

MSI Perspectives

PRAIRIE VIEW A&M UNIVERSITY

Message from the Executive Director

Welcome to the *inaugural issue* of the **MACH-III MSI Perspectives** newsletter. This publication will highlight critical topics of interest for administrators, faculty and students in Minority Serving Institutions. Congruent with the mission and vision of the MACH-III Center, **MSI Perspectives** will include information that underscores cutting-edge best practices that speak to contemporary issues of importance for MSI stakeholders across the nation. MSI Perspectives is uniquely positioned within the MSI context to foreground the authentic voices of diverse and underserved populations. Perspectives content will focus on the assets and potential existing among and within diverse populations. As the Executive Director of the MACH-III Center, I hope MSI Perspectives proves to be a valuable resource on policy, practice, and scholarship in the MSI context. A hallmark of MSI Perspectives is the *Spotlight* included in each issue on the outstanding accomplishments of our MSI friends and partners. I look forward to receiving your feedback and contributions for our future issues!

Fred A. Bonner, II

Executive Director, MACH-III Center

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MACH-III IN MOTION

The Minority Achievement, Creativity, and High Ability (MACH-III) Center was established December 2015 as part of the Texas A&M University System Chancellors' Research Initiative (CRI). Dr. Fred A. Bonner II is the Executive Director and Dr. Felecia Nave serves as the Co-Principal Investigator of the Center. The MACH-III Team includes Associate Director Dr. Stella Smith, Editorial and Creative Services Specialist, Dr. Kamala Williams and Administrative Assistant, Mr. Roumell Eaton. Additionally, Research Affiliates include Dr. Audie Thompson, Visiting Professor, and Dr. Rochelle Williams, Research Scientist.

The Center's mission is to produce cutting-edge best practices and scholarship that speaks to the contemporary issues impacting diverse populations. The "III" in MACH-III refers to the tripartite focus of the Center among critical populations including administration, faculty, and students across the P-20 spectrum and beyond into workplace contexts.

We expand and redefine the term "minority" in an effort to set the stage for engaged scholarship that speaks to the assets and potential inherent among populations of color and other marginalized groups. The MACH-III Center serves as a crucible that will facilitate key elements from multiple disciplines and fields. While a number of researchers and educational entities advance an agenda focused on minority and underserved populations, the majority of these efforts are taking place in etic spaces that are detached from the authentic day-to-day experiences of the actual population they purport to study. Unique to the MACH-III Center is our positionality within a Minority Serving Institution (MSI) setting.

The contributions of the MACH-III Center to the knowledge base are being operationalized primarily through six strategic foci that are referenced as vectors. The six vectors include:

- Minority Academic Giftedness/High Achievement
- Black Male Achievement/Success
- Minority Success in STEM Disciplines/Fields
- College and University Faculty Development
- Higher Education and Student Affairs
- Business and Corporate Partnership.

The technical arm of the MACH-III Center focuses on research related to the fabrication and characterization of membranes for water filtration and drug delivery. Research and scholarly engagements in this area of the Center are led by Audie Thompson in collaboration with Rochelle

Williams. Additionally, these scholars coordinate an array of initiatives through collaborative and interdisciplinary undergraduate research teams.

Research and best-practices generated by the MACH-III Center is disseminated through presentations and publications in several peer-reviewed science and social science outlets. The Center foregrounds research that will benefit communities (e.g. community agencies, foundations, P-12 schools, industry) outside of the postsecondary context.

To date, the MACH-III Center team has made significant strides with each vector in an effort to accomplish established goals. These accomplishments include:

- National and international presentations on research focusing on Black males
- Framing and Maintaining a Scholarly Research Agenda Workshops
- Establishing a Building on Resilience Lecture Series
- Summer Research Experience Program (SREP)

The MACH-III Center Team has conducted research focusing on faculty development (Framing and Maintaining a Research Agenda) that has been presented at colleges, universities and professional organizations in local, state, national, and international settings. These engagements have resulted in the initiation of a book series with a major publisher titled, *Diverse Faculty in the Academy*. The team has secured a contract with Stylus Publishing for an edited volume *Square Pegs, Round Holes: Alternative Student Affairs Development Frameworks*—slated for publication Fall 2018.

The MACH-III Center Team is establishing key business and corporate partnerships that will provide support to serve various constituent groups and community stakeholders.

Bonner believes the MACH-III Center is in a unique position to challenge extant practices and contemporary realities for and about diverse populations within and outside of the Academy. He also believes the mission, goals and vision of the Center align with Prairie View A&M University's President Ruth Simmons' vision to raise the research profile of the University.

FOR MORE INFORMATION

On research collaboration opportunities,
email MACH-III@pvamu.edu.

Building on Resilience Lecture Series

The Building on Resilience Lecture Series launched as the first official event sponsored by the MACH-III Center. The title for this Series is based on Bonner's edited book *Building on Resilience: Models and Frameworks of Black Male Success Across the P-20 Pipeline*. This volume uniquely examines the trajectory of Black males through the educational pipeline, and bridges the gap between theory and practice.

In Spring 2017, the inaugural speaker for this powerful Series, Dr. Donna Y. Ford, Professor and Endowed Chair in the Department of Special Education at Vanderbilt University shared her scholarship on gifted and multicultural/urban education. Ford is the co-founder of the Scholar Identity Institute for Black Males at Vanderbilt. Her lecture titled *#BlackGiftedLivesMatter: How Equity Unwraps Gifts and Talents in Black Students* was both timely and thought-provoking, and underscored the continuous patterns of inequity in gifted education. When asked about her experience at Prairie View A&M University and the work of the MACH-III Center, Ford offered:



Dr. Ford presenting at the inaugural Lecture Series. ▲

"I am so pleased to see an HBCU boldly and unapologetically placing giftedness and creativity at the front and center of its mission. Much respect to Dr. Bonner for allowing me to be a part of this visionary project! And the Team is incredible—dedicated and committed to increasing opportunities and nurturing creativity, gifts, and talents! I look forward to seeing the impact!"

In Fall 2017, the second speaker in the Series Dr. David Stovall, Professor of Educational Policy Studies and African-American Studies at the University of Illinois at Chicago (UIC), engaged the audience with his lecture *The Radical Project of Resistance and Resilience: Love and Self-Care in Troubling Times*. His message challenged and resulted in robust discussions.

Stovall, speaking about his experience at Prairie View A&M University and the MACH-III Center, said "The MACH-III Speaker's Series demonstrates a deep commitment to the lives of Black students. Through careful programming and attention to detail, I was able to get a first-hand look at the ambitious projects they're looking to engage presently and in the near future. For these reasons, I am truly thankful and honored to be part of the Speaker's Series."

The Building on Resilience Lecture Series will be held each Fall and Spring semester on the campus of Prairie View A&M University. The lecture is free and open to the public.

FOR MORE INFORMATION

About the next lecture, please contact us at
936-261-3532 | MACH-III@pvamu.edu

About the *Building on Resilience* book, please visit
sty.presswarehouse.com/books/BookDetail.aspx?productID=354536



▲ Dr. Stovall explaining the *Radical Project of Resistance and Resilience*.

MSI SPOTLIGHT

Howard University's new Higher Education Leadership and Policy Studies Doctoral Program (HELPS)



Howard University Founders Library ▲

Howard University, recognized for its premier graduate educational offerings, has added a new doctoral program to its impressive list. The School of Education's Department of Educational Leadership and Policy Studies will address the growing need for college and university leadership by offering the first doctoral program of its kind in the country. Higher Education Leadership and Policy Studies (HELPS) is a 72 credit hour program designed to prepare educational leaders for positions at Minority Serving Institutions (MSIs). Dr. Robert Palmer, Interim Chair and Associate Professor says 'the program is unique in that MSIs are a growing segment of all institutions in higher education' driven by demographic changes in the United States. Palmer believes "it just made sense" to have a program that focuses on some of the unique challenges such as funding and credibility.

Palmer states one goal of the program is to address the leadership dilemma, by exposing students to the "complex realities and challenges" of various leadership roles. Students will have the opportunity to learn through coursework, internships, and expert mentors who provide practical knowledge. He believes the program will prepare leaders for the challenges of working with a Board of Trustees, and equip them to make ethical decisions regarding

research and policy. Palmer asserts that it is important to have individuals in leadership positions who are familiar with how policy affects MSIs, and who can advocate and make critical decisions that will benefit MSIs. In addition, the program will prepare and equip future researchers and faculty interested in working in an MSI context.

HELPS will connect theory-to-practice by exposing students to educational organization leaders in the Washington DC area. Providing networking opportunities and mentorship is an important element of the HELPS program. Prominent higher education policy and leadership organizations that have endorsed HELPS include, but are not limited to, U.S. Department of Education, American Council on Education and The United Negro College Fund. Included in the curriculum is a course taught by an MSI president. Howard University President Frederick is teaching the College and University Presidency course this spring.

In a time where the relevancy of HBCUs and MSIs are questioned, Dr. Palmer has identified a gap and sought to close it. Palmer believes that although they do not get the credit they deserve, HBCUs provide access and opportunities for students who would probably not otherwise have an opportunity to enter higher education. He believes" they play a phenomenal role in producing professionals" and that "the workforce would not be as diverse today without the contribution of HBCUs or MSIs at large."

FOR MORE INFORMATION

About HELPS, visit the Howard University College of Education website at education.howard.edu

Black Minds Matter

During the Fall 2017 semester, Dr. J. Luke Wood, San Diego State University (SDSU) College of Education Professor launched a free public online course titled Black Minds Matter: A Focus on Black Boys and Men in Education. This course, inspired by the Black Lives Matter movement captured the hearts and minds of the nation. The announcement of the course drew both praise and criticism, particularly from conservative groups on and off of the SDSU campus; however, the supporters of the course prevailed. There were 25 students in the campus course while approximately 10,000 viewed via Livestream. The course addressed the experiences and realities of Black males in education, drawing parallels between the Black Lives Matter movement and the ways Black minds are engaged in classroom contexts. This 8-week course was held from October 23rd to December 11th and included national scholars and key 'thought' leaders in their respected fields. Each course segment was broadcast live and included a weekly presentation by Dr. Wood—followed by lectures, speeches and interviews with notable scholars. Included in this distinguished cohort: Black Lives Matter co-Founder Patrisse Cullors, Executive Director of The Education Trust-West, Ryan J. Smith, Educator, Activist and Daughter of Malcolm X, Ilyasah Shabazz, Shaun R. Harper, Clifford and Betty Allen Professor of Urban Leadership, University of Southern California, Eboni Zamani-Gallaher, Professor of Higher Education/Community College Leadership, University of Illinois at Urbana-Champaign, Tyrone Howard, Professor of Urban Education and Associate Dean for Equity and Inclusion, University of California, Los Angeles, Chance W. Lewis, Carol Grotnes Belk Distinguished Professor of Urban Education, University of North Carolina at Charlotte, Fred A. Bonner II, MACH-III Executive Director and many others.

The audience was encouraged to tweet discussion questions for dialogue and discussion. According to Wood, the course has brought much needed attention to the discourse surrounding Black Boys and Men in Education. Upon conclusion, the Black Minds Matter course received over 1 million impressions on social media. Wood re-articulated his goal of raising the national consciousness about issues facing Black boys and men in education.

Dr. J. Luke Wood is the Dean's Distinguished Professor of Education and the Director of San Diego State University's joint Doctoral Program in Education, a partnership between San Diego State University and Claremont Graduate University.

TO VIEW THE LECTURES



youtube.com/channel/UC1xUADiyEy6WFGozoqvNSEQ

Join Professor J. Luke Wood for **BLACK MINDS MATTER**
An eight-week public course on Black Boys and Men in Education

Beginning Monday, October 23, 2017
From 4:30 to 6:30 Pacific Time

Register now at jlukewood.com/bmm

J. LUKE WOOD, PH.D.
Professor of Community College Leadership, San Diego State University

SOME OF THE GUEST SPEAKERS AND INTERVIEWEES INCLUDE:

 SHAUN HARPER Chief & Policy Officer, President University of Southern California	 TYRONE HOWARD Professor of Urban Education University of California, Los Angeles	 PATRISSE CULLORS Co-Founder of Black Lives Matter	 SAWANZA KUDZURU Founder of African American Program
 KIMBERLY GRIFFIN Associate Professor of Teacher Education University of Maryland	 JAMES L. MOORE II National Professor of Urban Education The Ohio State University	 TERRELL STRAYHORN Professor & Founder/CEO DePaulMark LLC	 FRANK HARRIS II Professor of Professional Education San Diego State University
 FRED A. BONNER Professor & Executive Chair, President MACH-III	 EBONI ZAMANI-GALLAHER Professor of Community College Leadership University of Illinois, Urbana-Champaign	 CHANCE LEWIS Chief Counsel, Belk Entrepreneurial Professor, University of North Carolina -Charlotte	 IVORY TOLSON Former Deputy Director for the Office of State Initiatives and Director of Black College and Universities & Professor Howard University

Sponsored by the Joint Doctoral Program in Education (JDPE) at San Diego State University (SDSU)

TRENDING



Comfortable Being Uncomfortable

The Study Abroad Experiences of Black and Latin Students

The extant research clearly articulates that study abroad experiences positively influence undergraduate baccalaureate degree attainment, aids in clarifying career goals, and increases self-awareness and confidence (Gonyea, 2008). Notwithstanding these findings, scholars agree that there is still much to be discovered concerning the relationship between study abroad outcomes and the experiences of students of color (Chang, 2015; Miller-Perrin & Thompson, 2014; Norris & Gillespie, 2009). In response, a qualitative investigation was conducted by Dean to assess the study abroad experiences of seven undergraduate students and eight alumni, all of whom identified as Black or LatinX, and who participated in a short-term study abroad experience sponsored by a university located in the southwest region of the United States. Student narratives consistently described how their experience of “learning to be comfortable with being uncomfortable” in a foreign country influenced their personal, social and professional development.

Findings emerged via five themes: (1) individual awareness, (2) my friends, family, and community, (3) career development, (4) who you study abroad with matters, and (5) program design. Theme 1 refers to moments and social

interactions that influenced participants to reflect on their nationality, ethnic/racial background, and attitude. Theme 2 refers to how participants believed their friends’ and families’ perspectives of them had changed subsequent to the study abroad experience. Theme 3 highlighted how participants used their study abroad experiences to market themselves for career and academic opportunities, and Themes 4 and 5 focused on program design and factors that influenced participants to participate in study abroad. The study was guided by Mezirow’s (1978) theory of transformative learning, and aimed to identify how Black and LatinX students perceived themselves to have benefited from their study abroad experience.

Dallawrence Dean is originally from Fort Collins, Colorado, and has a passion for working with students. He has over 10 years of higher education experience working in residence life, academic support, career services, and study abroad. Dallawrence recently completed his dissertation, titled *Comfortable Being Uncomfortable: The Study Abroad Experiences of Black and Latino/a Students*, earning his doctorate of philosophy in Higher Education Leadership from The University of Texas at Austin. His research interests include international education, underrepresented students, and diversity, equity, and access issues in higher education.

Chang, A. (2015). “Call me a little critical if you will”- Counterstories of Latinas abroad in Guatemala. *Journal of Hispanic Higher Education*. DOI:10.1177/1538192715614900

Gonyea, R.M. (2008). *The impact of study abroad on senior year engagement*. Paper presented at the annual meeting of the association for the study of higher education, November 6-8, 2008, Jacksonville, FL.

Mezirow, J. (1978). Perspective transformation. *Adult Education Quarterly*, 28(2), 100- 110.

Miller Perrin, C., & Thompson, D. (2014). Outcomes of global education: External and internal change associated with study abroad. *New Directions for Student Services*, 2014(146), 77-89.

Norris, E. M., & Gillespie, J. (2009). How study abroad shapes global careers evidence from the United States. *Journal of Studies in International Education*, 13(3), 382- 397.

FOR MORE INFORMATION

About this study, please contact Dallawrence Dean at d.dean@utexas.edu.



► Dr. Dean, at the Great Wall of China.

Mrs. Deloris Robinson

Mrs. Deloris Robinson, a Prairie View A&M University alumna, became the first individual donor to pledge a contribution to the MACH-III Center. While visiting the campus Mrs. Robinson had the opportunity to speak to Executive Director, Dr. Fred A. Bonner II. His passion about the mission and vision of the MACH-III Center was enough to convince her that the MACH-III Center was where she would direct her financial support to Prairie View A&M University (PVAMU). Mrs. Robinson credits PVAMU as being the foundation for her successful career as a lifelong administrator and educator.

Mrs. Robinson is a native Texan and received her bachelor's degree from Prairie View A&M University in 1969. She started her career as an elementary teacher at Charles Sumner Math and Science Academy in Chicago, Illinois. Mrs. Robinson earned her first masters in reading from Northeastern University. She was selected as an Amoco Scholar, a program for educators pursuing advanced studies in math and science. She received her math certification and endorsement from Lewis University. She later earned her second masters in administration and supervision from Roosevelt University in Chicago. In a poignant retirement message Mrs. Robinson dedicated her 47 year career to the students at Charles Sumner Math and Science Academy. Over the course of her career at Sumner, she held myriad positions: teacher, facilitator, coordinator, assistant principal, and principal. In 2016, she retired from her beloved Sumner. Mrs. Robertson's passion for education is unwavering. She stated that although she is retired from the actual school, she is "not retired from being an educator".

As the first individual donor, Mrs. Robinson was invited to participate in a presentation with the MACH-III Center team at the International Conference on: Excellence, Creativity, and Innovation in Basic and Higher Education (ICIE) in Lisbon, Portugal summer 2017. She captivated the audience of international scholars and researchers as she shared the impact attending Prairie View A&M University, a Historically Black College and University (HBCU), had on her career. Mrs. Robinson said, she will continue to support the vision and initiatives of the MACH-III Center.



*Mrs. Deloris Robinson at the ICIE Conference ▲
in Lisbon, Portugal.*

FOR MORE INFORMATION

On how you can become a MACH-III partner, contact Dr. Stella Smith, Associate Director at stsmith@pvamu.edu.

MACH-III PARTNERS

Millennial, Gifted and (Pell Grant) Poor Implication for African American and Hispanic Students Enrolled in STEM Majors at HBCUs and HSIs

The MACH-III Center received a \$20,000 PVAMU Mini-Grant to identify critical academic and social factors that most significantly contribute to the successful admission, matriculation and transition of underrepresented students in Science, Technology, Engineering and Mathematics (STEM) disciplines at a Historically Black College and University (HBCU). This research was conducted to build upon the findings from a previously funded (Fall 2007) three-year National Science Foundation (NSF) Historically Black College and University Undergraduate Program (HBCU-UP) Grant that focused on factors contributing to the success of high-achieving African American students majoring in engineering disciplines at HBCUs. This Project follows a strengths-based approach, as we focused on the “existing strengths of talented Black and Hispanic youth who transform their academic and social environments” to experience success (Maton and Hrabowski, 2004, p. 548). Participants in this research investigation were identified as academically gifted/high-achieving, and qualified for financial assistance.

Preliminary analysis of the data have revealed interesting findings related to how participants define giftedness. Academic giftedness, also defined as schoolhouse, test-taking and lesson-learning giftedness is most easily measured by IQ or other cognitive ability test (Renzulli, 1986). However, our findings suggest that underrepresented students in STEM in the HBCU setting define giftedness more broadly and incorporate non-cognitive attributes to be critical in their definition of giftedness.

Non-cognitive factors are behaviors, attitudes and skills students’ exhibit to support their academic performance and persistence. Five general categories of non-cognitive factors included academic behaviors, academic perseverance, social skills, learning strategies, and academic mindsets.

The preliminary findings of this study affirm the need to better understand how students define giftedness to structure successful collegiate experiences at institutions to increase the quantity and quality of underrepresented students who graduate with STEM degrees (Bonner, 2014; Flowers, 2014; Palmer, Davis, Thompson, 2010).

Bonner, F. (2014). *Building on Resilience: Models and frameworks of Black male success across the P-20 pipeline*. Stylus Publishing, LLC.

Flowers, A.M. (2014). *Gifted, Black, Male, and Poor in STEM: Achieving Despite the Odds*. In F. Bonner (Ed.) *Frameworks and Models of Black Male Success: A Guide for P-12 and Postsecondary Educators*. VA: Stylus Publishing.

Maton, K. & Hrabowski, F.A. (2004). Increasing the number of African American PhDs in the sciences and engineering. *American Psychologist*, 37 (7), 629-654.

Palmer, R. T., Davis, R. J., & Thompson, T. (2010). Theory meets practice: HBCU initiatives that promote academic success among African Americans in STEM. *Journal of college student development*, 51(4), 440-443.

Renzulli, J. S. (Ed.). (1986). *Systems and models for developing programs for the gifted and talented*. Creative Learning Pr.

FOR MORE INFORMATION

On how become a MACH-III grant partner, contact Dr. Stella Smith, Associate Director at stsmith@pvamu.edu.

