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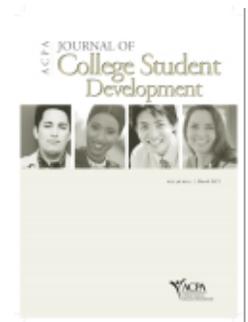
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**Black Male Collegians: Increasing Access, Retention, and Persistence in Higher Education by Robert T. Palmer, J. Luke Wood, Elon T. Dancy III, & Terrell L. Strayhorn (review)**

Adriel A. Hilton, Christopher A. Ray

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authors admonish those of us who fit into this latter category to “catch up,” but also to be careful that we continue building community in other ways with our students. Case studies include: the use of videos, Facebook, travel blogs, and other social media, and culture change related to technology.

Chapter 5, “Advocating for Some While Serving All Students,” is provocative, and addresses an important role for student affairs leaders in representing students well. The authors acknowledge the heightened complexity of this role given the diversity of our student bodies. This chapter traces the societal imperatives, movements, laws, and court decisions that have impacted the composition of students on our campus, and then identifies strategies to build community among our diverse constituents. Case studies include: fairness in student fees, class disruptions from students with disabilities, and racial insensitivity.

Chapter 6, “Fulfilling Our Responsibilities as Educators,” focuses attention on the nature of teaching, learning, and human development. This chapter draws from the literature, provides a definition of teaching and learning within the context of our professional practices, and extolls the virtues of “teachable moments.” Case studies include: paraprofessional training, cultural shifts within a student affairs division, and alcohol abuse.

Chapter 7, “Reframing Our Professional Practice as Institutional Leaders, Entrepreneurs and Change Agents,” is a very nice bookend to the first chapter of this book. It tracks the history and evolution of leadership in the student affairs profession. This has included roles as advisors and advocates, counselors and conduct officers, service providers, program coordinators, and crisis managers. The authors make a strong case for the direction of the profession which entails the roles of institutional leader, entrepreneur, and change agent.

In chapter 8, “Looking Toward the Future,” the authors are definitive in their belief that for today’s student affairs leaders it is essential that they be agents of change for improving student experiences. They outline strategies that enhance the likelihood of positive change including: being intentional; being willing to adopt and adapt; understanding the institution and its culture; building partnerships, as well as many others. They end by raising and responding to some salient questions about the challenges ahead of us including our role in on-line education, our response to dual enrolled students (simultaneously attending high school and college), legalization of marijuana, our role in study abroad, attracting men to the profession, and changes to our preparation programs.

*Making Change Happen in Student Affairs: Challenges and Strategies for Professionals* makes an important contribution to our literature and to the profession. The structure of the book raises the right issues, and always provides proper context. It uses relevant and interesting case studies, and effectively incorporates discussion of the case studies in light of the information in each chapter. It is eminently readable and enjoyable. I recommend it as a welcome addition to the professional library of those working in student affairs.



***Black Male Collegians: Increasing Access, Retention, and Persistence in Higher Education***

Robert T. Palmer, J. Luke Wood,  
Elon T. Dancy III, & Terrell L. Strayhorn  
Jossey-Bass: ASHE Higher Education  
Report, 2014, 168 pages, \$26.88 (softcover)

*Reviewed by* Adriel A. Hilton & Christopher A. Ray,  
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*Black Male Collegians: Increasing Access, Retention, and Persistence in Higher Education* was written with the sole intent to provide

a thorough analysis and synthesis of the literature addressing the topics of enrollment and student success for Black men at diverse institutions of higher education. This monograph is comprised of four content chapters addressing critical concepts related to the educational experiences of Black men within higher education.

The first chapter within this monograph provides a contextual foundation for the volume by incorporating trend analyses of Black male enrollment and success in higher education, broken down by institutional types (e.g., community colleges, historically Black colleges and universities and also predominately White institutions). In addition, the authors note that most research on Black males is written from a deficit model. This is enhanced by the media portraying Black males as at-risk and endangered species.

The authors also highlight that Black males within secondary education are overrepresented in “exclusionary discipline” (p. 10). Black males have the highest suspension rates nationally and are tracked highly in special education. Furthermore, as a result of the overrepresentation in exclusionary discipline, Black males are preparing for the school-to-prison pipeline.

The text also notes that Black men enrolled in secondary education are known to lack self-confidence and also a sense of belonging, as a result of the K–12 educational system lacking diversity among teachers. Most teachers within the field are White females employed at urban schools in which Black males are the majority. Additionally, Black men are underrepresented in postsecondary education compared to the college age population in the US.

Finally, the chapter notes that most Black men enrolled in postsecondary education, attend a community college. These men are first-generation college students and as a result they tend to not persist to graduation. Cuyjet

(2006) noted that two thirds of Black men that start college do not complete their studies. As a result of environmental factors (such as caring for one’s family and loved ones), this makes it challenging for Black men to “negotiate their external responsibilities with their collegiate commitments” (p. 19).

In chapter 2, the authors provide the readers with pertinent information that proves to be necessary in establishing a framework for understanding the challenges and experiences of Black men within higher education. Additionally, the authors also describe the problems that arise for Black men prior to their entry into higher education. In this, the researchers identify three major problems: lack of quality teachers in K–12 education, overrepresentation of Black male students in special education programs, and a lack of Black male students, as well as other students of color, enrolled in advanced placement courses during the preK–12 educational years. According to the authors, these three factors serve as a hindrance for Black men who desire to continue into higher education, and when combined, prove to be incredibly detrimental in their pursuit of success.

In continuing this topic of success, chapter 3 examines the factors that have a direct impact on access and success of Black men in higher education. The authors establish a framework for achieving increased access and success for Black men by describing three factors: TRIO programs, affirmative action, and college readiness programs. As described, these programs serve as important gateways for Black men as they enter into higher education. They noted that the phasing out of such programs will result in more challenges for Black male students in accessing higher education. In addition, the authors incorporate data related to the experiences of Black male students in diverse institutional types. From their research, the authors highlight the fact

that it is imperative that “these institutions be more intentional about promoting success among Black males” (p. 85).

Finally, the authors describe the significance of engagement practices for Black males. The concept of student engagement positively contributes to the overall experience of Black male students and helps support a sense of belonging. In referring to student engagement, the researchers describe the importance of student organizations, faculty-student and peer interaction, Black Greek letter fraternities, and mentors as being critical elements contributing to their sense of belonging. Additionally, the authors describe elements that prove to be critical to the success of Black male students, including financial and family support, racial identity, and spirituality.

The final chapter serves as a call for educational practitioners, both those related to higher education and preK–12 education, policymakers, and researchers. The authors describe the necessity for “future research on the interaction of school contexts and aspects of self” when discussing Black male students (p. 87). In addition, they also present several implications for practice, and of these there is an emphasis placed on the relationships between students and faculty. The authors also describe the importance of implementing climate surveys in order to determine how Black men perceive the college campus.

The work of Palmer, Wood, Dancy II, and Strayhorn contributes positively to the existing literature on Black male students by synthesizing research trends over the past three decades and offering insights for future areas of investigation. Through the incorporation of a wide array of data sources, the authors allow readers to critically analyze and reflect upon the research pertaining to Black male students. Although this monograph is thorough in addressing access, retention, and persistence for Black male students within higher education,

there are some areas that could be improved. One such area is through the incorporation of data sets related to the student engagement practices discussed in Chapter 3. Despite this suggestion, this monograph provides extensive analysis of Black male students and proves to be a must-read for practitioners, researchers, and professionals interacting with such individuals within diverse institutions of higher education across the nation.

## REFERENCE

- Cuyjet, M. J. (2006). African American college men: Twenty-first century issues and concerns. In M. J. Cuyjet & Associates (Eds.), *African American men in college* (pp. 3-23). San Francisco, CA: Jossey-Bass.



### *Job One 2.0: Understanding the Next Generation of Student Affairs Professionals* (2nd ed.)

Peter M. Magolda, and Jill Ellen Carnaghi  
(Editors)

Lanham, MD: University Press of America/  
American College Personnel Association,  
2014, 208 pages, \$32.99 (softcover)

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*Job One 2.0: Understanding the Next Generation of Student Affairs Professionals* edited by Peter M. Magolda and Jill Ellen Carnaghi articulates the voices of new professionals as a guide for the next generation of student affairs professionals in navigating their transition to the profession. The editors indicate that their second edition focuses on 10 new narratives of professionals and an intentional integration of the original new professional contributors (NPCs) from *Job One* (2004) who could offer their reflections and insights a decade later. Magolda and Carnaghi address in their preface that the most significant changes to the work environment for new professionals in student affairs resides in major changes