

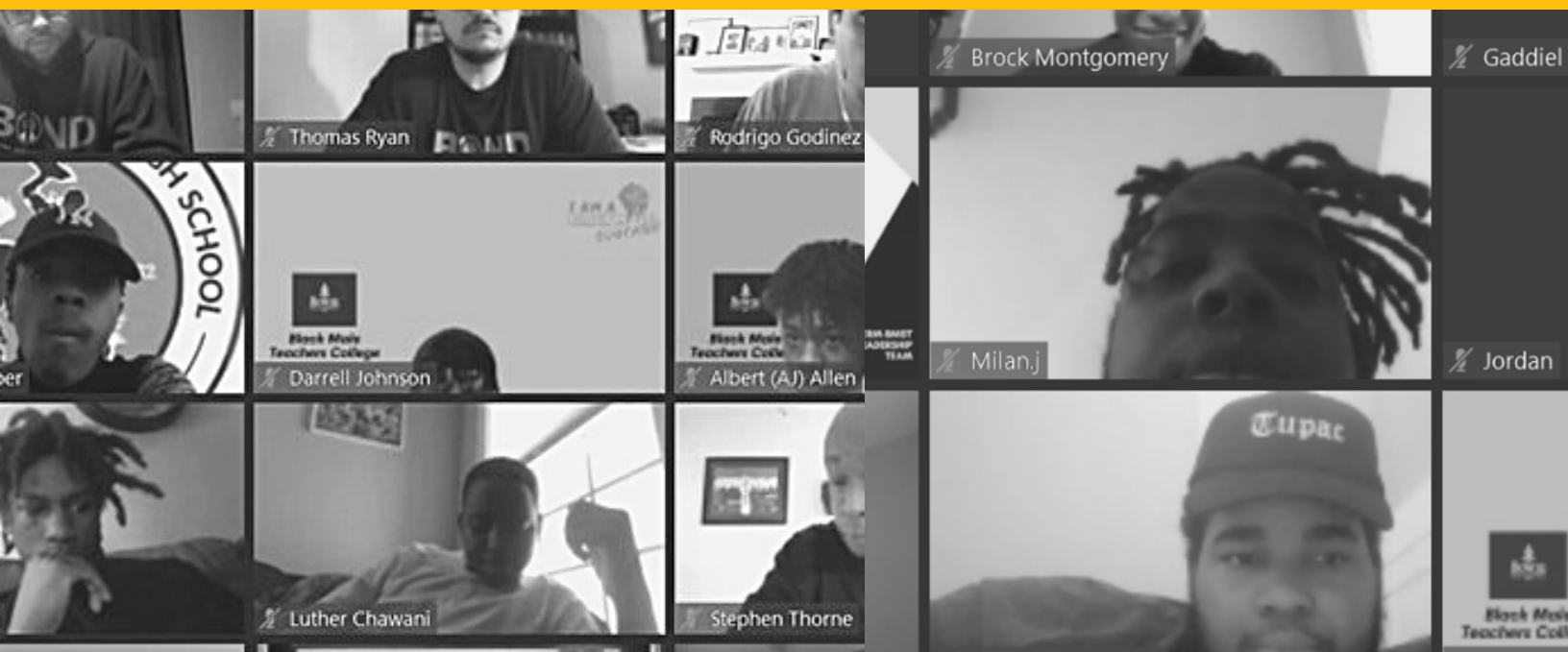


SUPPORTING BLACK BOYS AND MEN IN EDUCATION DURING COVID AND VIRTUAL EDUCATION

2020 - 2021 ANNUAL REPORT



Center for Research and Mentoring
of Black Male Students and Teachers





DIRECTOR'S MESSAGE

JULIUS DAVIS, ED.D.
USM WILSON H. ELKINS ASSOCIATE PROFESSOR
FOUNDING DIRECTOR





During the second year of the Center for Research and Mentoring of Black Male Students and Teachers [CRM-BMST], the leadership team faced the complexities of figuring out how to function in the face of the coronavirus pandemic, school closures, an abrupt shift to virtual learning, and advocating for Black boys and men under these conditions. The CRM-BMST leadership team and partners discussed how we should operate during the pandemic—whether we should function normally, slow things down, or do nothing.

One of our partners, Curtis Valentine, insisted that people were looking for us to lead during these challenging times; he argued that we should lead, and the people would follow. His words resonated with me as I was trying to figure out how to manage two administrative roles, my role as a faculty member, university and external service obligations, virtual education and care for my four children, my commitment to family and stakeholders, and my own health and wellbeing. Given my personal and professional challenges, Valentine's words helped to guide my actions as a leader for Black boys and men in education at these critical times.

Before the pandemic, it was well documented that Black boys and men of all achievement levels and economic backgrounds have not always been served or treated well in educational settings and society at large. Throughout the pandemic, many Black boys and men experienced academic, social, and emotional challenges in dealing with COVID-19's impact on them and their families both at home and while learning in virtual classrooms. Black boys and men also experienced success during virtual education.

Black men experienced racial discrimination in the public, even as we strove to obey COVID-19 protocols, and we have produced scholarship discussing and offering solutions. The general public and educators alike have called for things to return back to normal, but for many Black boys and men in education and society, the normalcy of the past has derailed their life chances and bright futures.

Most of the CRM-BMST leadership team, partners, and I have committed to disrupting and dismantling the institutional and systemic barriers impacting Black boys and men, even in the course of the pandemic.

I have increased my time, talent, and treasure to serve Black boys and men, including my financial contributions to the Minority Male Educators Endowed Scholarship at the university.

As researchers and advocates of Black boys and men, the CRM-BMST leadership team figured out how to persist to tenaciously work in the best interest of Black male students and educators during these critical times. Receiving the University System of Maryland Wilson H. Elkins Professorship award and associated funding for the second year in a row provided the CRM-BMST with the financial stability needed to vigorously represent the needs and interests of Black male students and teachers.

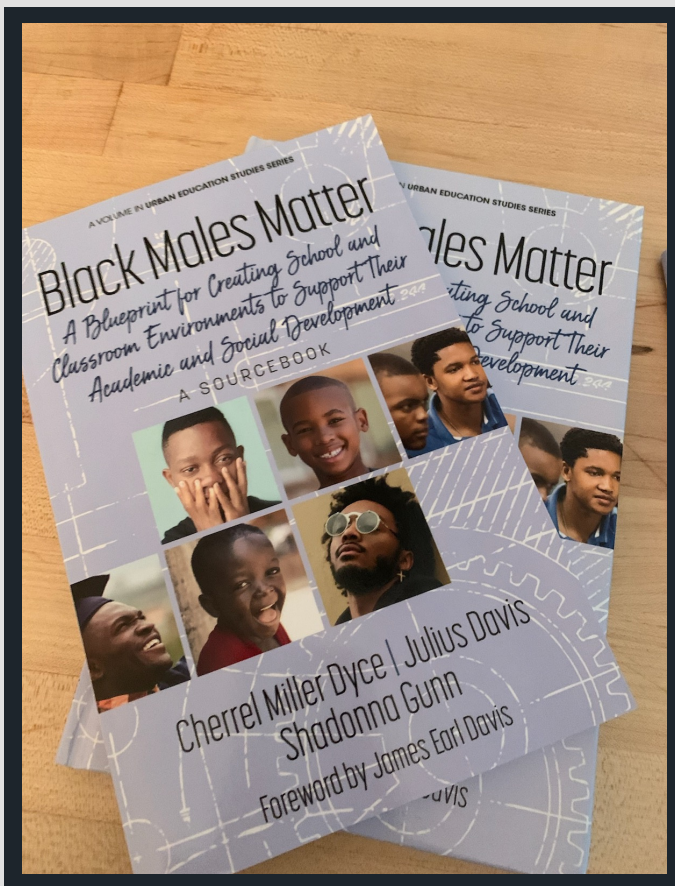
This academic year, the CRM-BMST leadership team prioritized Black male students, educators, and leaders' experiences while living, learning, teaching, and leading during a global pandemic and virtual education in meetings and programs. The leadership team transitioned all of the signature programs, initiatives, and services to virtual platforms. As expected, we experienced many technological issues implementing our calendar of events, but our love for Black boys and men guided us through the tumultuous times, and ultimately, the programs were a success.



There was an exponential increase in attendees to all of the CRM-BMST virtual programs throughout the year. This academic year, we experienced a surge in Black male high school students in the Black Male Teachers College program. We showcased Black male educator pedagogical excellence by honoring 12 Black men who have received the Teachers of the Year professional award in Maryland school systems and at the state level. We featured Bowie men who were working on the front lines of virtual schooling during the pandemic. We honored two Bowie men, Rev. Robert L. Conway and Mr. William Batson, with the Living Black History Award. We centered the voices of K-12 Black male students in programs and video documentaries to learn and share more information about their personal and educational experiences during the pandemic and learning in virtual environments.

Under the leadership of Dr. Vermelle Greene, chair of the Maryland State Board of Education Task Force on Achieving Academic Equity and Excellence for Black Boys, CRM-BMST leaders, partners, and Task Force members collaborated to produce *Transforming the Culture of Maryland's Schools for Black Boys*, a guide for educators, educational leaders, and policymakers. At the CRM-BMST's Black Boys and Men Speaker Series, we featured and honored Dr. Greene for her work with the Task Force and presented her with the Dr. Vernon C. Polite Distinguished Service Award.

The Task Force work transitioned to the Advisory Council for Achieving Academic Equity and Excellence for Black Boys. In August, the Council hosted the first annual Transforming the Culture of Maryland's Schools for Black Boys Summit, featuring Dr. Juwanza Kunjufu as the keynote speaker. I had the pleasure of serving as a panelist for the summit. I am also humbled and honored to have released a new book for educators and leaders of Black male students this year at a critical time when educational leaders of Maryland have become some of the first state education agency in the nation to commit to improving their academic and social wellbeing. The co-authored book is entitled ***Black Males Matter: A Blueprint for Creating School and Classroom Environments to Support Their Academic and Social Development: A Sourcebook*** (Information Age Publishing), and professional development based on the book will be coming soon.



In our second year, the leadership team focused on sustaining the CRM-BMST's signature programs, maintaining, and building new partnerships, and supporting and mentoring students throughout the K-Ph.D. pipeline.

The university leadership has played a significant role in helping the CRM-BMST become a stable, institutionalized, and sustained entity. The leadership team will be rolling out new programs with partners during the 2021-2022 academic year.

I am pleased with what the CRM-BMST leadership team and partners have achieved during these difficult times. The leadership team provided support and guidance to external entities looking to figure out how to support Black male students, teachers, and leaders. In this annual report, you will learn more about the work of the CRM-BMST, its partners, and Bowie men. I would like to wholeheartedly thank the leadership team, BSU faculty, staff, students, alumni, internal and external partners, and stakeholders for the progress made to achieve the Center's mission, vision, and goals for Black male students and teachers.

Julius Davis

Julius Davis, Ed.D.

USM Wilson H. Elkins Associate Professor
Founding Director

TABLE OF CONTENTS

REPORT HIGHLIGHTS | 1

THE CENTER FOR RESEARCH AND MENTORING OF BLACK
MALE STUDENTS AND TEACHERS | 3

BLACK MALES MATTER
SOURCEBOOK | 8

PROGRAMS, INITIATIVES,
AND SERVICES | 10

MINORITY MALE EDUCATORS
ENDOWED SCHOLARSHIP | 13

BOWIE MAN PHILANTHROPY SPOTLIGHT
DR. LESLIE A. MOBAY | 18

BLACK MALE EDUCATOR
FUNDRAISER | 19

BLACK MALE
TEACHERS COLLEGE | 20

SCHOLAR FELLOWS
PROGRAM | 33

FAREWELL AND BEST WISHES!
MR. LEIGHTON WILLIAMS | 35

THE TORCH HAS BEEN
PASSED! | 37

AN EXCEPTIONAL STAR FELLOW!
MR. CHRISTIAN GIBBS | 39

TABLE OF CONTENTS

SCHOOL PSYCHOLOGISTS ARE
BLACK MALE EDUCATORS TOO!
THE FUTURE DR. KENDELL KELLY | 41

PRODUCING DOCTORAL
SCHOLARS | 43

DOCTORAL SCHOLARLY
PUBLICATIONS | 45

ENTREPRENEURSHIP | 46

COMMUNITY OUTREACH | 49

THE BLACK MALE TEACHER
INITIATIVE CONSORTIUM | 50

THE BUILDING OUR NETWORK OF
DIVERSITY PROJECT | 53

THE NATIONAL ASSOCIATION OF
BLACK MALE EDUCATORS | 56

#REALMENTEACH | 58

HONORING BOWIE BLACK MALE
EDUCATORS AND LEADERS HISTORY | 60

BOWIE BLACK MALE EDUCATOR AND
LEADERS ALLIANCE | 63

BOWIE BLACK MALE EDUCATORS AND
LEADERS ALLIANCE: #BBMELA1865
DISTINGUISHED, PROFESSIONAL, AND
EDUCATIONAL AWARDS 2021 | 68

TABLE OF CONTENTS

LIVING BLACK HISTORY AWARD
HONOREES | 76

#BBMELA1865 ALUMNI SPOTLIGHT | 78

FACULTY FELLOWS | 80

SPEAKER SERIES | 86

BLACK MALE STUDENT
COVID-19 VIDEO PROJECT | 90

2021 DR. VERNON C. POLITE
AWARDS | 93

BOWIE MAN AND PARTNER SPOTLIGHT:
DR DARYL HOWARD | 94

TASK FORCE ON ACHIEVING
ACADEMIC EQUITY AND EXCELLENCE
FOR BLACK BOYS | 95

THE BOWIE MAN: BLACK MALES IN
EDUCATION
SCHOLARS STUDIO | 100

BLACK BOYS RITES OF PASSAGE
PROGRAM | 102

BOWIE STATE UNIVERSITY COLLABORATORS
AND EXTERNAL PARTNERS | 103

TABLE OF CONTENTS

GRANTSMANSHIP | 104

CENTER STAFF BIOGRAPHIES | 109

CENTER 2020-2021 SCHEDULE | 118

Thank You!

A Special Thank You to the Center for Research and Mentoring of Black Male
Students and Teachers Supporters

University System of Maryland Board of Regents

**University System of Maryland Wilson
H. Elkins Professorship**

**University System of Maryland Office of
Academic and Student Affairs**

Dr. Jay A. Perman
Chancellor

Dr. Joann Boughman
Senior Vice Chancellor
for Academic and Student Affairs

Dr. Zakiya Lee
Assistant Vice Chancellor
for Academic and Student Affairs

Dr. Aminta Breaux
President
Bowie State University

Dr. Carl B. Goodman
Provost and Vice President for Academic Affairs
Bowie State University

Dr. Guy-Alain Amoussou
Associate Provost for Academic Affairs
Bowie State University

Bowie State University Board of Visitors

Dr. Rhonda Jeter
Dean, College of Education
Bowie State University

Dr. Lynne G. Long
Chair, Department of Teaching, Learning
and Professional Development
Bowie State University

Mr. David Higgins JD
Graphic Designer
The Learned Breddrin

Division of Institutional Advancement

Mr. Brent Swinton
Vice President

Mrs. Yvette C. Caldwell
Associate Vice President

Mrs. Davine Snead
Major Gifts Officer

Mrs. Jennifer A. Coke
Director, Corporate and Foundation Relations

Dr. Karmalita Contee
Director, Stewardship and Donor Relations

Dr. Kimetta Hairston
Administration, Academics, and Virtual Engagement
Bowie State University

Office of Sponsored Programs and Research

Dr. Anika Bissahoyo
Vice President

Dr. Artelia Covington,
Pre-Award Services Manager

Mr. Ed Crosby
Grants & Contracts Manager

Thank You!



REPORT HIGHLIGHTS



Report Highlights

2020-2021



The CRM-BMST and Bowie Black Male Educators and Leaders Alliance documented the educational and professional accomplishments of **36** Bowie men throughout the 2020-2021 academic year.



The CRM-BMST has continued to receive **positive** regional, national, and local media coverage for its work impacting the educational and professional trajectory of Black male educators and students.



The CRM-BMST expanded the directory of Bowie Black male educators and leaders.



\$5,000

The CRM-BMST raised **\$5,000** towards the Minority Male Educators Endowed Scholarship and programming fund through traditional and creative funding raising strategies.



The CRM-BMST helped to **support** student retention and graduation at the university in undergraduate and graduate programs during the coronavirus pandemic.

2

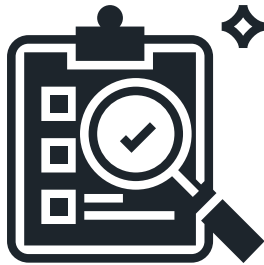
The CRM-BMST leadership team developed **two** new programs for Black male middle school students and Black male college students.



The CRM-BMST has helped to **cultivate** and enhance student, faculty, and alumni entrepreneurial endeavors.



The CRM-BMST leadership team produced **seven** videos about Black boys and young men, Bowie college students, and alumni.



The CRM-BMST has improved the organization's **evaluation** of programs and initiatives to determine the effectiveness and impact on stakeholders.



The CRM-BMST has improved the organization's communication infrastructure through social media, an email database, and video communications.



CRM-BMST leaders and partners were members of the Task Force on Achieving Academic Equity, and Excellence for Black Boys helped to produce the **16** recommendations for **Transforming the Culture of Maryland's Schools for Black Boys: A Resource Guide for Educators** and served as a panelist for the first annual Transforming the Culture of Maryland Schools for Black Boys Summit.

Report Highlights

2020-2021



The CRM-BMST leadership team and partners **increased** the number of Black male high school students participating in the Black Male Teachers College program.



The CRM-BMST leadership team has produced **24** **scholarly publications** (books, journal articles, and book chapters) and **14** **scholarly presentations** to contribute new knowledge to the field of education. The Center leadership team submitted/published ten publications with undergraduate, master's, and doctoral students.



The CRM-BMST leadership team has **six** **active grants** focused on research, educator preparation, evaluation, research mentoring, and professional development.



THE CENTER FOR RESEARCH AND MENTORING OF BLACK MALE STUDENTS AND TEACHERS





BACKGROUND

In 2019, the University System of Maryland awarded Bowie State University (BSU) the Wilson H. Elkins Professorship, which provided the funding used to create The Center for Research and Mentoring of Black Male Students and Teachers (CRM-BMST). The Elkins Professorship is awarded to universities and faculty that make important contributions to the teaching, research, and public service missions of the institution and the entire University System of Maryland (USM). The Professorship is an opportunity to build on the institution's strengths, and for the faculty to become greater servants to the students, USM institutions, and society.

The CRM-BMST builds on the Black Male Research Collaborative (BMRC), an organization started in 2016 by faculty at BSU, other Maryland universities, and universities across the nation.

Over the years, the BMRC created partnerships with school districts, mentoring organizations, individual schools, and faculty at other universities, all in the name of supporting Black male students and teachers.

Before receiving the Elkins Professorship, the BMRC was financially supported by various grants and funds from the BSU College of Education and Department of Teaching, Learning, and Professional Development. The aforementioned entities' support has led to publications, conference presentations, research, professional development opportunities, mentoring activities, programs, and travel opportunities focused on Black male students and teachers.

VISION

To be a premier national leader, clearinghouse, and model for research and scholarship, evaluation, mentorship, policies, theory, professional development, best practices, and services for Black male students and teachers.

MISSION

To provide expertise on matters about Black male students and teachers in Maryland and throughout the nation by disseminating information, providing innovative programming, securing funding, and working with partners and stakeholders.

To achieve its vision and mission, the CRM-BMST staff will work to:

- **Create a space for Black boys and men to feel safe, supported, and connected to a community committed to ensuring their academic, social, professional, and personal success.**

- **Produce quality research and scholarship on Black male students and teachers.**

- **Pursue and secure internal and external funding to support the Center's operations.**

- **Provide innovative programming to Black male students and teachers.**

- **Provide innovative programming to families of Black male students and prospective Black male teachers.**

- **Publish articles, book chapters, reports, evaluations, policy papers, journal special issues, and books focused on Black male students and teachers.**

- **Provide consultation and professional development to leaders, teachers, schools, school districts, educational organizations, colleges/universities, mentoring organizations, and other institutions on matters related to Black male students and teachers.**

- **Provide research opportunities to undergraduate and graduate students interested in serving Black male students and teachers and their families.**

- **Identify and apply best practices for recruiting, retaining, and supporting Black male teachers across their educational and professional trajectories.**

- **Identify and apply practices for achieving the best academic and social development of Black male students throughout the pre-kindergarten to doctoral educational journey.**

- **Advise government officials and policymakers on designing effective policies and services for Black male students and teachers.**

MEDIA COVERAGE

The announcement of the USM Elkins Professorship and the creation of the CRM-BMST has resulted in positive local and national media coverage. This helpful promotion has resulted in increased partnerships and opportunities, which suggests a promising future for the CRM-BMST.

June 11, 2021: Presidential Awards Celebrate Faculty and Staff Achievements

May 26, 2021: Center for Black Males Makes Strides to Diversity Educator Workforce

April 20, 2021: In New Book 'Black Male Matter,' Cherrel Miller Dyce focuses on Supportive Academic Environments

March 2021: Black Males Matter A Blueprint for Creating School and Classroom Environments to Support their Academic and Social Development - A Sourcebook

December 10, 2020: Campus Compact Mid-Atlantic 2020 Winners

December 2, 2020: Researcher of Black Educators & Students Honored for Service Learning

September 9, 2020: Black Male Educator Pipeline Strengthened with BSU Professor's Award

Given the positive media coverage, programming, professional networks, and supporters have led to the development of additional partnerships and opportunities.

SOCIAL MEDIA CONTACTS



LINKEDIN.COM/COMPANY/CENTER-FOR-RESEARCH-AND-MENTORING-OF-BLACK-MALE-STUDENTS-AND-TEACHERS/



TWITTER.COM/CTRBLACKMALEBSU



FACEBOOK.COM/BSUCENTERFORBLACKMALES



HTTPS://WWW.YOUTUBE.COM/CHANNEL/UCIY3ZHWRMX8X0CGXBO6DGZA

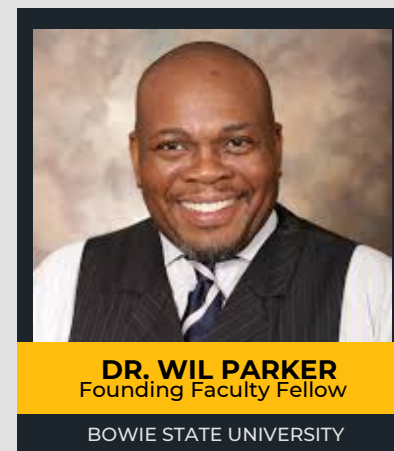
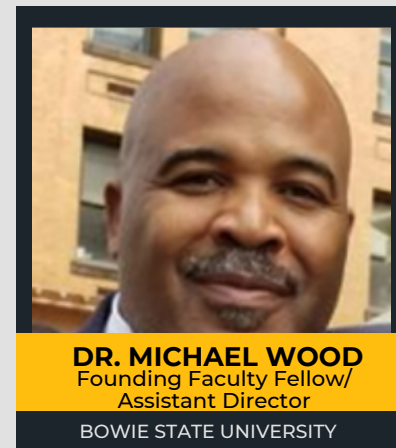


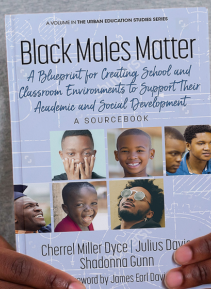
INSTAGRAM.COM/BSUCENTERFORBLACKMALES



CENTERFORBLACKMALES@BOWIESTATE.EDU

LEADERSHIP TEAM





BLACK MALES MATTER SOURCEBOOK



BLACK MALES MATTER: A BLUEPRINT FOR CREATING SCHOOL AND CLASSROOM ENVIRONMENTS TO SUPPORT THEIR ACADEMIC AND SOCIAL DEVELOPMENT

A Sourcebook



Cherrel Miller Dyce,
Elon University



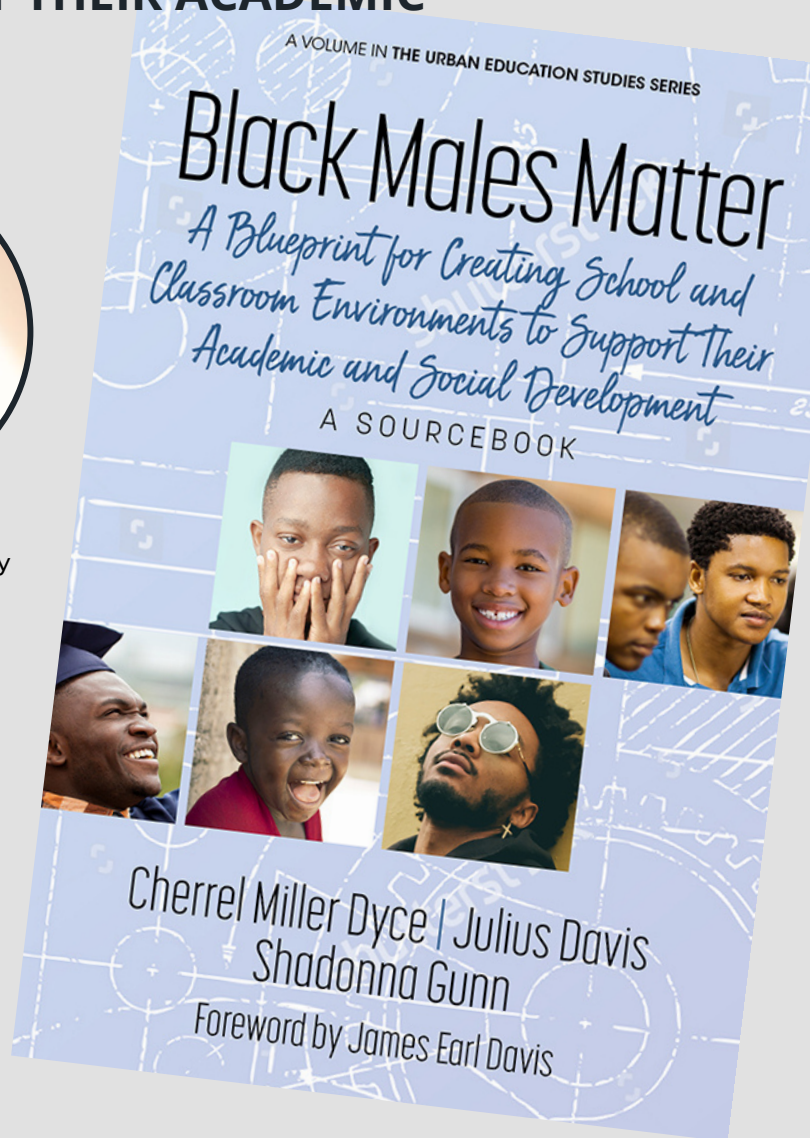
Julius Davis,
Bowie State University



Shadonna Gunn
Independent Scholar



James Earl Davis
Temple University



Black Males Matter: A Blueprint for Creating School and Classroom Environments to Support their Academic and Social Development is a sourcebook that calls for a seismic paradigmatic shift in the ways teachers, instructional support staff, and leaders think, teach, engage, lead, and execute policies and practices for Black male students.

This book calls for a shift from the **underachievement thesis** to a culturally grounded and strength-based **asset-mattering framework** that requires educators and administrators to move away from a place of familiarity, failure, and the blaming of Black boys (and their families).

The asset-mattering framework challenges the current status quo, institutional and structural issues, the system of educational inequity, lack of community resources, and systems of oppression. This book will support educators and leaders in achieving academic and social success for Black male students.

CONTENTS

CHAPTER 1

An Academic and Social Paradigm Shift from Focusing on Failure to Focusing on Assets and Solutions

CHAPTER 2

Getting to Know Black Male Students: A Key Ingredient in Academic and Social Success

CHAPTER 3

Who are You? What Makes You Qualified to Serve Black Male Students?

CHAPTER 4

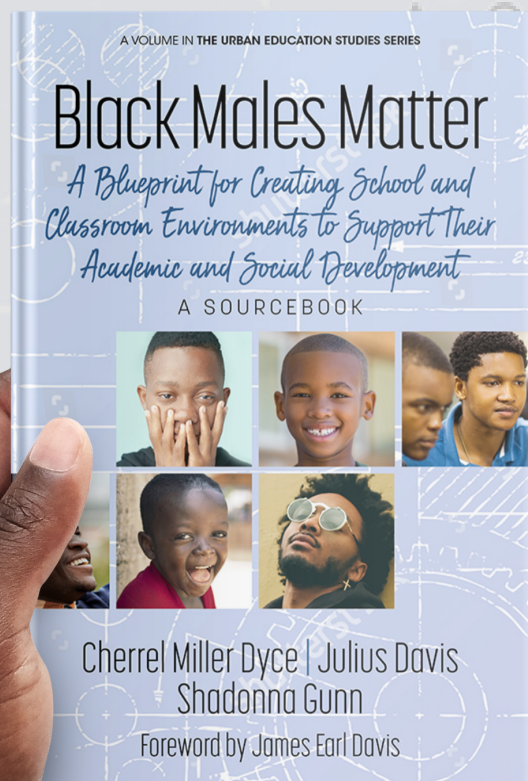
Examining, the Academic, Behavior, and Discipline Practices for Black Male Students: What Are You Willing to Do?

CHAPTER 5

A Schoolwide Blueprint for Racial Equity to Promote Academic and Social Success for Black Males

BOOK FEATURES:

- Case Studies
- Surveys
- Data-Driven Tools
- Reflective Exercises, Activities, and Resources for Educator and Leaders of Black Male Students



**Professional Development
Coming Soon!**

Paperback/978-1-64802-459-7/ \$45.99

Hardcover/978-1-64802-460-3/ \$85.99

E-Book: 978-1-64802-461-0

A volume in Urban Education Studies Series

Series Editors: Nicholas D. Hartlep, Metropolitan State University,
and Thandeka K. Chapman, University of California, San Diego

IAP– Information Age Publishing, Inc. PO BOX 79049 Charlotte, NC 28271 Phone:
704-752-9125 Fax: 704-752-9113 www.infoagepub.com



PROGRAMS, INITIATIVES, AND SERVICES

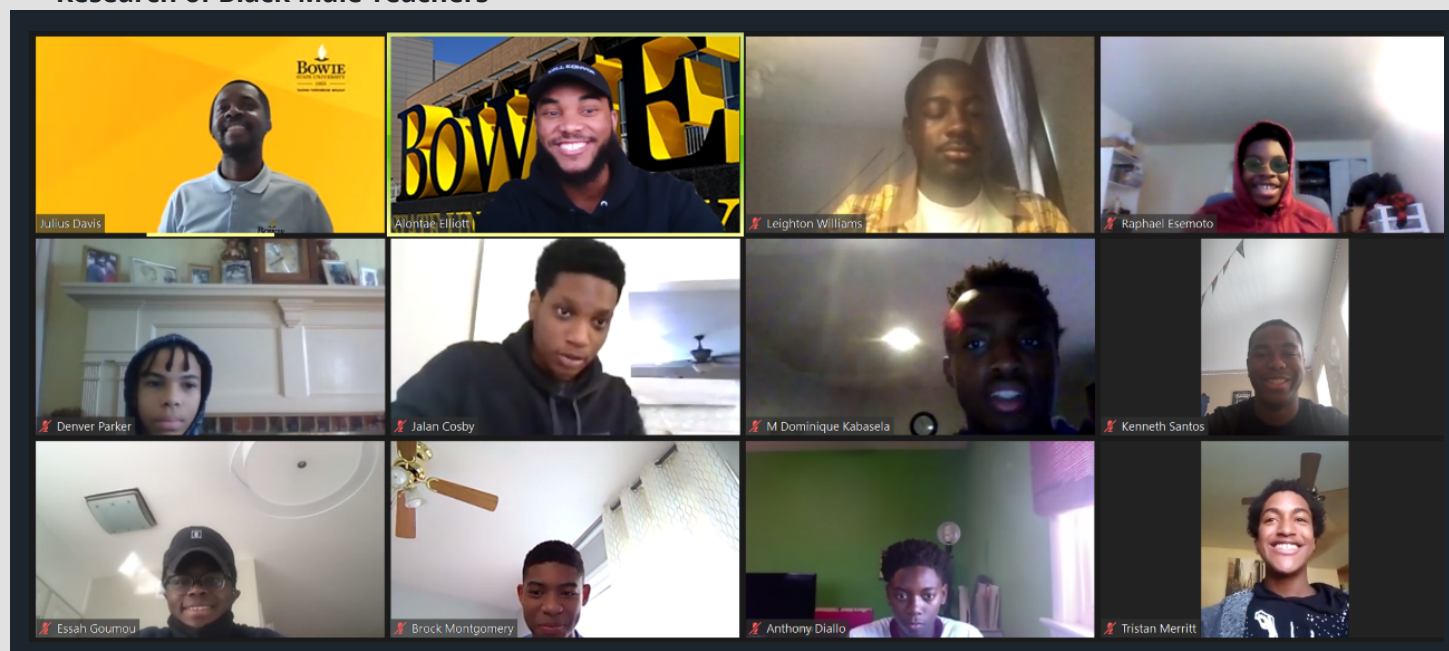


PROGRAMS, INITIATIVES, AND SERVICES

Black Male Educator Programs and Initiatives

The CRM-BMST works to link research, theory, and practice through programs and initiatives designed to support the educational and professional advancement of Black male educators.

- **Black Male Teachers College**
- **Minority Male Educators Endowed Scholarship**
- **Scholar Fellows**
- **Faculty Fellows**
- **Black Male Teacher Initiative Consortium**
- **Bowie Black Male Educators and Leaders Alliance**
- **Black Male Teacher Speaker Series**
- **Research of Black Male Teachers**



Black Boys and Men Programs and Initiatives¹

The CRM-BMST works to link research, theory, and practice through programs and initiatives designed to support the educational and professional advancement of Black boys and men (PreK thru PhD).

- **Scholar Fellows**
- **Faculty Fellows**
- **Black Boys and Men Speaker Series**
- **All Boys Schools Partnership(s)**
- **Research of Black Boys and Men (PreK thru PhD)**

Policy

The CRM-BMST works to impact policy related to Black male students and teachers.

¹ The Center's programs, initiatives, and services for Black male students have not been fully developed as the Leadership Team is working to build capacity and resources to fully sustain the work. Once capacity is built and resources generated, programs, initiatives, and services will be developed accordingly.

PROGRAMS, INITIATIVES, AND SERVICES

Entrepreneurship

The CRM-BMST engages in entrepreneurial endeavors, entrepreneurship education, and development of entrepreneurial mindset for students, faculty, teachers, leaders, and partners.

- Student Entrepreneurship
- Faculty Entrepreneurship
- Black Male Teacher Entrepreneurship/Education Entrepreneurship
- Center Entrepreneurship
- Seeks to develop entrepreneurship courses, programs, and experiences for students, teachers, and partners.



Grants

The CRM-BMST applies and implements for federal, state, local, foundation/corporate, and university grant funding to support the university and Center mission, vision, goals, objectives, programs and initiatives.

Community Outreach

The CRM-BMST engages in community outreach to students, families, teachers, and other stakeholders that are aligned with the mission, vision, goals, and objectives.

Services

The CRM-BMST provides services to different stakeholders:

Research and Evaluation

The CRM-BMST provides research and evaluation services for grants, schools, school systems, mentoring programs, and other institutions on a variety of topics.

Curriculum, Course, Program and Professional Development

A major short and long term goal of the CRM-BMST to continue to create and implement curriculum, courses, programs, professional development institutes, workshops, badges/micro-credentials, continuing professional development courses, certificate programs, or dual enrollment for students, teachers, leaders, school personnel, or parents. *Sample topics: Black male students and teachers, culturally relevant/responsive leadership and pedagogy, race, racism, equity, and other topics.*

Consulting Services

The CRM-BMST provides consulting services for schools, school systems, higher education institutions, mentoring programs, other institutions and programs. *Sample topics: Black male students, teachers, leaders, school staff, and police/security.*



DONATE NOW!

Yes We need Your Help!

FUNDING NEEDS

Center Programmatic Fund

- Black Male Teachers College
- Scholar Fellows Programs
- Student Entrepreneurship
- Community Outreach
- Bowie Black Male Educators and Leaders Alliance
- Black Male Teachers Initiative Consortium
- Black Male Teacher Speaker Series
- Black Boys and Men Speaker Series
- Operations

Fund: Minority Male Educators Endowed Scholarship

- Alleviates the Financial Burden of Acquiring a College Degree
- Improves College Recruitment, Retention and Graduation Rates

WAYS TO DONATE

Minority Male Educators Endowed Scholarship

<https://rebrand.ly/MinorityMaleEducatorEndowedScholarship>

Mail

Bowie State University Foundation
P.O. Box 939
Bowie, MD 20718

Make Checks Payable to Bowie State University Foundation,
Check Memo: Minority Male Educators Endowed Scholarship Fund OR Center Programmatic Fund

Center Programs

<https://rebrand.ly/ProgrammingCenterforBlackMales>

Faculty and Staff Payroll Deduction:

Enroll in Payroll Deduction at usmd.edu/give. Select "Bowie State University" and select your bi-weekly pay period.

21 Week Pay Cycle Faculty

Bi-Weekly Amount	Annual Amount
\$2.39	\$50 a year
\$4.77	\$100 a year
\$11.91	\$250 a year
\$23.81	\$500 a year
\$35.72	\$750 a year
\$47.62	\$1,000 a year
\$71.43	\$1,500 a year
\$95.24	\$2,000 a year

26 Week Pay Cycle Staff

Bi-Weekly Amount	Annual Amount
\$1.93	\$50 a year
\$3.85	\$100 a year
\$9.62	\$250 a year
\$19.24	\$500 a year
\$28.85	\$750 a year
\$38.47	\$1,000 a year
\$57.70	\$1,500 a year
\$76.93	\$2,000 a year

Contributions made to the Minority Male Educator Endowed Scholarship are eligible for the Maryland HBCU Income Tax Credit.

For more information visit: marylandtaxes.gov/

For more information: Davine Snead, Major Gift Officer, Division of Institutional Advancement, 301-860-4300, dsnead@bowiestate.edu



MINORITY MALE EDUCATORS ENDOWED SCHOLARSHIP



FOUNDING DONORS



Mr. Robert Brooks



Dr. Sean Coleman



**Dr. and Mrs. Julius
and Yolanda Davis**



Dr. DiJaria Henderson Greene



Dr. Leslie Mobray



Dr. Robert Mayo



**Drs. Edward and
Sandra Newsome, Jr.**



Dr. Wil Parker



Mr. Stephen Thorne



Mr. Brandon C.S. Wallace



Dr. John A. Word, Sr.



**Bowie State University National
Alumni Association**

FOUNDING DONORS



MINORITY MALE EDUCATORS ENDOWED SCHOLARSHIP

The \$25,000 Minority Male Educators Endowed Scholarship was presented at the Alliance network reception and officially presented with the Founding Donors program. The scholarship was developed to support educators and to promote and encourage a culture of philanthropy – from student to alumni.

The Alliance Annual Gathering program led to Founding Donors to help support raising funds for the scholarship. The link can be used to donate to the scholarship offered for students, educators, and leaders in the Center for Research and Mentoring of Black Male Students and Teachers:
<https://rebrand.ly/MinorityMaleEducatorEndowedScholarship>.

The CRM-BMST graciously acknowledges the financial support of the Founding Donors to create the Minority Male Educator Endowed Scholarship.

Founding Donors (\$1,000 or more)

Mr. Robert Brooks
Dr. Sean Coleman
Dr. and Mrs. Julius and Yolanda Davis
Dr. DiJaria Henderson Greene
Dr. Leslie Mobray
Dr. Robert Mayo
Dr. Edward and Sandra Newsome, Jr.
Dr. Wil Parker
Mr. Stephen Thorne
Mr. Brandon Wallace
Dr. John Word, Jr.
Bowie State University National Alumni Association

CRM-BMST PROGRAMS, INITIATIVES AND SERVICES ALIGNMENT WITH BOWIE STATE UNIVERSITY

RACING TO EXCELLENCE STRATEGIC PLAN

The CRM-BMST leadership team created and launched programs, initiatives, and services to serve Black male students and teachers and to become a national leader. The table below provides an overview of the Center's programs and initiatives, their major focus, and their alignment with the university's strategic plan objectives.

Center Services, Programs, and Initiatives	Components	Major Foci	University Objectives
Black Male Teachers College	<ul style="list-style-type: none"> Black Male Teacher Workshops College Preparation Entrepreneurship Financial Aid/Scholarships Mentoring/Networking Black History & Culture Field Trips Sports/Performance/ Video Games Paraphernalia 	<ul style="list-style-type: none"> Recruitment Mentoring 	<ul style="list-style-type: none"> 1.1 High-Demand, Innovative Academic Programs 2.2 New Student Experience Program 5.5 Identity/Branding
Scholar Fellows Program Components: <i>Undergraduate Fellows</i> <i>Master's Fellows</i> <i>Doctoral Fellows</i>	<ul style="list-style-type: none"> Undergraduate Research Entrepreneurship Study Abroad Experience Community Service/ Outreach Experiential Learning Participate in Black Male Teacher Initiative Consortium and Bowie Black Male Educators and Leaders Alliance Publications/Conference Presentations Advanced Degree Planning and Preparation Career Development 	<ul style="list-style-type: none"> Recruitment Retention Entrepreneurship Undergraduate Research Education and Career Development Study Abroad Community Outreach 	<ul style="list-style-type: none"> 1.2 High-Impact Activities 1.5 Undergraduate Education 1.6 Graduate Education 2.2 New Student Experience Program 2.4 Financial Aid Award Strategy 2.5 Student Retention and Progression Strategy 2.6 Holistic Student Development 3.2 Academic Programming through Alternative Formats 4.5 Civic Responsibility 5.1 Entrepreneurship/ Workforce Development 5.5 Identity/Branding

CRM-BMST PROGRAMS, INITIATIVES AND SERVICES ALIGNMENT WITH BOWIE STATE UNIVERSITY

RACING TO EXCELLENCE STRATEGIC PLAN

Center Services, Programs, and Initiatives	Components	Major Foci	University Objectives
Faculty Fellow	<ul style="list-style-type: none"> Internal and External Faculty Fellows Conference Presentations Publications Grants Professional Development Evaluation 	<ul style="list-style-type: none"> Engaged Faculty Research/Scholarship/ Evaluation Grantsmanship Professional Development 	<ul style="list-style-type: none"> 1.3 Engaged Faculty 3.1 Faculty Experimentation/ Innovation 5.5 Identity/Branding 5.6 Resource Development
Black Male Teacher Consortium	<ul style="list-style-type: none"> Support the Expansion and Development of Existing Institutions, Organizations, and Initiatives focused on Black Male Educators Support the Development of New Institutions, Organizations, and Initiatives focused on Black Male Educators 	<ul style="list-style-type: none"> Cultivate External Relationships Engaged Faculty Resource Development 	<ul style="list-style-type: none"> 1.3 Engaged Faculty 1.4 Cultivate External Relationships 3.1 Faculty Experimentation/ Innovation 5.4 Service for the Public Good/Community Engagement 5.5 Identity/Branding 5.6 Resource Development
Bowie Black Male Educators and Leaders Alliance	<ul style="list-style-type: none"> Galvanize and Engage Bowie Black Male Educators and Leaders that are Alumni, Current and Retired to Provide Networking and Organic Mentoring Create a Platform for Prospective Black Male Educators and Leaders to Interact and Network with Bowie Black Male Educators and Leaders Promote and Encourage a Culture of Philanthropy Document and Honor Bowie Male Educators and Leaders Professional Careers Create Organic Community Outreach and Professional Development 	<ul style="list-style-type: none"> Alumni Engagement Philanthropy External Funding 	<ul style="list-style-type: none"> 3.1 Faculty Experimentation/ Innovation 5.3 Alumni Engagement 5.4 Service for the Public Good/ Community Engagement 5.5 Identity/ Branding 5.6 Resource Development

CRM-BMST PROGRAMS, INITIATIVES AND SERVICES ALIGNMENT WITH BOWIE STATE UNIVERSITY

RACING TO EXCELLENCE STRATEGIC PLAN

Center Services, Programs, and Initiatives	Components	Major Foci	University Objectives
Black Male Teacher Speaker Series Program	<ul style="list-style-type: none"> Annual Black Male Teacher Speaker Series Program 	<ul style="list-style-type: none"> Community Outreach 	<ul style="list-style-type: none"> 1.4 Cultivate External Relationships 5.4 Service for the Public Good/Community Engagement 5.5 Identity/Branding 5.6 Resource Development
Black Boys and Men Speaker Series Program	<ul style="list-style-type: none"> Annual Black Boys and Men Speaker Series Program 	<ul style="list-style-type: none"> Community Outreach 	<ul style="list-style-type: none"> 1.4 Cultivate External Relationships 5.4 Service for the Public Good/Community Engagement 5.5 Identity/Branding 5.6 Resource Development
Grants, Research, and Evaluation	<ul style="list-style-type: none"> Conduct Original Empirical Research of Black Male Students, Educators, and Leaders Promote Center Services of Evaluation and/or Research of Grants, Programs, and Institutions to Internal and External Constituents 	<ul style="list-style-type: none"> Evaluation Research Grants 	<ul style="list-style-type: none"> 3.1 Faculty Experimentation/Innovation 5.3 Alumni Engagement 5.4 Service for the Public Good/Community Engagement 5.5 Identity/Branding 5.6 Resource Development
Community Outreach	<ul style="list-style-type: none"> Organize and participate in Community Outreach 	<ul style="list-style-type: none"> Community Outreach 	<ul style="list-style-type: none"> 3.1 Faculty Experimentation/Innovation 5.3 Alumni Engagement 5.4 Service for the Public Good/Community Engagement 5.5 Identity/Branding 5.6 Resource Development

CRM-BMST PROGRAMS, INITIATIVES AND SERVICES ALIGNMENT WITH BOWIE STATE UNIVERSITY

RACING TO EXCELLENCE STRATEGIC PLAN

The CRM-BMST is unique because it is the only Center of its kind in the United States that focuses on Black male students and teachers at an HBCU. The Center operates from the core belief that the future of Black boys' and men's academic, social, professional, and economic success in multiple settings is inextricably linked, and that it will take a multipronged approach to enhance and improve their lived realities. There are no other centers that focus exclusively on Black male students and teachers. Many initiatives and institutions focus on Black male students in K-12 and/or higher education institutions. However, there were not many centers focused on them at a 4-year university, and none were found at Historically Black Colleges and Universities (HBCUs).

BOWIE MAN PHILANTHROPY SPOTLIGHT: DR. LESLIE A. MOBRAY

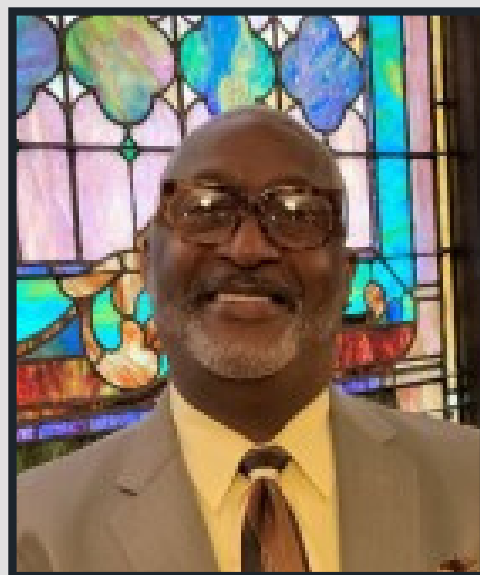
Dr. Leslie A. Mobray gives his time, talent, and treasure back to Bowie State University to support the next generation of educators, especially Black male educators. He is an alumnus of the master's degree program in guidance, counseling, and administration at BSU. He is a College of Education Advisory Board member and is actively involved in the Bowie Black Male Educators and Leaders Alliance.

Dr. Mobray is the recipient of the #BBMELA1865 2021 Distinguished Philanthropy Award. He is a regular donor to the university and has been leading support of the Minority Male Educators Endowed Scholarship as a Founding Donor to support male educators. Dr. Mobray works with the AJF Scholarship and Achievement Foundation to provide scholarships to students who demonstrate academic success, leadership, and community involvement.



Dr. Mobray has worked in education for over 30 years as a social studies teacher, guidance counselor, middle school principal, and central office administrator in Anne Arundel County Public Schools. He has also been an instructional monitor for the Maryland State Department of Education and an advisor for the American Board for the Certification of Teacher Excellence. Throughout his career, Dr. Mobray has been actively involved in many professional education organizations. He is known for being a great speaker and has given many keynote addresses at different venues.

Dr. Mobray is a retired educator and leader who spends time as an educational consultant. Since his retirement, Dr. Mobray has remained active in educational activities and served in adjunct professor positions at both Johns Hopkins and George Washington Universities.



BLACK MALE EDUCATOR FUNDRAISER

In February, the Center for Research and Mentoring of Black Male Students and Teachers launched its first Black male educator and educational leader apparel campaign to raise funds for the Minority Male Educators Endowed Scholarship to provide regular and sustainable support to male educators.

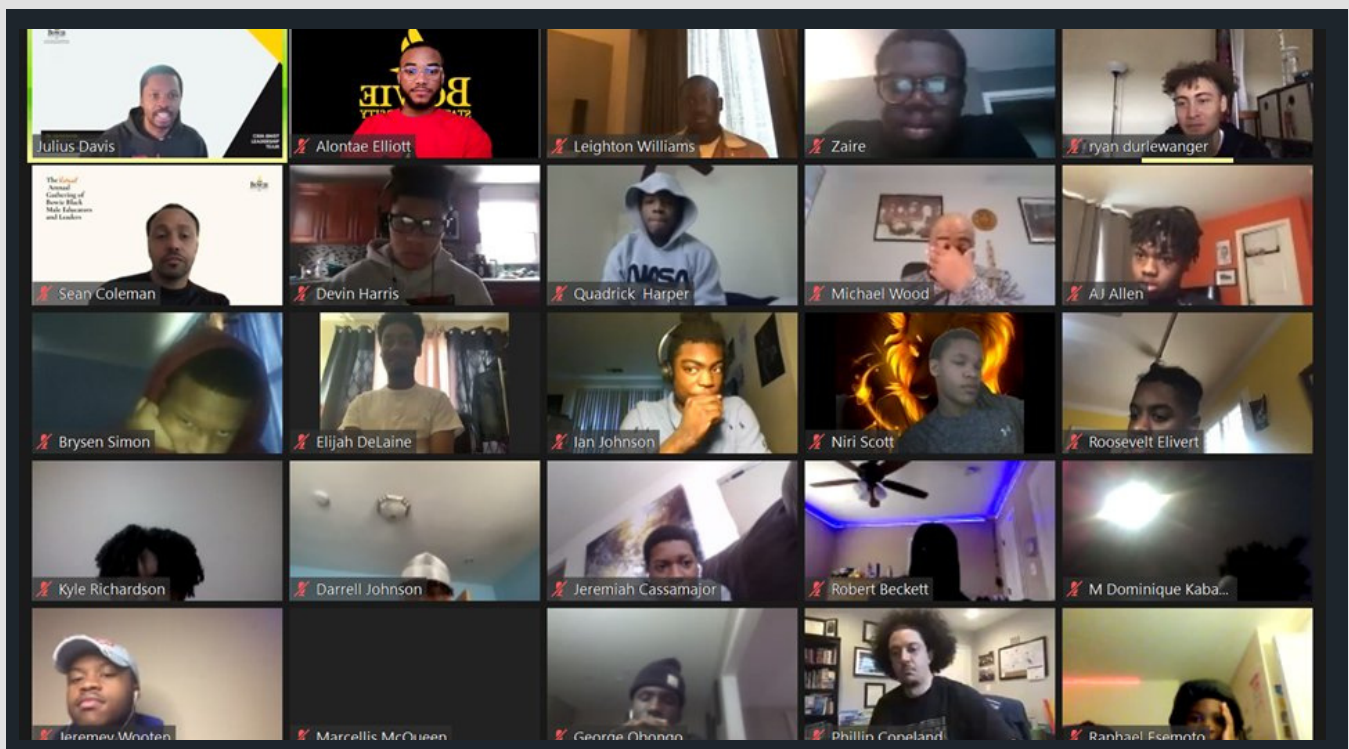
During the campaign, we sold t-shirts, hoodies, masks, and hats to raise money for the Minority Male Educator Scholarship. We are happy to report that we raised **\$2,038 in two weeks** for the scholarship!



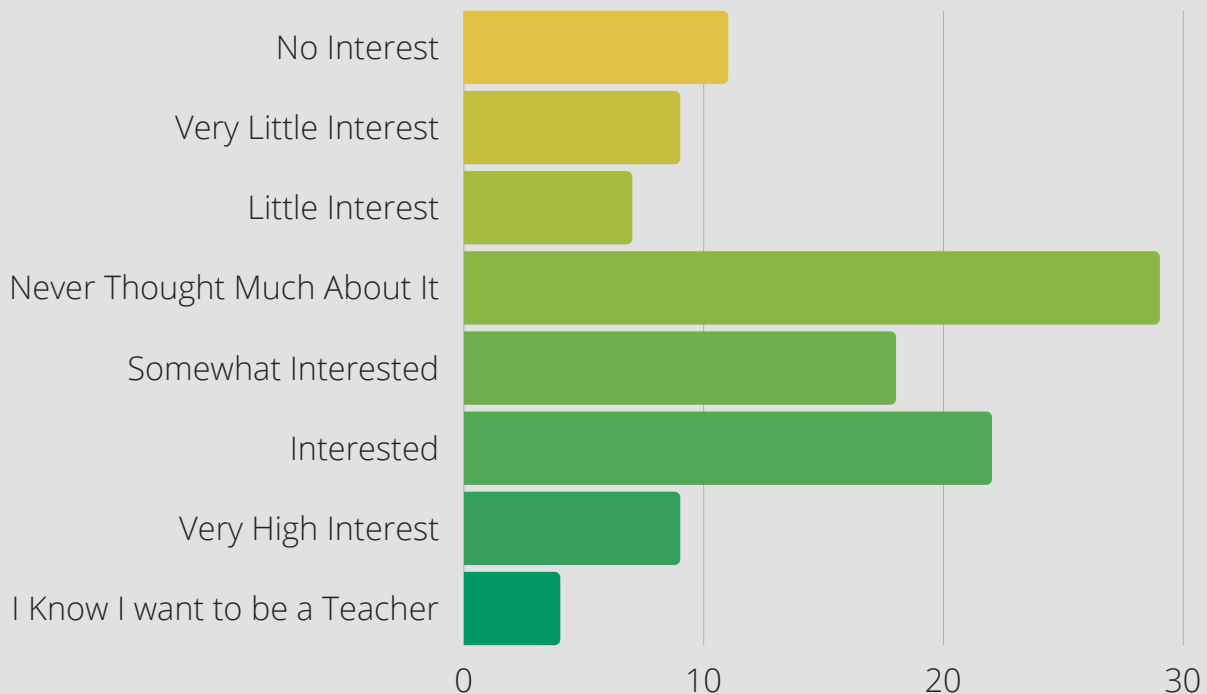


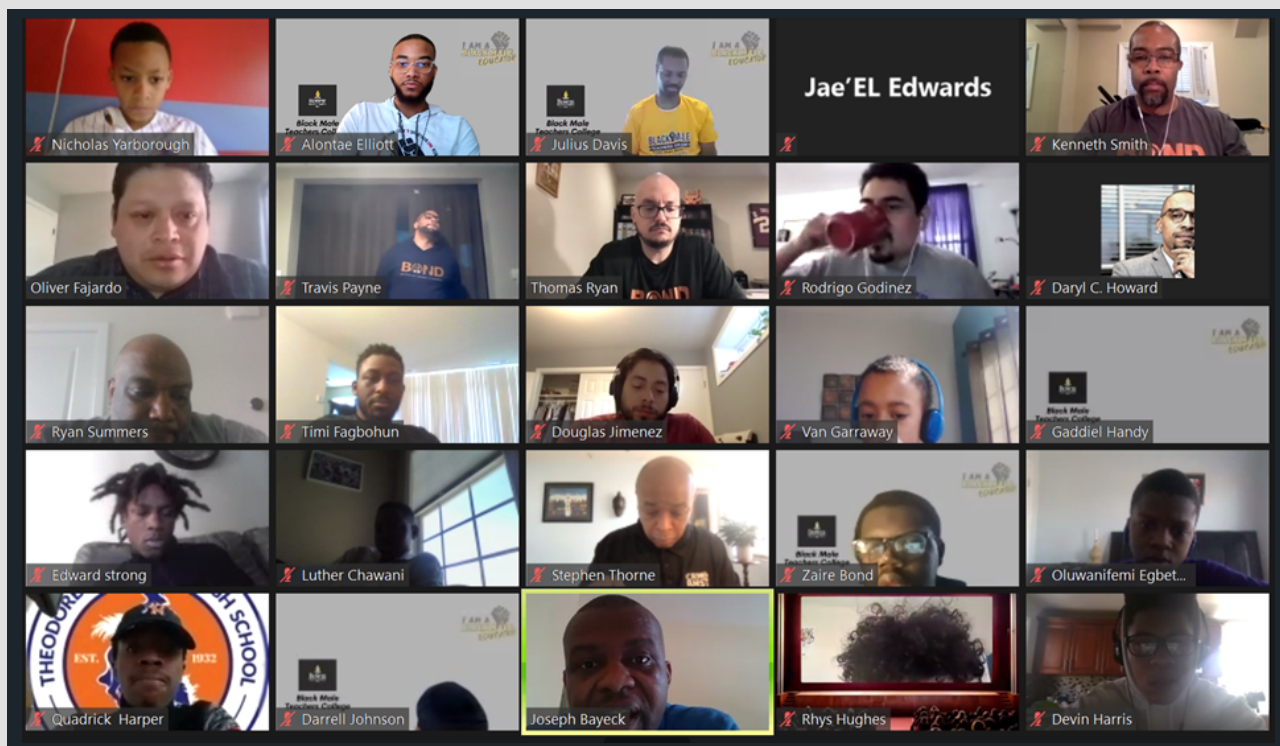
//△//△//△//
**BLACK MALE
TEACHERS
COLLEGE**



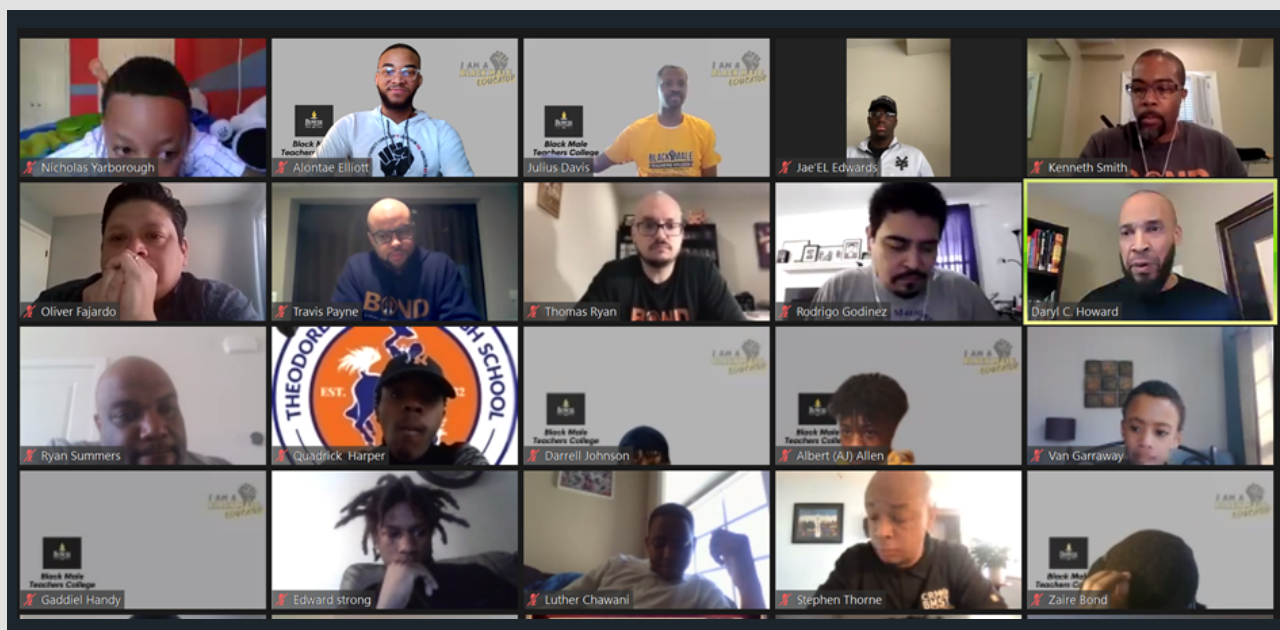


The Black Male Teachers College (BMTc) is a program for Black male students in all grade levels in high school (9-12). The program is for students who have not considered becoming teachers, those interested in becoming teachers, and those who know they plan to become teachers. The majority of the students participating in the program have never thought about becoming a teacher. Most of the participants did not participate in any high school-based teacher education programs. BMTc participants are invited to learn more about becoming teachers.





Before the coronavirus pandemic, the program was held in person on the campus of Bowie State University for eight weeks to provide students with an opportunity to experience college life. At first, the leadership team had concerns about how the pandemic would impact BMTC enrollment and attendance. Like the rest of the world, we shifted the program to a virtual format and shortened the program timeframe to five weeks to minimize virtual burnout. Operating the program virtually opened up new opportunities for the BMTC to reach more Black male students.

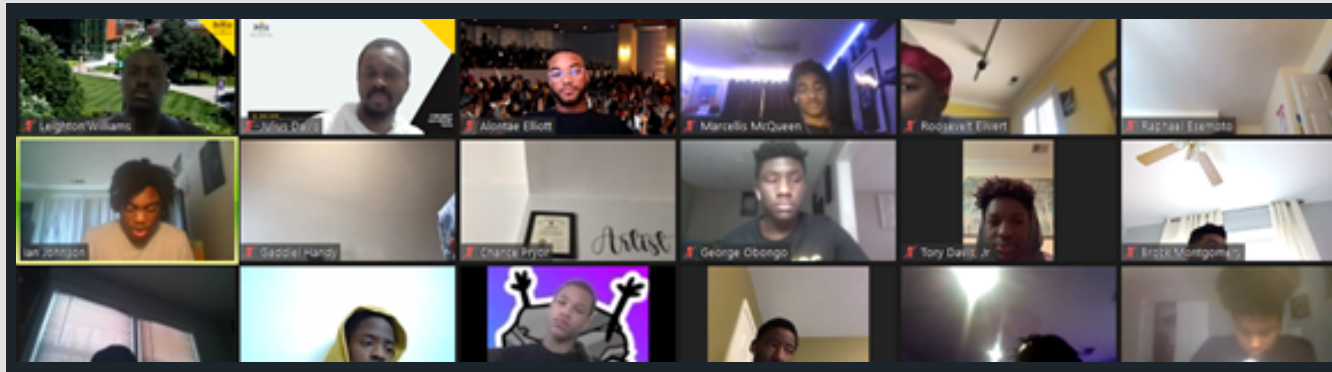


Over 90 Black male students applied to participate in the program during the 2020-2021 academic year. The age of the Black male students ranged from 13-20, with the majority of them being 17 years old. The participants came from different school districts, different school types, and from all over the state of Maryland and the District of Columbia. The program also received applicants for the program from Ohio, Massachusetts, Virginia, North Carolina, and Tennessee.

The BMTC program was held during the Fall 2020 and Spring 2021 semesters. During the Fall, the program operated from October 10th, 2020, to November 7th, 2020. During the Spring, the program operated from February 13th, 2021, to March 13th, 2021, with most of the students participating in the program during the spring semester. From April 3rd to May 1st, BMTC facilitators hosted additional sessions for young men who wanted more experience teaching from the perspective of Black men educators. Most of the sessions took place virtually from 10 am to 12 noon on Saturdays, and students were provided with lunch gift cards from UberEats, GrubHub, and DoorDash. The leadership team hosted an additional session of the BMTC to go more in-depth into teaching.



The programming focused on strategies to help the young men succeed in high school and college, and on what it means to be Black, a man, and a male teacher. Students explored and examined Black history and culture, college preparation (e.g., finding scholarships, applying for college and financial aid), career preparation, financial literacy, and entrepreneurship. The BMTC participants were provided opportunities to teach students participating in the BOND Virtual Learning and Leadership Institute. The following table provides an overview of the topics and guest presenters for the BMTC sessions.



SESSION	DATE	TOPIC/EXPERIENCE
1	Oct. 10, 2020	Black Male Teachers College Fall Orientation
2	Oct. 17, 2020	Developing Black Males Scholars Identity
3	Oct. 24, 2020	The Value and Importance of Black Male Educators
4	Oct. 31, 2020	Making Wise Choices as Black Men and Teachers in America Co-facilitated by Stephen Thorne, BSU Doctoral Fellow, and Xavier Brown, Doctoral Candidate, Saint Joseph's University
5	Nov. 7, 2020	Awards Program
6	Feb. 13, 2021	Black Male Teachers College Spring Orientation
7	Feb. 20, 2021	Black Male Scholar Community Building
8	Feb. 27, 2021	Student Discipline: The Perspective from a Black Male Educator Phillip Copeland, Student Advocate, DC State Board of Education
9	Mar. 6, 2021	Teaching Experience: BOND Virtual Learning and Leadership Institute Co-facilitated with BOND Project Leaders
10	Mar. 13, 2021	Scholar Program Reflections Reflections from Black Male Educators


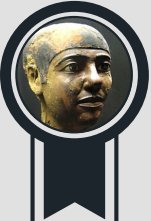
SESSION	DATE	TOPIC/EXPERIENCE
11	Apr. 3, 2021	Identity as a Black Man
12	Apr. 10, 2021	Black Male Educator Expectations
13	Apr. 17, 2021	Identity as a Black Male Educator
14	Apr. 24, 2021	Teaching Simulation Planning Day
15	May 1, 2021	Teaching Simulation
16	May 8, 2021	Awards Program

We also invited BMTC scholars to participate in programs outside of the Saturday sessions, hosted by Center leadership team members and partners. The list of programs is outlined below:

SESSION	DATE	TOPIC/EXPERIENCE
1	Oct. 12, 2020	Cultivating Genius By Addressing Anti-Blackness in Classrooms - University of Maryland Baltimore County
2	Nov. 12, 2020	The BOND Summit
3	Nov. 18, 2020	The Black Male Teacher Speaker Series
4	Mar. 17, 2021	The Black Boys and Men Speaker Series
5	May 14-16, 2021	The BOND Academy

The leadership team conducted a mixed-methods evaluation of the BMTC for the Fall and Spring semesters. The students were provided with the Reasons for Teaching survey, program evaluation survey, and focus group interviews. The majority of participants in each group agreed that BMTC topics and discussions were relevant and engaging. Overall, 95% of all participants were inspired by the content provided each week and believed that the BMTC assisted them to better understand and maintain individual excellence in school. One of our initiatives within the BMTC program is to expose Black male students to the teaching profession. Upon the completion of our yearlong programming, more than 65% of all participants now view the teaching profession as a viable option for their career choice. The CRM-BMST views this data as a positive outcome for future cohorts of the BMTC. Finally, the leadership team is pleased that more than 80% of the Black male students view college as a viable option and plan to attend college based upon the knowledge gained from the program. The connections and interactions established each week with the Black male student participants clearly show BMTC as a sustainable endeavor that better prepares them for success at the collegiate level and beyond. Listen to the BMTC video to hear firsthand how the program impacted them.

The awards programs are an important feature of the BMTC. On December 7th, 2020, the CRM-BMST leadership team hosted an awards program for Black male high school students and their families in the program to celebrate their academic and social accomplishments. The spring awards program was held on May 8th, 2021. Each award is named after a prominent Black man in history or a significant moment in Black history to remind recipients where they come from while also propelling them toward their future. The table below describes the awards and student honorees.

Awards	Award Luminary Profile	Award Description	Recipients
The Ptahhotep Character Development Achievement Award 	Ptahhotep is a high official in Kemet (Eygpt) known for providing wisdom and instructing young men in appropriate behavior.	For striving to achieve exemplary character in achievement and action in and out of school.	Nebiyu Ayele
The Imhotep Science, Technology, Engineering, and Mathematics Achievement Award 	Imhotep is a high official in Kemet (Eygpt)—the world's first multi-genius who possessed great knowledge of STEM.	In recognition of distinguished academic achievements in science, technology, engineering, and mathematics.	Brock Montgomery

Awards

Award Luminary Profile

Award Description

Recipients

The Dr. Abdulalim A. Shabazz Mathematics Achievement Award



Dr. Abdulalim A. Shabazz was responsible for directly and indirectly (through his students) educating more than half of the Black people with a doctorate in mathematics.

In recognition of distinguished academic achievements in mathematics.

Nebiyu Ayele
Chance Pryor
Albert James Allen III
Enoch J. Omotayo
Ian Johnson
DeMichael Morgan
Jeremiah Cassamajor
Demontray Pollard
Roosevelt Elivert II
Darrell Johnson
Isaac George
Brandon S Rankine
Brock Montgomery
Anthony Diallo
Raphael Esemoto
Essah Goumou
Sulayman Khokhar
Tristian Merritt
Denver Parker
Kenneth Santos
Caleb Tucker

The Dr. Edward Bouchet Physics Award



Dr. Edward A. Bouchet was the first Black (man) person to earn a Ph.D. in Physics.

In recognition of distinguished academic achievements in physics.

DeMichael Morgan
Marcellis McQueen
Darrell Johnson
Raphael Esemoto
Denver Parker





The Dr. St. Elmo Brady Chemist Achievement Award






Dr. St. Elmo Brady was the first Black (man) person to earn a Ph.D. in Chemistry.

In recognition of distinguished academic achievements in chemistry.

Nebiyu Ayele
Chance Pryor
Marcellis McQueen
Milan Jones, Jr.
Darrell Johnson

Awards	Award Luminary Profile	Award Description	Recipients
<p>The Dr. Charles Drew Biological Science Award</p> 	<p>Dr. Charles Drew pioneered blood storage and processing for transfusions.</p>	<p>In recognition of distinguished academic achievements in biological sciences.</p>	<p>Brendt Johnson Ryan Durlwanger Milan Jones, Jr. Anthony Diallo Essah Goumou Tristian Merritt Jalan Cosby Albert James Allen III Enoch J. Omotayo Jeremiah Cassamajor Marcellis McQueen</p>
<p>The Dr. Leonidas Berry Medical Invention Academic Achievement Award</p> 	<p>Dr. Leonidas Berry was a medical invention pioneer who created the Eder-Berry gastrobiopsy, the first direct vision scope of the stomach.</p>	<p>In recognition of distinguished academic achievements in medical interventions.</p>	<p>Essah Goumou Kenneth Santos</p>
<p>The Dr. Charles DeWitt Watts Health Academic Achievement Award</p> 	<p>Dr. Charles DeWitt Watts was the first Black board-certified surgeon in North Carolina and a health advocate for Black people.</p>	<p>In recognition of distinguished academic achievements in health.</p>	<p>Tristan Merritt</p>
<p>The Dr. George Washington Carver Environment Science Achievement Award</p> 	<p>Dr. George Washington Carver was an agricultural genius who created hundreds of products from his scientific research.</p>	<p>In recognition of distinguished academic achievements in environmental sciences.</p>	<p>Essah Goumou</p>

Awards	Award Luminary Profile	Award Description	Recipients
<p>The Dr. Clarence “Skip” Ellis Computer Science Achievement Award</p> 	<p>Dr. Clarence “Skip” Ellis was the first Black (man) person to earn a Ph.D. in Computer Science.</p>	<p>In recognition of distinguished academic achievements in computer science.</p>	<p>Chance Pryor Enoch J. Omotayo Darrell Johnson Raphael Esemoto Tristian Merritt</p>
<p>The Harlem Renaissance Humanities/Arts Achievement Award</p> 	<p>The Harlem Renaissance was a significant historical, cultural, political, humanities, and arts movement responsible for centering Africa and uniting Black people in America, Africa, and abroad.</p>	<p>In recognition of distinguished academic achievements in humanities and the arts.</p>	<p>Chance Pryor Milan Jones, Jr. Enoch J. Omotayo Ian Johnson DeMichael Morgan Brendt Johnson Brock Montgomery Raphael Esemoto Essah Goumou Tristian Merritt Kenneth Santos Caleb Tucker Nebiyu Ayele</p>
<p>The Langston Hughes English Achievement Award</p> 	<p>Langston Hughes was a leader of the Harlem Renaissance who centered Black people and life in his writings and art.</p>	<p>In recognition of distinguished academic achievements in English.</p>	<p>Chance Pryor Nebiyu Ayele Albert James Allen III Enoch J. Omotayo Ian Johnson Jeremiah Cassamajor Marcellis McQueen Roosevelt Elivert II Jalan Cosby Anthony Diallo Raphael Esemoto Sulayman Khokhar Tristian Merritt Denver Parker Kenneth Santos Caleb Tucker Brock Montgomery</p>

Awards**Award Luminary Profile****Award Description****Recipients**

The Dr. Carter G. Woodson History Achievement Award



Dr. Carter G. Woodson is known as the Father of Black History and has made significant contributions to the study of Black history across the Diaspora.

In recognition of distinguished academic achievements in history.

Brendt Johnson
Nebiyu Ayele
Albert James Allen III
Ian Johnson
Jeremiah Cassamajor
Demontray Pollard
Roosevelt Elivert II
Chance Pryor
Darrell Johnson
Isaac George
Anthony Diallo
Raphael Esemoto
Denver Parker
Sulayman Khokhar
Kenneth Santos
Tristan Merritt
Caleb Tucker

The Dr. Cheikh Anta Diop Linguistic Achievement Award



Dr. Cheikh Anta Diop was a brilliant Senegalese historian of the African Diaspora known for illustrating the linguistic roots and cultural unity of Black Africa.

In recognition of distinguished academic achievements in linguistics.

Brendt Johnson
Albert James Allen III
Enoch J. Omotayo
Milan Jones, Jr.
Tory M. Davis, Jr.
Zaire Bond
Darrell Johnson
Brandon Rankine
Anthony Diallo
Essah Goumou
Denver Parker
Sulayman Khokhar
Tristan Merritt

The James H. Cone Theology Achievement Award

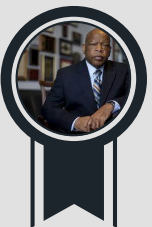


James H. Cone made important contributions to Black theology and Black liberation theology.

In recognition of distinguished academic achievements or service in theology.

Jeremiah Cassamajor
DeMichael Morgan
Albert James Allen III
Zaire Bond
Darrell Johnson
Ryan Durlwanger
Anthony Diallo





The John Lewis Community Service Award





John Lewis was a civil rights activist, leader, and politician who spent most of his life serving his community.

In recognition of distinguished service to the community.

Brendt Johnson
Milan Jones, Jr.
Roosevelt Elivert II
Albert James Allen II
Darrell Johnson
Brandon Rankine
Ryan Durlwanger

Awards	Award Luminary Profile	Award Description	Recipients
<p>The Malcolm X Promising Scholar Award</p> 	<p>Malcolm X's brilliance, life journey, and contributions to Black people represent the promise that Black male youth have to shape their lives and significantly impact their communities.</p>	<p>For being a promising young Black man who has demonstrated the potential to be a great scholar.</p>	<p>Ryan Durlewanger Caleb Tucker</p>
<p>The Dr. Edwin B. Henderson Black Sports Achievement Award</p> 	<p>Dr. Edwin B. Henderson was a pioneer in Black people's involvement in sports and the first academic research of Black people in sports.</p>	<p>In recognition of distinguished academic achievements in sports.</p>	<p>Caleb Tucker Kenneth Santos</p>
<p>The Tommie Smith and John Carlos Athletic Excellence Award</p> 	<p>Track-and-field stars, Tommie Smith and John Carlos, raised international awareness of the issues Black people in America were dealing with at the 1968 Olympics.</p>	<p>In recognition of distinguished academic achievements in track and other athletic endeavors.</p>	<p>Kenneth Santos Enoch J. Omotayo Andifon Ubom Gaddiel Handy Ian Johnson Darrell Johnson Isaac George</p>
<p>The Honorable Marcus Garvey Student Leadership Award</p> 	<p>The Honorable Marcus Garvey is a prominent leader who led the most significant global movement of Black people to achieve self-sufficiency.</p>	<p>In recognition of distinguished leadership to the student body, school, and community.</p>	<p>Marcellis McQueen Enoch J. Omotayo Zaire Bond</p>

Awards	Award Luminary Profile	Award Description	Recipients
<p>The Dr. William Edward Burghardt DuBois Black Male Scholar Award</p> 	<p>Dr. William Edward Burghardt DuBois was one of the leading Black intellectuals of his time.</p>	<p>In recognition of meritorious cumulative academic achievements in coursework.</p>	<p>Nebiyu Ayele Allen James Allen II Enoch J. Omotayo Ian Johnson DeMichael Morgan Jeremiah Cassamajor Marcellis McQueen Demontray Pollard Roosevelt Elivert II Darrell Johnson Isaac George Jalan Cosby Raphael Esemoto Essah Goumou Denver Parker Anthony Diallo Kenneth Santos</p>
<p>The Marion Stubbs Thomas Leadership Development Award</p> 	<p>Marion Stubbs Thomas was the founder of Jack and Jill Inc., an organization committed to providing Black children and teens with social, cultural, and educational opportunities.</p>	<p>For distinguished leadership and service in Jack and Jill of America, Inc.</p>	<p>Mr. Jalan Cosby Mr. Kenneth Santos</p>

Black Male Teachers College

Black Male Scholar Excellence Pledge

I am a proud Black male who is brilliant, creative, and talented.

I am a Black male who comes from a rich historical legacy of Black men.

I take responsibility for honoring and advancing my family and my ancestors' legacy.

I will strive for excellence in everything that I do.

I will conduct myself with dignity and respect at all times.

I will take the responsibility of learning about Black history all over the world.

I will use my education for the upliftment of myself, my family, and my community.

I pledge to uphold the historical and contemporary legacy of excellence produced by Black boys and men all over the world.

I am the embodiment of Black Male Excellence moving towards manhood!



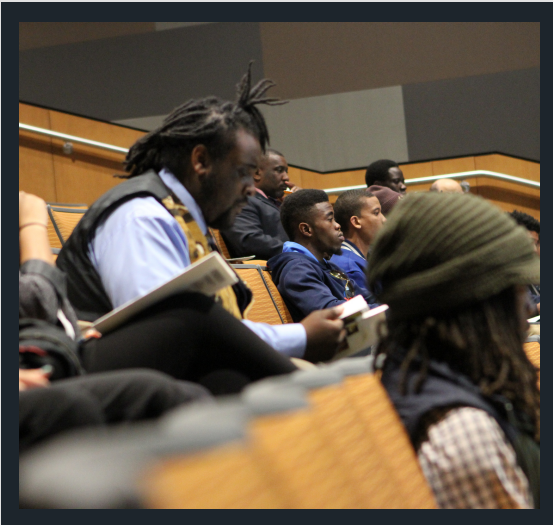
//△▽△//
**SCHOLAR
FELLOWS
PROGRAM**
▽//△▽//



The Scholar Fellows program is the Center’s method for mentoring and providing a network and professional development to undergraduate, master’s, and doctoral scholars who are interested in teaching, leading, mentoring, researching, entrepreneurship, or serving Black male teachers and students. The program seeks to create a personalized educational, pedagogical, leadership, career, and/or entrepreneurial plan to support and guide undergraduate and graduate scholars in achieving their goals.

- Fellows will network and receive mentoring from Black college professors, Black male teachers, leaders, and alumni who will support their academic, leadership, career, or entrepreneurial development;
- Fellows will learn about developing their educational and career trajectories, pedagogical repertoire, and entrepreneurship endeavors;
- Fellows will participate in, engage in, or lead mentoring programs for Black male students or prospective teachers;
- Fellows will engage in local, statewide, national, and international projects and experiences that serve students, schools, families, communities, and programs;
- Fellows will be actively engaged in the Black Male Teachers College, Black Male Teacher Initiative Consortium, Bowie Black Male Educators and Leaders Alliance; and/or community outreach;
- Fellows will participate in workshops and professional development opportunities for teaching, mentoring, leading, applying for and succeeding in graduate school, and conducting and understanding research;
- Fellows will be provided with the opportunity to conduct research individually and collaboratively with faculty, researchers, and peers;
- Fellows will attend, participate in, and present at conferences and publish manuscripts;
- Fellows will learn about earning a master’s or doctoral degree, and will be provided mentorship and educational support and guidance;
- Fellows will learn about becoming teacher leaders, school leaders, district leaders, superintendents/CEOs in schools and districts, and will receive mentorship and career development guidance and support.

Scholars are encouraged to participate in the experiences, programming, and initiatives that are most closely aligned with their personal, educational, and career or entrepreneurial goals.



During the 2020-2021 academic year, the Center leadership team sought to expand the Scholar Fellows program, but the coronavirus pandemic significantly impacted the goal as well as many BSU student scholars personally, academically, socially, and mentally. The Center leadership team experienced challenges supporting students in the virtual landscape, but we also experienced some success. We did our best to support scholars. Fellows continued to have the opportunity to network and receive mentoring from Black college professors, peers, educators, leaders, and alumni who are committed to supporting their academic, leadership, career, or entrepreneurial development. Scholars in traditional and grant-funded educator preparation and educational leadership programs were supported.

BSU undergraduate, master's, and doctoral scholars participated in Center and partner programs, meetings, activities, and initiatives. Some scholars received awards for their leadership, academic performance, and sportsmanship at the university, the Annual Gathering of Bowie Black Male Educators and Leaders Alliance, and Black Boys and Men Speaker Series Programs. Some scholars have even contributed to scholarly publications with the leadership team.



FAREWELL AND BEST WISHES!

MR. LEIGHTON WILLIAMS





MR. LEIGHTON WILLIAMS
Founding Undergraduate Fellow. Student Leader. Educator

FAREWELL AND BEST WISHES!

Mr. Leighton Williams graduated from Bowie State University in May 2021 with a 3.3 cumulative GPA, a bachelor's degree in elementary education, and his first teaching job with Uncommon Schools in New York before he graduated. Mr. Williams was the first and Founding Undergraduate Fellow and leadership team member in the CRM-BMST and has played a significant role in the organization's success and achievements. He co-led the Black Male Teachers College program, mentored, and taught high school students.

During his senior year, Mr. Williams served on the leadership team in the Center as vice president of the Student Government Association and taught elementary school students during his yearlong internship. Last year, in his junior year, he served as the executive secretary of the SGA. Throughout his tenure at the university, he has served on several BSU and external committees and represented the university and student body in many different capacities.

During Mr. Williams's time as a student, he has received many awards for his academic achievements and leadership. For two years in a row, he received the Outstanding Student Leader Award from the Bowie Black Male Educators and Leaders Alliance, Exemplary Leadership and Service Award from the CRM-BMST, and the James E. Proctor, Jr. Endowed Scholarship from the Proctor Family and College of Education. He also received the Hattie M. Strong scholarship in his senior year.

Mr. Williams took advantage of every opportunity to develop as a leader and educator. He has taken advantage of the opportunity to be mentored, develop his pedagogy, participate in professional development, and develop the knowledge and skills to be successful in the profession. Since his junior year, he has been a Thurgood Marshall College Foundation Teacher Quality and Retention Program (TQRP) Fellow, a five-year fellowship that seeks to support and develop HBCU males to teach in high-needs urban and rural schools. The program will continue to support Mr. Williams in his first three years of classroom teaching.



Before accepting the teaching position at Uncommon Schools, Mr. Williams was a Summer Teacher Fellow in their 7–10-week program for juniors in education programs. Last year, he spent the summer observing classrooms, supporting his mentor teacher, leading small group and whole-class instruction, and attending professional development sessions. He consistently outperformed his peers in the program and was so impressive that he was offered a first-rate contract to match his exceptional skill set. This summer, Williams will be teaching for the UnCommon Schools summer program and preparing to lead his scholars and classroom.

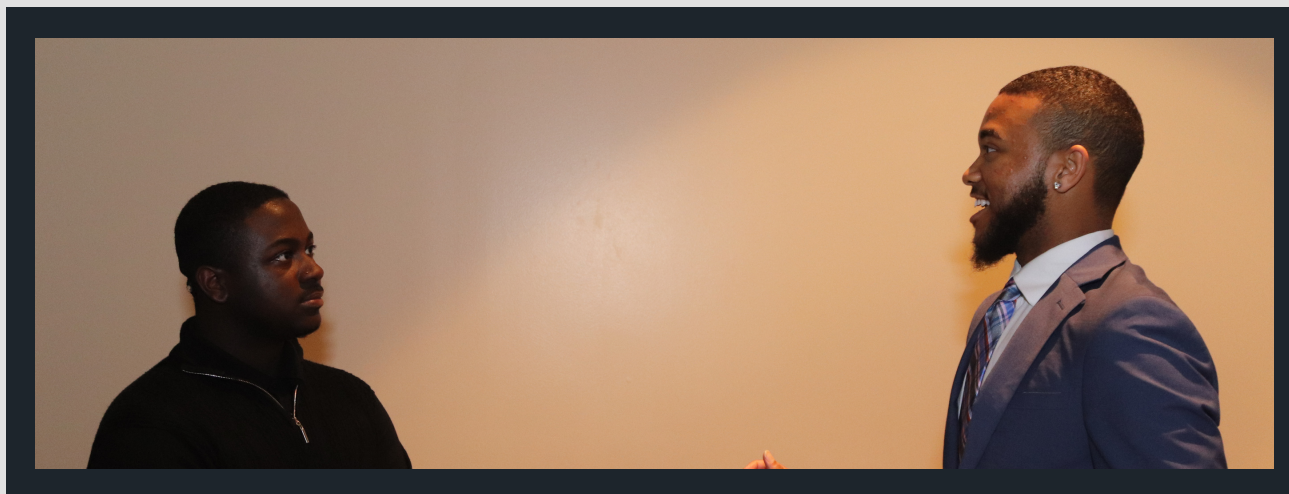
He is an accomplished student leader and educator that is the prototype for the type of Black male educator the CRM-BMST seeks to produce. He leaves a long-lasting legacy at BSU as a leader and trailblazer.

The Torch has been Passed!

The torch has been passed to Mr. Alontae Daquon Elliott to continue to serve as an undergraduate leader in the CRM-BMST and the field of education. He came to BSU knowing that he wanted to be an educator. Mr. Elliott also came to BSU with exceptional leadership skills and acumen in education. He was highly recruited from the Black Male Teachers College Program to develop as an educator at BSU. Mr. Elliott is a rising sophomore with a 3.5 cumulative GPA majoring in history with a concentration in secondary education.

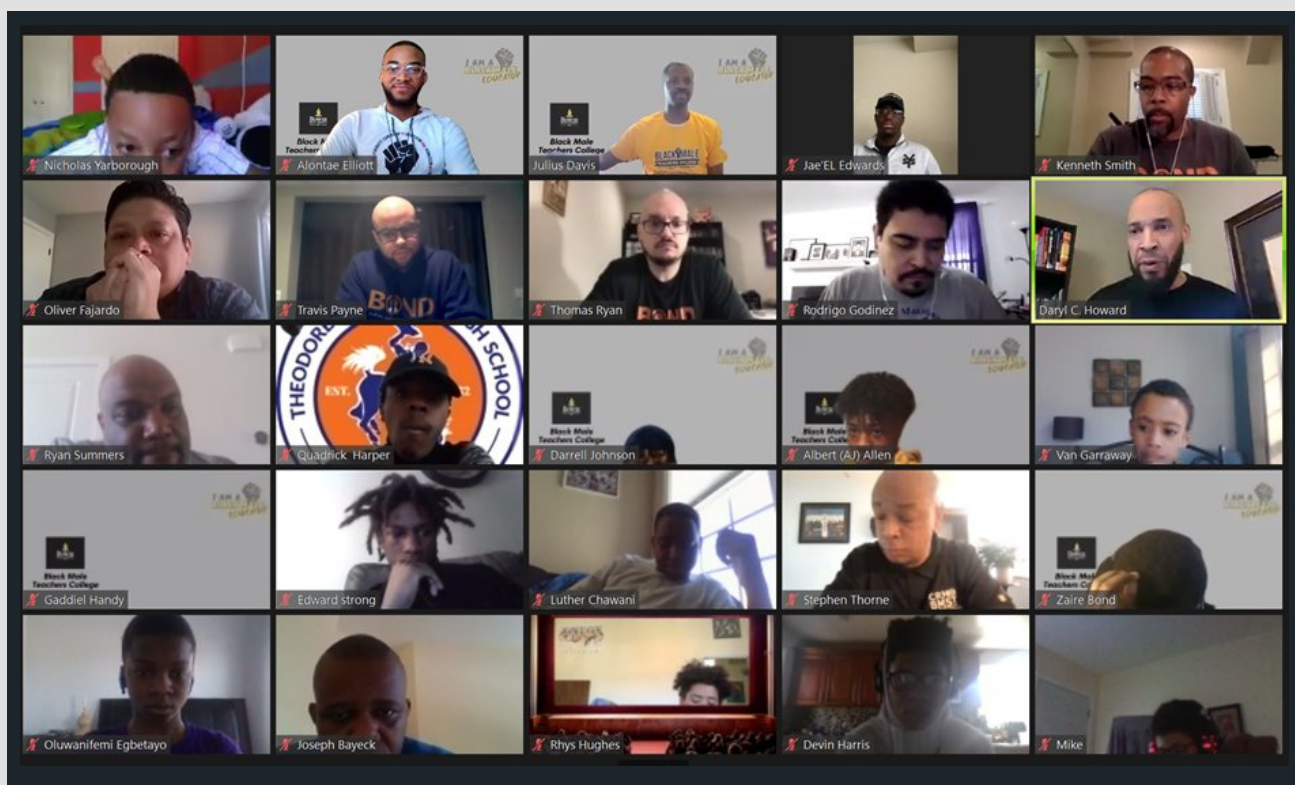


Mr. Elliott brought exuberant energy, innovative ideas, commitment, and stalwart leadership to the CRM-BMST leadership team, programs, and initiatives. He has participated in almost every program and initiative hosted by the Center this academic year. Mr. Elliott did an exceptional job co-leading, teaching, and mentoring students in the BMTC program.



He has judiciously been at the forefront of the success of the BMTC during the past school year. His superior abilities to connect with the students, engage them in interactive conversation, and guide them through educational activities are exceptional! Mr. Elliott has shown the unique ability to make others feel welcome in his presence. Several students have shared their admiration towards Mr. Elliott:

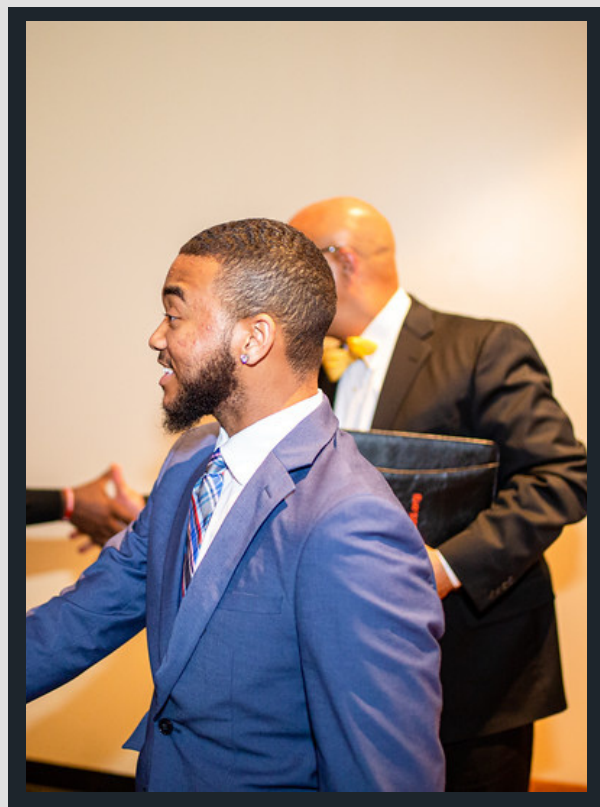
- “Mr. Elliott showed me the proper way to be a Black male leader. Mr. Elliott made sure that all of us were engaged and prepared for the activities.”
- “Mr. Elliott carried each conversation and topic with meaning and grace, took our opinions into consideration, and built a community off of it.”
- “Mr. Elliott was kind and easy to talk to. I felt like I could always ask Mr. Elliott for help, even if the answer was clear.”
- “Mr. Elliott’s knowledge and presentations were clear and concise. He did a great job!”



Mr. Elliott stated that participating in the BMTC has been the true highlight of his first year at BSU. His goal was to make students feel like they were a part of the BSU community, showing them what it means to be a Black male educator by honoring the lived experiences of each participant. He has developed a sense of family in the BMTC program.

Mr. Elliott helped plan and welcome guests to the Black Male Teacher Speaker Series program. Mr. Elliott also had the distinct privilege of honoring his former teacher, mentor, and debate coach, Mr. William Thomas (BSU alumnus), as a panelist and honoree at the Black Male Teacher Speaker Series. The program also honored other Black male educators and leaders that influenced his academic and professional trajectory. He also held a full-time job while making all of these important contributions to the CRM-BMST.

During the 2020-2021 academic year, Mr. Elliott received the *Outstanding Student Leader Award* for his academic performance and student leadership, and an *Exemplary Leadership and Service Award* for his invaluable contributions to the CRM-BMST. He was also recognized by the Department of History and Government for his outstanding GPA. The Center leadership team applauds Mr. Elliott's dedication, enthusiasm, selflessness, and work to become an outstanding student leader and educator. Mr. Elliott stated that he enjoys just getting it done, "By Any Means Necessary," and yes, we concur!



An Exceptional STAR Fellow!

Mr. Christian Gibbs



Mr. Christian Gibbs is a Superb Teachers Achieve Results (STAR) Program Fellow with a 4.0 cumulative GPA in his graduate coursework in the Master of Arts in Teaching (MAT) program. He is diligently working to earn his master's degree and become certified in elementary education with a specialization in science, technology, engineering, and mathematics (STEM). Mr. Gibbs is a recipient of the Bowie Black Male Educators and Leaders Alliance 2021 Academic Achievement Award.

Mr. Gibbs is an outstanding STAR Fellow who has taken advantage of opportunities for Black male educators at BSU. During his tenure at the university, he participated in many center programs and initiatives such as the Black Male Teacher Initiative Consortium, Bowie Black Male Educators and Leaders Alliance, and Black Boys and Men Speaker Series. He has represented the STAR program to different stakeholders. As a professional actor, Mr. Gibbs used his expertise to provide an exceptional welcome to the Black Boys and Men Speaker Series in March 2021.

He is an actor and educator from Silver Spring, MD. Mr. Gibbs values truth, equity, and kindness. Born in Trinidad and Tobago, Mr. Gibbs was introduced to the love of storytelling at a young age. Storytelling stemmed from his Griot grandparents, who ignited his curiosity for learning and life.

From the Caribbean to New York, DC, and Los Angeles, Mr. Gibbs experienced a multiplicity of learning styles and institutions. He earned a Bachelor in Fine Arts in Acting from Howard University, and an MFA from California Institute of the Arts.



Teaching is sewn into the fabric of Mr. Gibbs's story. As an older brother, it came with the territory; and as an actor, it was an extension of his learning. While at Howard University, Mr. Gibbs performed with the Roxie Roker Touring Company for local Schools. As a performing apprentice at The Children's Theatre Company in Minneapolis, he was a Teaching Artist.

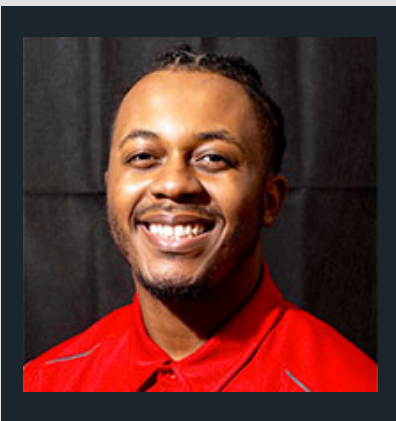
He continued teaching Theatre while on the West Coast, and upon his return to the DMV, Mr. Gibbs taught briefly at his Alma Mater and many public schools. His experience in the classroom was not limited to the arts, as he held various short and long-term substitute teaching positions in many subjects within Montgomery County. He comes to BSU with an impeccable reputation as a dedicated and caring educator.

The STAR program and BSU are fortunate to have Mr. Gibbs as a teacher-scholar. We are happy to report that Mr. Gibbs was offered an elementary teaching position in Montgomery County Public Schools during his yearlong internship and he accepted the position.



School Psychologists are Black Male Educators Too!

The Future Dr. Kendell Kelly



Kendell Kelly was a Black male in the Master of Arts in School Psychology program at BSU with a strong propensity for research. He started his research journey as an undergraduate psychology major at BSU. Recognizing a gap in the literature and commonalities with Black male collegians' experiences, Kelly's first research experience examined race-related stress of Black men in college at HBCUs. He has presented his research at different venues. Kelly was awarded the 2020 Vernon C. Polite Research Award.

During his school-based experiences in school psychology, Kelly developed a research and practitioner interest in restorative justice. He is interested in investigating the implementation of restorative justice practices in predominantly Black schools, and the results from those practices. Kelly's research interest in restorative practices is consistent with his interest in researching disparities that negatively affect the Black community and finding solutions to improve them.

He believes that the proper implementation of restorative justice can disrupt the school-to-prison pipeline impacting Black youth. Last year, Kelly and Dr. Julius Davis, along with other scholars, visited the Maya Angelou Academy at New Beginnings, a residential Youth Development Center, to learn more about how they implement restorative justice at the educational facility with their scholars.

During the 2020-2021 academic year, Kelly and Davis worked to develop a new line of research focused on Black male school psychologists, crafted publications, and prepared for his entry into a doctoral program. This academic year, they met to discuss the underrepresentation of Black male school psychologists and the lack of research on them. Kelly and Davis wrote a publication entitled, "Increasing Black Men's Representation in School Psychology through Early Exposure," that was accepted for publication in the Perspectives on Urban Education journal at the University of Pennsylvania. We are happy to report that Kelly was accepted into the School Psychology Doctoral Program at Texas Woman's University.



PRODUCING DOCTORAL SCHOLARS

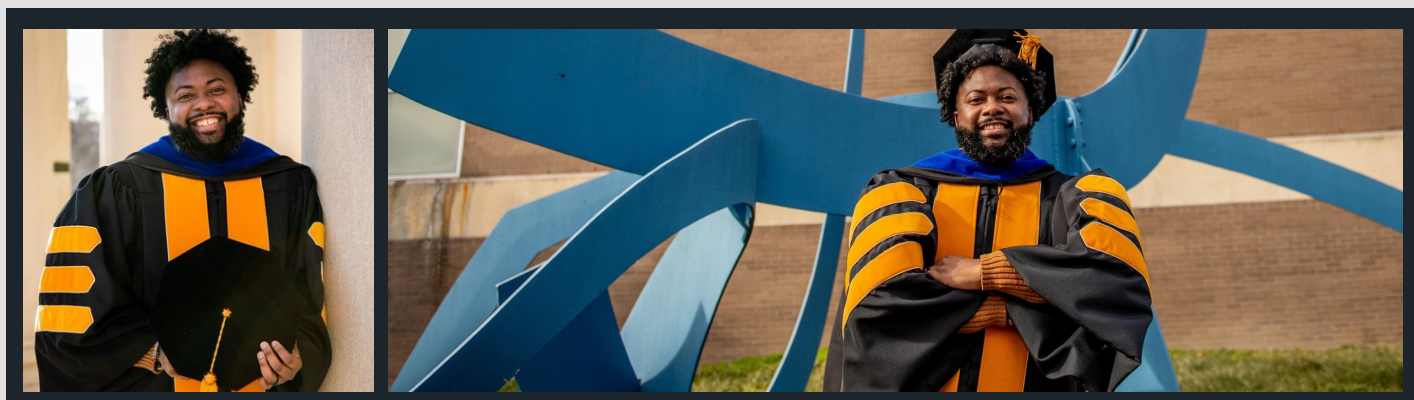


Producing Doctoral Scholars

Over the course of the 2020-2021 academic year, the Center leadership team worked to produce scholars at the doctoral level at BSU and the University of Maryland, Baltimore County. At Bowie, Drs. Sean Coleman, Julius Davis, Ramon Goings, and Wil Parker worked to support doctoral candidates in developing scholarly publications and completing their dissertations in areas related to the CRM-BMST agenda. Drs. Keisha Allen and Ramon Goings supported the doctoral development of scholars at the University of Maryland, Baltimore County.

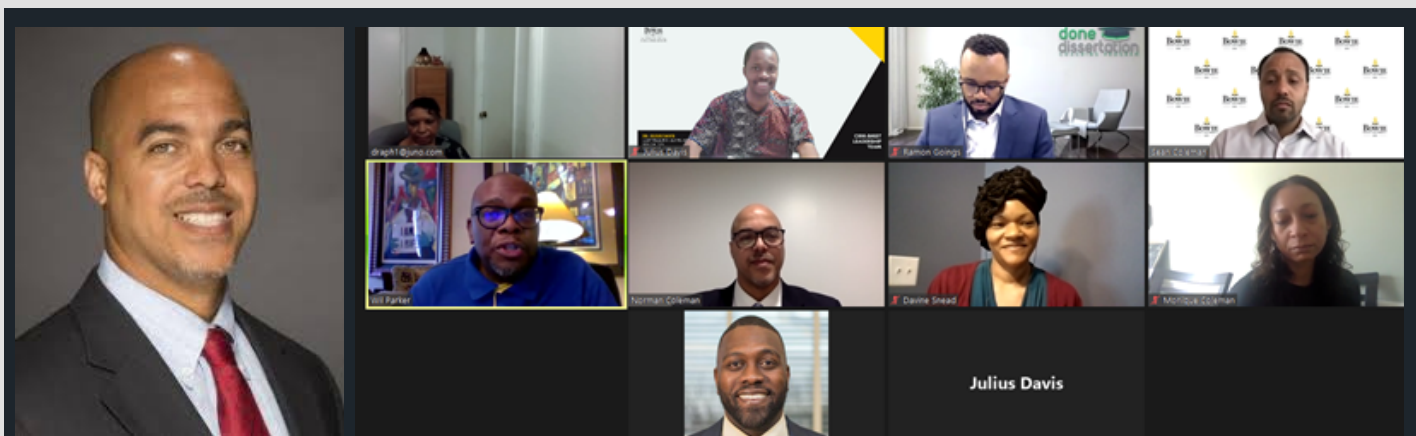
Dr. Antione D. Tomlin

Drs. Keisha Allen, Sean Coleman, Julius Davis, Ramon Goings, and Wil Parker produced three new doctors whose research made important contributions to advancing new knowledge of Black male educators, Black male students, or Black populations, in general. Dr. Allen co-chaired the dissertation of Dr. Antione D. Tomlin, entitled, "When They See Us: Narratives of Black Male Teachers," at the University of Maryland, Baltimore County. Dr. Goings was a member of this committee to provide new knowledge of Black male educators' lived experiences and professional roles. Dr. Tomlin is an Assistant Professor and Chair of the English, Literacy, & Communications Department at Anne Arundel Community College.



Dr. Norman Coleman

Dr. S. Coleman led the dissertation of Dr. Norman Coleman, focused on School Leadership and Gifted Black Males at BSU. Drs. Davis, Goings, and Parker served on the committee. The study provided new insights into elementary and middle school leaders' perceptions of their preparation, practices, and understanding to address the needs of gifted Black male students. Dr. N. Coleman is the Principal at Francis Scott Key Middle School in Montgomery County Public Schools. He has experience as an elementary and middle school principal. He has been an educator and school leader throughout his over 20 years in the profession. Dr. Coleman is a Culturally Responsive Special Education Leader, a program funded by the United States Department of Education.



Producing Doctoral Scholars

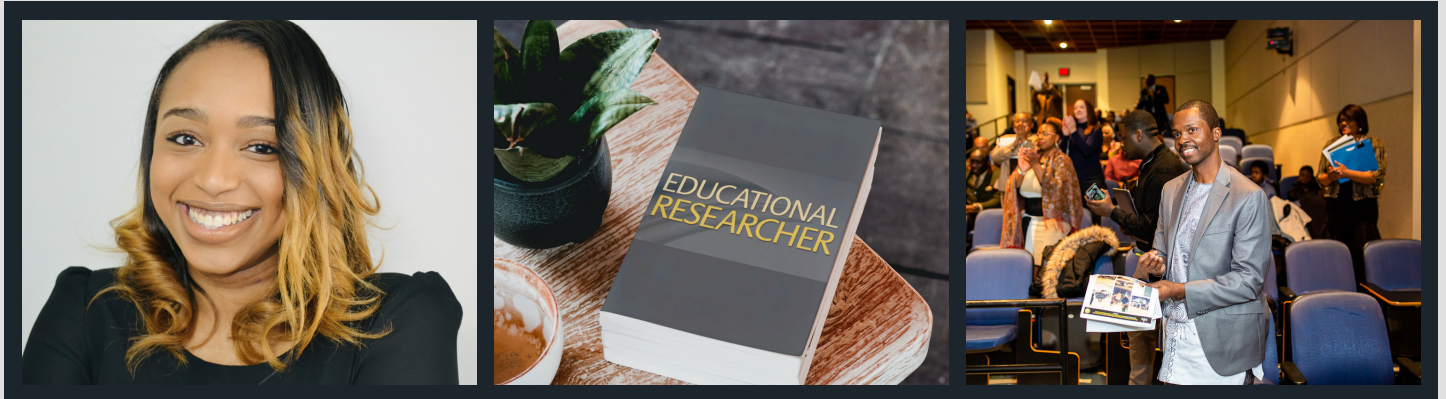
Dr. Cavena Griffith

Drs. Davis and Parker co-chaired the dissertation of Dr. Cavena Griffith, titled, “The Black educator connection: An examination of the lived experiences of Black elementary educators.” Drs. Damon Harris and Renee Foose served as committee members for Dr. Griffith’s dissertation. Her study provided insight into Black teachers’ pedagogy, cultural connections to Black students, advocacy for Black male students, and how professional affinity groups support Black male educators. Dr. Griffith was an assistant principal and now principal intern at Whetstone Elementary School in Montgomery County Public Schools. Dr. Griffith is also an adjunct professor in the Master of Arts in Teaching Program in the Department of Teaching, Learning, and Professional Development and STAR program at Bowie State University.



Doctoral Scholarly Publications

The new Dr. Cavena Griffith (Bowie State University) and Dr. Davis wrote a journal article entitled, "A critical race examination of anti-Blackness for Black elementary educators and the liberatory quality of Blackness," that is currently under review for the Educational Researcher special issue on Addressing Anti-Black Racism in Education.



This year, Drs. Sean Coleman and Julius Davis worked with Clyde Doughty, BSU doctoral candidate and Vice President of Athletics, and collaboratively wrote a book chapter entitled, "Black men in higher education discuss the impact of police brutality, protest, and coronavirus pandemic on Black boys and men" in the newly released book published by IGI Global, The Black Experience and Navigating Higher Education Through a Virtual World, edited by Drs. Kimetta Harrison, Wendy Edmonds, and Shanita Clark.



Dr. Ramon Goings led a group of doctoral scholars in producing a co-edited book called, *Dissertating during a pandemic: Narratives of success from scholars of color*, with Information Age Publishing. The book provides firsthand accounts of doctoral candidates' experiences navigating the dissertation process during the pandemic. The book is currently in the product phase at the publisher. Goings also produced journal articles and book chapters with doctoral-level scholars.

He produced the book chapter, "Supporting doctoral students completing the dissertation during COVID19" in *Teaching in Turbulent Times: Higher Education Amid the COVID-19 Pandemic* (Rutgers University Press), in J. Michel (Ed.).



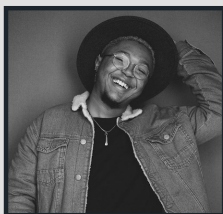
ENTREPRENEURSHIP

Most of the Center Leadership Team are involved in entrepreneurship and business endeavors. The Center is aligned with BSU President Aminta H. Breaux's focus on infusing entrepreneurship across all disciplines and ensuring that every student develops an entrepreneurial mindset as a priority. The CRM-BMST has committed to producing and supporting student entrepreneurs, teacherpreneurs, faculty entrepreneurs, alumni entrepreneurs, and engage in entrepreneurship through the Center.

The Leadership Team sought to expand support for student entrepreneurs during the 2020-2021 academic year. However, operating virtually during the coronavirus pandemic interfered with our ability to support existing student entrepreneurs and work to develop new student entrepreneurs. Through the Center programs offered, the team was able to support two student entrepreneurs this year.

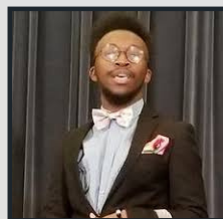
Student Entrepreneurs Spotlight

The CRM-BMST leadership team was able to support two student entrepreneurs this year.



Isaiah Ford

Isaiah Ford is a junior BSU student entrepreneur who started a photography business on campus. He was regularly hired as a photographer for CRM-BMST programs, including the Black Male Teacher Speaker Series, Black Male Teacher Initiative Consortium meetings, and Bowie Black Male Educators and Leaders Alliance reception and program. This year, he created video picture presentations for CRM-BMST programs. He is a communication major with a 3.1 cumulative GPA.



Mi'Jan Credle

Mi'Jan Credle is a junior, poet, artist, and entrepreneur. He was the 2019 Prince George's County Youth Poet Laureate. He infused his artistry into his entrepreneurial endeavors by performing a special poem for Black male educators at the Black Male Teacher Speaker Series and performed "Black Scholar" as a poem at the Black Male Teachers College awards program. "Black Scholar" is a hit song from his album, Red Energy. He is a communication major focused on broadcast journalism.

Alumni Entrepreneurs

This academic year, the Center leadership team started advancing and supporting alumni entrepreneurs as well.



Mr. Michelangelo Hayes

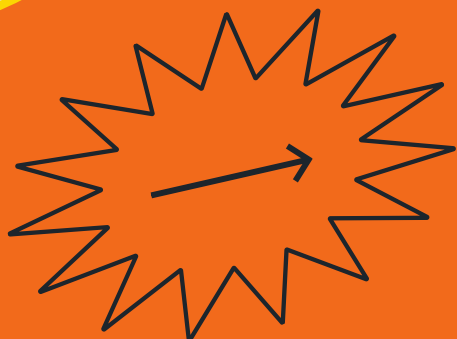
Mr. Michelangelo Hayes was the founding coordinator of the Black Male Teachers College program in the CRM-BMST. He received an academic certificate in hip hop at BSU. He is a graduate of Morehouse College in Atlanta, GA. Hayes is the founder and owner of Valentino's Workshop, a tutoring company. He provides tutoring in mathematics, English, and test preparation (SAT, GRE, Praxis, etc.). Hayes also provides editing services to his clients. He has provided tutoring services to many BSU faculty and administrators' children and grandchildren in test preparation, mathematics, French, and other subject areas. He is a shining example of an unconventional Black male educator that reaches students through his business endeavors.



Mr. George Crawford

Mr. George Crawford is a graduate of the MAT program at BSU. He is a Black male educator and department chair in the Visual and Media Arts Department at Fairmont Heights High School. He also leads the producer of Fairmont Heights High School TV.

Mr. Crawford and his students were the recipients of Best 2020 High School News Broadcast: Fairmont Heights High School at the Prince George's County Public Schools Film Festival. He was also awarded the Bowie Black Male Educators and Leaders Alliance 2020 Teacher Leader Award recipient. He is a freelance graphic designer, videographer, and digital photographer that started his own business called Crawford Classics. Mr. Crawford's company produced all of the videos used by the CRM-BMST during the 2020-2021 academic year.



**SUBSCRIBE
TODAY**

**VISIT OUR
YOUTUBE
PAGE**

**CLICK
HERE**



Faculty Entrepreneurs

The CRM-BMST leadership team worked to enhance faculty entrepreneurship during the pandemic.



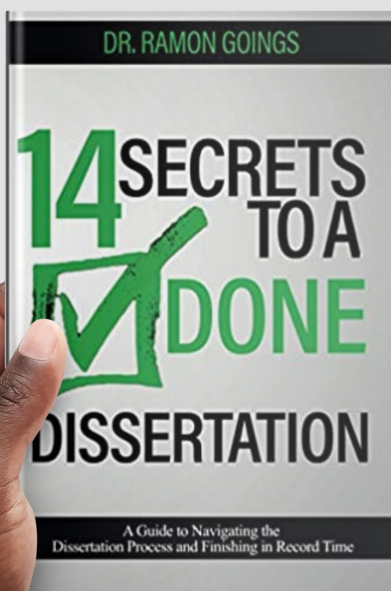
Dr. Ramon Goings

Dr. Ramon Goings is a dynamic educator and researcher. He is the founder of the Done Dissertation Coaching Program. He currently serves as Assistant Professor in the Language, Literacy, and Culture interdisciplinary doctoral program at the University of Maryland, Baltimore County. Dr. Goings is an expert on gifted/high-achieving Black male student success in PK-20 settings and diversifying the teacher and school leader workforce.

Dr. Goings is the author of over 50 scholarly publications, including books and book chapters, webinars, and scholarly peer-reviewed presentations. In addition to his scholarship, Dr. Goings has expertise in cultivating the academic writing of doctoral students and early career researchers.

The Done Dissertation Coaching Program takes clients through all aspects of the dissertation process and provides individualized support to help you get done! Recently Dr. Goings published, 14 Secrets to a Done Dissertation: A Guide to Navigating the Dissertation Process and Finishing in Record Time.

The foundation of Dr. Goings endeavor is based upon academic, argumentative, and authoritative writing, learning the basics of citation formatting (e.g., APA, Chicago, etc.), devising a reading and writing accountability system, using a literature review matrix to write a literature review, and providing dissertation editing (grammar/syntax, organization/style, content). Additionally, as a member of our team, Dr. Goings has published numerous articles, books, and book chapters, and presented them at various peer-reviewed conferences. The CRM-BMST hosted a webinar to support doctoral scholars and promote Dr. Goings's new book.



ACHIEVING THE DONE DISSERTATION
TIPS AND STRATEGIES FOR SUCCESS

DR. RAMON GOINGS, FOUNDER OF THE DONE DISSERTATION COACHING PROGRAM

THE CENTER FOR RESEARCH & MENTORING OF BLACK MALE STUDENTS & TEACHERS

PRESENTS:
DR. RAMON GOINGS, FOUNDER OF THE DONE DISSERTATION COACHING PROGRAM

THURSDAY DEC 17

TIME
4:30-6PM EST

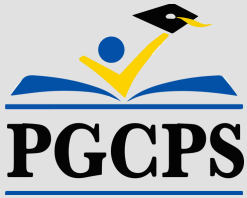
LOCATION
ZOOM

SCAN ME TO REGISTER

PRE-ORDER

Community Outreach

The CRM-BMST Leadership Team participated in community outreach focused on preparing educators and diversifying the teaching profession.



Dr. Julius Davis is the chair of the Prince George's County Public School Education Advisory Board and worked to encourage high school students to become teachers, especially young Black men.



Dr. Julius Davis, CRM-BMST partners, and BSU alumni are members of the Prince George's Community College Education Advisory Board. The board has several initiatives focused on preparing and diversifying the teaching profession, including male educators.



THE BLACK MALE TEACHER INITIATIVE CONSORTIUM



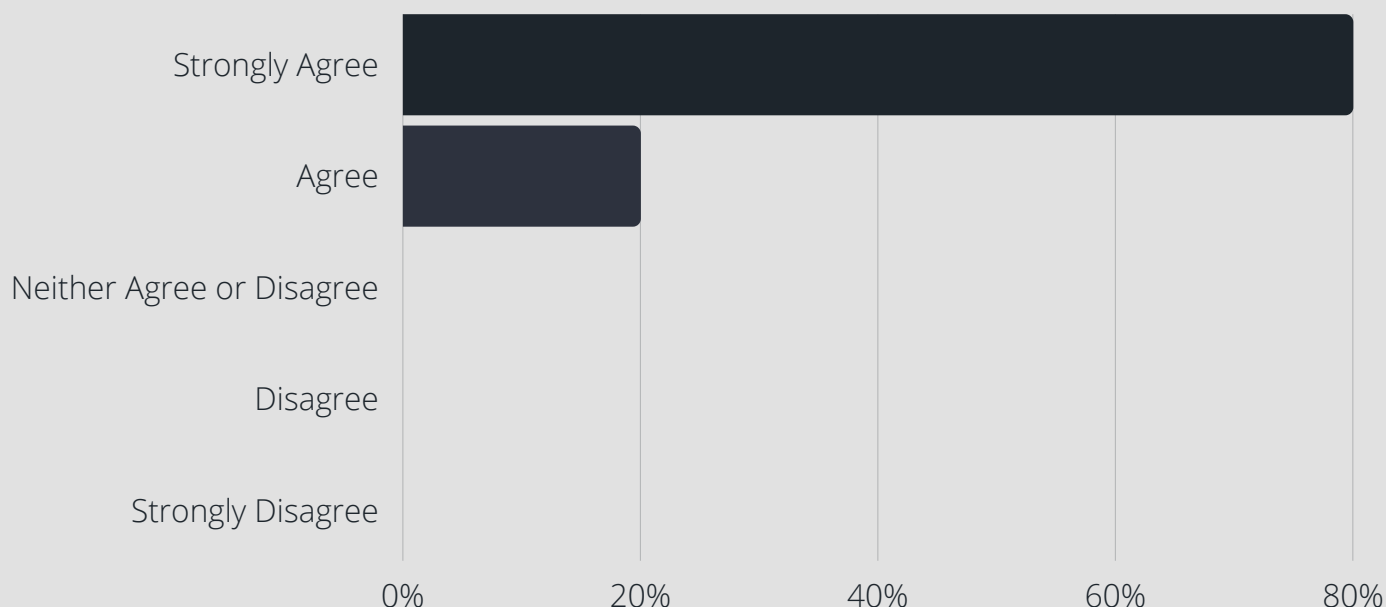
THE BLACK MALE TEACHER INITIATIVE CONSORTIUM

The coronavirus pandemic placed a great strain on individuals and organizations working to support Black male educators. The Black Male Teacher Initiative Consortium (BMT-IC) is a union of individuals, initiatives, organizations, and institutions formed with the goal and objective of working together to pool resources to recruit, retain, support, and empower Black male educators educationally and professionally at all levels throughout their trajectory.

The Consortium is a collaborative space for individuals, initiatives, organizations, and institutions to work together and support one another for the advancement of Black male educators. BMT-IC continued to persist during the challenging times of the coronavirus pandemic.

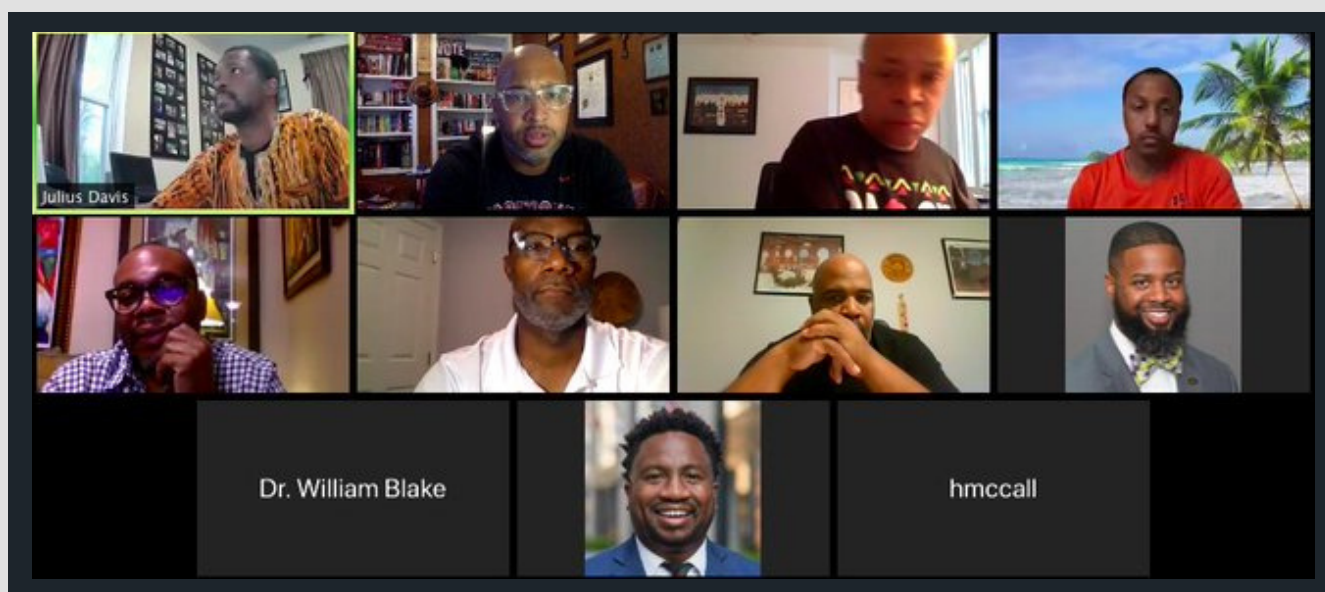
Meetings were used to discuss and work on the BMT-IC business, check on the wellness of members, support each other, and chart a path forward during the pandemic. To minimize virtual burnout, the BMT-IC meetings were reduced from monthly to quarterly. Four meetings were held during this academic year.

Based on meeting evaluations, most meeting attendees agree/strongly agree that the goals and objectives were met, felt engaged in the meetings, intended to use the meeting content, and left the meeting feeling like they knew the next steps and how the BMT-IC would move forward (see next page).



The BMT-IC focuses on three main goals: recruitment, retention/persistence, and development. The consortium worked to recruit, retain, and develop quality and effective Black male educators that build meaningful relationships with students, contribute to students' academic and social development, and impact student learning.

- Goal 1: The BMT-IC will focus on recruiting young Black boys and men in middle and high schools, teacher education (high school, undergraduate, and graduate), alternative certification, and educational leadership programs into the profession.
- Goal 2: The BMT-IC will focus on the retention and persistence of Black male adolescents and adults in teacher education, alternative certification, and educational leadership programs, school systems, affinity organizations, and the teaching profession.
- Goal 3: The BMT-IC will work to develop Black male educators through professional development, teacher education, alternative certification, educational leadership programs, career ladder preparation, conferences, and scholarly work.



Throughout the coronavirus pandemic, the BMT-IC continued to work on achieving these goals during the 2020-2021 academic year. The members continued to work within and across organizations to achieve these goals. In virtual spaces, most of the consortium members continued to work to expose and recruit hundreds of Black male students in elementary, middle, and high school, Black male bachelor's degree holders, and Black male career changers to the teaching profession. This annual report provides insight into the recruitment of Black males into educator preparation programs and the profession.



This annual report provides insight into the recruitment of Black males into educator preparation programs and the profession. The CRM-BMST met with Baltimore County educational leaders Doug Handy, Homer McCall, Keith Lewis and Alicia Fales to start conversations about recruiting more Black male high school students into the teaching profession. The CRM-BMST has met with community college representatives about recruiting and retaining Black male educators. The BMT-IC members worked to retain Black males in educator preparation programs and the profession to help them persist. Members also created and worked to fund scholarships for male educators. The BMT-IC organizations worked to provide professional development to Black male educators, developed Black males in educator preparation and educational leadership programs.



Additionally, the CRM-BMST team constantly asked for feedback from each participant throughout the academic year to better understand and create concepts that would meet participants needs. The Center team identified several viewpoints that were consistent across each survey.

- Participants enjoyed the opportunity to share ideas.
- The overall engagement of each meeting was elevated and interactive.
- Many thought the utilization of the content provided was imperative for their overall educational success, professional growth, and development.
- The majority of participants enjoyed connecting with like-minded educators and professionals to discuss Black Male Educator initiatives.

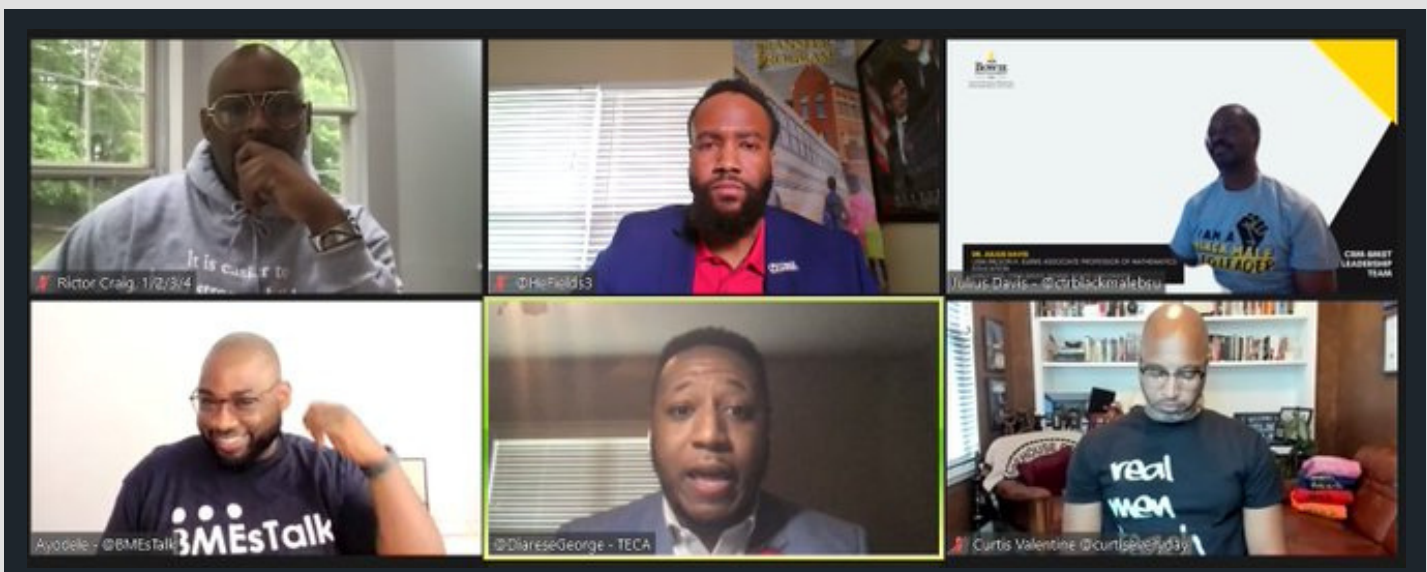
Because of these visions, the BMT-IC members have decided to expand the organization to a national platform for teacher educators and to professional affinity groups for Black male educators.



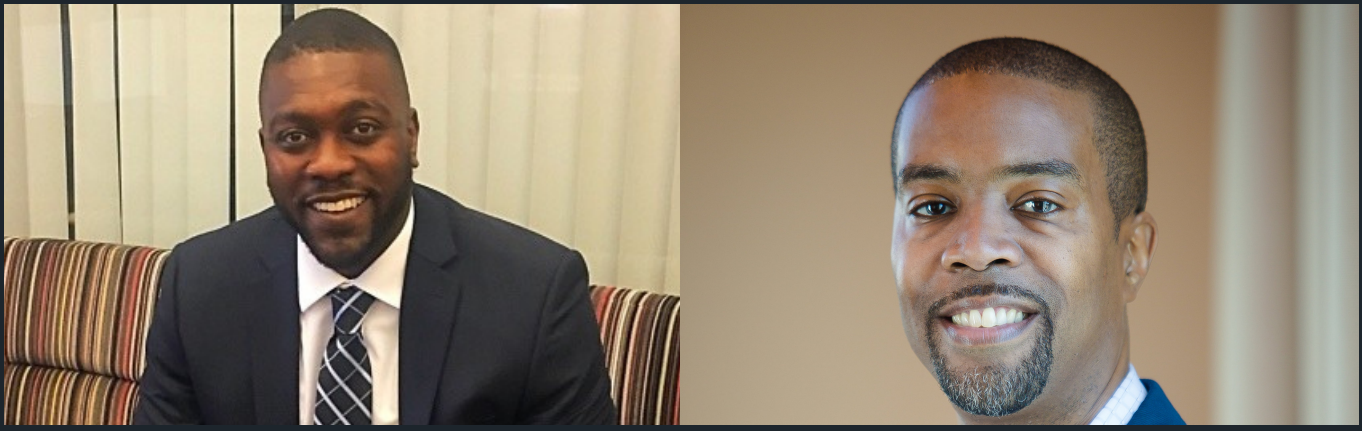
THE BUILDING OUR NETWORK OF DIVERSITY PROJECT

The Building Our Network of Diversity (BOND) Project is a national leader in diversifying the educator workforce with men of color. The BOND Project is a founding member of the BMT-IC, and one of the oldest organizations for male educators of color.

During the 2020-2021 academic year, the BOND Leaders continued to serve educators, implement their signature programs, and lead new initiatives. They hosted meetings for their members and leaders and hosted the annual BOND Summit and BOND Academy. CRM-BMST Director Dr. Julius Davis served as a panelist with other national educational leaders at the 4th Annual BOND Summit entitled, "Politics, Pandemic, and Education: Where do we go from here?" BSU doctoral student and BOND Leader Desmond Mackall moderated the panel.



Dr. Davis also participated as a panelist at the Day 2 Welcome and Plenary Panel: MEOC Leaders at the Forefront at the 3rd Annual BOND Academy, "Making Up for Lost Time: Advancing Pedagogy and Practice in a New Education World."



BOND Leaders participated in three CRM-BMST programs. In November 2020, BOND Leader Mr. Kenneth Smith, National Board-Certified Teacher, was a panelist in the CRM-BMST's Black Male Teacher Speaker Series program, entitled Black Male Educator pedagogical excellence. During Black History Month, BOND Leader Mr. Rodney Harrison served as a panelist at the Annual Gathering of Bowie Black Male Educators and Leaders with the theme, "Bowie Black Male Educators and Leaders on the Educational Frontlines of a Global Pandemic." In March 2021, BOND Leader Dr. Daryl Howard was a panelist in the CRM-BMST's Black Boys and Men Speaker Series program titled Centering Black Boys and Men During a Global Pandemic.



The BOND Project hosted the BOND Boys Learning and Leadership Institute to teach young men (grades 4-12) who they are and how to become leaders. The institute exposed boys to a diverse cadre of Latino and Black male educators and provided them with a better understanding of what it means to be male educators of color. The CRM-BMST hosted the Black Male Teachers program for high school students to expose and recruit them into the teaching profession. The CRM-BMST and BOND Project brought both programs together to allow the young men in the Black Male Teachers College program to teach the elementary and middle school students in the BOND Boys Learning and Leadership Institute. BSU student leaders of the Black Male Teachers College program also facilitated a session for the high school students in the BOND Boys Learning and Leadership Institute.



BOND project leaders continue to serve on BSU dissertation committees, and CRM-BMST leaders work to support BOND leaders in the BSU educational leadership doctoral program. BOND Leader Dr. Daman Harris served on the dissertation committee of Dr. Cavena Griffith's dissertation entitled, "The Black Educator Connection: An Examination of the Lived Experiences of Black Elementary Educators," with CRM-BMST leaders Drs. Julius Davis and Wil Parker. He will also serve on the dissertation committee for the future Dr. Rodney Harrison.



THE NATIONAL ASSOCIATION OF BLACK MALE EDUCATORS



The National Association of Black Male Educators (NABME) is a founding member of the BMT-IC. The NABME seeks to dramatically increase the number of Black and Brown male teachers and leaders who positively impact marginalized students. Over the last two years, NABME Leaders have played a significant role in the success of the BMT-IC and CRM-BMST. Last year, NABME Co-Founder Rictor Craig was a panelist for the inaugural Black Male Teacher Speaker Series and Black Boys and Men Speaker Series.

During the coronavirus pandemic, the NABME led many initiatives for educators. Last year, the NABME leaders led a three-part professional development series called Dear White Educators. They also facilitated professional development for Black male educators focused on interviewing for jobs and the importance of Black male educators and leaders in school systems. The NABME Leaders also facilitated virtual sessions for Black male educators focused on managing stress during COVID-19 and taking care of themselves.

The NABME partnered with Stride, Inc., to provide professional development and recruitment opportunities to Black male educators in online learning environments. In the partnership, NABMEs provided professional development workshops tailored to Black male educators focused on culturally relevant practices. The topics covered during the professional development series include 1) using affirming language with boys of color, 2) building strong relationships, 3) classroom management practices for men of color, 4) building strong scholar relationships, 5) social-emotional learning: why relationships matter, and 6) restorative justice.



The NABME Leaders have been busy working to increase the number of Black male educators. The organization led two major efforts to recruit more Black men into the teaching profession. They created a national database of Black and Brown male teachers' resumes for schools and school districts to recruit more men into the profession. The portal is available for educators to submit their resumes at nabme.org. In April 2021, the NABME held the first-ever Black and Brown Male Educator Fair virtually. The BMT-IC members supported the NABME recruitment initiatives.

NABME Co-Founders Rictor Craig and Joseph Speight, Jr. are leading two new initiatives to increase the number of Black male educators and leaders. Craig is leading a new initiative to diversify the school leader pipeline with Black men from the New School Ventures fund. He received over \$150,000 for this initiative. Speight is leading a new initiative to increase the number of Black male educators with funding and support from the Community Venture Fund and Friendship Public Charter Schools. Craig and Speight are working with the CRM-BMST to support the men.

NABME Leader Dr. William Blake is an adjunct professor at BSU, where he teaches master's level teacher candidates and facilitates professional development in the STAR Fellows program. Dr. Blake also serves as a leader of the Prince George's Community College Education Advisory Board, which is designed to recruit and retain educators. He was recently appointed as the Director of Student Engagement, Behavioral Health, and Academics in Montgomery County Public Schools. The NABME Leaders have positively impacted the professional landscape for Black men in teaching and leadership positions.



real men teach
RECRUIT. RETAIN.
REIMAGINE. REINVEST.



**BLACK MALE TEACHER INITIATIVE
CONSORTIUM MEMBERS
SUPPORT**

#REALMENTEACH

—VISIT REALMENTEACH.COM—



THE MALE EDUCATOR NETWORK OF
PRINCE GEORGE'S COUNTY PUBLIC
SCHOOLS

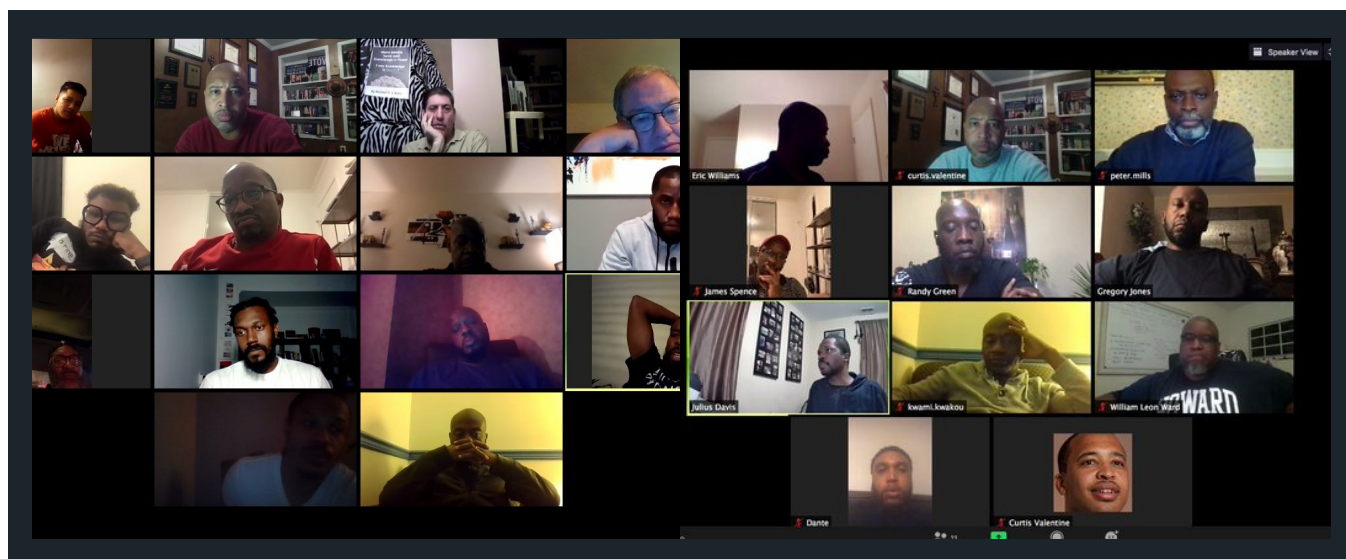
REAL MEN TEACH MOVEMENT



The Male Educator Network of Prince George's County Public Schools (MENofPGCPS) is another founding partner of the BMT-IC and a leader in recruiting and retaining quality male educators, especially men of color. #RealMenTeach is the MENofPGCPS campaign to reimagine the teaching profession for the next generation of male educators and generate scholarship funds from sales of #RealMenTeach apparel.

Over the last two years, MENofPGCPS and #RealMenTeach leaders have played a significant role in the success of the BMT-IC and CRM-BMST. Mr. Albert Lewis, Sr. has been a panelist for the last two Black Male Teacher Speaker Series programs.

During the coronavirus pandemic, MENofPGCPS leaders continued to lead educators and launched new initiatives. They led regular sessions with male educators to support them and conduct wellness check-ins. CRM-BMST Director Dr. Julius Davis participated in a meeting.



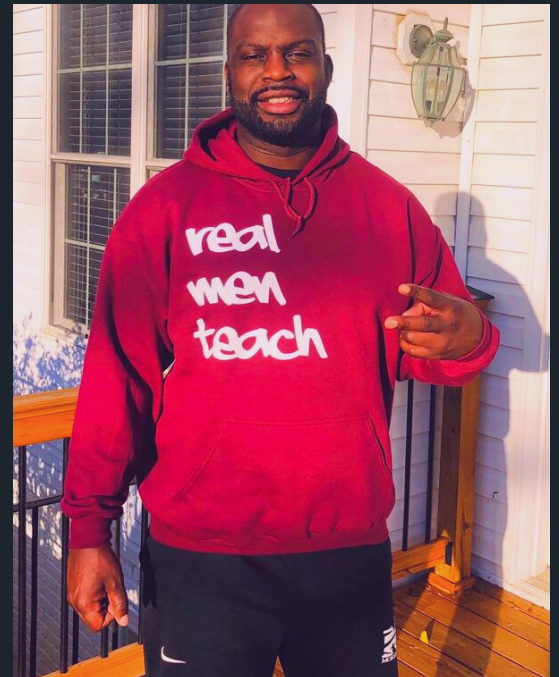
Curtis Valentine led the #RealMenTeach campaign to raise scholarship funds and to reimagine the teaching profession for the next generation of male educators. He has been pushing the #RealMenTeach campaign on social media via Twitter, LinkedIn, Instagram, and Facebook. The BMT-IC membership and extended Black male educator community have been supporting the #RealMenTeach campaign. #RealMenTeach Supporter, Mr. Tarik Brooks, sponsored 15 hoodies for Bowie Black male educators.



MENofPGCPS Leader Victorious Hall (BSU Alumnus) also serves as a leader of the Prince George's Community College Education Advisory Board—which is designed to recruit and retain educators with a devoted effort to men—with Drs. William Blake and Julius Davis. Hall is also the founder of Spizzy Smoothie & Tea in Camp Springs, MD.

real men teach

RECRUIT. RETAIN.
REIMAGINE. REINVEST.



Special thank you to Mr. Tarik Brooks for sponsoring 15 hoodies for Bowie Black men in education!

**BOWIE STATE UNIVERSITY
BLACK MALE EDUCATORS AND
LEADERS SUPPORT**

#REALMENTEACH

—VISIT REALMENTEACH.COM—

Honoring Bowie Black Male Educators and Leaders History



ere beaten
chance to
events.

If you think you are outclassed, you
You've got to think high to
You've got to be sure of you
Before you can ever win a prize
The speech was enjoyable to all.
given out, a banquet was held in honor

Music Festival Serves "A Musical Menu"

"And if there come the sing-
ers and dancers and the flute
players, buy of their gifts also.
For they too are gathers of fruit

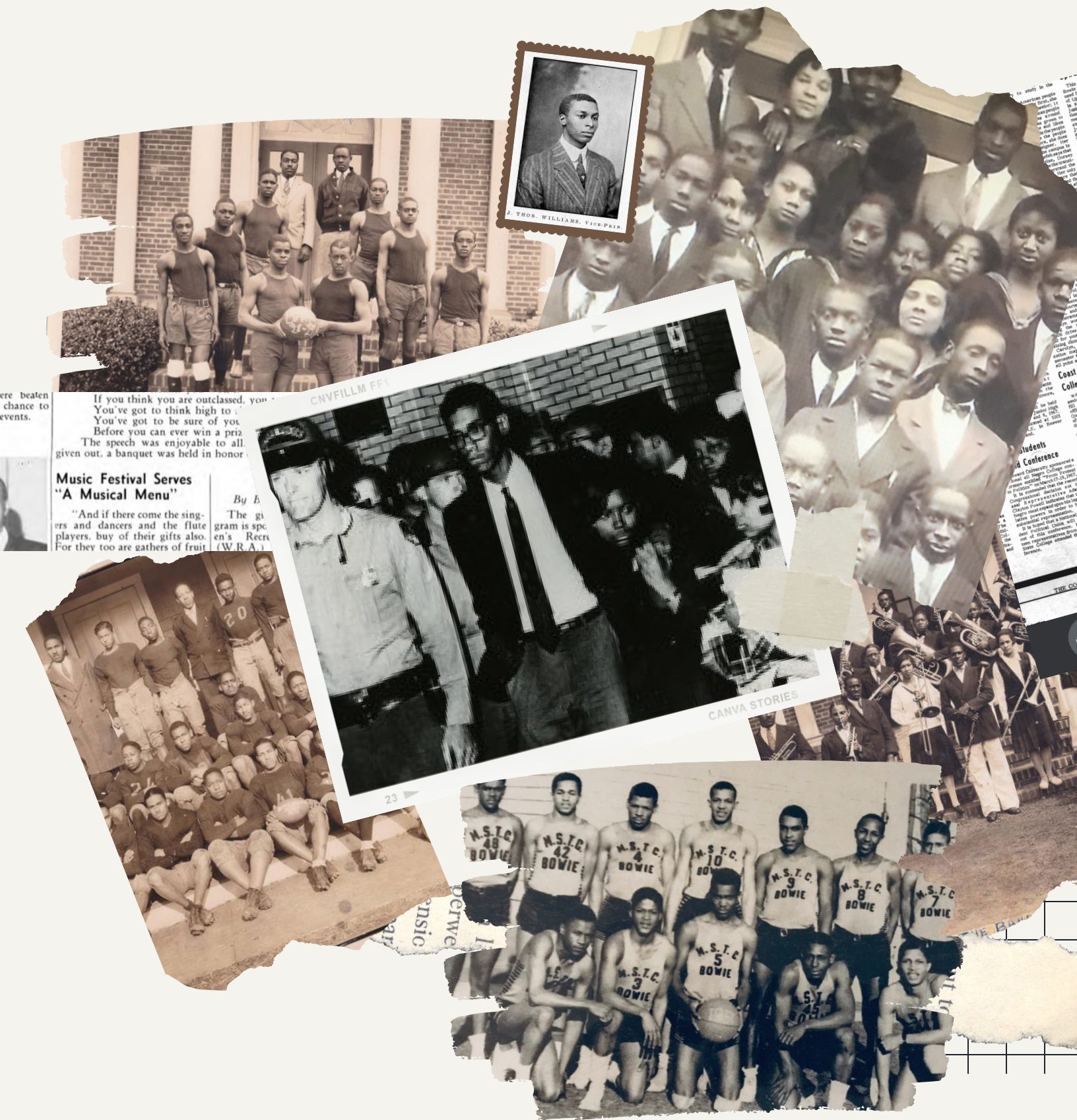
By E

The gi
gram is sp
en's Recr
(W.R.A.)



CANVA STORIES





Bowie men come from a rich historical legacy of educators and leaders who have paved the way for future generations. We must continue to tell these men stories and honor their contributions through continued service.

The Bowie Black Male Educators and Leaders Alliance Pledge

I pledge to honor the historical legacy and contemporary contributions of Bowie Black male educators and leaders.

I pledge to be my Bowie Brother's Keeper by upholding and uplifting him.

I pledge to always strive for excellence as an educator and leader.

I pledge to continuously support the growth and development of myself, my Bowie Brothers, and other educators and leaders.

I pledge to support the Alliance, Bowie State University, and its educational programs and initiatives.

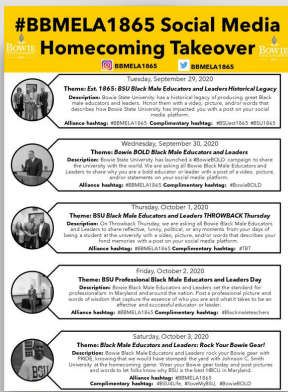
I pledge to always do my best to recruit, retain, support, and develop high-quality Black male educators and leaders to renew and regenerate the profession.

BOWIE BLACK MALE EDUCATOR AND LEADERS ALLIANCE



The Bowie Black Male Educators and Leaders Alliance (#BBMELA1865) is an alumni network of Black male educators and leaders with diverse backgrounds, and educational, professional, and entrepreneurial experiences. The Alliance is also a venue to connect current BSU undergraduate and graduate students with the alumni network of Black men. The purpose and goals of the Alliance are to:

- Document and honor Bowie Black male educators' and leaders' professional careers;
- Galvanize and regularly engage Bowie Black male educators and leaders that are alumni, current, and retired educators and leaders to provide organic networking and mentoring opportunities;
- Create a platform for prospective Black male educators to interact and network with Bowie Black male educators and leaders;
- Create a directory of Bowie Black male educators and leaders to support organic networking, mentoring activities, and achievement recognition;
- Promote and encourage a culture of philanthropy—from student to alumni;
- Annually fund the minority male educators endowed scholarship; and
- Engage in organic community outreach and professional development opportunities.



Bowie Black male educators and leaders had plans for continued programming that were disrupted by the coronavirus pandemic. In July, #BBMELA1865 reconvened monthly meetings and planned next steps to operate virtually in 2020. Brandon Wallace stepped up to stabilize the organization and provide leadership to continue developing and enhancing the #BBMELA1865, establishing the organization's social media presence. Developing a social media presence led us to establish #BBMELA1865 to represent the Alliance and founding of Bowie State University.

During the 2020-2021 academic year, the CRM-BMST leadership team continued to engage alumni and current undergraduate and graduate students to fulfill the goals and objectives of the Alliance. The CRM-BMST programs and initiatives continued to document and honor Bowie Black male educators and leaders' academic and professional careers.

In February 2021, the #BBMELA1865 held its signature program, the Annual Gathering of Bowie Black Male Educators and Leaders. The theme of the gathering was Bowie Black Male Educators and Leaders on the Educational Frontlines of a Global Pandemic. The program featured Bowie men working in educational settings during the pandemic and prioritized Black male educators, leaders, Black students and families, and the larger Black community. Seven Bowie men served as panelists and most of them received awards at the Annual Gathering of Bowie Black Male Educators and Leaders Alliance:



DR. ROBERT M. MAYO

Founding Donor | #BBMELA1865 2021 Outstanding Educational Leader Honoree
Senior Technical Assistance Consultant
American Institutes for Research



BRANDON WALLACE

Founding Donor | #BBMELA1865 2020 Outstanding Professor Award



MR. DALLAS LEE

#BBMELA1865 2020 Outstanding School Leader Awardee
Principal, Drew Freeman Middle School
BSU Educational Leadership Doctoral Program



MR. OTIS DUPREE

#BBMELA1865 2021 Outstanding Assistant Principal Honoree
Assistant Principal, Drew Freeman Middle School
BSU MAT Program Alumni



MR. LENNON MOORE

#BBMELA1865 2021 Outstanding Educator Honoree
Teacher, Bowie High School



MR. RODNEY A. HARRISON, JR.

#BBMELA1865 2020 Black Male Educator Empowerment Awardee
School Counselor, Julius West Middle School
BSU Educational Leadership Doctoral Program



MR. DONDRAE MCGEE

PGCPSS Human Resources Professional

During the Annual Gathering of the #BBMELA1865, new award categories were offered, and 35 Bowie men received educational and professional awards. The program also contributes to the ongoing development of the #BBMELA1865 Directory.

The CRM-BMST worked to galvanize and regularly engage Bowie men through meetings and internal and external programs. The CRM-BMST leadership team recognized the toll that the coronavirus pandemic was taking on Bowie men who were on the frontlines of the pandemic and worked to readjust meetings to avoid burnout. The Center hosted four meetings to discuss and work on the Alliance goals and objectives for the academic year. The meetings were also used to check on Bowie men during the pandemic. Bowie undergraduate and graduate Black male teacher candidates participated in the meetings, interacted with one another, and networked with alumni. Based on meeting evaluations, most meeting attendees agree/strongly agree that the goals and objectives were met, they felt engaged in the meetings, they intended to use the meeting content, and they left the meeting feeling like they knew the next steps and how the Alliance would move forward.

This year, the Alliance leaders created a schedule of programs and activities and used email to inform Bowie men of other professional growth opportunities. We created a calendar of programming for the #BBMELA1865 leading up to the signature event, the Annual Gathering of Bowie Black Male Educators and Leaders:

PROGRAM/ACTIVITY	DATE	TIME
Professional Development Opportunity: The Education Debt: Improving Student Outcomes featuring Dr. Gloria Ladson-Billings - Johns Hopkins University	September 30th, 2020	6 pm
#BBMELA1865 Homecoming Social Media Takeover	Sept. 27 - Oct. 4th, 2020	
Maryland State Board of Education Task Force on Achieving Equity & Excellence for Black Boys: Special Guest Dr. Jawanza Kunjufu	October 8th, 2020	9 am
Equity & Excellence: Cultivating Genius by Addressing Anti-Blackness in Classrooms - University of Maryland, Baltimore County	October 12th, 2020	5 pm
The BOND Summit	November 12th, 2020	6 pm
James E. Proctor, Jr. Forum	November 18th, 2020	3 pm
Black Male Teacher Speaker Series	November 18th, 2020	6 pm
#BBMELA1865 Meeting	December 3rd, 2020	6 pm
Annual Gathering of Bowie Black Male Educators and Leaders	February 10th, 2021	6 pm
Black Boys and Men Speaker Series	March 17th, 2021	6 pm
The BOND Academy	May 14-16th, 2021	All Day

Given that COVID-19 led to the cancellation of homecoming, the Alliance launched the BBMELA1865 Homecoming Social Media Takeover.

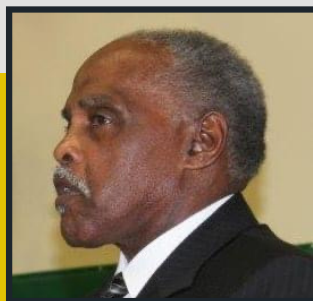
The CRM-BMST and the #BBMELA1865 worked to create a culture of philanthropy to support the university, Center, and minority male educators endowed scholarship. Many Bowie men have invested their time, talent, and treasure to support this effort. This year, over \$2,000 in donations were raised at the Annual Gathering program. Additionally, a Black male educator and leader apparel line was launched and sold to raise funds for the minority male educator endowed scholarship. Between t-shirt sales and additional donations with shirt sales, two thousand dollars were raised through these fundraising efforts. In total, over \$4,000 was raised through CRM-BMST and the Alliance fundraising efforts.

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865 Distinguished, Professional, and Educational Awards 2021

DISTINGUISHED AWARDS

Living Black History Award

An individual who persevered through challenging times to make a significant historical achievement and contribution to the field of education to pave the way for future generations of Black male educators and/or leaders.



Mr. William Batson



Rev. Robert L. Conway

Outstanding Supporter Award

An individual and/or organization that provides invaluable support to the Bowie Black Male Educators and Leaders Alliance's advancement.



Division of Institutional
Advancement

Distinguished Philanthropy Award

An accomplished Black male educator and/or leader who devoted their time, talent, and treasure to the advancement of Bowie State University and the field of education.



Dr. Leslie Mobray



Mr. Alvin Pindell

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865

Distinguished, Professional, and Educational Awards 2021

DISTINGUISHED AWARDS

Distinguished Educational Career Award

A person who has significantly impacted school systems throughout their 30+ years as an educator.



Mr. Victor Turner

Distinguished Educational Leadership Career Award

A person who has significantly impacted school systems throughout their 30+ years as an educator and leader.



Mr. John (Sonny) Robert Pasteur

Black Male Educator Empowerment Award

A person who works individually or in an organization to increase, retain, develop, support, and empower Black men into the teaching profession.



Mr. Desmond Mackall

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865

Distinguished, Professional, and Educational Awards 2021

DISTINGUISHED AWARDS

Black Male Student Empowerment Award

A person who works individually or in an organization to provide leadership or significant service to impact Black boys' and men's lives.



Dr. Daryl Howard

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865

Distinguished, Professional, and Educational Awards 2021

PROFESSIONAL AWARDS

Outstanding Educational Leader Award

A central office leader that helps shape the district's vision and/or significantly impacts the lives of administrators, teachers, students, families, and/or communities through their leadership.



Mr. Dean Brooks



Dr. Mark King

Outstanding Principal Award

A school principal that supports the district's vision, develops a vision for their school, and/or significantly impacts the lives of students, teachers, leaders, families, and/or communities through their leadership.



Dr. Frederick Rivers



Dr. Harold McCray, Jr.

Outstanding Assistant Principal Award

An assistant principal that supports the school leader's vision and/or significantly impacts the lives of students, teachers, leaders, families, and/or communities through their leadership.



Mr. Otis Dupree



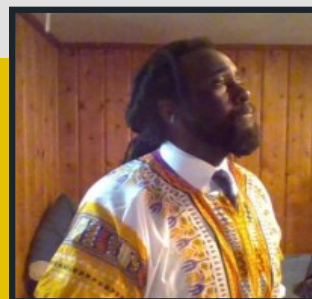
Dr. Blair Smoak

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865 Distinguished, Professional, and Educational Awards 2021

PROFESSIONAL AWARDS

Innovative Educator Award

An educator who uses innovative educational approaches to advance student academic and social development, pedagogy, and profession.



Mr. Kendall Craig

Teacher Leader Award

An educator who provides leadership beyond the classroom to advance student learning, teacher development, school environment, and/or the profession.



Mr. Carlos Richardson

Outstanding Educator Award

An educator who represents excellence in the teaching profession possesses exemplary pedagogical skills, and significantly impacts student academic and social development.



Mr. Marco Brooks



Mr. Lennon Moore

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865 Distinguished, Professional, and Educational Awards 2021

PROFESSIONAL AWARDS

Outstanding School Counselor Award

A school counselor who represents excellence in using effective counseling skills to advance student academic achievement, socioemotional needs, personal development, college and career development, and advocacy.



Dr. Dwayne Ham

Outstanding School Psychologist Award

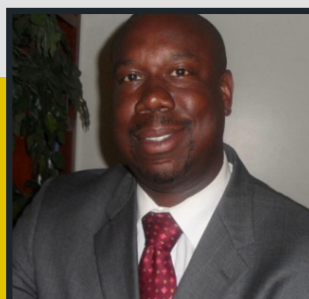
A school psychologist who represents excellence in using effective skills to advance student academic, social, behavioral, mental, and emotional achievement and health and advocacy.



Mr. Donovan Smith

Outstanding Professor Award

A professor who represents excellence in teaching college-level courses, possesses exemplary pedagogical skills, and significantly impacts students' academic and social development.



Dr. David L. Reed



Dr. Otis Williams III

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865 Distinguished, Professional, and Educational Awards 2021

EDUCATION AWARDS

Outstanding Academic Achievement Award (Undergraduate)

An education major who has achieved meritorious academic achievement.



Mr. Jhondis Latta

Outstanding Academic Achievement Award (Master's)

An education major who has achieved meritorious academic achievement.



Mr. Augustine Akwarandu



Mr. Christian Gibbs

Outstanding Academic Achievement Award (Master's)

An education major who has achieved meritorious academic achievement.



Mr. Isaac Brooks



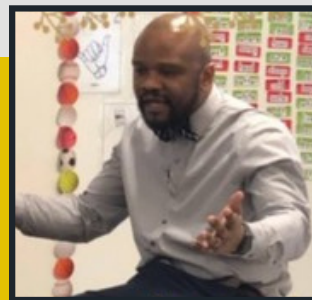
Mr. Reginald Barrington

Bowie Black Male Educators and Leaders Alliance: #BBMELA1865 Distinguished, Professional, and Educational Awards 2021

EDUCATION AWARDS

Outstanding Academic Achievement Award (Master's)

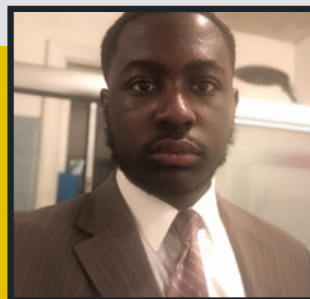
An education major who has achieved meritorious academic achievement.



Mr. DeMario Moore

Outstanding Student Leader Award (Undergraduate)

An education major who excels as a student leader with meritorious academic achievement.



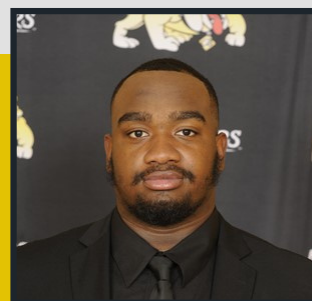
Mr. Leighton Williams



Mr. Alontae Elliott

Outstanding Student-Athlete Award (Undergraduate)

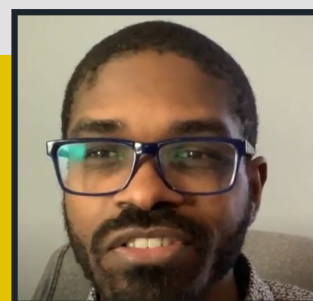
An education major who excels as a student-athlete with meritorious academic achievement.



Mr. Isaac Scott

Congratulations James Harris

Congratulations to James Harris ('20), a Charles County elementary school counselor, who was honored by the Maryland School Counselor Association (MSCA). He was recognized as an excellent graduate student for his commitment to academic excellence and professional growth, while serving the academic and social-emotional needs of his students.

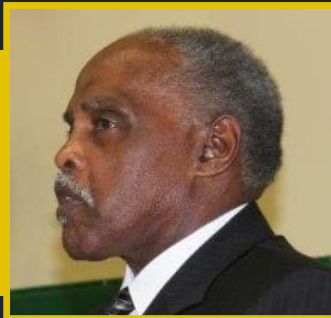


James Harris

LIVING BLACK HISTORY AWARD HONOREES



Rev. Robert L. Conway



Mr. William Batson

This year, we honored two Bowie men with the Living Black History Award: Mr. William Batson and Rev. Robert L. Conway. Rev. The Living Black History Award recipient persevered through challenging times to make a significant historical achievement and contribution to the field of education to pave the way for future generations of Black male educators and leaders.

Rev. Robert L. Conway was born to John and Grace Conway, a family committed to being involved in church. He is the youngest of eleven siblings and grew up on a farm. Being involved in church was an integral part of Conway's life as a child and as an adult. As a young man, he formed The Conway Trio with two of his sisters, and they sang every Sunday morning on the radio.

Conway attended and graduated from segregated schools. When Conway was 16 years old, he met Mabel Eugenia Reid at Plum Point United Methodist Church. Their friendship grew over the years. During this timeframe, his father died, and he had to take on more responsibility in his family.



As a student, he experienced challenges paying for college. Conway started his higher education at Princess Anne College. Due to financial difficulties, he left the school to work at a construction company to earn enough money to attend Bowie State Teachers College. His girlfriend, Ms. Mabel Reid, had been a student at Bowie prior to his enrollment. He graduated in 1958 with a bachelor's degree from Bowie State Teachers College. In 1966, Conway received a master's degree in education from George Washington University in Washington, DC.

Conway taught and led segregated and integrated schools in Calvert County Public Schools. Conway spent twenty-seven of thirty-one and a half years as an elementary school principal in the Calvert County Public School System. During the 1960s, he was principal of one of Calvert County's all Black schools. He was a principal that led integrated schools, too. In 1978, Conway was the first Black person elected to the Republican Central Committee. Conway retired in 1990.



In 1991, Rev. Conway accepted an appointment as pastor of Mt. Olive and Carroll-Western United Methodist Churches in Prince Frederick. He enrolled in Divinity school at Howard University and graduated in 1993. He was an ordained church elder in 1995. Under his pastorship, the membership grew at Mt. Olive and Carroll-Western United Methodist Churches, achieving numerous established goals. In 2009, Rev. Conway retired from being a pastor.

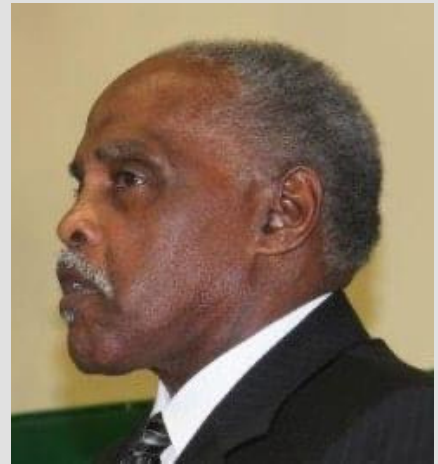
In 2018, Rev. Conway was recognized as one of the Inspiring African American Men of Calvert County. Rev. Conway's wife, Mabel, attended and graduated from Bowie State University, and they have been married for almost 65 years.

He is a lifetime member of the NAACP. African American roots run deep in Calvert County, and were once the majority population. Rev. Conway believes in preserving Black history and has been an advocate of safeguarding Black history in Calvert County. He was outspoken about maintaining Calvert County's history of Black education and historical sites that existed during segregated times. Many of those sites were not maintained over the years.

Rev. Conway and Mrs. Mabel (Reid) are the parents of two sons: Quintin and Kirk.

Mr. William Batson grew up in the Finchville area in the northern part of Dorchester County, Maryland. Mr. Batson was an educator and school leader in Dorchester County Public Schools. He attended, taught, and led both segregated and integrated schools. He remembers the books in his school having no backs and being in very poor condition. When he went to integrated schools, they had new books, and experiencing that type of discrimination resonated with him.

Dr. Lorenzo Hughes was one of Mr. William Batson's elementary students, and he nominated him for the Living Black History Award. Mr. Batson was a principal at the time. He positively influenced Dr. Hughes's decision to become an educator and leader. Dr. Hughes said:



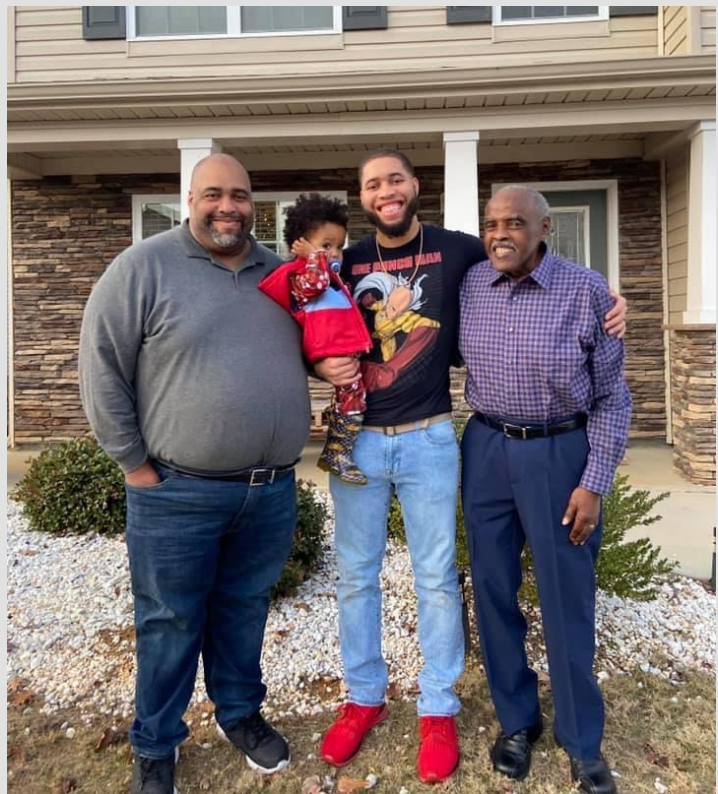
I remember seeing him walk around the building and knowing he was the most powerful man in the school. Mr. Batson exemplified all the attributes of a leader with great integrity. Consistently he pushed all students, but especially Black students, to achieve. Mr. Batson was a stalworth in the community and knew everyone's family. As a graduate of an all-Black high school (Maces Lane High School), he carried on the traditions of making school an extension of your family. Mr. Batson's altruism caused him to be in the community doing whatever he could to help those who were less fortunate. Consistently, he reminded students that an education is a must and would help level the playing fields to afford us a better life.

Consistently, he reminded students that an education is a must and would help level the playing fields to afford us a better life.

Mr. Batson's shining example shaped Dr. Hughes's leadership style. In his nomination, Dr. Hughes stated:

When I was appointed a principal in 2005, Mr. Batson was one of the first people I contacted to let him know I followed in his footsteps. Every day, I modeled my actions after Mr. Batson and maintained the same high expectations of my students, especially my Black students.

Mr. Batson often shared inspirational messages to his students and mentees. He has influenced generations of students, educators, and leaders.



#BBMELA1865

Alumni Spotlight:

DR. ROBERT V. MAYO

Dr. Robert V. Mayo is an alumnus of the Master of Education in Guidance and Counseling program at Bowie State University. He is the recipient of the #BBMELA1865 2021 Outstanding Educational Leader Award. Dr. Mayo is also a founding donor of the Minority Male Educators Endowed Scholarship. He is a longtime supporter of the educational programs in the College of Education at BSU

Dr. Mayo's career spans over 25 years in education in many different teaching, counseling, and educational leadership positions. He started his career as a middle school teacher and became a high school guidance counselor in Washington, D.C. in the 90's. He is a national board-certified counselor. His educational career has been in top-tier traditional public, private, and public charter K-8, 6-8 and 9-12 schools throughout the D.C. metropolitan area. Dr. Mayo has achieved success with increasing student achievement, getting students accepted into competitive high schools, and 100% college acceptance.

Dr. Mayo has extensive educational leadership experience working in D.C. schools. He was an assistant principal in a public high school, and he led student support services and served as performance officer for charter schools. Dr. Mayo has also been an administrator and faculty member at the university level.



Over the last 10 years, Dr. Mayo has moved up the career ladder at the American Institutes of Research (AIR). He has led efforts to eliminate the school-to-prison pipeline, provide holistic social, emotional, behavioral, and mental health support for students, examine school climate and culture, and facilitate community-based partnerships. He has extensive experience providing technical assistance and professional development centered on data-driven decision-making, holistic student support service delivery systems, school culture and climate, site-level accountability, and learning-centered family involvement to district- and site-level leaders. Throughout his career, Dr. Mayo has had a significant impact on student achievement, student resilience, and efficacy-focused initiatives. He is currently a senior technical assistance consultant at the American Institutes for Research, a top-tier international social science, research, and evaluation organization.

#BBMELA1865 Alumni Spotlight: *MR. DEAN BROOKS*

From the beginning, Mr. Dean Brooks has been a supporter of efforts to recruit, retain, support, and develop Black male educators at Bowie and his school system in Fairfax County. He has been actively involved in the Black Male Teacher Initiative Consortium and Bowie Black Male Educators and Leaders Alliance. Mr. Brooks is the recipient of the #BBMELA1865 2021 Outstanding Educational Leader Award.

Mr. Brooks did not enter the teaching profession through traditional routes. He started his educational career as a substitute teacher before accepting a full-time teaching position as a business education teacher. Mr. Brooks has been an educator and vice principal in high schools in Calvert County and Prince George's County Public Schools in Maryland.

Brooks left K-12 education for several years to work in higher education where he served in a variety of director roles in both corporate relations and enrollment management. He later returned to K-12 as a business education and work-based learning teacher. In addition to teaching, he fulfilled his desire to mentor and reach children at all levels by coaching a variety of sports, including boys' basketball, track, and cross country.



He is currently a human resources administrator in Fairfax County Public Schools in Virginia. In Fairfax, he works to recruit the best and brightest educators and administrators to FCPS. He has led initiatives to increase the number of Black male educators and retain them in the county. His career in education expanded more than 25 years.

Mr. Brooks earned a Bachelor of Science in Business Administration with a concentration in Marketing from Bowie State University in 1993. He also holds a master's degree in administration and supervision from another university. Mr. Brooks is also a proud member of Omega Psi Phi Fraternity, Inc. Dean Brooks is married to his wife Stacey of 27 years, and they have two adult children, Taylor (26), and Evan (21).

#BBMELA1865 Alumni Spotlight: *MR. VICTOR TURNER*

Mr. Victor Turner earned his Bachelor of Arts degree in early childhood education from Bowie State University. He has been an early childhood educator for over 35 years. Mr. Turner is the recipient of the #BBMELA1865 2021 Distinguished Educational Career Award.

Over his nearly 40-year career in education, Mr. Turner has taught in child development centers, and catholic and public schools in Washington, DC and Prince George's County, MD. Mr. Turner was one of the first male and Black male early childhood educators in Prince George's County Public Schools. The majority of his career has been in Prince George's County Public Schools. He is currently a Mentor Teacher with the Office of Talent Development. He has served on many committees to advance early childhood education and help recruit the next generation of educators.



Over the course of his career, Mr. Turner has been nominated and received many awards throughout his professional career. In 1984, he was voted National Head Start Teacher of the Year. In 1999, he was voted Outstanding Educator of the Year by the Bowie State University Maryland State Education Association. He was also nominated for the Outstanding Teacher Award in Prince George's County Public Schools.

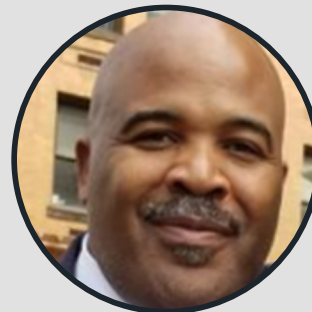
Mr. Turner is a man of God and devoted to his family. He has held several leadership positions in the Episcopal and United Methodist Churches. Mr. Turner has been married to his wife for 28 years. They have four children and two grandsons. He spends the majority of his time with family and doing ministerial work in the church with the youth, and particularly with the sick and shut in, and making prayer blankets.

FACULTY FELLOWS



Before the coronavirus pandemic hit, the CRM-BMST leadership team had plans to expand the Faculty Fellows Program, but due to limited capacity, we did not invite new fellows to join the team. The Faculty Fellows Program is for external and internal scholars whose research, publications, grants, evaluations, and professional development, policy, mentoring, teaching, or service agendas and projects focus on Black male students and/or teachers. The main goal of the program is to foster collaboration among Fellows whose agendas focus on Black male students and/or educators. The Founding Faculty Fellows continued to produce scholarships and collaborate. The Founding Fellows were Drs. Keisha Allen, Sean Coleman, Ramon Goings, Wil Parker, and Michael Wood. They all serve on the Center's leadership team.

FACULTY FELLOWS



CENTER LEADERSHIP TEAM AND FACULTY FELLOWS SCHOLARSHIP 2020-2021

SCHOLARLY ACTIVITY	PUBLISHED/ PRESENTED	IN-PRESS	UNDER REVIEW	TOTAL NUMBER
Books	2	1		3
Evaluation/Report	2			2
Journal Special Issues	1			1
Journal Articles	5	4	3	12
Book Chapters	3	3		6
Presentations	14			14
Total Publications	13	8	3	24
Total Scholarly Activity	27	8	3	38

BOOKS

- Dyce, C.M., **Davis, J.** & Gunn, S. (2021). *Black males matter: A blueprint for creating school and classroom environments to support their academic and social development: A sourcebook*. Charlotte, NC: Information Age Publishing.
- **Goings, R. B. (2021)**. 14 secrets to a done dissertation: *A guide for navigating the dissertation process and finishing in record time*. Done Dissertation Press.

IN PRESS

- **Goings, R. B.**, Cupid, S., *Gardner, M., & *Tomlin, A. D. (in press). *Dissertating during a pandemic: Narratives of success from scholars of color*. Charlotte, NC: Information Age Publishing.

EVALUATION/REPORTS

- **Coleman, S., Davis, J. & Goings, R. B.** (2021). Evaluation Report: NSF Robert Noyce Grant. Loyola University Maryland. Timonium, MD.
- Maryland State Board of Education (2021). Transforming the culture of Maryland's schools for Black boys (A resource guide for educators). Task Force on Achieving Academic Equity and Excellence for Black Boys.

JOURNAL SPECIAL ISSUES

- **Goings, R. B.**, & Lewis, C. W. (2020). Critically examining the trajectories of pre-service Black male teachers: Implications for teacher education programs. *Peabody Journal of Education*. Advanced online publication: <https://doi.org/10.1080/0161956X.2020.1826114>

JOURNAL ARTICLES

- **Coleman, S.T.**, Hurley, E., and Boykin, A.W. (2021). Teacher implemented communal learning in Math: Boosting learning with African American elementary students. *Urban Education*. DOI: 10.1177/0042085921998745
- **Davis, J., Allen, K. M., Goings, R. B.**, *Watts, J., *McKay-Davis, B., *Thomas, A., & **Parker, W.** (2020). Investigating pre-service Black male teachers' identity as men, teachers, and researchers through undergraduate research. *Peabody Journal of Education*. Advanced online publication: <https://www.tandfonline.com/doi/full/10.1080/0161956X.2020.1826116>
- **Goings, R. B.** (2020). Introducing the Black male adult learner success theory. *Adult Education Quarterly*. Advanced online publication: <https://journals.sagepub.com/doi/pdf/10.1177/0741713620959603>
- **Goings, R. B.**, Walker, L. J., & Wade, K. (2020). The influence of intuition on human resource officers' perspectives on hiring teachers of color. *Journal of School Leadership*. Advanced online publication <https://journals.sagepub.com/doi/full/10.1177/1052684619896534>.
- Walker, L. J., Morton, B. C., & **Goings, R. B.** (2021). Creating a new paradigm: Utilizing podcasts to train aspiring and current school leaders. *Educational Planning*, 28(1), 23–33.

IN PRESS

- Boveda, M., **Allen, K.** (in press). Remote Portals: Enacting Black Feminisms and Humanization to Disrupt Isolation in Teacher Education. Bank Street Occasional Paper Series.
- Dyce, C.M. & **Davis, J.** (in press). If you are not ready, then step aside: Intentionally centering the Black male body in teacher education. *Northwest Journal of Teacher Education*.
- **Goings, R. B.**, & *Hunt, M. (in press). Black male adult learners in higher education: Examining their connection to spirituality and its role in their academic success. *The Journal of Negro Education*.
- *Kelly, K. & **Davis, J.** (in press). Commentary: Increasing Black men representation in school psychology through early exposure. Perspectives on *Urban Education*

UNDER REVIEW

- **Davis, J.** (under review). A liberatory response to antiBlackness and racism in the mathematics education enterprise. *Canadian Journal of Science, Mathematics, and Technology Education*.
- **Davis, J.** (under review). Commentary: Disrupting research, theory, and pedagogy with critical race theory in mathematics education for Black populations. *Journal of Urban Mathematics Education*.
- *Griffith, C. & **Davis, J.** (under review). A critical race examination of anti-Blackness for Black elementary educators and the liberatory quality of Blackness. *Educational Researcher*.

BOOK CHAPTERS

- **Coleman, S.T., Davis, J.,** & *Doughty, Jr., C. (2021). Black men in higher education discuss the impact of police brutality, protest, and coronavirus pandemic on Black boys and men. In Hairston, K., Edmonds, W., and Clark, S. (Eds.), *The Black experience and navigating higher education through a virtual world*. IGI Global.
- **Goings, R. B.** (2021). Undoing my miseducation: Lesson learned from brother KmtShockley. In A. Ellis, N. Hartlep, G. Ladson-Billings, & D. Stovall (Eds.), *Memoirs of admirable teachers: What teacher practitioners can learn from them* (pp. 27–39). Teachers College Press.
- Walker, L. J., **Goings, R. B.**, Spencer, D., McDonald-Lowe, S., & Palmer, R. T. (2020). Embracing change: The importance of pluralism at historically Black colleges and universities. In C. Newman, A. A. Hilton, B. Hinnant-Crawford, & S. Platt. (Eds.), *Multicultural education in the 21st century: Innovative research and practices*. Information Age Publishing.

IN PRESS

- **Davis, J.** (in press). Centering race, racism, and Black learners in critical examinations of mathematics education: A critical race theory perspective. In A. Abdi and G. Misiaszek (Eds.), *Palgrave handbook on critical theories of education*. London: Palgrave Macmillan.
- **Goings, R. B.,** Cupid, S., *Gardner, M., & *Tomlin, A. (in press). Supporting doctoral students completing the dissertation during COVID19. In J. Michel (Ed.), *Teaching in turbulent times: Higher education amid the COVID-19 pandemic*. Rutgers University Press.
- Bianco, M., & **Goings, R. B.** (in press). Recruitment introduction chapter. In C. Gist & T. J. Bristol (Eds.), *Handbook of Research on Teachers of Color*. American Education Research Association.

PRESENTATIONS [INVITED TALKS, LECTURES, AND PANEL PRESENTATIONS]

- **Davis, J.** (2021, June). *Early and sustained exposure and experiences for Black male students in STEM*. Invited presentation at the GlobalMindEd NSF Includes Workshop: Increasing the Representation of Minorities in Engineering. Virtual Event.
- **Davis, J.** (2021, August). Achieving Academic Equity and Excellence for Black Boys Summit. [Panel Presentation] Virtual Event.
- **Davis, J.** (2021, April). Racism and the pandemic. Race and Racism Speaker Series. Bowie State University. Virtual Event.
- **Davis, J.** (2021, May). 3rd Annual Building Our Network of Diversity (BOND) Academy, Black Male Educator Affinity Group. [Panel Presentation] Virtual Event.
- **Davis, J.** (2020, December). Black male achievement. Race and Racism Speaker Series. Bowie State University. Virtual Event.
- **Davis, J.** (2020, November). 4th Annual Building Our Network of Diversity (BOND) Summit, Politics, Pandemic and Education [Panel Presentation] Virtual Event.
- **Goings, R. B.,** & *Boyd, B. (2021, April). The influence of the Sherman STEM teacher scholars program on persistence in STEM: A mixed-methods study [Conference paper session]. American Educational Research Association Annual Conference (online).
- **Goings, R. B.** (2021, March). *Achieving the done dissertation: Tips and strategies for success*. Invited lecture at University of Memphis, Memphis, Tennessee.
- **Goings, R. B.** (2021, February). *Achieving the done dissertation: Tips and strategies for success*. Invited lecture at Austin Peay State University, Clarksville, Tennessee.

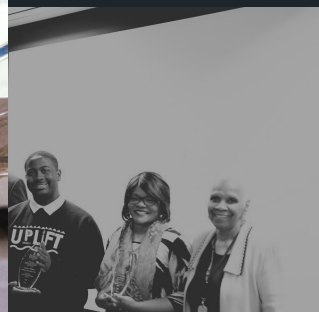
PRESENTATIONS [INVITED TALKS, LECTURES, AND PANEL PRESENTATIONS]

- **Goings, R. B.** (2021, February). Achieving the done dissertation: Tips and strategies for success. Invited lecture at American University, Washington DC.
- **Goings, R. B.** (2021, February). Achieving the done dissertation: Tips and strategies for success. Invited lecture at University of Colorado-Denver, Denver Colorado.
- **Goings, R. B.** (2020, September). Invited panelist for the ARC Network visiting virtual scholars.
- Walker, L. J., **Goings, R. B.**, & Wilkerson, R. (2020, November). The role school administrators play in creating healthy ecosystems for Black male preservice teachers [Conference paper session]. University Council for Educational Administration Annual Conference (online).
- **Wood, M.** (April, 2021). Invited speaker for the Mentors vs. Mistakes panel. Norfolk State University Webinar Speaker Series.

AWARDS

2021	Dr. Sean Coleman	President's Distinguished Achievement in Research & Grants	Bowie State University
2021	Dr. Julius Davis	President's Distinguished Achievement in Service	Bowie State University
2021	Dr. Ramon Goings	Jodi Crandall Fellowship Award	University of Maryland Baltimore County
2020	Dr. Julius Davis	Engaged Scholar Award	Campus Compact Mid-Atlantic
2020	Dr. Julius Davis	Wilson H. Elkins Professorship	University System of Maryland

THE BOWIE STATE UNIVERSITY
CENTER FOR RESEARCH AND MENTORING
BLACK MALE STUDENTS AND TEACHERS
**BLACK MALE
TEACHER SPEAK
SERIES**



SPEAKER SERIES



Speaker Series

The CRM-BMST virtually hosted two speaker series during the 2020-2021 academic year: The Black Male Teacher Speaker Series and Black Boys and Men Speaker Series. The theme of the second Black Male Teacher Speaker Series program emerged from the inaugural program.

During the inaugural event, three Black Male Teachers of the Year, Corey Carter, Albert Lewis, and Richard Warren, participated in or attended the program. Corey Carter performed his song, Black on Purpose, from an album he is working on about his life as a Black male educator. Albert Lewis was a panelist who shared the work of the Male Educator Network of Prince George's County Public Schools and provided solutions to issues impacting Black male educators. Richard Warren supported and attended the program. Corey, Albert, and Richard took a picture together that captured the rarity of having three Black men who received the Teacher of the Year professional award for their school system, and in the case of Warren, he received the award at the state level as well.

After the program, we began planning a program to identify and honor other Black Male Teachers of the Year. Our research led us to 12 Black men in Maryland and from Bowie State University that have earned the professional award:



MR. KYAIR BUTTS
English/Language Arts

2019-2020
BALTIMORE CITY
PUBLIC SCHOOLS



MR. COREY CARTER
Science

2016-2017
BALTIMORE COUNTY
PUBLIC SCHOOLS



MR. DANNAN JONES
Elementary Education

2018-2019
QUEEN ANNE COUNTY
PUBLIC SCHOOLS



MR. ALBERT LEWIS
English/Language Arts

2013-2014
PRINCE GEORGE'S COUNTY
PUBLIC SCHOOLS



MR. JOSH PARKER
English/Language Arts

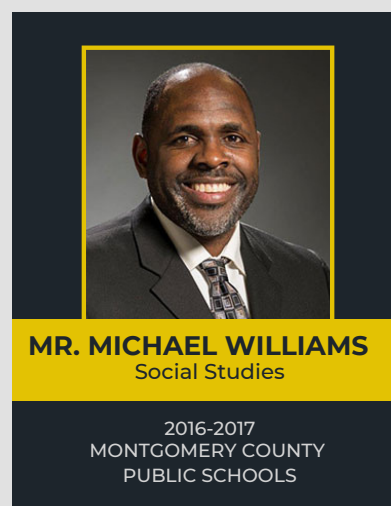
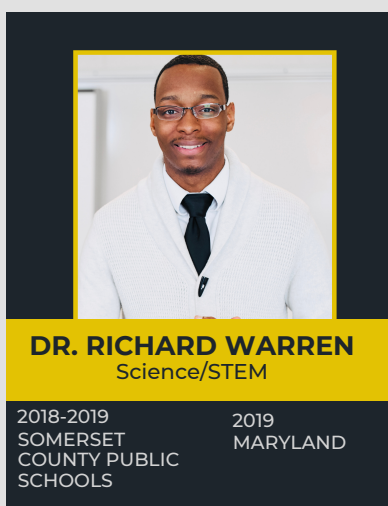
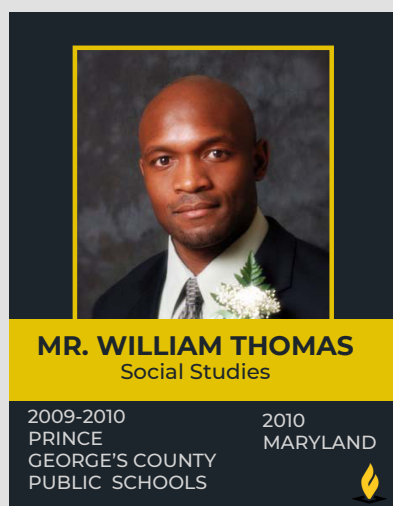
2011-2012
BALTIMORE
COUNTY PUBLIC
SCHOOLS

2012
MARYLAND



MR. BRENDAN PENN
Elementary Education (STEM Focus)

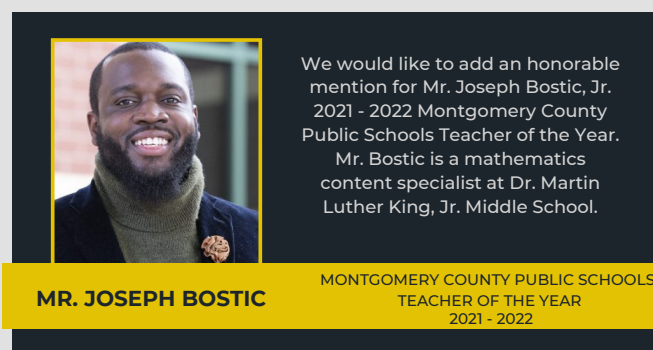
2018-2019
BALTIMORE COUNTY
PUBLIC SCHOOLS



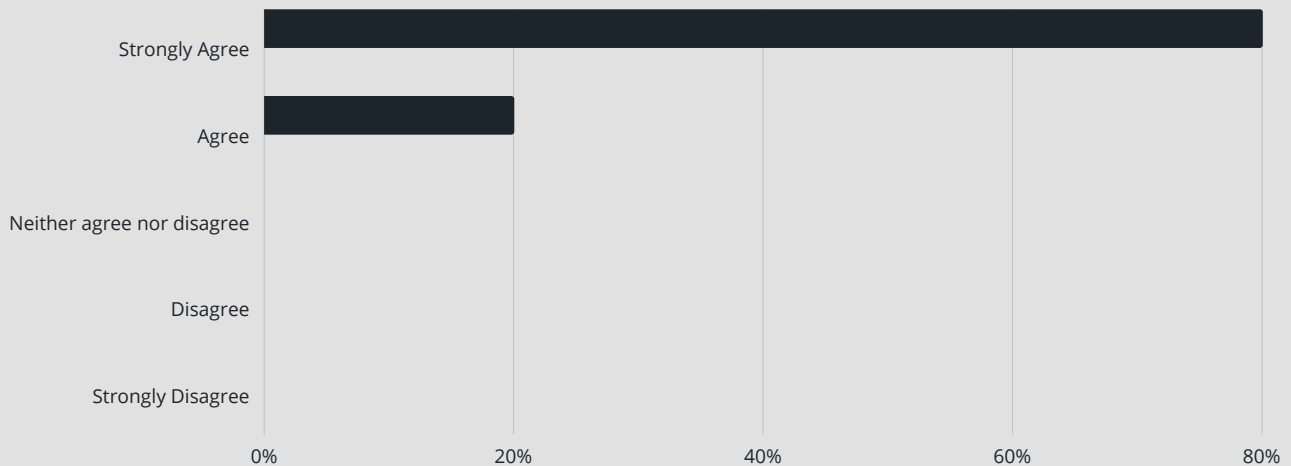
The theme of the Black Teacher Speaker Series program was “Black Male Educator Pedagogical Excellence,” and centered Black men in the Maryland area and from Bowie State University whose pedagogical excellence has been honored by receiving the Teacher of the Year professional award. Of course, this award is not the only measure of Black male educators’ pedagogical excellence.

There are many Black men who provide excellent pedagogy to their students and go beyond the call of duty every day. The pedagogical excellence of Black male educators is often overlooked because they are viewed as disciplinarians and role models in the field of education. Black male educators are so much more than disciplinarians, role models, and mentors to students in classrooms and schools.

They are brilliant, unique, and multidimensional men who use pedagogical approaches that reflect who they are as men and educators. The CRM-BMST honored each of the men with the Black Male Educator Pedagogical Excellence award.

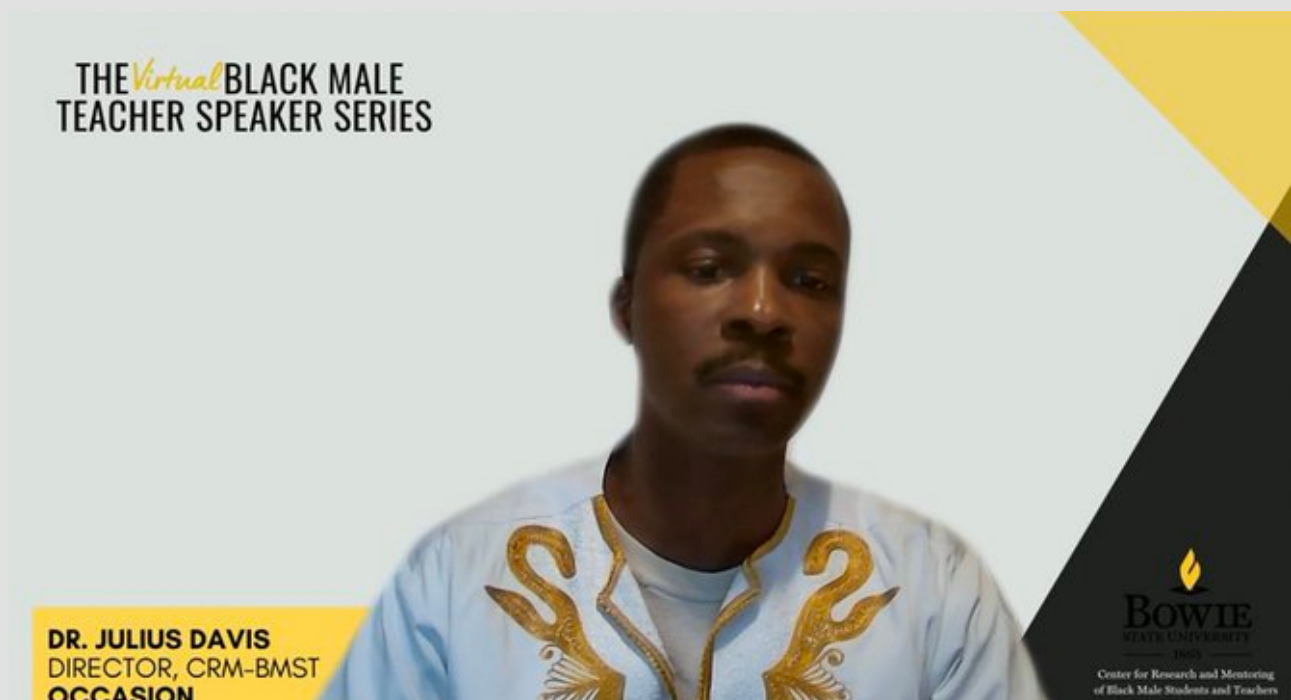


Based on the CRM-BMST registration and evaluation data of the program, attendees found value in the event. The program had 305 registered attendees. Based on the program evaluation, attendees found value in the program.



The exceptionalism of the Black Male Teacher Speakers Series is based upon the diverse intersectionality of each participant. During our fall program, participants stated the following, which provided the Center team with a better understanding of their insight and expectations:

- "I want to encourage and elevate Black male students to pursue education as a career option."
- "This series reminded me how relevant and important black male educators are to our culture. We must remember to build on our relevancy and always encourage, inspire, support, and mentor one another."
- "Cultivate spaces for Black male educators to grow and development organically."
- "Share with colleagues and young people who are considering teaching career."



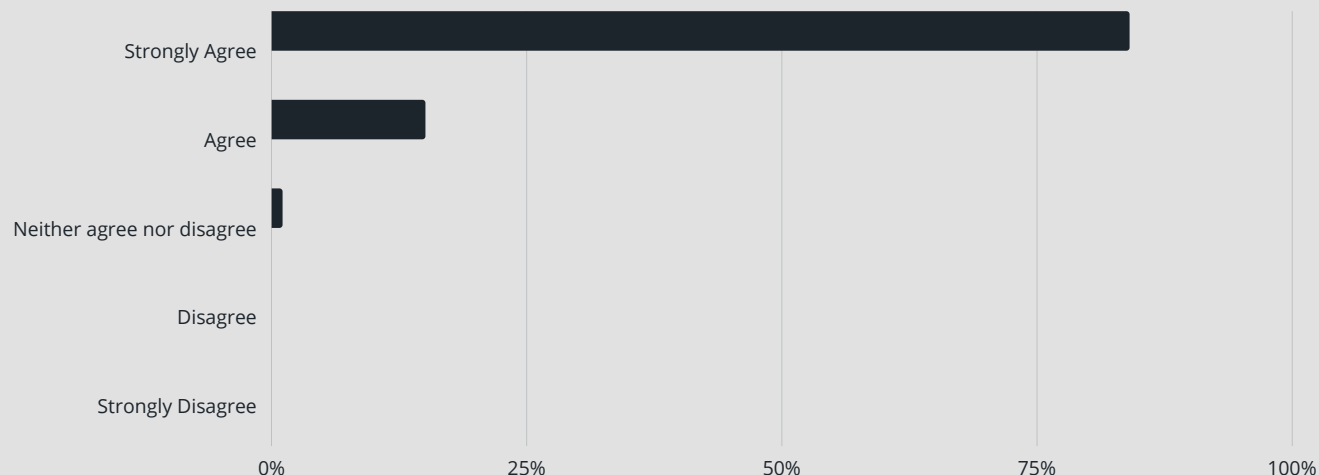
The theme of the Black Boys and Men Speaker series focused on the coronavirus pandemic and virtual learning's impact on Black male students across the country. The event prioritized and humanized Black boys' and men's experiences throughout the K-12 and collegiate pipelines during the coronavirus pandemic for teachers, administrators, professors, instructional support staff, stakeholders, and families.



Black male high school students, educational leaders, and parents engaged in a community conversation about Black male students' academic, social, and emotional well-being during the pandemic. The program featured a video documentary of Black boys and young men at the elementary, middle, and high school levels discussing their thoughts and experiences during COVID-19 and virtual learning.

The event also featured Dr. Vermelle Greene, Chair of the Task Force on Achieving Academic Equity and Excellence for Black Boys on the Maryland State Board of Education, who provided a brief update to the community about the Task Force report and let them know how they can support and act on this important work. Dr. Cherrel Miller Dyce, associate professor of education, and Executive Director of Diversity, Equity, Inclusion in the School of Education provided an overview of her new co-authored sourcebook with Julius Davis and Shadonna Gunn entitled, ***Black Males Matter: A Blueprint for Creating School and Classroom Environments to their Academic and Social Development***.

Based on the CRM-BMST registration and evaluation data of the program, attendees found value in the event. The program had 481 registered attendees. Based on the program evaluation, attendees found value in the program.



Video Project

The Center for Research and Mentoring of Black Male Students and Teachers sent a call out to the Black community to help us get videos of Black boys and young men's experiences during COVID-19. We received videos from Rockville, MD, Cleveland, OH, Washington, DC, Baltimore, MD, Fairfield, CA, and Laurel, MD.

The Black Boys and Men Speaker Series Program featured the videos of Black boys and young men at the elementary, middle, and high school levels discussing their thoughts and experiences during COVID-19 and virtual learning. The CRM-BMST Leadership Team developed Flipgrid prompts for elementary, middle, and high school levels.

Elementary and Middle School Video Prompts

- What has learning and school been like for you during COVID-19? What are some things that you have enjoyed doing during COVID-19?
- What is something hard that you've had to deal with during COVID-19, and how did you handle it?
- How has COVID-19 changed what you like to do in school, with friends, and with family?

High School Video Prompts

- What has learning and school been like for you during COVID 19?
- What is a major challenge that you have had during COVID-19, and how did you handle it?
- What things have you learned about yourself during virtual learning or being at home during COVID-19?
- What is your vision for the new world after COVID-19, and how do you fit within it?

We would like to graciously thank the Black boys and young men and their families who created videos to share their experiences and insights. We also like to thank the Closing the Achievement Gap program in Cleveland, Ohio for the video submissions and the work they are doing for young people in their community.

Thank You!



THE *Virtual* BLACK BOYS AND MEN SPEAKER SERIES

PANELISTS



MR. ALONTAE ELLIOTT
Secondary Education
BOWIE STATE UNIVERSITY



DR. SEAN COLEMAN
Associate Professor
BOWIE STATE UNIVERSITY



MR. RAPHAEL ESEMOTO
Junior
PAINT BRANCH HIGH SCHOOL
MONTGOMERY COUNTY PUBLIC SCHOOLS



MR. ISAIAH FOREMAN
Senior
CENTRAL HIGH SCHOOL
PRINCE GEORGE'S COUNTY
PUBLIC SCHOOLS



MR. CHRISTIAN R. GIBBS
SUPERB TEACHERS ACHIEVE
RESULTS (STAR) FELLOW
BOWIE STATE UNIVERSITY



DR. DARYL HOWARD
Equity Specialist
MONTGOMERY COUNTY
PUBLIC SCHOOLS

THE *Virtual* BLACK BOYS AND MEN SPEAKER SERIES

PANELISTS



MR. MARCELLIS MCQUEEN
Junior
RANDALLSTOWN HIGH SCHOOL
BALTIMORE COUNTY PUBLIC SCHOOLS



DR. VERMELLE D. GREENE
Chair
MARYLAND BOARD OF EDUCATION,
TASK FORCE ON ACHIEVING
ACADEMIC EQUITY AND
EXCELLENCE FOR BLACK BOYS



MR. QUADRICK HARPER
Senior
ROOSEVELT SENIOR HIGH SCHOOL
WASHINGTON, DC



DR. RENEE L. GARRAWAY
Assistant Clinical Professor
UNIVERSITY OF MARYLAND
COLLEGE PARK

2021 DR. VERNON C. POLITE AWARDS



DR. VERMELLE D. GREENE

2021 DR. VERNON C. POLITE
DISTINGUISHED SERVICE FOR
BLACK BOYS AND MEN AWARD



DR. SEAN COLEMAN

2021 DR. VERNON C. POLITE
OUTSTANDING RESEARCH
MENTOR AWARD



DR. NORMAN L. COLEMAN

2021 DR. VERNON C. POLITE
OUTSTANDING BLACK BOYS
AND MEN RESEARCH AWARD



DR. ANTIONE D. TOMLIN

2021 DR. VERNON C. POLITE
OUTSTANDING BLACK BOYS
AND MEN RESEARCH AWARD



DR. CAVENA GRIFFITH

2021 DR. VERNON C. POLITE
OUTSTANDING BLACK BOYS
AND MEN RESEARCH AWARD

MARYLAND STATE BOARD OF EDUCATION

BOWIE MAN AND PARTNER

SPOTLIGHT:

Dr. Daryl Howard

Dr. Daryl Howard is not your typical educator; he has a background in sociology, counseling, education, leadership, and Africana studies, which allows him to offer solution-driven strategies to educational issues. He completed his Administrator I Certificate coursework at Bowie State University. Dr. Howard is the recipient of the #BBMELA1865 2021 Black Male Student Empowerment Award.

Dr. Howard is a thought leader and advocate for Black boys who specializes in reaching and teaching Black boys. His work challenges the deficit perspectives of Black boys and men. Dr. Howard conducts professional development and seminars focused on Black male students. He writes thought-provoking articles about Black male students from a strength, asset-based, and culturally grounded perspective. Dr. Howard recently facilitated a national conversation about the film Black Boys.



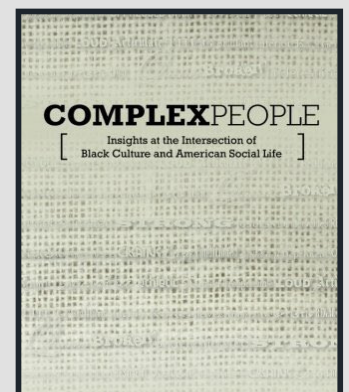
The Maryland State Board of Education approved the formation of the Task Force on Achieving Academic Equity and Excellence for Black Boys. Dr. Howard was a member and leader of the Task Force's Study Group 3, focused on curricula and instruction. He led the writing of the recommendations for this group.

Dr. Howard also facilitated a presentation on the Building Our Network of Diversity Project to discuss recruitment, retention, development, and empowerment of male educators of color and boys of color as one of the organization leaders. In April 2021, the State Board released the Task Force's recommendations through Transforming the Culture of Maryland's Schools for Black Boys: A Resource Guide for Educators.

After the Task Force released the report, the State Board established the Advisory Council to work with pilot schools/systems and monitor the implementation of the recommendation. Dr. Howard chairs the Advisory Council for Achieving Academic Equity and Excellence for Black Boys and led the planning and implementation of the first annual Transforming the Culture of Maryland's Schools for Black Boys Summit.

Dr. Howard's work is far-reaching in schools, colleges, and the community. In Montgomery County Public Schools, Dr. Howard is an equity instructional specialist who prioritizes Black boys, race, cultural proficiency, and social emotional learning. He teaches courses on race and ethnicity in education in the Equity and Excellence program at McDaniel College. Dr. Howard also teaches sociology courses at Prince George's Community College.

His educational and professional experiences were instrumental in the writing of his book, *Complex People: Insights at the Intersection of Black Culture and American Social Life*, which examines Black culture within the context of the mainstream ideas of race, gender, and education. Dr. Howard is one of the most accomplished, talented, and committed educational leaders.



MARYLAND STATE BOARD OF EDUCATION

TASK FORCE ON ACHIEVING ACADEMIC EQUITY AND EXCELLENCE FOR BLACK BOYS MEMBERS



DR. VERMELLE D. GREENE
CHAIR



DR. JOAN MELE MCCARTHY
CO-CHAIR



GAIL H. BATES
CO-CHAIR



DR. MARCIA SPRANKLE
CO-CHAIR



DR. KAREN B. SALMON
FORMER STATE
SUPERINTENDENT



INEZ CLAGGETT

MARYLAND STATE BOARD OF EDUCATION

TASK FORCE ON ACHIEVING ACADEMIC EQUITY AND EXCELLENCE FOR BLACK BOYS MEMBERS



HAMPTON E. CONWAY, III



TRACEY COTTMAN



DR. JULIUS DAVIS
CRM-BMST
FOUNDING DIRECTOR



NICOLE N. FISHER



DR. RAMON GOINGS
CRM-BMST LEADERSHIP
TEAM/FACULTY FELLOW



DR. THEO HOLT
BOND PROJECT
MEMBER

MARYLAND STATE BOARD OF EDUCATION

TASK FORCE ON ACHIEVING ACADEMIC EQUITY AND EXCELLENCE FOR BLACK BOYS MEMBERS



DR. DARYL HOWARD
BOND PROJECT
LEADERSHIP TEAM



DR. JOHN E. HOWARD
BOND PROJECT
LEADERSHIP TEAM



PHILIP JOHNSON



DWAYNE JONES
BSU ALUMNUS



DR. ANDREA KANE
BSU WOMEN'S HISTORY
MONTH HONOREE



ALYSIA LEE

MARYLAND STATE BOARD OF EDUCATION

TASK FORCE ON ACHIEVING ACADEMIC EQUITY AND EXCELLENCE FOR BLACK BOYS MEMBERS



JOCELYN POTTS



DIANE ROBERTS



DESMOND WILIAMS
BLACK MALE TEACHER
INITIATIVE CONSORTIUM
MEMBER



JUAN WILDER

TRANSFORMING THE CULTURE OF MARYLAND'S SCHOOLS FOR BLACK BOYS

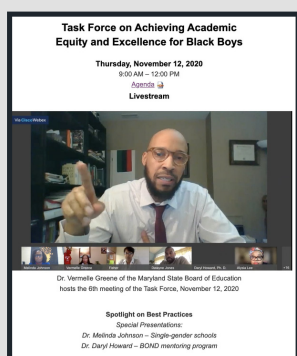
Task Force on Achieving Academic Equity and Excellence for Black Boys

Dr. Vermelle Greene was the chair of the Task Force, and it was charged with making recommendations to improve the learning environment for every Black male student in Maryland schools. CRM-BMST leadership team members Drs. Julius Davis and Ramon Goings were members of the Maryland State Board of Education Task Force on Achieving Academic Equity and Excellence for Black Boys, and were contributors to the report and resource guide, **Transforming the Culture of Maryland's Schools for Black Boys**, released on April 27th, 2021.



The resource guide has 16 recommendations in three key areas: 1) social, emotional, and behavioral supports; 2) recruiting and training skilled, competent teachers and administrators; and 3) curricula and instruction. Drs. Davis and Goings worked together in study group 2, focused on recruiting and training skilled, competent teachers and administrators. Dr. Goings was the study group leader.

The guide provided immediate next steps that included (a) identifying local school systems to pilot the recommendations, (b) establishing an advisory board to monitor the implementation of recommendations and work with pilot schools, (c) working with local school districts to center Black male students in strategic planning, and (d) creating a Maryland State Department of Education Office for Achievement of Academic Excellence and Equity for Black Boys. Educational leader Dr. Norman Coleman (BSU alumnus) is leading one of the pilot schools during the next phase of the work.



In August, the Advisory Council hosted the inaugural Transforming the Culture of Maryland's Schools for Black Boys Summit. The new Maryland State Superintendent Mr. Mohammed Choudhury gave remarks at the summit and committed to supporting Black boys. Dr. Jawanza Kunjufu, renowned Black male advocate and scholar was the keynote speaker for the event. CRM-BMST leaders, scholars, and partners participated in different facets of the summit. Dr. Daryl Howard (BOND Leader/CRM-BMST Partner) chairs the Advisory Council and led the planning and implementation of the summit.

Black Male Teachers College Scholar Mr. Marcellius McQueen participated in the summit as student leader representative to discuss pertinent issues for Black boys in Maryland schools. CRM-BMST Director Dr. Julius Davis participated in the panel with educational leaders throughout Maryland to discuss our roles in supporting Black male students. Dr. N. Coleman and Dr. Andrea Kane (BSU Women's History Month honoree) also served on the panel. Dr. Theo Holt moderated the panel for professionals.

THE BOWIE MAN: BLACK MALES IN EDUCATION SCHOLARS STUDIO

During the Fall 2021 semester, the Center for Research and Mentoring of Black Male Students and Teachers, in partnership with Scholars Studio, presents The Bowie Man: Black Men in Education studio. The Bowie Man studio is intended to expose and help scholars discover more about Black male students, educators, and leaders in education. A couple of questions guiding the studio: (a) What does it mean to be an HBCU educated man? and (b) What does it mean to educate the next generations of men?

There are four courses in the Bowie Man studio taught by Bowie men:

FRESHMAN SEMINAR



PROF. MAURICE ROBINSON

EDUC 101: INTRODUCTION TO EDUCATION



PROF. JULIUS DAVIS

HIST 115: AFRICAN AMERICAN HISTORY SINCE 1865



PROF. DAVID REED

ENGLISH 101 EXPOSITORY WRITING



PROF. MARK COX

EDUC 101: INTRODUCTION TO EDUCATION



PROF. STEPHEN THORNE

EDUC 101: INTRODUCTION TO EDUCATION



PROF. MICHAEL WOOD

Collectively, these courses form the basis of The Bowie Man: Black Males in Education Scholar's Studio. There will be co-curricular activities, experiential learning opportunities, and a host of other impactful experiences in the studio.

THE BOWIE MAN: BLACK MALES IN EDUCATION

SCHOLARS STUDIO STAFF



MS. MONICA TURNER



MS. LISA NARDI



MS. PATIENCE AMANKWA



DR. MONIFA LOVE

BLACK BOYS RITES OF PASSAGE PROGRAM

The Center for Research and Mentoring of Black Male Students and Teachers in partnership with Anne Arundel County Public Schools will offer a two-year Black Boys Rites of Passage Program [BBRP] for 25-30 seventh and eighth grade Black male students. The program will be open to Black male students with diverse academic achievement, social standing, and economic profiles. The tiered mentoring component of the BBRP program will be used to further support students in healthy identity development, academic and social success, high school and college readiness. The students will be mentored primarily by Black male college professors, high and college students, and teachers. They will have opportunities to explore different career options and entrepreneurial endeavors with professionals, students, and industry leaders.

The BBRP program will utilize a hybrid model with in-person sessions held at BSU and virtual sessions on Zoom. Black male students will participate in sessions, programs, activities, and field trips in and out of state (as COVID safety protocols allow). At the end of the quarter/semester, the BBRP program will host an awards program for students, families, and the community. In the spirit of the program being a Rites of Passage, at the end of the academic year, a celebration will present the young men to the community, share their accomplishments, and make new commitments for success.



DR. OTIS WILLIAMS, III



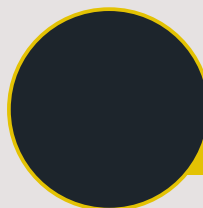
DR. JULIUS DAVIS

Dr. Otis Williams, III, Dr. Julius Davis, and the Center Leadership Team will lead this initiative. Dr. Williams and Dr. Davis has extensive knowledge and experience working with Rites of Passage programs. Dr. Williams was the founder and lead facilitator of the Akoben Academy at Bowie State University, an after school Rites of Passage program designed to support and promote the educational, cultural, physical, and psychosocial needs of African American male students. Dr. Davis has knowledge and experiences leading African-centered manhood, rites of passage, and mentoring programs for Black male students.

Special thanks to Anne Arundel County Public Schools Office of Equity and Accelerated Student Achievement and Annapolis Middle School



DR. MAISHA GILLIANS
Executive Director



MS. CASEY HUNT
Principal
Annapolis Middle School



DR. LORENZO HUGHES
Senior Manager of School Supports
and Equitable practices



MR. KENNETH PATTERSON
Assistant Principal
Annapolis Middle School

BOWIE STATE UNIVERSITY COLLABORATORS AND EXTERNAL PARTNERS

The CRM-BMST Leadership Team has developed or started developing university collaborations and external partnerships with representatives and leaders from the following entities:

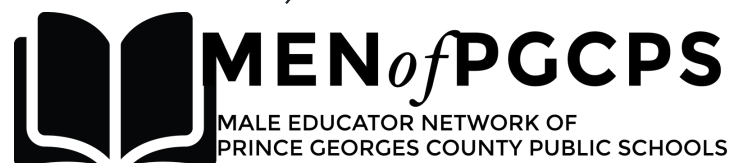
Bowie State University Collaborators

1. Division of Institutional Advancement
2. Department of Teaching, Learning and Professional Development
3. Department of Educational Studies and Leadership
4. Department of Athletics
5. Entrepreneurship Academy
6. Scholars Studio



Partners

1. Prince George's County Public Schools
2. Prince George's Community College
3. Montgomery College
4. The BOND Project (Building Our Own Network of Diversity BOND)
5. MENofPGCPS (Male Educator Network Prince George's County Public Schools)
6. National Association of Black Male Educators
7. Montgomery County Public Schools
8. Montgomery College
9. Friendship Charter Public Schools
10. Statesmen Boys Academy (Washington, DC)
11. KIPP DC bMEN
12. Baltimore County Public Schools
13. Community College of Baltimore County
14. University of Maryland Baltimore County
15. Sherman Scholars Program (University of Maryland Baltimore County)
16. Fairfax County Public Schools (Virginia)
17. Morgan State University
18. Nylinka School Solutions
19. Anne Arundel County Public Schools



GRANTSMANSHIP

The CRM-BMST leadership team, faculty fellows, and partners worked to secure grants to support the university, conduct research and evaluation, provide research mentoring, advising, support, and to produce new knowledge about Black male students and teachers, as well as educational and mentoring programs. Their grantsmanship also expands beyond Black male students and teachers.

During the 2020-2021 academic year, the CRM-BMST leadership team and faculty fellows were actively engaged in writing, submitting, and operating grants. There are six active grants focused on students, teacher candidates, and teachers that the leadership team worked on throughout the academic year. Six of the grants were completed. Four grants that focused on educators, leaders, and students, especially Black male students and teachers, were written and submitted. None of the grants were funded. One research mentoring and advising grant was active and a new grant was submitted. The CRM-BMST leadership team completed one grant evaluation and provided evaluation services for a grant under review.

FEDERAL GRANTS | CONTINUOUS

Title: STAR Program

Funding Source: United States Department of Education

Description: The STAR program is a partnership with Prince George's County, District of Columbia, and Dorchester County school districts to develop teacher leaders through an 18-month Master of Teacher Leadership degree. One of the goals of the grant is to empower teachers to tailor their curriculum to the needs of their students. The grant funding will cover the costs of the degree program, including tuition, fees, books, and monthly stipend. The candidates will also earn micro-credentials in equity and technology.

BSU Lead PI: Dr. Wil Parker | **Award:** \$7.23 Million | **Foci:** Program/Research

Center Team: Drs. Sean Coleman and Julius Davis, Bowie State University

FEDERAL GRANTS | COMPLETED

Title: Black Males in Middle School (HBCU-DCL EAGER): Investigating How STEM Mentoring Programs and Experiences Influences Their Academic and Career Interest in Engineering

Funding Source: National Science Foundation

Description: Throughout the theoretical and scientific literature, there is a dearth of research focused on Black male students who have participated in engineering or other STEM-related mentoring programs and experiences. There is also very little scientific and popular literature that examines, specifically, how such programs may impact Black male middle school-aged students' academic and career interest in engineering. This mixed-method study aims to pinpoint the different factors that shape Black middle school-aged students' interest in engineering and determine what specific experiences influence their understanding of engineering and other STEM-related fields. It is quite likely that the research findings will offer important insights on middle school-aged, Black males, and how engineering and other STEM-related programs and experiences can influence their academic interests and career aspirations. Further, secondary and postsecondary professionals will be able to use the project findings to improve formal and informal engineering and other STEM-related learning experiences for Black middle school-aged students.

Lead PI: Dr. Julius Davis | **Award:** \$249, 066 | **Foci:** Research/Evaluation

Title: Examining the Persistence and Motivation of STEM Pre-Service Teachers of Color in the Sherman STEM Teacher Scholars Program

Funding Source: National Science Foundation

Description: This project will support fundamental STEM education research that examines broadening participation within the STEM teacher workforce. By investigating the factors that influence undergraduate student persistence in STEM and teacher education, it has the potential to contribute new knowledge about the recruitment and retention of underrepresented minority pre-service STEM teachers. The goal of the research project is to understand components of the Sherman STEM Teacher Scholars program at the University of Maryland, Baltimore County, that affect recruitment and retention of underrepresented minority students in STEM teacher education. The research design employs an explanatory sequential mixed-method approach that includes the collection and analysis of quantitative and qualitative data. The expected impacts include informing best practices through which pre-service STEM teacher preparation programs can increase minority representation. The project could lead to the creation of a replicable STEM teacher education model for other institutions.

Lead PI: Dr. Ramon Goings, University of Maryland Baltimore County | **Award:** \$147, 823 | **Foci:** Research

STATE OF MARYLAND GRANTS| CONTINUOUS

Title: Paraeducator Pathways to Culturally Responsive Teaching (PP-CRT) Program

Funding Source: Maryland State Department of Education Teacher Collaborative Grant

Description: The PP-CRT program seeks to address the shortage and diversity of teacher candidates and teachers in educator preparation programs and the profession in elementary and mathematics education. The program will recruit and prepare diverse paraeducators to earn bachelor's degrees to become certified elementary and mathematics teachers. Paraeducators will also engage in professional learning in CRT in coursework, workshops, classroom, and other experiences.

BSU Team/Co-PIs: Drs. Julius Davis (Team Led), Lynne Long, Jacqueline Sweeney, Akeda Pearson, and
Evaluator: Dr. Darla Scott | **Award:** \$750,000 | **Foci:** Program/Professional Development/Research

Howard County Public School Partner (Lead Institution): Juliann M. Dibble (Lead PI), Corinne Gorzo, and Kelly Powers

Title: Teaching Through Coronavirus: Toward Cultivating Urgent Culturally Responsive Distance Learning Pedagogies

Funding Source: Maryland State Department of Education Governor's Emergency Education Relief Fund; University of Maryland Foundation, Inc

Description: We aim to simultaneously meet the immediate needs of educators as they teach through COVID-19 and inform sustainable policies that support educators' humanizing distance learning pedagogies. Examining sustainable humanizing distance learning approaches has the potential to redress persistent educational inequities that youth of color experience in schools, even when we return to face-to-face teaching.

CRM-BMST Team/Lead PI: Dr. Keisha Allen, University of Maryland Baltimore County | **Co-PIs:** Dr. Sakeena Everett, University of Georgia, Dr. Kindle Nash, University of Maryland Baltimore County
Award: \$151,332 | **Foci:** Program/Professional Development/Research

UNIVERSITY GRANTS | NEW

Title: Jodi Crandall Fellowship

Funding: Jodi Crandall Fellowship

Lead PI: Dr. Ramon Goings, University of Maryland Baltimore County | **Award:** \$1,000 | **Foci:** Research

UNIVERSITY GRANTS | CONTINUOUS

Title: Souls of Black Teachers: Theorizing Black Teachers' Spiritually Grounded Professional Lives

Funding: CS3/CAHSS Summer Faculty Research Fellowship

Lead PI: Dr. Keisha Allen, University of Maryland Baltimore County | **Award:** \$6,000 | **Foci:** Research

Title: Learning Teaching as an Interpretive Process

Funding: Hrabowski Innovation Fund Research Award

Description: A multidisciplinary team conducted a qualitative investigation of the Learning Teaching as an Interpretive Process (LTIP) framework's impact on the learning outcomes of teacher candidates who are Sherman Program scholars. This framework is designed to prepare teachers to adequately support the learning of students from culturally and linguistically diverse groups who often attend urban schools. The proposed project will impact Sherman Program scholars' abilities to navigate the complexities of teaching during their education programs and as they enter the teaching profession.

CRM-BMST Leader/Co-PI: Dr. Keisha Allen, University of Maryland Baltimore County

PIs/Co-PIs: Dr. Kindle Nash, Rehana Shafi, Joshua Michael, University of Maryland Baltimore County |

Award: \$6,000 | **Foci:** Research

UNIVERSITY GRANTS | COMPLETED

Title: Bowie State University I-Corps Program

Funding: Bowie State University Entrepreneurship Academy

Description: The I-Corps Short Course Program and grant funds will focus on accelerating services focused on recruiting, retaining, and developing Black male educators in school systems. The project will create a book prototype to support school systems, individuals, and groups in recruiting, retaining, and developing Black male educators.

Lead PI: Dr. Julius Davis, Bowie State University | **Award:** \$2,500 | **Foci:** Entrepreneurship

EVALUATIONS | COMPLETED

Title: Building Capacity for a STEM Learning Network to Prepare Highly Effective STEM Teachers for Teaching in High-Need Schools

Funding Source: National Science Foundation

Description: This Capacity Building project at Loyola University Maryland includes partnerships among faculty in its School of Education and National and Applied Sciences division, as well as representatives from Baltimore County Public Schools, a high-need local education agency. Project goals include the following: 1) develop, test, and collect baseline data about STEM-education recruitment and retention strategies; 2) provide faculty with professional development to test, disseminate, and integrate active learning innovations in STEM and STEM-education courses; and 3) Develop a STEM-Network collaborative to strengthen the relationship with Baltimore County Public schools and to explore strategies to close the student-teacher diversity gap. Findings and lessons learned from this work are intended to provide information to the larger community of small, primarily undergraduate, liberal arts institutions that train future STEM educators. In the long-term, this Capacity Building project has the potential to contribute to development of a diverse, experienced STEM teacher workforce, which in turn would support improvement of K-12 student academic achievement and STEM skills readiness for college success. It also supports research on the persistence, retention, and effectiveness of K-12 STEM teachers in a high-need school district.

PIs: Afra Hersi (PI) and Timothy Clark (Co-PI), Loyola University Maryland | **Award:** \$74,997 | **Foci:** Research/Evaluation

Center Team Evaluators: Drs. Sean Coleman and Julius Davis, Bowie State University and Ramon Goings, University of Maryland Baltimore County



DR. JULIUS DAVIS

Dr. Julius Davis is the University System of Maryland (USM) Wilson H. Elkins Associate Professor of Mathematics Education and Founding Director of the Center for Research and Mentoring of Black Male Students and Teachers at Bowie State University. He is also the Coordinator of the Master of Arts in Teaching Program in the Department of Teaching, Learning, and Professional Development in the College of Education.

Dr. Davis has two main strands of research focused on Black students and teachers in urban and suburban schools. His research of Black students critically examines their mathematical achievement and experiences and how policies shape their mathematics education. Dr. Davis' research of Black mathematics teachers focuses on content and pedagogical knowledge, academic and professional experiences, and policies that shape their praxis. His research on students and teachers primarily focuses on Black males. Dr. Davis' research focused on Black teachers and students has appeared in scholarly publications and has been presented at regional, national, and international conferences. He works closely with teachers, and instructional and school leaders in developing their dissertation research in urban and educational leadership doctoral programs.

Dr. Davis has teaching and leadership experiences in schools, nonprofit organizations, university mathematics, educational leadership, and teacher preparation programs. He provides professional development to Pre-Kindergarten –12th grade teachers, and instructional and school leaders across the United States. He engages in professional development with Pre-Kindergarten –12th grade teachers and leaders focused on Black males, culturally responsive leadership and pedagogy, differentiated instruction, technology integration, and STEM (science, technology, engineering, and mathematics) education. Dr. Davis has secured grants to support leaders' and teachers' professional learning and development. He has also worked with individual schools, school districts, and state agencies to produce culturally responsive and STEM resources for educators and leaders.

Dr. Davis holds a doctorate in mathematics education from Morgan State University, a master's degree in middle/secondary instruction with a concentration in mathematics from Edinboro University, and a bachelor's degree in mathematics education from Lincoln University.



KEISHA ALLEN

Dr. Keisha McIntosh Allen is an assistant professor in the Department of Education at the University of Maryland, Baltimore County where she teaches classes related to culture, educational equity, and literacy.

Dr. Allen's research examines how schools can be spaces that affirm the full humanity of Black educators and students. This line of inquiry is rooted in critical multicultural teacher education, asset pedagogies, and research related to teacher diversity. Her current research examines culturally informed initiatives and practices that help to recruit, induct, and retain Black pre-service and in-service teachers in the profession. Her most recent work examines humanizing pedagogies and professional learning communities during distance learning.

Dr. Allen is a former high school English teacher, a 2014-2016 Cultivating New Voices Among Scholars of Color Fellow, and a 2015-2017 Postdoctoral Research Fellow at the University of Maryland Baltimore County.

She holds a doctorate degree in Curriculum and Teaching from Teachers College, Columbia University, and a bachelor's degree and Master of Arts in Teaching from Hampton University. She has been published in top peer-reviewed journals focusing on urban and multicultural education.



SEAN T. COLEMAN

Dr. Sean T. Coleman serves as an associate professor in the Department of Educational Studies and Leadership at Bowie State University (BSU) in Bowie, Maryland. He is a Founding Faculty Fellow of the Center for Research and Mentoring of Black Male Students and Teachers (CRM-BMST); Founding Committee Member of the Social Justice Alliance; Coordinator of the Research Institute for Scholars in Education (RISE) Program; and University NCAA Faculty Athletic Representative. His research involves best practices to enhance cognition, learning, and social-emotional development for PreK-20 populations with cultural, race, and ethnicity considerations.

To this end, Dr. Coleman has published in peer-reviewed journals and technical reports and presented at conferences associated with the use of integrity-based, relational approaches to motivation, engagement, cognition, and learning. His research psychologist experience also includes assessing, evaluating, developing, and implementing various reliable assessments related to cultural phenomenology, cognition, learning, and best practices in facilitating meaningful instructional learning climates.

Recently, Dr. Coleman received BSU honors such as CRM-BMST Research Mentor Award, College of Education Excellence in Research Award, and President's Distinguished Achievement in Research and Grants Award. Before his current BSU appointment, Dr. Coleman served in faculty, staff, and administrative roles at the University of the District of Columbia and Howard University. Dr. Coleman's lasting career in education and related areas began as a state certified elementary school teacher, and he was appointed to several positions of distinction including New Teacher Induction Instructor, Professional Development Facilitator, New Teacher Induction Committee Member, Grade-Level Chairperson, and School-Based Management Team Member.

Dr. Coleman completed his undergraduate education at the University of Maryland, College Park, in Criminology. Becoming increasingly interested in the motivation, development, and personality psychology areas, he earned both his Master of Education in Curriculum and Instruction and Doctor of Philosophy in Psychology Degrees from Howard University.



ALONTAE ELLIOTT

Alontae Daquon Elliott is an undergraduate fellow and leadership team member in the Center for Research and Mentoring of Black Male Students and Teachers at Bowie State University. He is a current undergraduate History and Government major with a concentration in Secondary Education at BSU. Mr. Elliott is an aspiring Black male educator who hopes to change the world one class at a time.

Mr. Elliott was a participant in the Spring 2020 Black Male Teachers College Program at BSU. He is now a coordinator, mentor, and facilitator in the program. Mr. Elliott has a passion for working with Black male high school scholars. He has been recognized by the Department of History and Government for outstanding GPA, and received the Bowie Black Male Educator and Leaders Alliance Outstanding Student Leader Award.

Mr. Elliott is an alumnus of the illustrious Dr. Henry A. Wise, Jr., High School. During his academic tenure, he had the privilege of serving as his Class President for two years, Student Body President of Dr. Henry A. Wise, Jr., High School, a Closing Lawyer on our Mock Trial Team, and Chief of Staff for Prince George's Regional Association of Student Governments. Mr. Elliott also served as the President of the Prince George's Regional Association of Student Governments and the Student Coach for our Mock Trial Team.



RAMON B. GOINGS

Dr. Ramon B. Goings is assistant professor in the Language, Literacy, and Culture interdisciplinary doctoral program at the University of Maryland, Baltimore County. Dr. Goings' research interests are centered on exploring the academic and social experiences of gifted/high-achieving Black males PK-Ph.D., diversifying the teacher and school leader workforce, and investigating the contributions of historically Black colleges and universities.

Dr. Goings is the author of over 50 scholarly publications including four books. His scholarship has been featured in leading academic and popular press outlets including Teachers College Record, Adult Education Quarterly, Gifted Child Quarterly, Inside Higher Ed, Education Week, and Diverse: Issues in Higher Education. His most recent research on Black male adult learners won the 2019 Imogene Oaks Award from the American Association for Adult and Continuing Education, which honors a scholar whose research contributes significantly to the advancement of adult and continuing education. Along with his scholarship, Dr. Goings served as the Editor-In-Chief of the Journal of African American Males in Education from 2017-2020, was named a 2017 Emerging Scholar by Diverse: Issues in Higher Education, and received the 2016 College Board Professional Fellowship.

Prior to working in higher education, Goings was a music education and special education teacher in several urban school districts including Baltimore City Public Schools and was a foster care and youth probation counselor/advocate in New Haven, Connecticut. In 2013, he served as a fellow with the White House Initiative on Educational Excellence for African Americans. He earned his Doctor of Education degree in urban educational leadership from Morgan State University, Master of Science in human services from Post University, and Bachelor of Arts in music education from Lynchburg College (now University of Lynchburg).



WIL PARKER

Dr. Wil Parker is a well-known keynote speaker, presenter, and teaching clinician. He has presented talks and keynote sessions throughout the United States, Canada, Europe, and South America. Parker is faculty in the Department of Educational Studies and Educational Leadership at Bowie State University.

He currently serves as a liaison and resource for school districts, superintendents, ministers of education, school administrators, colleges, and universities to develop support programs, teacher residency programs, and partnerships to develop accomplished teachers. He assists in developing urban school administrators and teacher leaders. He has contributed to developing instructional leaders, providing public awareness programs and campaigns for teacher educators on the National Board Certification process, and infusing national teaching standards in teacher education preparation programs.

Most recently, he has created and implemented districtwide capacity building initiatives to increase student learning in large urban school districts. Parker has taught at Howard University and the University of Michigan-Dearborn. His teaching and leadership positions include advanced placement biology teacher, STEM education, International Baccalaureate, and allied health careers professor in public schools, community colleges, and university teacher preparation programs. Parker's research agenda includes school leadership and teacher leadership development, urban school leader development, racial identity and student learning, and African American male teachers.

Parker holds a Doctor of Education degree in educational and organizational leadership from the University of Pennsylvania, a Master of Education degree in science education from George Washington University, and a Bachelor of Science degree in biology from Tennessee State University.



STEPHEN D. THORNE

Stephen D. Thorne is a doctoral student in the Educational Leadership program at Bowie State University. He is also a doctoral fellow and member of the leadership team for the Center for Research and Mentoring of Black Male Students and Teachers.

Born in Philadelphia, he has served in various roles of education and leadership. He has earned degrees in philosophy, theology, and urban education. A strong advocate for community service, Thorne developed a mentoring program, Boys to Men, for 8th graders. He has also mentored a brother returning home from prison.

Thorne designed a course on African American spirituality, which he teaches at Neumann University in Pennsylvania. Thorne believes, "To whom much has been given, much is expected." This axiom guides him on the path of service and empowerment, especially for Black people.



MICHAEL WOOD

Dr. Michael Wood is a dynamic educational leader with over 15 years of achievement in the education field as a career educator, coach, and administrator. His experience is concentrated in administration, supervision, and post-secondary leadership. Dr. Woods' research focuses on non-cognitive theories while utilizing an anti-deficit thinking model to underpin student access and academic leadership. His impact on student growth and academic and career success is at the forefront of his lifelong mission to promote student achievement.

Dr. Wood is a published author and has presented research at various professional conferences including the American Education Research Association (AERA), The National Conference on Race & Ethnicity in American Higher Education (NCORE), and The International Technology and Engineering Educators Association (ITEEA).

Dr. Wood holds a Ph.D. in Workforce Education and Development from Pennsylvania State University and has a Workforce Development and Information Technology Infrastructure background. As an entrepreneur, Dr. Wood brings over 20 years of consulting and 15 years of residential real estate development and homeowner rehabilitation experience. He offers business development and consulting services to small minority, 8a, and woman-owned firms seeking entry into government contracting. As a lifelong learner, Dr. Wood recently completed two certifications in the area's Diversity and Inclusion and the Center for Teacher Effectiveness (Time to Teach).

Currently, Dr. Wood is the Assistant Director of the Center for Research and Mentoring of Black Male Students and Teachers at Bowie State University. Additionally, Dr. Wood is the COO of Jones, Barnes & Wood, LLC., a Development Consulting Firm, and Director of Synergistic Solutions as an educational consultant and adjunct professor.



LEIGHTON WILLIAMS

Leighton Williams is a senior elementary education major with a 3.2 cumulative GPA in the Department of Teaching, Learning and Professional Development at Bowie State University. Williams is an accomplished student leader at BSU. He is a founding undergraduate fellow and leadership team member in the CRM-BMST. Williams has played a major role in the success and achievements of the CRM BMST. He was elected to serve as vice president of the Student Government Association for the 2020-2021 academic year. Prior to being vice president, he was the executive secretary. He is a current member of several BSU committees.

Williams has participated in national educator development opportunities. He is a Thurgood Marshall College Foundation Teacher Quality and Retention Program (TQRP) Fellow and UnCommon Schools Summer Teaching Fellow. The TQRP is a five-year fellowship to support new and aspiring teachers. For the last two years, Williams has participated in the TQRP Summer Institute to develop his pedagogical skills, become a teacher leader, and develop the knowledge and skills to succeed in the teaching profession.

The UnCommon Schools Summer Teaching Fellow is a 7–10-week program to prepare college juniors for teaching careers. Williams spent the summer observing classrooms, supporting his mentor teacher, leading small group and whole class instruction, and attending professional development sessions. He is an accomplished student leader and budding educator that epitomizes the type of Black male educator the CRM-BMST seeks to develop.

During the 2019-2020 academic year, Williams received an Outstanding Student Leader Award and an Exemplary Leadership and Service Award for his invaluable contributions. He also received the James E. Proctor, Jr. Endowed Scholarship for the 2019-2020 year.

**CENTER FOR RESEARCH AND MENTORING OF BLACK
MALE STUDENTS AND TEACHERS
ANNUAL CALENDAR
2021-2022**

PROGRAM/ACTIVITY	DATE/TIME FRAME
2021-2022 Strategic Planning	May-August 2021
Black Male Teacher Initiative Consortium	Quarterly
Bowie Black Male Educators and Leaders Alliance	Quarterly
Evaluations	Ongoing
Scholar Fellows Program	Fall Semester: Monthly Meetings Spring Semester: Monthly Meetings
Black Male Teacher Speaker Series	November 17, 2021
COE Signature Program: James E. Proctor, Jr. Forum on Education	November 18, 2021
Black Male Teachers College	Fall Semester [Virtual]: October 9 - November 13, 2021, Saturdays from 10am - 12noon Spring Semester [In Person]: February 12 - March 19, 2022, Saturdays from 10am - 12noon
COE Signature Program: James E. Proctor, Jr. Lecture Series	TBD
Annual Gathering of Bowie Black Male Educators and Leaders	February 9, 2022
Black Boys and Men Speaker Series	March 24, 2022
2022-2023 Strategic Planning	May-August 2022
2021-2022 Annual Report	July 31, 2022

Thank You!

A Special Thank You to the Center for Research and Mentoring of Black Male
Students and Teachers Supporters

University System of Maryland Board of Regents

**University System of Maryland Wilson
H. Elkins Professorship**

**University System of Maryland Office of
Academic and Student Affairs**

Dr. Jay A. Perman
Chancellor

Dr. Joann Boughman
Senior Vice Chancellor
for Academic and Student Affairs

Dr. Zakiya Lee
Assistant Vice Chancellor
for Academic and Student Affairs

Dr. Aminta Breaux
President
Bowie State University

Dr. Carl B. Goodman
Provost and Vice President for Academic Affairs
Bowie State University

Dr. Guy-Alain Amoussou
Associate Provost for Academic Affairs
Bowie State University

Bowie State University Board of Visitors

Dr. Rhonda Jeter
Dean, College of Education
Bowie State University

Dr. Lynne G. Long
Chair, Department of Teaching, Learning
and Professional Development
Bowie State University

Mr. David Higgins JD
Graphic Designer
The Learned Breddrin

Division of Institutional Advancement

Mr. Brent Swinton
Vice President

Mrs. Yvette C. Caldwell
Associate Vice President

Mrs. Davine Snead
Major Gifts Officer

Mrs. Jennifer A. Coke
Director, Corporate and Foundation Relations

Dr. Karmalita Contee
Director, Stewardship and Donor Relations

Dr. Kimetta Hairston
Administration, Academics, and Virtual Engagement
Bowie State University

Office of Sponsored Programs and Research

Dr. Anika Bissahoyo
Vice President

Dr. Artelia Covington,
Pre-Award Services Manager

Mr. Ed Crosby
Grants & Contracts Manager

Thank You!



Center for Research and Mentoring
of Black Male Students and Teachers

centerforblackmales@bowiestate.edu

bowiestate.edu/centerforblackmales



[bsucenterforblackmales](https://www.instagram.com/bsucenterforblackmales)



[ctrblackmalebsu](https://twitter.com/ctrblackmalebsu)



[bsucenterforblackmales](https://www.facebook.com/bsucenterforblackmales)