Live Tweets

- Turn on your cellular telephone.
- Tweet 3 important points that you learned this morning.
- Use the following hash tag: #EthosofExcellence

Note: Dr. James L. Moore III’s Twitter address is @DrJLMooreIII. Please follow.
Ethos of Excellence

Competence (Skills) + Confidence (Will) = Achievement Attainment

(Moore, n.d.)

Attributes for Academic Persistence and Success

- Strong internal locus of control
- Realistic aspirations
- Strong support systems
- Positive belief in self
- Maturity
- Academic and social confidence
- Positive early school experiences
- Strong soft skills
- Self-regulated and task-oriented
- High expectations among faculty, staff, etc.
Who Believes in Me? The Effect of Student-Teacher Demographic Match on Teacher Expectations

- It is well-documented that teachers are important sources of information for students, especially for students of color.

- Using nationally representative survey data (ELS: 2002), a recent study examined the systematic biases of teachers’ expectations related to demographic match between student and teacher.

- The data set included two teachers’ reported expectations for each student’s ultimate educational attainment, one demographically matched and one demographically mismatched.

- The researchers discovered that non-Black teachers of Black students have significantly lower expectations than Black teachers.

- The effects were even larger for Black males and math teachers.

(Gershenson, Holt, & Papageorge, 2015)

<table>
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College Trends By Race and Gender

• Studies examining differences in females’ and males’ academic achievement have proliferated in recent years. Taken as a whole, this literature has shown that gender influences educational outcomes (Flowers, Osterlind, Pascarella, & Pierson, 2001).

• National data show that there are differences between females and males in the number of students enrolled in STEM majors (National Science Foundation, 2015).

• African American males’ perceptions of how educators’ perceive them tend to have profound effects on their educational aspirations (Flowers, Milner, & Moore, 2002; Henfield, Moore, & Wood, 2008; Moore, 2006; Moore, Madison-Colmore, & Smith, 2003; Moore & Flowers, 2016).
College Trends By Race and Gender


- A larger portion of white men completed college than women from 1940 until about 1980. Less than 1% of black men earned a college degree in 1940, compared with less than 2% of black women (McDaniel, DiPrete, Buchmann, & Shwed, 2011).

College Trends By Race and Gender

- Going back to 2000, less than 66% of Black college degree recipients were women (Snyder & Dillow, 2009).

- When the Census Bureau started tracking bachelor’s degrees by race and gender in 1974, women earned 57% of all degrees awarded to blacks (Cohen & Nee, 2000).

- As early as 1954, African American women comprised 58% of the student enrollees in Historically black colleges and universities (HBCUs) in which the majority of black college students were enrolled (Cross, 1999).
The Center is named in memory of the late Todd Anthony Bell, a former OSU All-Big Ten football player, All-Pro safety with the Chicago Bears, and administrator in OSU Office of Diversity and Inclusion (formerly the Office of Minority Affairs). Mr. Bell was instrumental in establishing OSU’s first Black male initiative to rectify the dismal graduation rates for African American males. The Center honors and continues the work of one of OSU’s greatest alumnus.

Center’s Vision

The vision of the Center is to serve as the nation’s premiere resource on issues pertaining to African American males throughout the lifespan.
Center’s Mission

The mission of the Center is to examine and address critical issues in society that impact the quality of life for African American males throughout the lifespan.

The Center plans to achieve these goals by conducting robust research studies and evaluations that inform social policy and theory on African American males and developing research-based programs, models, and initiatives that could be replicated at other institutions.

Center’s Priorities

• Produce high-quality research and scholarship on African American males that informs theory, policy, and practice.

• Publish reports, articles, monographs, and books on African American males to inform national audiences.

• Create a sense of community and connectedness for African American males at The Ohio State University to ensure their success in college and beyond.

• Identify best practices and apply cutting-edge research on African American males.
Center’s Priorities

• Provide consultation and professional development to school districts, colleges, agencies and other institutions on issues focusing on African American males.

• Advise governmental officials and policymakers on designing effective policies and services for African American males.

• Pursue and obtain funding to fulfill the mission of the Center.

Major Interests

• The Center is interested in executing research and programmatic projects that offer the greatest return on investment by producing outcomes that are:

  • scalable,
  • sustainable,
  • and applicable to various contexts, settings, etc. throughout education for Black males.
Organizational Structure

Executive Director

- Special Assistant
- Program Manager
- Program Coordinator
- Office Staff Coordinator
- Graduate Research Associates & Work Study Students

New Initiatives
- Research and Evaluation
- Black Male Research Project
- Columbus Academy for Boys
- Colloquium on Black Males in Education
- Bell Fellows Program

Major Programs
- Early Arrival Program
- Gathering of Men
- National African American Male Retreat
- Recognition Ceremony
- Leadership Institute

Other Activities
- Success Coaching
- Roundtable Discussion Series
- Historical Lecture Series
- Community Outreach
- Fundraising Breakfast
Contextual Factors Influencing Life-Career Development

- **INTERESTS** – a person’s degree of devotion, concern, or curiosity for their academic/career.

- **PREPARATION** – a person’s degree of readiness for a specific academic or professional endeavor, based on education, training, etc.

- **EXPERIENCES** – the degree of knowledge and/or skills that a person gains by doing a particular task and/or activity.

- **CONNECTIONS** – a person’s degree of access to mentors and interpersonal networks that may facilitate and/or provide special opportunities and experiences.

- **OPPORTUNITIES** – the prospect for advancement as a result of interests, preparation, experiences, and/or connections.
Its Framework for Pro-Academic Behavior

(National study Group for the Affirmative Development of Academic Ability, 2004)

African American Males Enrolled at OSU

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Total # of Males Enrolled</th>
</tr>
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<tbody>
<tr>
<td>2005</td>
<td>1060</td>
</tr>
<tr>
<td>2006</td>
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<tr>
<td>2007</td>
<td>1100</td>
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<tr>
<td>2016</td>
<td>1280</td>
</tr>
<tr>
<td>2017</td>
<td>1300</td>
</tr>
</tbody>
</table>
In regard to student consultation, the staff of the Bell Resource Center do the following on-campus:

- Assist other university units/departments with facilitating academic achievement and personal/professional development for African American males.
- Help African American males develop an action plan to ensure that they meet the University’s academic standards.
- Provide information to African American males about various resources available on- and off-campus.
- Assist high-achieving, African American males with obtaining research experiences, scholarships, and other academic rewards/opportunities.
- Offer African American males positive reinforcement for achieving academic goals.
Past Collaborators

- Association of Public and Land-Grant Universities
- Urban Education Collaborative
- Center for Law and Social Policy
- College Board
- Ohio Department of Education
- Charles Hamilton Houston Center for the Study of the Black Experience in Education
- Wisconsin’s Equity & Inclusion Laboratory
- Columbus Preparatory School for Boys
- United Way of Central Ohio

National Visibility

Over the years, the Center has received a lot of positive attention from numerous national publications (e.g., DIVERSE: Issues in Higher Education, Chronicle of Higher Education, New York Times, Columbus, Dispatch, The Educational Experience of Young Men of Color: A Review of Research, Pathways and Progress, etc.). It has been widely praised in and outside the higher education community for its success with African American male college students and its focus on becoming the nation’s premiere resource on African American males throughout the lifespan. As a result, many universities and colleges around the country have contacted representatives of the Center to learn more about its work. Below are examples of these institutions of higher learning:

<table>
<thead>
<tr>
<th>Wilberforce University</th>
<th>Daytona State College</th>
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<tbody>
<tr>
<td>University of Akron</td>
<td>University of Kansas</td>
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<tr>
<td>DePaul University</td>
<td>Rutgers University</td>
<td>Chicago State University</td>
</tr>
<tr>
<td>University of Arizona</td>
<td>Iowa State University</td>
<td>Vanderbilt University</td>
</tr>
</tbody>
</table>
National Visibility

North Carolina A&T University
University of Northern Kentucky
University of Louisville
Fayetteville State University
University of Arkansas at Pine Bluff
Winston-Salem State University
University of Cincinnati
IUPUI at Indianapolis
IUPUI at Fort Wayne
University of California at Los Angles
Clemson University
Broward College
Virginia Union University
Southern University and A&M College

IUPUI at Indianapolis
University of Texas at Austin
Kentucky State University
Kennesaw State University
South Carolina State University
Virginia Tech
Ohio University
University of Virginia
Denison University
Prairie State College
University of Minnesota
Capitol University

National Visibility

North Carolina Central University
University of Toledo
Cincinnati State College
West Virginia University
University of Arkansas at Little Rock
Prairie View A&M University
University of Wisconsin at Eau Claire
University of Connecticut
Pennsylvania State University
University of California at Dominguez Hills
Cuyahoga Community College
Clafin College

Yale University
Louisiana State University
Iowa State University
Alabama Birmingham University
Eastern Michigan University
University of Wisconsin at Madison
University of Wisconsin at OshKosh
Howard University
Georgia Tech
Auburn University
Florence-Darlington Technical College
Current Staff

Dr. James L. Moore III, Vice Provost for Diversity and Inclusion and Chief Diversity Officer; Executive Director for Todd A. Bell National Resource Center on the African American Male; and EHE Distinguished Professor of Urban Education

Mr. Dan Thomas, Program Manager

Mr. Andre’as Williams, Program Coordinator

Ms. Melvina Smith, Office Staff Coordinator

Dr. Robert Bennett III, Special Assistant to the Executive Director

Ms. Deborwah Faulk, Graduate Research Associate

Ms. Summer Lucky, Graduate Research Associate

Ms. Tayo Adeeko, Graduate Research Associate

Questions and Answers