi>



Omega Psi Phi, Inc. The Wilshire is proud to have awareness of the mental health challenges associated with depression and anxiety as a part of our commitment to our members and the community.

Leveraging Peer Support for Mental Health

Omega Psi Phi Toolkit Equips Members to Start Tough Conversations

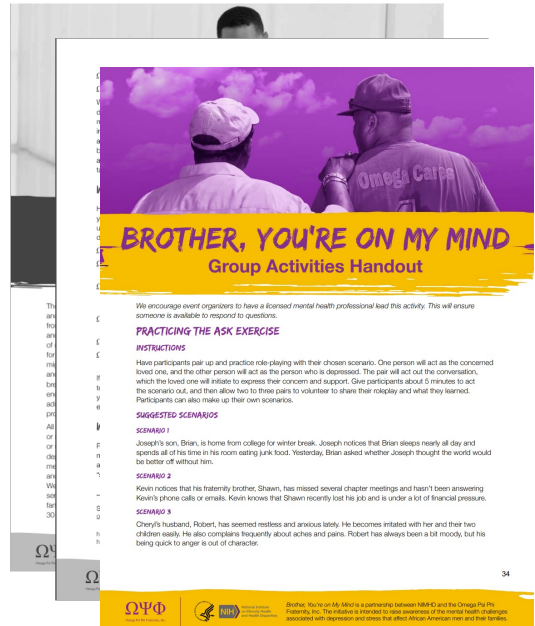
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Changing the Conversation

Toolkit Drives Greater Awareness—and Fraternity Culture Change

Impacts of Brother, You're On My Mind (BYOMM) Toolkit and Programs



Informal assessments by NIMH show **changes in awareness and perceptions about stress and depression** after attending BYOMM events



Substantial **increase in webpage visits and toolkit downloads** during early days of Covid-19 pandemic



Mental health check-ins are now a regular part of Omega Psi Phi chapter meetings and national summits



The Value of Partnership

“The Brother, You're on My Mind partnership with the Omega Psi Phi Fraternity, Inc. **has done a remarkable job helping to start conversations about mental illness in the Black community.** NIMHD's role was to explain the science behind mental illness and how African American men can maintain mental health in an easy-to-use toolkit, while the Omega Psi Phi Fraternity recruited their members to disseminate these important messages through national, regional, and local efforts. This combination of science, community, and heart made the program successful.”

*Eliseo J. Pérez-Stable, M.D.
Director, National Institute on Minority Health
and Health Disparities*

Creating Informal Cohorts Across Class Years

Ohio State Brings Together Black Men for Professional Development

How Ohio State's Bell National Resource Center (BNRC) Builds its Leadership Institute Cohort



Proactive Outreach

Staff outreach Black men, aiming for mix of experienced leaders and students new to BNRC

Application Process

First, second, and third-year students submit application, with 2.5 GPA requirement

Applicant Interviews

25-30 men are selected to participate in Leadership Institute



September



October



November



Spring Term

Ten-Week Speaker Series

- ▶ Faculty and staff lead **weekly sessions** on topics like how cultural identity shapes leadership
- ▶ **Guest speakers** and facilitators have backgrounds in athletics, education, law, etc. Previous speakers include Gene Smith, Ohio State athletic director
- ▶ Programming is **different each year** depending on interests of participants

90% Participants¹ remain engaged with the Bell Center through its Ambassadors Program

1) Estimate.

Taking the Cohort Model Online



YBMen Project Provides a Private Virtual Setting for Cross-Year Cohorts



About the Young Black Men (YBMen) Project

- Run by independent organization housed in University of Michigan¹
- Program staff recruit cohort of 20 Black men across class years to participate
- Participants join a private Facebook group for 2-12 weeks
- Discussion facilitated by YBMen staff follows a **structured curriculum** focused on masculinity and health

Example YBMen Curriculum

- Week 1: Introduction
- Week 2: Black Masculinity
- Week 3: Mental Health Education
- Week 4: Health and Well-being
- Week 5: Plans for the Future

3 Reasons YBMen's Model is Effective

Minimal Cost to Adopt

YBMen staff responsible for outreach and logistics

Relevant to Black Men

Prompts based on current events and pop culture

Moderated Discussions

Trained staff select prompts and keep comments on track

1) Currently available only in Michigan and Ohio but expansion is planned.

Positive Outcomes for Cohort Members



YBMen Sees High Participation, Gains in Leading Indicators of Persistence

847

Men have participated at five colleges in Michigan and Ohio

94%

Of participants viewed the Facebook page every week

83%

Actively participated in Facebook discussion every week

▶ Pre- and Post- Survey Comparison Shows Positive Outcomes

- ↓ Decrease in depression symptoms
- ↑ More progressive definitions of masculinity and manhood
- ↑ Increased feelings of social support

“ Our partnership with YBMen allows us to understand better the difficulties that our students face, provide them with resources that directly address their needs and **position them to be retained and to graduate in a timely manner.**”

*Dan Thomas
Assistant Director,
Bell National Resource Center*

The Case of the Missing Black and Latino Men

UT Knoxville Identifies a Clear Need for Support



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

UT Knoxville Identifies Significant Disparity for Black and Latino Men



23%

Lower graduation rate for Black and Latino men at UT Knoxville than overall campus in 2020

“

Year-by-Year Decline for Black and Latino Retention

When you look at [Black and Latino male] retention and persistence rates ... there's a good chunk of them that come back after year one, but [the rates] continue to decline every year for four years.

- Dr. Amber Williams
Vice Provost for Student Success, UT Knoxville

”



Extending the Cohort Program to Four Years

UT Knoxville's Success Academy Invests in Ongoing Peer Support



UT Success Academy

THE UNIVERSITY OF
TENNESSEE
KNOXVILLE

- ▶ Four-year cohort program for Black and Latino men
- ▶ All first-year Black and Latino men invited to apply
- ▶ Launched fall 2021, now in its second year with 250+ students participating

Three Required Activities Where Students Connect with Peers and Staff



Academic engagement through group meetings, peer coaching, and seminars



Career advising and tutoring through UT Knoxville's Academic Success Center



Social convenings such as a reception for students and families and study parties

Robust Staffing Model Ensures Year-Round Support for Students



Director

Runs the program and ensures student accountability



Assistant Director¹

Assists with student recruitment and family outreach



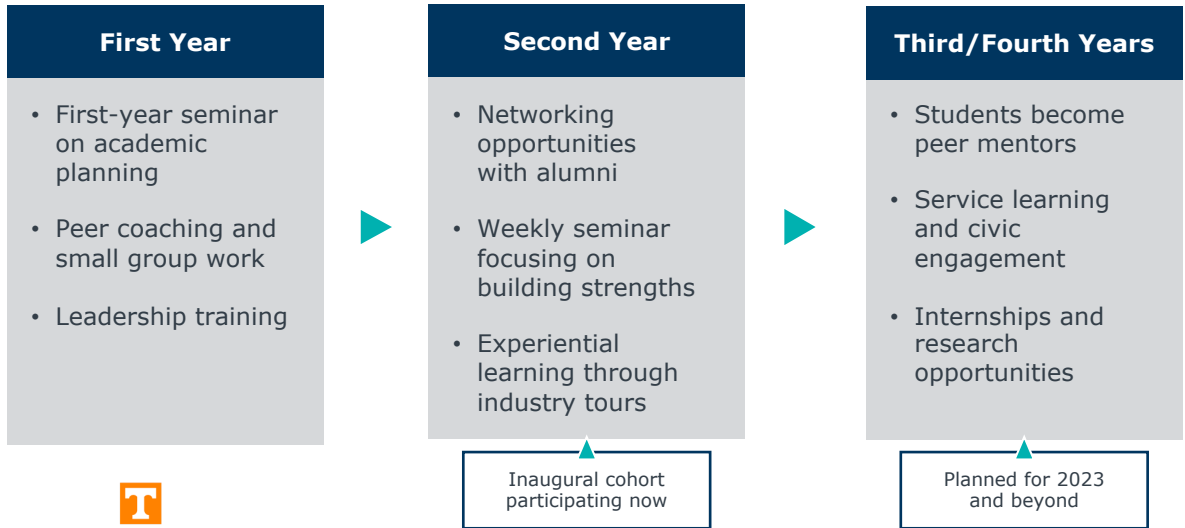
Coordinator

Organizes activities, family orientation, and peer mentors

1) New role added 2022.

Stretching Support Throughout College

UTK's Year-By-Year Plan to Support Black and Latino Men



Early Signs of Success for Black, Latino Men



Success Academy Sees Higher Retention Rates, Larger Incoming Class



Student Feedback Makes Program Stronger

"We required our young people to go to the Vol Study Center. They hated it. They felt like we were deficit framing them. So, we flipped the script. Instead, we brought the Vol Study Center to them. We had these **study parties with food and music, and we'd have math coaches and all these [other coaches and tutors] there.** And we found that, one, they saw the benefit, and two, they started going to the Vol Study Center on their own!"

- Dr. Amber Williams, Vice Provost for Student Success, UT Knoxville



67%

Increase in new students participating (from 100 in 2021 to 167 in 2022)

91%

Retention rate for Success Academy, 13% higher than non-Success Academy Black and Latino men



Building a Sense of Belonging for Black and Latino Men

3 Existing Relationships to Maximize for Student Success



Relationships with **peers**



Relationships with **families**



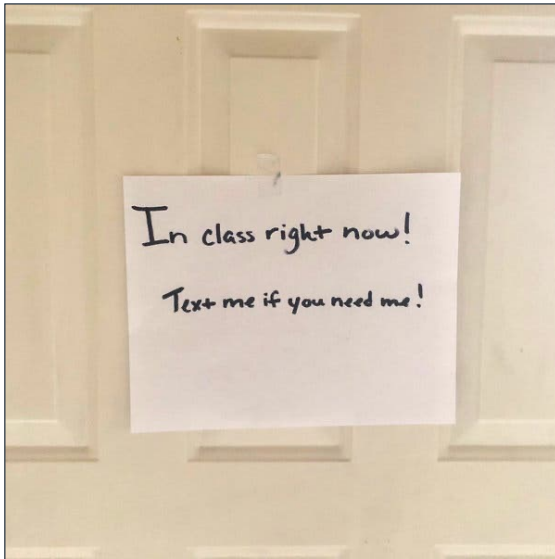
Relationships with **mentors**

Family Support More Critical Than Ever



Since the Pandemic, Male Students Relying on Parents and Family for Help

A New Normal



THE NEW YORK TIMES

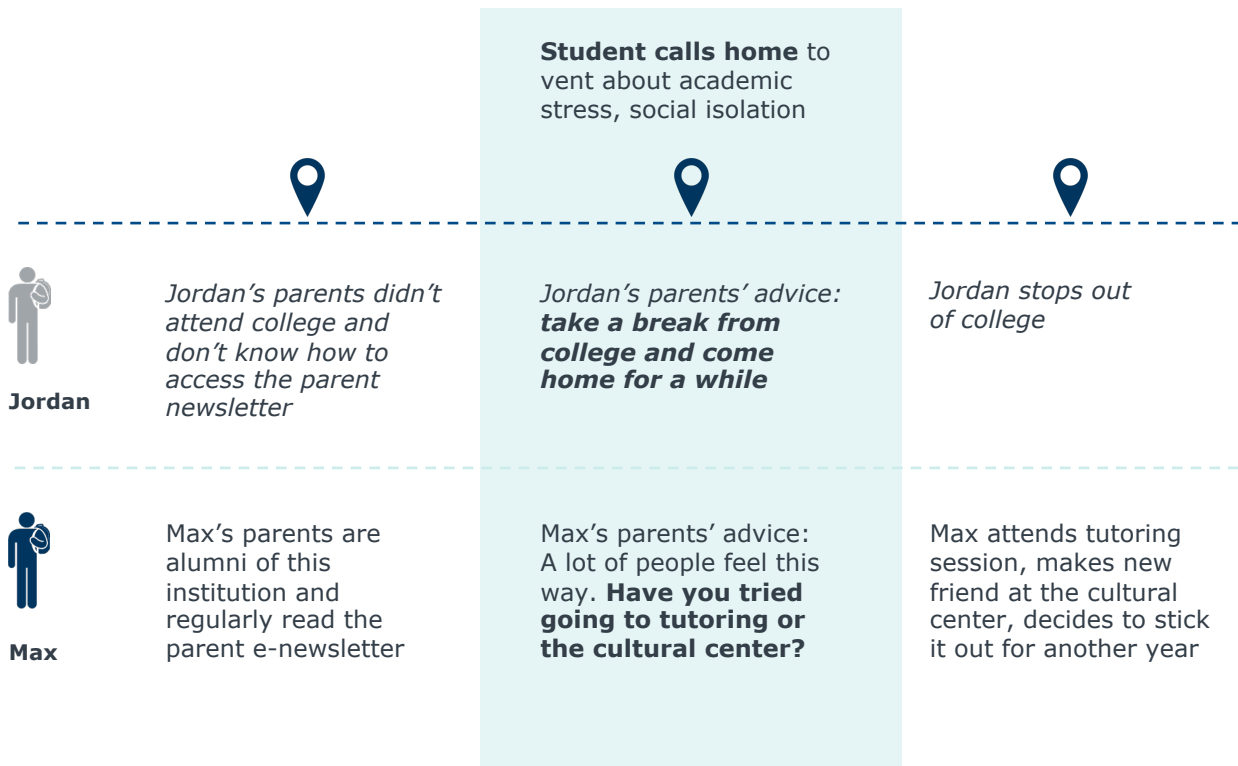
77% Of students **hadn't used any support from their college** to combat stress or anxiety during the pandemic

45% Of students say they **turn to parents/family for support** when stressed

8% Fewer college men, **have a therapist** they can turn to for support, compared to women

A Tale of Two Students

Parent Knowledge and Experience Level Inflects Student Outcomes



Maximizing Relationships with Families



Foundational Tactics

Email newsletter to parents/families sent quarterly, in English

Parent/family coordinator shares **personal contact info** for 1:1 support

Black and Latine families convene **once, typically at first-year orientation**



Next-Gen Approach

Parent/family information is shared in **multiple languages and media**

Staff provide information and support in **virtual, 1:many** formats

Black and Latine families convene **regularly, throughout all four years**

Profiled Practices

#5 Bilingual Family Resources

#6 Virtual Family Network

#7 On-Site Family Cultural Programs

A Clear Need for Spanish Resources

Few Institutional Websites have Family Resources in Spanish

UC Berkeley's family resource guide



Of **U.S. News top 50** institutions have family resources in Spanish

Williams' family website



Of **U.S. News top 50** liberal arts institutions have family resources in Spanish



Breaking Down the Language Barrier

Two Family Info Sources You Should be Translating for Latine Families

1

Campus Events



UT Austin offers onsite Spanish interpretation at campus events for families

- ✓ Easier for Spanish-speaking families to participate
- ✓ Sends message that speaking Spanish is normal at UT

2

Family Newsletter



Texas A&M mails postcard version of family newsletter with one side in Spanish

- ✓ Information can reach Spanish-speaking families
- ✓ Print format accessible for homes without computers

Let us know in Chat:



- Does your campus offer this information in Spanish already?
- What other information sources could you translate into Spanish?

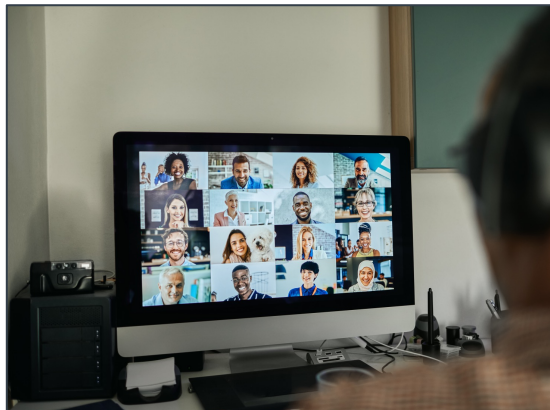
Connecting Families Virtually



Video Chat Provides an Accessible Way to Socialize and Learn

THE UNIVERSITY OF
ALABAMA

University of Alabama's Black UA Family Affinity Group Video Meetings



1 hour video chat meetings held 1-2 times per semester



Afternoon/evening timing is convenient for most time zones and schedules



Mix of casual chat and guest speakers (e.g. Black Faculty/Staff Association)



Meetings use Zoom so families can access by computer or phone

60+

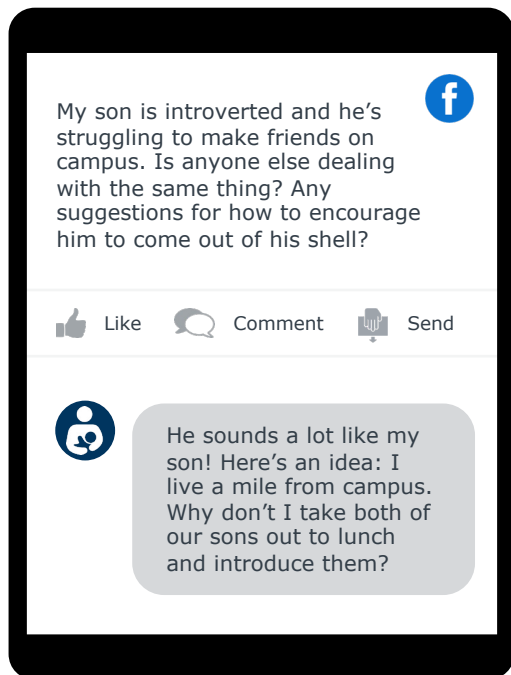
Family members joined Black UA's most recent Zoom meeting



Family Connection Equals Student Connection



Black UA's Facebook Group Brings Families—and Students—Closer Together Continuing the Conversation Asynchronously



A Space for Black Families to Be Together

"It gives families a space to just...talk. **Normally, historically-underrepresented families don't get a big space in such a large group [as] a normal parent group** to say, let me share a picture of my student and tell you their experience and how things are going. And so I see in the Facebook group a lot that they share pictures of their students. **They're able to uplift each other.** They pray for each other on there. They encourage each other, a lot, and so I think the main thing is just that deep-rooted community and them having the resources to be able to support other families that need that support. **And if they don't know who to reach out to, they'll say, hey, reach out to this office; they'll be able to support you.**"

*Tawanna Brown
Assistant Director, Parent & Family Programs
University of Alabama*

Building Community, Strengthening Support



As Black UA Grows, More Families—and Students—Access Resources

Black UA's Facebook Group Fosters Sense of Community

"Because the families are connected, **students are connecting as well...** so outside of the parent connections, that helps them matriculate to graduation and just stay connected."

*Tawanna Brown
Assistant Director, Parent & Family Programs
University of Alabama*



Other common discussion topics:

- ✓ How to find a campus resource
- ✓ Antiracist efforts on campus
- ✓ Campus safety for Black students
- ✓ Celebrating student 'wins'

Participation in Black UA Continues to Grow

750+

Family members joined Black UA as of August '22

~4x

Growth in Black UA Zoom call attendees since 2020

Bringing UT Austin to Your Hometown



While Resource-Intensive, In-Person Programming Attracts Latine Families



Texas
Mexico

A map of Texas with a dashed blue box highlighting the Rio Grande Valley region. Five orange stars are placed within this region to indicate the locations of the program sites.

5 Program Sites in South Texas
RGV Familia admissions and retention program serves students and families along the U.S.-Mexico border, approximately 300 miles from Austin

Connecting Students and Their Families in the Rio Grande Valley

12

Staff Embedded in Communities

Program staff across 5 program sites plus UT Austin main campus



In-Person Family Connections

Family gatherings for cultural celebrations, student milestones



Disponible en Español

Website and all programming is English-Spanish bilingual

A Resource Where Students Find Community



RGV Familia's Celebration of Latino Culture Creates Sense of Belonging

"We have a great population of students who come from the Rio Grande Valley, and it can be a cultural shock coming to Austin [especially] for Latino [students] going far away from home. One of the great things about RGV Familia is that [we] make **a concerted effort to also do outreach to family.**

This is a resource where students can **find and build community, celebrate, and be a part of the culture that you grew up around.** [We] make sure that **students understand that they're not in this alone,** and there are other students that look like them, that have the same kind of cultural practices, combining food, music, and other aspects that are important to the experience. So that is one initiative that we're really proud of."

*Darren Kelly, Associate Vice President,
Academic Diversity Initiatives, UT Austin*

Building a Sense of Belonging for Black and Latino Men

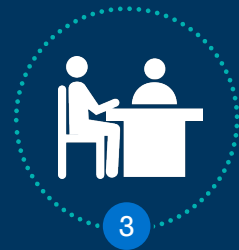
3 Existing Relationships to Maximize for Student Success



Relationships with **peers**



Relationships with **families**

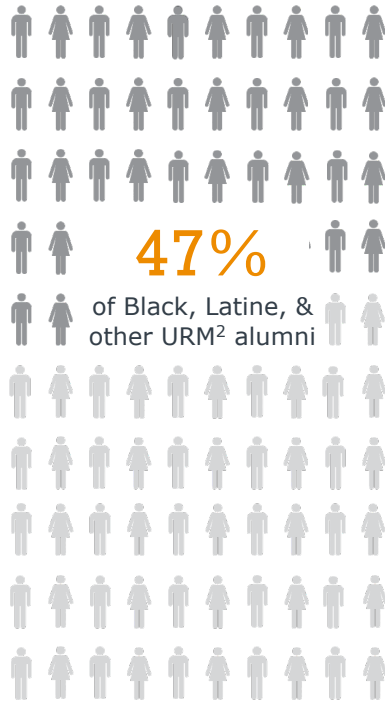
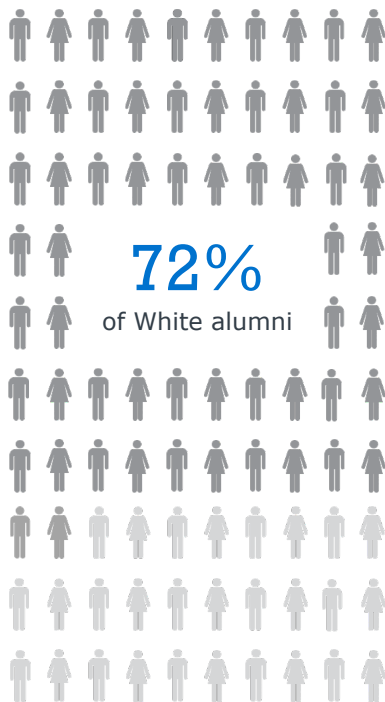


Relationships with **mentors**

The Haves and Have Nots

Significant Mentorship Gap Faces Students of Color

Share of Recent Graduates Who Had a Mentor in College, Strada-Gallup Survey¹:



1) n = 5,100 students who graduated in the last four to nine years, surveyed in 2018.
2) Underrepresented minority.

Faculty Can't Do It Alone



Mentorship Responsibilities Disproportionately Impact URM Faculty

Faculty Already Conduct the Lion's Share of Mentorship...

Typical faculty mentor responsibilities¹:



Connect mentees with **peers and faculty** in discipline



Orient mentees to **discipline standards** and skills



Supervise **independent study** and/or **senior thesis**



Write grad school **letters of recommendation**

... but URM Faculty Feel the Burden of Mentorship More

“ Being among the 15% of faculty of color at my institution means I am highly visible on my tiny campus. The ratio of students of color to faculty of color is about 20 to 1. Of my 20 mentees, the majority have never taken my classes...**[students of color] arrived because of word of mouth.** It's flattering [but] can also be frustrating to manage unscheduled drop-ins while grading papers, prepping for class, responding to emails, and writing letters of recommendations. But **despite the disruptions, I've never ignored a knock on my door.**”

*Manya Whitaker
Associate Professor, Colorado College*

1) McKinsey, 2016.

Maximizing Relationships with **Mentors**



Foundational Tactics

Students are paired with **advising staff** to guide their academic journey

Faculty provide additional mentorship to students who reach out on their own

Optional one-off DEIJ training is available to faculty, staff and students



Next-Gen Approach

Proactively match students with **mentors** who share similar career interests

Broaden mentor pool via peer, community, alumni connections

Mentors receive **role-specific training** to serve Black and Latino men

Profiled Practices

#8 Mentor Matching

#9 Peer, Community, and Alumni Mentorship

#10 Mentor Training Curriculum

Mentorship For Us By Us



Latino Males Cohort Program Pairs First Year Students with Peer Mentors

The Evolution from Mentee to Mentor in Texas A&M's Latino Males United (LMU)



Mentees Don't Leave the LMU Family

“ After completing Latino Male United, sophomores and juniors come back as peer mentors, and some come back as leaders to oversee certain areas...**once they're connected, they are always connected.**”

*Cruz Ríos
LMU Founder & Associate Director, Department of Multicultural Services
Texas A&M University*

Mentorship on Arrival

Lehigh Proactively Assigns Students a Mentor Before Classes Begin

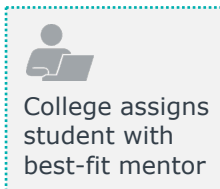
Lehigh's Peer Mentor Assignment Timeline



Student pays enrollment deposit fee



College nudges student to fill out mentor match survey



College assigns student with best-fit mentor



Mentee meets peer mentor



Fall classes begin



Online Platform Facilitates Identity Based Mentor Matching



- Lehigh partners with vendor, [Mentor Collective](#), to create a matching survey which **includes demographic criteria** like race/ethnicity & SES
- Lehigh Black & Latino men often seek peer mentors who share racial/ethnic identity **to help navigate the predominately white institution**



Meet Your Perfect Match

Mentor Collective Provides Online Infrastructure to Scale Mentorship



MENTOR COLLECTIVE

Matching survey uses up to 80 criteria to find best fit

Racial/Ethnic Identity

Select...

- Black/African American
- Native American
- Latine or Hispanic
- Asian

Which of these academic subjects are you interested in?

Select...

- The Arts
- Business and Entrepreneurship
- Science Technology Engineering and Mathematics
- History, Politics, Education & Philosophy

Mentor Collective Expands Mentorship Program Reach



180+

Colleges and Universities use the online platform to match mentors with mentees



Allows institutions to **scale mentorship program to hundreds of students**



Customizable survey criteria allows institutions to choose what mentors and mentees match on

Partners See Promising Results

+5.67%

Retention¹

+8.06%

Sense of Belonging¹

1) Peer mentorship influenced these numbers in just one year for 700 students across Mentor Collective programs. After 3+ conversations, these results jump to an average 11.8% retention and 13.39% sense of belonging.

Tracking Sessions Online

Lehigh Peer Mentors File Mentee Interactions in Mentor Collective Platform

Peer Mentor Assignment Timeline



Student pays enrollment deposit fee



College nudges student to fill out mentor match survey



College assigns student with best-fit mentor



Mentee meets with peer mentor



Fall classes begin



Mentor-Mentee Interactions Leverage an Online Platform



- Lehigh & [Mentor Collective](#) train mentors on navigating platform
- Mentors **summarize interactions** with mentees in the platform **after sessions**
- Mentors can **elevate issues to other offices** in the system and seamlessly schedule a follow up meeting for mentees



A Boost in Confidence

Lehigh Peer Mentorship Participants Are More Empowered on Campus

Major Upswing in Peer Mentorship Engagement

Share of all first year students¹ involved in peer mentorship after two years:

300  **900**
2020-2021 2021-2022

Average touchpoints for mentors and mentees:

3-4 **10**
Sessions per semester Messages² in online platform per semester

Black and Latino Mentees More Engaged on Campus

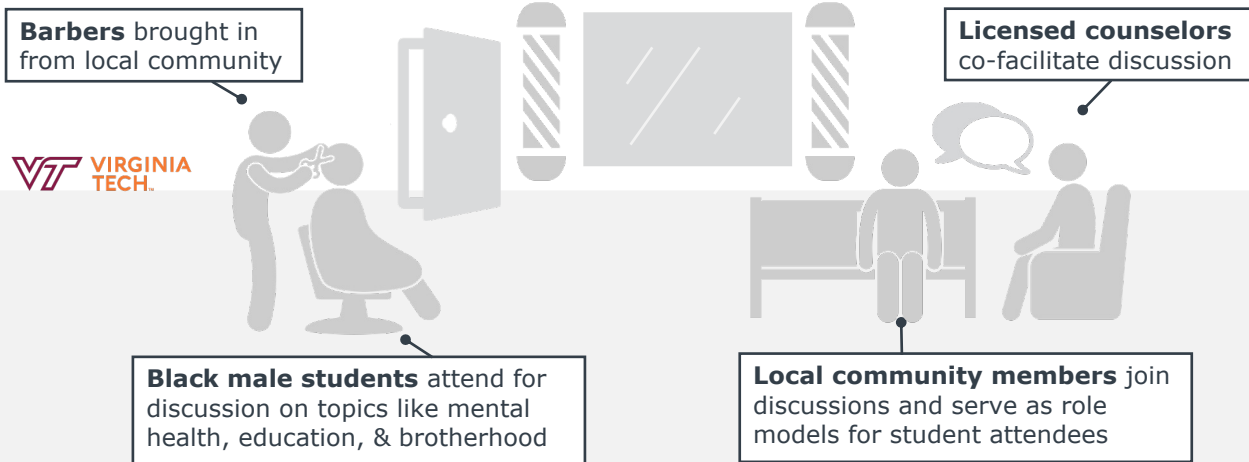
“We’ve seen a huge increase in the number of Black and Latino students taking opportunities to **study abroad**...[do] **summer internships**...taking advantage of **research opportunities**...representation in **student governance**. I think it’s [in part] because [we] provide mentors.”

*Donald Outing
Chief Diversity Officer, Lehigh University*

Bringing Mentorship to a Black Male Space



Barbershop Discussions Provide Intentional Opportunity to Connect



Familiar Spaces as a Safe Platform to Explore Black Masculinity



The barbershop talk uses the cultural space of the barbershop to engage Black male students in very candid conversations on topics from family dynamics and relationships to building their communities via their academic achievements and success.”

Patrick Wallace, Assistant Director of the Student Success Center, Virginia Tech



Transitioning from College to Career

Maryland Black Alumni Mentors Provide Career Advice for Black Students

University of Maryland's Black Alumni Network Mentorship Program

- Black alumni provide **professional advice** to upper-division Black students
- Alumni and students **apply on an online platform** to receive a best fit match
- Program lasts for a period of **six weeks**

Role of Black Student Mentees

- Be open to feedback and demonstrate willingness to learn
- Develop personal and professional goals
- Be proactive and schedule meetings with mentors



Role of Black Alumni Mentors

- Present career opportunities for students like informational interviews and job shadowing
- Give constructive feedback to help mentee achieve career goals
- Share professional highs and lows to prepare mentee for career

In the Company of Three

Case Western Connects Students with a Peer, Alumni, and Faculty/Staff Mentor

Líderes Avanzando Cohort Program

- Provides **academic and professional development seminars**
- Connects students with **three different mentors** during their academic lifecycle
- Offers a space for Latine students to **explore cultural heritage and identity**

Each Student Assigned Three Mentors



Empowering Students to Navigate Campus



Líderes Avanzando Mentorship Program Boosts Sense of Belonging

“Creating and maintaining that sense of community – that is magical. Being able to see my students flourish [and] get connected with established resources [and] seeing them reach their potential and **develop that sense of confidence** – it’s incredible.”

Germaine Peña, Facilitator for Líderes Avanzando

Finding A Mentor Is Half the Battle



Mentors Often Lack Training to Adequately Serve Black and Latino Men

“

Mentors Need Deeper Cultural Understanding

We need [mentors] who understand the identity development of [Black and Latino men]. They need to **understand [racial/cultural] theory** at a very basic level.

*Abby Priehs
Director of Residence Life, Cornell University*

”

“

BIPOC Mentors Not Exempted from Training Need

There are **some Black** [faculty mentors] that **don't know** all there is to know about advising Black and Latino male students.”

AVP of Student Life, Regional Public University

”



Every Mentor Trained

Specialized Training Prepares Mentors to Meet Needs of Black, Latino Men



Two Types of Required Training for Mentors¹

1 Intercultural Development Inventory

- Understand your relationship to cultures different from your own
- Learn how to adapt behavior and shift perspective in different cultural contexts

2 QPR² Mental Health Training

- Recognize the warning signs of suicide
- Learn how to compassionately communicate support
- Learn how to refer to the appropriate health care practitioner

What Else Should Be in the Mentor Training Curriculum?

One VP, Student Affairs' Mentor Training Wishlist:

- Cultural humility
- Mental Health First Aid
- Implicit bias
- Difficult conversations



Let us know in **Chat** what types of training you would add!

1) Success coaches serve as mentors in Purdue Promise, Purdue's cohort program for low-income students.

2) Question, Persuade, Refer.

- 1 Is There a Crisis of Men in Higher Education?
- 2 3 Critical Relationships for Black and Latino Men's College Success
- 3 **Group Activity: Tactic Brainstorm**

We are currently in breakout rooms.

You can rejoin your session by clicking **Breakout Rooms** in your Zoom menu bar. If you have any questions or need assistance, please send a private chat to the Meeting Host.



Take These Practices Back to Campus

EAB Resources to Continue Your Support for Black and Latino Men

5 Resources Coming to EAB.com in Winter 2023



In-Depth Case Studies for Implementation Leaders

- Barbershop Discussion Groups
- Four-Year Cohort Programs
- Virtual Family Communities



Bite-Sized Insights for Leaders Across the Cabinet

- 4 Key Student Lifecycle Moments for Belongingness Interventions for Black and Latino Men
- 2 Ways to Leverage Peer Interaction for Black and Latino Men's Mental Health and Well-being

Two Ways to Bring This Research to Your Team



Invite your colleagues to a team session

[Click here](#) to register up to two colleagues to discuss this content a virtual roundtable open to **all titles** on January 12, at 1 PM ET.



Request a virtual or on-campus workshop

Looking to share this content with a larger group? Please let us know in the **poll** and your Strategic Leader will reach out in follow-up.



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