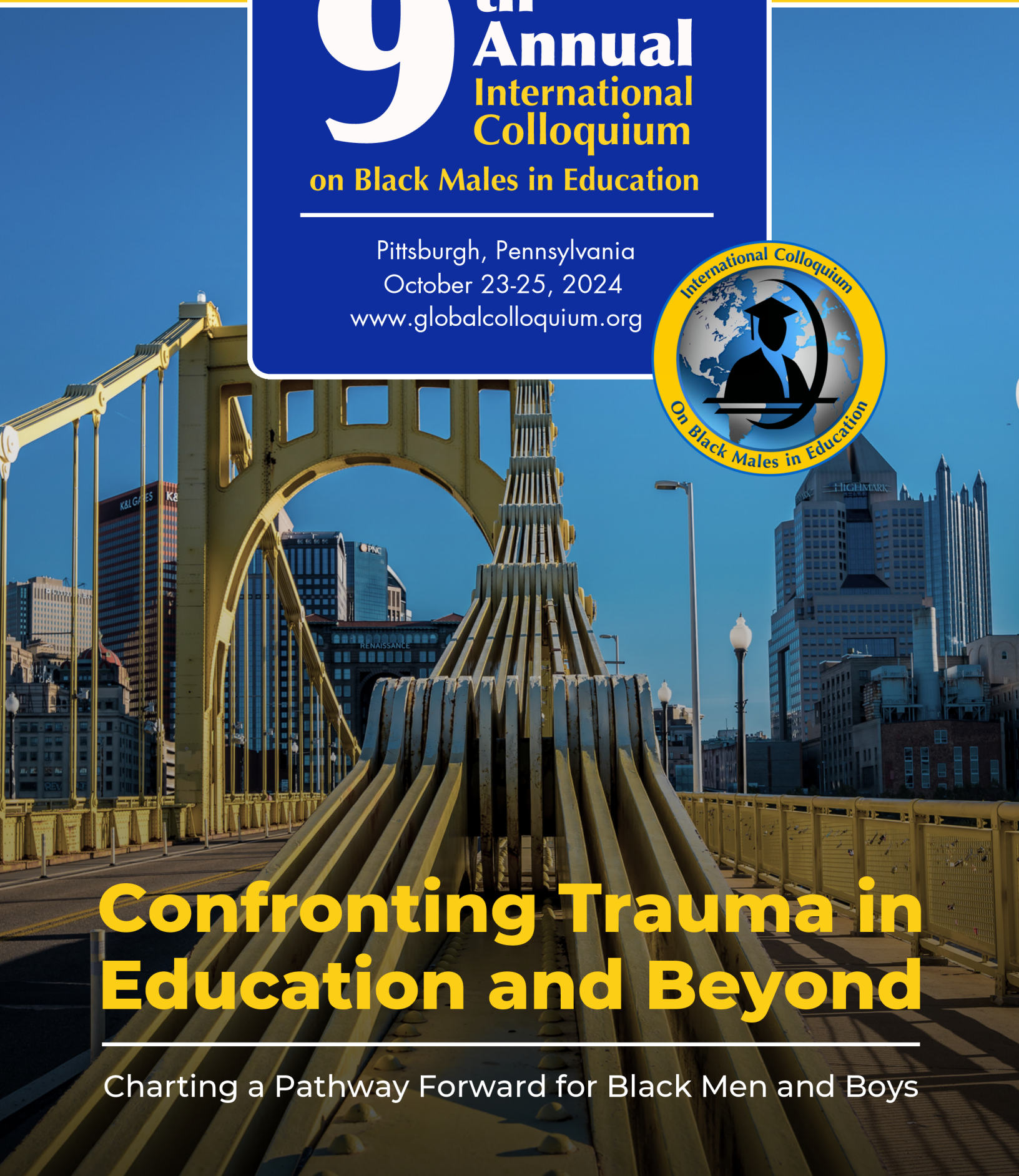
9th Annual International Colloquium on Black Males in Education

Pittsburgh, Pennsylvania
October 23-25, 2024
www.globalcolloquium.org



Confronting Trauma in Education and Beyond

Charting a Pathway Forward for Black Men and Boys

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WELCOME FROM THE ICBME CO-DIRECTORS

Welcome to the 9th Annual International Colloquium on Black Males in Education (ICBME)! Representing the Organizational Disparities Laboratory at Michigan State University and the Todd Anthony Bell National Resource Center on the African American Male at The Ohio State University, we are both delighted to welcome you to this year's colloquium in Pittsburgh, Pennsylvania.

Throughout the years, Pittsburgh has made multiple changes and overcome many obstacles, moving from the steel industry to become a leader in healthcare, education, technology, and financial services. Hence, what were once heavily polluted streets and riverfronts have been transformed to create the modern, vibrant Pittsburgh of today. However, despite being repeatedly ranked as one of the "most livable cities in the United States" by Economist's Global Livability Ranking, quality of life is not experienced equally by all Pittsburgh residents. Pittsburgh ranks below national averages for Black men on several indicators, particularly outcomes related to health, employment, education, and in-school disciplinary actions.

This year's colloquium focuses on the issue of confronting trauma in education and beyond. Each of the conference sessions aims to address this issue and explore solutions for Black men and Black communities across the globe. We are excited about this year's Colloquium and hope you will immerse yourself in the Colloquium experience while absorbing key insights from the scheduled presentations, panels, keynote addresses, and networking opportunities.

Thank you for attending, we hope you enjoy all the Colloquium offers.



Jerlando F. L. Jackson, PhD
Michigan State University
Co-Chair



James L. Moore III, PhD
The Ohio State University
Co-Chair

Thank you for participating in the 2024 International Colloquium on Black Males in Education.

Our staff is here to help.



Claire Draper
Lab Manager
The ODL



Richard McGregory
Research Associate
The ODL



Kayla Gross
Assistant Director
The ODL

The ICBME Planning Committee and event staff are committed to ensuring you have a positive experience at the Colloquium. If you have a question or require assistance, please contact:

ICBME-admin@msu.edu

Multimedia Policy: By virtue of your attendance at the International Colloquium on Black Males in Education, we reserve the right to use your likeness in our written publications, videos, and website, unless you have specifically denied such permission

2024 ICBME
PITTSBURGH, PENNSYLVANIA

Pittsburgh, Pennsylvania - the location for the 2024 International Colloquium on Black Males in Education - is a microcosm of the disparate outcomes between White and Black residents in cities across the United States and the world.

Despite being repeatedly ranked as one of the "most liveable cities in the United States" by Economist's Global Livability Ranking, quality of life is not experienced equally by all Pittsburgh residents.

A 2020 report conducted by a city-appointed Gender Equity commission to examine inequality across gender and race found that Pittsburgh ranks below national averages for Black men on several indicators, particularly outcomes related to health and employment.

Eighty-five percent of comparable cities have higher Black employment than Pittsburgh, where only 49 percent of Black men are employed compared to 67 percent of White men. Within the city, Black men are also the least likely to be employed and the most likely to be looking for work. Black men make only seventy cents for every dollar earned by a White man, Black women make sixty-three cents. Occupational segregation plays a considerable role in income-based disparities, with jobs that pay less than $30,000 per year disproportionately filled by Pittsburgh's Black population. Pittsburgh's Black male workforce is more occupationally concentrated than 99 percent of other cities.



“If Black residents got up today and left and moved to the majority of any other cities in the U.S., automatically, just by moving, their life expectancy would go up, their income would go up, their educational opportunities for their children would go up, as well as their employment.”

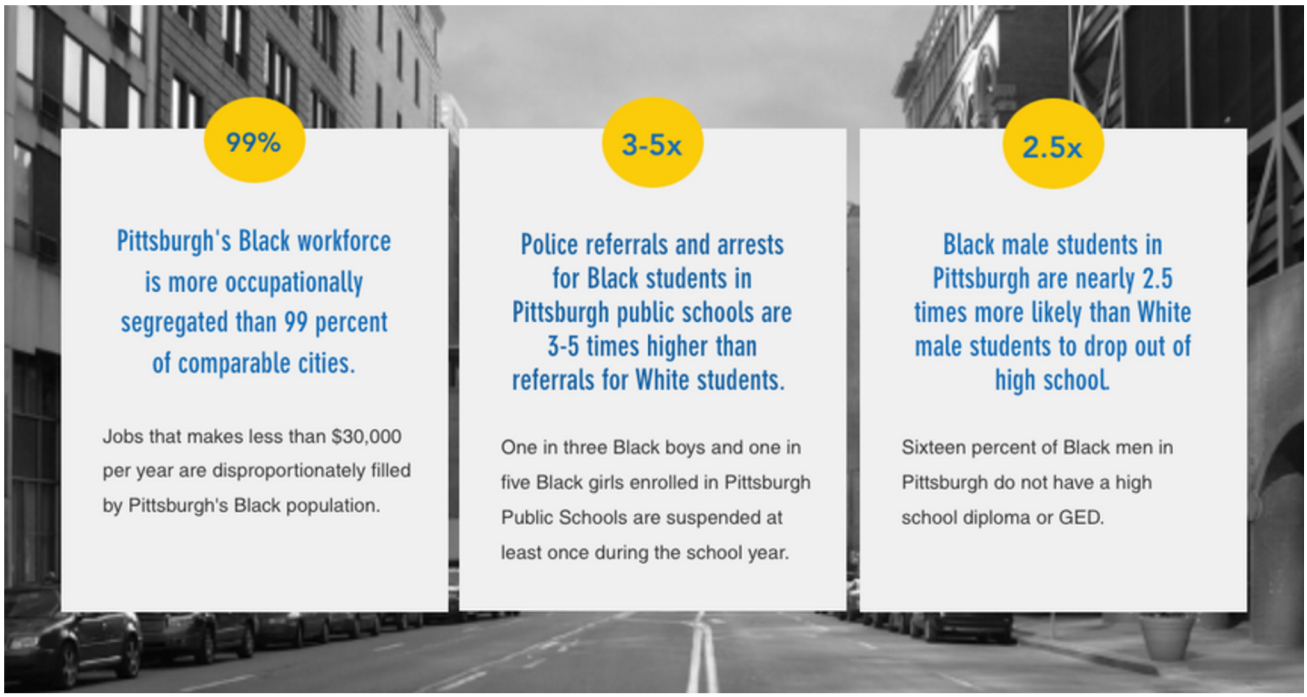
- Dr. Junia Howell

Assistant Professor of Sociology at the University of Pittsburgh and member of the Pittsburgh Gender Equity Commission

These workforce and income disparities translate into high poverty rates for Black residents, higher in Pittsburgh than 96 percent of US cities. Black boys in particular are more than six times more likely to live in poverty than White boys. Ninety-eight percent of cities have more equality between White and Black boys than Pittsburgh.

With regards to education, high educational attainment is not translating into employment experiences for Black men. Pittsburgh’s Black men are more educated than Black men in 60 percent of similar cities, with an above average number of Black male residents holding both bachelor’s and graduate degrees. Despite higher levels of educational attainment than comparable cities, large disparities in educational outcomes remain. White residents in Pittsburgh are three times more likely than Black residents to have a bachelor’s degree and Black men are nearly 2.5 times more likely than White students to drop out of high school. Sixteen percent of Black men in Pittsburgh do not have a high school diploma or GED.

Educational disparities have remained persistent despite historical efforts to reduce them. In 1992, a complaint against the School District of Pittsburgh was filed with the Pennsylvania Human Relations Commission (PHRC) charging that the district violated sections of the Pennsylvania Human Relations Act related to educational outcomes for Black students. The district and the Advocates for African American Students, the group that filed the claim, reached a Conciliation Agreement in September 2006. This agreement included 94-action steps that address how the district can reduce the achievement gap, provide instructional support, and create an environment of equity for its Black students. In 2012, following a review, the PHRC concluded the district had not achieved sufficient progress. As a result, the District and PHRC agreed to enter into a Memorandum of Understanding (MOU) for an additional two years of monitoring. In 2015, the PHRC and District entered into a new MOU set to expire on August 30, 2020 requiring that the district provide a detailed implementation plan for advancing educational equity.



These efforts have not translated into vastly improved outcomes. The 2020 report by the city-appointed Gender Equity Commission found that zero percent of Black students received a passing score on at least one Advanced Placement (AP) exam, White students are almost five times more likely to be selected for gifted and talented programs as Black students, and Black boys are nearly twice as likely to be held back as their White peers.

Alarming levels of disciplinary action are also negatively impacting Black students. One in five Black girls and one in three Black boys enrolled in Pittsburgh public schools are suspended at least once during the school year. Black boys are 4.5 times more likely to be suspended than White girls. Pittsburgh public schools refer more students to police than 95 percent of school districts in similar cities. For Black students, police referrals and arrests are 3 to 5 times the rates of their White classmates.

Join us as we bring together scholars, practitioners, policy makers, and community members to examine these issues and generate intellectual thought, discussion, and ideas that can be implemented to serve and improve the experiences of Black males in Pittsburgh and throughout the world.

ODL

ORGANIZATIONAL DISPARITIES LABORATORY
MICHIGAN STATE UNIVERSITY

orgdislab.com

Founded in 2022, **The Organizational Disparities Laboratory (ODL)** is a research laboratory dedicated to exploring and disrupting organizational disparities - the noticeable and usually significant differences or dissimilarities in the treatment of individuals or groups within an organization based on characteristics such as race, gender, ethnicity, sexual orientation, age, or socio-economic status.

Driven by rigorous, interdisciplinary research, the ODL:

- Serves as an incubator for collaboration and dissemination
- Engages scholars, experts, and practitioners in identifying and tackling the next big questions related to the long-standing and consistent disparities that emerge in organizations

Interdisciplinary Research

Workshops & Learning Experiences

Tools & Resources

Innovative Partnerships



Jerlando F. L. Jackson, PhD
Director & Chief Research Scientist, ODL
Dean, Michigan State University College of Education

FEATURED PROJECTS:

The Asa G. Hilliard III and Barbara A. Sizemore
Research Course on African Americans and Education
April 23, 2025 | Denver, CO

JEDI Leadership in Geosciences

EMBRACING ORGANIZATIONAL "CLIMATE" CHANGE

2024 ICBME PLANNING COMMITTEE



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Co-Chair



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The Ohio State University
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2024 KEYNOTES

International Colloquium On Black Males in Education

2024 ICBME KEYNOTES



FRED A. BONNER, EdD

Founding Executive Director, Minority Achievement, Creativity, and High Ability (MACH-III) Center and Professor & Endowed Chair in Educational Leadership, Whitlowe R. Green College of Education, Prairie View A&M University

Dr. Fred A. Bonner II is Professor and Endowed Chair in Educational Leadership and Counseling and Founding Executive Director of the Minority Achievement, Creativity and High-Ability (MACHIII) Center at Prairie View A&M University. Bonner's research examines academically gifted African American males, millennials, and African Americans in STEM. Known also for his mentoring and teaching, he is the author of "Academically Gifted African American Male College Students" and editor of the volume "Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline". Bonner holds an EdD in higher education administration and college teaching from the University of Arkansas, an MEd in curriculum and instruction from Baylor University, and BA in Chemistry from the University of North Texas.



EBONI M. ZAMANI-GALLAHER, PhD

Renée and Richard Goldman Dean
Professor of Educational Foundations, Organizations and Policy
University of PIttsburgh School of Education

Dr. Eboni M. Zamani-Gallaher began her tenure as the Renée and Richard Goldman Dean of the University of Pittsburgh School of Education on May 1, 2024. An accomplished scholar, her work focuses on equitable participation in higher education; transfer, access, and retention policies; minoritized student populations in marginalized institutional contexts; and racial equity and campus climate in postsecondary education pathways. Among her numerous awards and recognitions, Zamani-Gallaher was selected as an American Educational Research Association Fellow and was named a 2023 American College Personnel Association Senior Scholar Diplomate. Zamani-Gallaher holds a PhD in educational organization and leadership from the University of Illinois Urbana-Champaign and an MS in general experimental psychology and BS in psychology from Western Illinois University.



Curtis Valentine, MPP

Founder, Real Men Teach
Co-Director, Progressive Policy Institute's Reinventing America's Schools Project
Adjunct Professor, University of Maryland - College Park

Curtis Valentine began his career in education as an 8th grade language arts teacher and currently serves as co-director of the Progressive Policy Institute's Reinventing America's Schools Project. Valentine also serves as an Adjunct Professor at the University of Maryland, College Park. In 2014, Curtis met with Victorious Hall and Albert Lewis to create the Male Educator Network of Prince George's County (MD) Public Schools (MENofPGCPS) in response to a growing need for quality male educators. #RealMenTeach is MENof PGCPS's campaign to reimagine the teaching profession for the next generation of educators. One of Mr. Valentine's noted accomplishments includes formerly serving as an at-large member of the Prince George's County Public Schools Board of Education.

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2024 SCHEDULE

International Colloquium On Black Males in Education

2024 SCHEDULE | DAY 1

8:00AM - 9:00AM | REGISTRATION	
9:00AM - 9:30AM **OPENING SESSION** Welcome & Purpose of the Colloquium	• Jerlando F. L. Jackson, Michigan State University • James L. Moore, III, The Ohio State University
9:30AM - 10:15AM | PANEL The Role that Chief Diversity Offices Can Play in Creating Positive Outcomes for Black Males in Higher Education	• Sherri Ann Charleston, Harvard University • Raul A. Leon, University of Wisconsin – Madison • Bridget McCurtis, Beyond Measure Coaching and Consulting • Clyde Wilson Pickett, University of Pittsburgh • Moderated by James L. Moore III, The Ohio State University
10:15AM - 10:30AM | MID-MORNING TEA | Tea, Coffee & Light Snacks	
10:30AM - 11:15AM | PANEL The Journey to Success for Young Black Men	• Elijah Heyward III, University of North Carolina at Chapel Hill • Robert Bland, University of Maryland • Calvin Hadley, Howard University • Stefan Lallinger, Harvard University • Brian Horton, Brown University • Serrano Legrand, University of Pennsylvania • Jarvis McInnis, Columbia University • DeMarcus Pegues, Columbia University • Christopher Shell, Michigan State University • Moderator: William A. Keyes IV, Institute for Responsible Citizenship
11:15AM - 11:45AM | BOOK SESSION In Pursuit of Academics: Engaging Black Males in P-12 Schools	Erik M. Hines, George Mason University
11:45PM - 12:00PM | TRANSITION TO LUNCH	
12:00PM - 1:00PM | KEYNOTE Real Men Teach: The Changing Face of Education	Curtis Valentine, MPP Founder - Real Men Teach
1:00PM - 1:15PM | TRANSITION TO NEXT SESSION	

2024 SCHEDULE | DAY 1

1:15PM - 2:15PM | PANEL Black Males in STEM	• Leroy L. Long III, Sinclair Community College • Blayne D. Stone Jr., University of Wisconsin – Madison • Joshua D. Wallace, Louisville University • James L. Moore III, The Ohio State University • Moderated by Erik M. Hines, George Mason University
2:15PM - 3:15PM | PANEL The Path Forward - Black Men in the Health Professions	• Carl Lawson, University of Pittsburgh • Daniel Salahuddin, University of Pittsburgh • Jason Deakings, University of Pittsburgh • Moderated by Dan Thomas, The Ohio State University
3:15PM - 3:30PM | AFTERNOON TEA | Tea, Coffee & Light Snacks	

3:30PM - 4:30PM
RESEARCH PAPER PANEL
Transformative Educational Practices for Black Male Students: Addressing Bias, Pedagogy, and Emotional Support
	• Understanding Implicit Bias: Reducing the Risk of Police Contact for Black Males in Schools
	  ◦ Kenneth Harris Jr, Concordia University Wisconsin
	• Exploring Black Men Teachers' Pedagogies and Practices Teaching Black Boys
	  ◦ Derrick R. Brooms, Black Men's Research Institute
	  ◦ H. Justin Ballenger, Morehouse College
	• Mindful Teaching Practices: For Black Male Student Social/Emotional Success
	  ◦ Theodore Ransaw, Michigan State University

4:30PM - 5:00PM | CLOSING SESSION	ICBME Planning Committee
5:00PM - 6:00PM | OPENING RECEPTION - Cocktails and light snacks provided	

***Note:** There will be a five minute break between all sessions unless noted on the schedule, such as the 11:45AM Transition to Lunch

THE DDEEA

AT UW-MADISON

The Division of Diversity, Equity & Educational Achievement (DDEEA) aims to prepare all students, staff, and faculty to thrive personally and professionally in a world that is diverse, global, and interconnected while ensuring a campus climate where everyone feels a sense of belonging.



go.wisc.edu/diversity1023

2024 SCHEDULE | DAY 2

9:00AM - 9:15AM **OPENING SESSION**	• Jerlando F. L. Jackson, Michigan State University • James L. Moore, III, The Ohio State University

9:15AM - 10:00AM
RESEARCH PAPER PANEL
From Barbershops to Classrooms: Transforming Informal Learning Spaces for African American Male Success
	• "What's Good in the Hood?": Exploring Experiences in Barbershop Talks
	  ◦ Jarrod E. Druery, University of Cincinnati
	• Advancing African American Males Informal STEM Learning through Narrative Text
	  ◦ Jomo W. Mutegi, Old Dominion University
	• Community Speaks: Hearing From The Village
	  ◦ Mario C. Browne, University of Pittsburgh
	  ◦ Tasha L. Alston, University of Pittsburgh
	• A Quantitative Study of Barbershop Computing: Shaping Black Males' Perceptions of the Value of Computer Science in a High School Barbering Classroom
	  ◦ Michael Lachney, Michigan State University
	  ◦ Theodore S. Ransaw, Michigan State University

10:00AM - 10:15AM | MID-MORNING TEA | Tea, Coffee & Light Snacks	
10:15AM - 11:00AM | PANEL Understanding the Black Male Experience: Recommendations for Clinical, Community, and School Settings	• Donna Y. Ford, The Ohio State University • Michael D. Hannon, Montclair State University • Erik M. Hines, George Mason University • Moderated by James L. Moore III, The Ohio State University
11:00AM - 11:30AM | BOOK SESSION Brothers in Grief: The Hidden Toll of Gun Violence on Black Boys and Their Schools	Nora Gross, Barnard College
11:30AM - 12:00PM | BOOK SESSION Mindful Teaching Practices for Black Male Achievement	Theodore Ransaw, Michigan State University
12:00PM - 12:15PM | TRANSITION TO LUNCH	

2024 SCHEDULE | DAY 2

12:15PM - 1:00PM | KEYNOTE	Eboni M. Zamani-Gallaher, PhD University of Pittsburgh
1:00PM - 1:15PM | TRANSITION TO NEXT SESSION	

1:15PM - 2:30PM
RESEARCH PAPER PANEL
Building Futures for Black Male Students: Cultural Empowerment, Global Experiences, and Postsecondary Success
	• Empowering Black Men Collegians through Culturally Enhancing Practices
	  ◦ Derrick R. Brooms, Morehouse College
	• The Educational Impact of Study Abroad Experiences for Black Undergraduate Men
	  ◦ Evan Spann, Morehouse College
	  ◦ Jackson Buckner, Morehouse College
	• Beyond Survival: Cultivating Resilience and Empowerment in Black Male Students
	  ◦ Locksley Knibbs, Florida Gulf Coast University
	• Fostering Black boys' postsecondary future selves in college-going high schools
	  ◦ Roderick L. Carey, University of Delaware

2:30PM - 2:45PM | AFTERNOON TEA | Tea, Coffee & Light Snacks	
2:45PM - 3:15PM | BOOK SESSION Stakes is High: Trials, Lessons, and Triumphs in Young Black Men's Educational Journeys	Derrick R. Brooms, Morehouse College

3:15PM - 4:30PM | PANEL
High-Impact Programs with Results
	• The Development of an Undergraduate Online Program for Black Male Degree Completion
	  ◦ Kinnis Gosha, Morehouse College
	  ◦ Claude Hutto, Morehouse College
	• Proven Results: Institute for Responsible Citizenship
	  ◦ William A. Keyes IV, Institute for Responsible Citizenship
	• Black Male STEM Teach (BMST)
	  ◦ Milton-Paul Smith IV, Prairie View A&M University
	  ◦ Johari Franklin, Prairie View A&M University
	• The Black and Latino Male College Readiness Program
	  ◦ Chris Hunt, Moravian University
	• Empowering Brotherhood: The Iron Men's Group at Vanderbilt
	  ◦ Rock Major, Vanderbilt University

2024 SCHEDULE | DAY 2

4:30PM - 5:15PM
RESEARCH PAPER PANEL
Creating Spaces of Belonging: Health, Education, and Community Support for Black Boys and Men
	• Examining Black Queer Men's Experiences with Student Health Centers
	  ◦ Jorden King, University of Pittsburgh
	• Black Boys' Perceived Mattering at the Nexus of School & Community
	  ◦ Mark X. Miller, University of Delaware
	  ◦ Roderick L. Carey, University of Delaware
	• Welcoming Ain't Belonging: Creating and environment of validation and mattering for Men of Color
	  ◦ Patrick Turner, New Mexico State University
	• Blamed, Shamed, and Contained: Traumatizing Black Boys Through Special Education
	  ◦ William A. Proffitt, Montclair State University
	  ◦ Roger L. Booker Jr., Texas State University

5:15PM - 5:30PM | CLOSING SESSION	ICBME Planning Committee
5:30PM - 7:00PM | CULTURAL IMMERSION EXPERIENCE AT THE AUGUST WILSON CENTER	

2024 CULTURAL IMMERSION EXPERIENCE

THE AUGUST WILSON AFRICAN AMERICAN CULTURAL CENTER

The ICBME Cultural Immersion Experiences exposes participants to the historical and cultural experiences, heritage, and activism of our host locations in an effort to illuminate the commonalities of the global African American experience.

THE AUGUST WILSON AFRICAN AMERICAN CULTURAL CENTER

The location for the 2024 Cultural Immersion Experience is the August Wilson African American Cultural Center. The non-profit center is one of the largest cultural organizations in the country focused exclusively the African American experience, and through its mission is dedicated to sharing the African American experience and presenting artistic expression that reflects the prestige, authority and vision illuminated in the work of Pulitzer prize-winning playwright August Wilson.





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2024 SCHEDULE | DAY 3

9:00AM - 9:15AM | OPENING SESSION	Jerlando F. L. Jackson, Michigan State University James L. Moore, III, The Ohio State University
9:15AM - 10:00AM **BLACK FEMALE FORUM** Co-Creating Knowledge: Black Women's Scholarship and Advocacy for and with Black Men Panel	• Rachel McMillian, University of Illinois Urbana-Champaign • Andria Cole, Florida State University • Krystal William, University of Wisconsin-Madison • Moderated by: Tamara Bertrand Jones, University of Illinois Urbana-Champaign
10:00AM - 10:15AM | MID-MORNING TEA | Tea, Coffee & Light Snacks	
10:15AM - 10:45AM | VIDEO SESSION Black Males Navigating Through and Succeeding in STEM Pathways	Brian A. Burt, University of Wisconsin – Madison
10:45AM - 12:00PM **TEA TIME FIRESIDE CHAT** Building Careers Conducting Collaborative Scholarship on Black Males	• Jerlando F L Jackson, Michigan State University • James L. Moore, III, Ohio State University • Chance W. Lewis, University of North Carolina – Charlotte • Moderator: Jamal Watson, Diverse: Issues in Higher Education
12:00PM - 12:15PM | TRANSITION TO LUNCH/AWARD BANQUET & INDUCTION CEREMONY	
12:15PM - 1:30PM **AWARDS BANQUET & INDUCTION CEREMONY**	• Keynote: Academically Gifted African American Male College Students ◦ Fred A. Bonner, II, PhD, Prairie View A&M University • Presentation of the Warrior Awardees

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ABOUT THE
THE INTERNATIONAL COLLOQUIUM ON BLACK MALES IN EDUCATION

The International Colloquium on Black Males in Education is an annual, international gathering that serves as a space to exchange ideas and perspectives concerning the global dynamics of Black males in the educational pipeline. First held in 2012, it is a community-building experience that brings together world-class scholars, high-impact practitioners, policy makers, funders, students, and concerned citizens across the globe.

The Colloquium offers a diverse array of programs that serve to elicit intellectual thought, discussion, and ideas that can be implemented to serve and improve the experiences of Black males throughout the world. Participants are encouraged to discuss the wide range of educational issues that arise across the educational pipeline (i.e., university and PK-12) as well as share ideas and innovative practices in different disciplinary fields (e.g., history, sociology, and STEM) that take into consideration how forces such as globalization and the internationalization of education affect the educational trajectories of Black males.

COLLOQUIUM LOCATIONS:

2012	Leeds, West Yorkshire, England
2013	St Thomas, US Virgin Islands
2014	Atlanta, Georgia, USA
2015	Kingston, Jamaica
2016	Hamilton, Bermuda
2017	Toronto, Canada
2018	Dublin, Ireland
2019	Milwaukee, Wisconsin, USA
2020	Virtual
2024	Pittsburgh, Pennsylvania, USA