THURSDAY, APRIL 12

7:30 A.M.–NOON REGISTRATION
BALLROOM LOBBY

7:30 A.M.–4:30 P.M. EXHIBITORS
BALLROOM LOBBY AND HALLWAY TO CONFERENCE CENTER

7:30 A.M.–5 P.M. MERCHANDISE SALES
BALLROOM LOBBY

8:30–9:45 A.M. OPENING KEYNOTE
ROOM 202B-C
- Master of ceremonies: Nigel Robertson, anchor/reporter, WYFF4
- Welcome
- Remarks: James P. Clements, Ph.D., president, Clemson University
- Remarks: Brian Heat, academic administrator; entrepreneur, Brian Heat Worldwide
- Introduction of opening keynote speaker: Rhonda Rawlings, radio host and director of news and community service, 107.3 JAMZ
- Keynote address: Roland Martin, host and managing editor, TV One’s “NewsOne Now”; journalist; columnist; author

9:45–10:30 A.M. SPEAKER MEET AND GREET

10–10:30 A.M. TIGER ALLIANCE WELCOME: BRIAN HEAT

10 A.M.–2 P.M. LIVE BROADCAST FROM 107.3 JAMZ WITH TONE HOLLYWOOD

10:30–11:15 A.M. — CONCURRENT SESSIONS

“PRESENTED IN 60 SECONDS …”
ROOM 100A-B
Bobby Roberts, director, TRiO Upward Bound, Savannah State University
(STUDENTS)

Young men of color are often underprepared in the area of spoken communication skills. The “elevator pitch” is a brief, persuasive speech used to quickly make a positive initial impression. This verbal communication technique also stimulates interest in a project or idea. A good elevator pitch should last no longer than a minute (the length of a short elevator ride), hence the name. Participants attending this interactive workshop will develop an understanding of how to present themselves professionally, in an organized fashion and under a time constraint. On leaving this interactive workshop, attendees will be better prepared to market themselves in a concise and creative manner, and they will possess a greater skill and comfort level in public speaking. This cooperative and engaging session is designed to offer students a vital communication toolkit in an enjoyable, creative and memorable way.

“IS THIS SCHOOL A FIT? THE IMPORTANCE OF COLLEGE ADJUSTMENT, INSTITUTIONAL ATTACHMENT, SELF-EFFICACY AND ACADEMIC BUOYANCY”
ROOM 101A-B
Clewiston Challenger, Ph.D., assistant professor, Department of Educational Psychology, University of Connecticut
(PROFESSIONALS)

The last several decades have seen an increase in college enrollment among underrepresented groups, including men of color, and with this uptick has come a rise in graduation rates. Despite this positive news, the college enrollment and retention rates for young men of color remain lower than for those of other groups. It is no secret that these young men face more overt and covert struggles than their peers. These additional obstacles — including racism, discrimination, stereotype threats and lack of support — can and do undermine their academic performance. On the other hand, effective strategies and positive influences can enhance attitudes and actions, and improve the academic performance and outcomes for males of color. This presentation will examine how positive college adjustment and institutional attachment can increase self-efficacy and sense of belonging at an institution, leading to greater academic motivation, academic resilience and buoyancy, and a deeper sense of belonging — attributes that lead to students staying in school, achieving higher rates of persistence, finding better academic success and increasing graduation rates.

“A CONVERSATION WITH TOM JOYNER”
ROOM 102A-B
Tom Joyner, host, “The Tom Joyner Morning Show; founder, Reach Media Inc., the Tom Joyner Foundation and BlackAmericaWeb.com
(ALL AUDIENCES)

In this conversation with Tom Joyner moderated by Rhonda Rawlings (radio host and director of news and community service at 107.3 JAMZ) attendees will learn about the path that took him to his nationally syndicated radio show and hear his insights on success.
“USING ADAPTIVE LEADERSHIP TO FOSTER CHANGE”
ROOM 102C
Presenter: Cynthia M. Sims, Ph.D., assistant professor of education, Clemson University
Co-presenter: Angela Carter, Ed.D. (PROFESSIONALS)
★
To close the achievement gap for African-American and Hispanic males, individuals and organizations need to develop new and adaptive solutions to entrenched challenges. One promising approach to problems large and small is “adaptive leadership,” pioneered at the Harvard Kennedy School. Adaptive leadership seeks to make explicit the relationships among leadership, adaptation, systems and change, and provides practical tools to mobilize people to tackle tough problems and thrive. Individuals and organizations have found it to be an effective tool to disrupt the status quo and to effect positive change. Session presenters will describe adaptive leadership and provide examples, solutions and techniques that participants will use to recognize and classify challenges and solutions as technical and/or adaptive. Additionally, interactive groups will identify and prioritize specific personal and professional challenges to closing the achievement gap. They will then discover solutions to organizational challenges involving formal and informal authority, distinguishing role from self, recognizing hidden issues and working with stakeholders.

“THE ENTREPRENEURIAL SPIRIT”
ROOM 202A
Geoff Foster, CEO, Core Technology Group (ALL AUDIENCES)
✚ ■
This session will give attendees an opportunity to learn and benefit from the story of the presenter’s career journey that emerged at corporate America and progressed to entrepreneurship. The presenter was raised with humble beginnings and persevered to overcome many obstacles. He obtained a bachelor’s degree and a master’s degree in applied engineering technology. From here, he went on to earn a U.S. patent and eventually took a career path that lead to an MBA and founding his own company that now supplies parts worldwide for BMW, Merck, Whirlpool and many other industries. Participants will come away with new insight into entrepreneurial success.

“LEAGUE OF EXTRAORDINARY DREAMERS”
ROOM 202B-C
Brian Heat, academic administrator; entrepreneur, Brian Heat Worldwide (STUDENTS)
❖
This session will inspire audiences to embrace the uniqueness of their self-identity, recognize the existence of their gifts, overcome adversity and learn to become fearless agents of positive change within the home, community and world.

“ENHANCING YOUR SCHOLARSHIP AND COLLEGE APPLICATIONS THROUGH COMMUNITY SERVICE AND ENGAGEMENT”
ROOM 203
Presenter: Laneika K. Musalini, director of grants, Tri-County Technical College Co-presenter: Antonio Harrison (STUDENTS)
★ ●
According to current research and data, students engaged in community service are more likely to be successful than those who are not. Active involvement in community service can help close the achievement gap for minorities by increasing students’ ability to relate to diverse situations, become more well-rounded and develop strong scholarship and college applications. However, many members of underrepresented groups, including young men of color, do not fully recognize the importance of community service and engagement or how these activities build character, integrity, and social and soft skills. Equally important, many minorities are not given the same encouragement or opportunity as other groups to learn about service and engagement. It is no secret that being a well-rounded student will make for a strong, competitive scholarship application as well as a strong college application. This session will provide participants with pertinent information to help build their résumé to enhance college and scholarship applications. Participants will hear from a Bill and Melinda Gates Millennium Scholar and get tips on how to enhance their applications to help level the playing field.
1:30–2:15 P.M. SPEAKER MEET AND GREET

“LEADERSHIP LESSONS”
100A-B
Carl Sharperson, president and CEO, Sharperson’s Executive Leadership (STUDENTS)

This session provides practical leadership lessons that will transform the way participants lead in school, home, the workplace and the community. The session will be experiential and interactive, not a lecture on leadership theory. The presenter connects with the audience because of his diverse experiences on the athletic field, in the U.S. Marine Corps, in corporate America, through entrepreneurship and by navigating a diagnosis of stage 4 cancer to become a survivor. Attendees will find his words life-changing.

“BLACK AND LATINO WRITING: PERSONAL, ACADEMIC, PROFESSIONAL AND POLITICAL EMPOWERMENT”
ROOM 101A-B

For centuries, good writing has been critical for African-American and Latino empowerment. From Frederick Douglass to Martin Luther King Jr. to U.S. Supreme Court Justice Sonia Sotomayor, excellent black and Latino writing has highlighted the struggles and aspirations of African-American and Latino people. Good writing is also critical for the personal, academic, professional and political lives of young male students of color. Outside of the social-justice arena, high-quality writing skills are necessary to gain admission into college, graduate from college and ultimately enter a wide variety of professions. In this workshop, students will learn concrete strategies to improve their writing in English classes and other courses. Students will learn techniques on how to proofread on a professional level, how to diversify their word choices so they can keep their readers’ attention and how to tap into their inner Kendrick Lamar when they are writing essays. Students will also test their newly acquired writing skills by writing mock college application essays — showing a path for admission to best-fit schools — and some students will have an
opportunity to receive feedback on their essays. During the session, the presenters will draw upon their academic and professional experiences and share their own original poetry.

“THE STATE OF BLACK EDUCATION IN SOUTH CAROLINA”
ROOM 102A-B
Fred Jones, deputy director,
SouthCarolinaCAN (PROFESSIONALS)

This session will use statewide assessment data to reveal the achievement and opportunity gaps for African-American and Hispanic students as compared to their white peers. Presenters will also share success stories and successful strategies of schools and/or districts performing dramatically above statewide norms in educating black and Hispanic students. A review of recent SC READY achievement scores, ACT performance, WorkKeys skills assessment and other data will help participants to better understand the scope and cause of achievement gaps across the state. A particular focus will be on identifying the successful strategies of schools and districts that go above and beyond in educating African-American students, especially African-American males. Participants will leave with data and information that will make them better advocates for all children, especially students of color in the state of South Carolina.

“STUDENT LEADERSHIP INITIATIVE: TRANSFORMING SCHOOLS THROUGH STUDENT EMPOWERMENT”
ROOM 102C
Presenter: Darrell L. Williams, interim superintendent, School District of Beloit
Co-presenter: Tasha Bell (PROFESSIONALS)

Frederick Douglas once made the profound statement, “It is easier to build strong children than to repair broken men.” In that vein of thought, promoting equity, inclusion and diversity efforts in education is challenging, but imperative, if we are to prepare all students to compete on the global stage. The School District of Beloit, Wisconsin, has been relentless and unapologetic in its approach to achieving equity and inclusion for all students, especially African-American and Hispanic students. This session highlights how engaging and empowering male African-American and Latino students can help transform schools. In particular, the presenters will discuss how the implementation of the League of United Latin American Citizens student group empowered students to make a difference in their schools and community. The session will also showcase other successful student leadership initiatives for young men of color. Participants will learn to identify the ways in which positive behavior intervention and support can balance the scales of justice. They will share practical ideas, both proven and out-of-the-box, that contribute to closing the achievement and opportunities gaps. Presenters will address ways to derail the school-to-prison pipeline through culturally responsive leadership and creative programming. Participants will leave with a better understanding of how and why schools can be transformed through student empowerment.

“IT MADE ME WANT TO DO BETTER FOR MYSELF: PERFORMING ARTS EDUCATION AND ACADEMIC IDENTITY”
ROOM 104A-B
Calvin Walton, lecturer, College of Education, Georgia Southern University (PROFESSIONALS)

Most research on the academic achievement gap for young men of color has focused on the traditional content areas of English/language arts, math and science. To address this gap in the literature, the case study discussed here used interviews, artifacts and postgraduation outcomes to explore the effects of school-based performing arts engagement on academic performance among African-American male high school students. Findings indicate that immersion in school-based performing arts learning experiences engenders positive academic identity development, improves overall school performance and enhances post-school outcomes for African-American male high school students. This session offers practical steps to put the theory into action. Bolstering arts-based school curricula and increasing access to performing arts learning experiences can and does enhance academic performance and improve school outcomes for African-American males throughout their K-12 experience.

“SUCCESS STORIES: THE RECRUITMENT OF MEN OF COLOR IN ENGINEERING”
ROOM 202A
Senita Acker, director, PEER/WISE, Clemson University (STUDENTS)

African-American and Hispanic men have historically been underrepresented in engineering fields due to factors such as educational inequities, lack of precollege preparation and career development, and stereotype threats. Programs for Educational Enrichment and Retention (PEER) was implemented at Clemson University to address issues with retention and recruitment. This session will examine the various factors that have contributed to the success of men of color in engineering by hosting a panel of former and current Clemson students who will discuss the impact of PEER and their unique challenges in engineering. Through these stories and interactions, the presenters hope to show a clear picture of successful men of color in engineering.
“PAW JOURNEY”
ROOM 202B-C
Clemson Tiger Football team panel
(STUDENTS)
❖
Hear from members of Clemson’s football team as they discuss the roles that character and leadership play in their lives as student-athletes.

“DEVELOPING A MENTORING PROGRAM FOR MULTICULTURAL MALES”
ROOM 203
Presenter: Wayne Jackson, director, Multicultural Academic and Support Services, University of Central Florida
Co-presenter: Tony Davis
(PROFESSIONALS)
★
With university and college budgets tightening due to lack of funds, administrators are exploring strategies to develop cost-effective measures to increase student retention without killing the budget. Mentoring has proven to be one of the most economical ways to retain students and help them in their transition into higher education. Many colleges and universities are now considering how a mentoring program can enhance student retention among students of color and other at-risk populations. In this workshop, participants will learn the key components in developing a successful mentoring program on their campus. This session will particularly benefit those who are interested in developing or enhancing their mentoring program with the express intent of increasing retention and persistence. Participants will leave with the nuts and bolts of how to develop and establish an effective mentoring program.

3:15–4 P.M. — CONCURRENT SESSIONS

“I FELT LIKE THE ODDS WERE AGAINST ME: EXPERIENCES OF AFRICAN-AMERICAN MALES AT A PWI”
ROOM 100A-B
Anthony F. Patterson, Ph.D., assistant professor, Department of Physical Education and Recreation, North Carolina Central University
(PROFESSIONALS)
★
How can colleges and universities better meet the personal and social needs of minority and low socioeconomic status male students? This presentation focuses on the perceptions and experiences of men of color from low socioeconomic status backgrounds who attended a predominantly white institution (PWI). Research shows colleges and universities can be more intentional in working with African-American males outside of the classroom to address their intrapersonal, interpersonal and structural challenges. Studies show how campus engagement, recreation and leisure can benefit students by facilitating social adaptation, developing relationships, and supporting personal and social growth. Findings, implications for practice and future research will help administrators and educators to examine their campuses and identify opportunities to address retention and persistence issues at the campus level. This presentation will explore and summarize studies on how these students navigated cultural dissonance related to their race, ethnicity and socioeconomic status.

“CAN YOU HEAR ME NOW? HELPING THIS GENERATION UNDERSTAND PRECISELY WHAT YOU EXPECT SO THAT THEY CAN SUCCEED”
ROOM 101A-B
Eugene Wallace Jr., Ph.D., national trainer and educational consultant
(PROFESSIONALS)
★
Teachers experience numerous low-level interruptions each day and lose precious instructional time. One reason is that some students of color, marginalized by traditional schooling, exhibit behaviors that interfere with their own and others’ learning. Fortunately, positive, appropriate, productive classroom behavior can be taught systematically. More effective classroom management will reduce or end student-teacher power struggles, lead to fewer disciplinary referrals, improve academic achievement and lower teacher stress. These smart, proven, practical strategies can be effectively used at every grade level. Participants in this session will learn how to turn nonproductive class time into additional instructional minutes using powerful behavior-changing tools and techniques while building stronger relationships with students. Forget the gimmicks. Forget the paperwork overload for teachers and administrators. These strategies show respect for students and teachers. By teaching new expectations, a positive productive classroom is possible for all students. It’s time to TEACH!
**“FINANCIAL LEADERSHIP FOR TODAY’S YOUNG MAN OF COLOR”**

**ROOM 102A-B**

Orane Williams, owner, BrandU Motivations LLC  
(Students)

Financial literacy is crucial for the future of young males, especially men of color. Showing them the correlation between education and potential income will help to close these gaps in both areas. African-American and Hispanic males face not only educational challenges, but related financial challenges as well. This financial leadership workshop is geared toward today’s young adults, designed to provide a foundation of financial principles and to promote financial literacy. Students will leave with knowledge that they can apply today and build upon for a financial future. Using interactive techniques, the session addresses key points from budgeting to building wealth and teaches students not only how to write a check but how to cash them, and how to save and keep their money. Participants will leave knowing how to build a solid financial foundation for themselves and their families, better understanding the importance of educational success for their financial well-being.

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**“FLIP THE SCRIPT: CHANGING YOUR NARRATIVE TO ACHIEVE SUCCESS”**

**ROOM 202A**

Sean Johnson, area coordinator, Housing and Residence Life Education University of Florida  
(Students)

In this session, young men of color will be encouraged to reflect on their circumstances and begin to rewrite or change the narrative for their lives. Using Hill Harper’s advice to “Manifest Your Destiny” and Joe Johnson’s vision, “Pursue Your Purpose Not Your Dreams,” they will begin to understand how to become more than the person others think they see. After examining how they identify as men of color, the group will view a video clip from the movie “Coach Carter” in which the coach is discussing fear. Participants will reflect on who they are and where they are from, based on sights, sounds, smells and tastes from their neighborhoods, friends and childhood memories. They will consider choices and decisions that have impacted their narrative, including what they quit, what they gave up on and what they let go. These young men will leave the session knowing that they not only can, but in many ways have already begun, to close the achievement gap.

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**“TUNE IN. LISTEN UP!”**

**ROOM 104A-B**

Kenston Griffin, CEO, Dream Builders Communications Inc.  
(Professionals)

This interactive session will assist advisers, students and all leaders in understanding the importance of effective two-way communication, the power of utilizing emotional intelligence, best practices in playing the game and keys to implementing change management. This workshop will also provide an assessment that will assist participants in identifying their communication style and learning how to effectively communicate with others.

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**“TAKING FLIGHT: BUILDING THE NEXT GENERATION OF LEADERS FOR SOUTH CAROLINA AND BEYOND”**

**ROOM 102C**

Tommy Preston Jr., J.D., director of national strategy and engagement, Government Operations, The Boeing Company  
(All audiences)

This session presents a native South Carolinian’s perspective on building the next generation of leaders to help our state and country reach greater heights. The presenter will share his experiences and lessons learned from childhood in rural Upstate South Carolina to his current role as one of the youngest executive leaders in The Boeing Company. The session is a call to action for men of color of all ages to get more actively engaged in their communities and aspire to lead in business, politics, education and beyond.

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**“BENEFITS OF EDUCATIONAL CHOICE FOR STUDENTS OF COLOR”**

**ROOM 202B-C**

Moderator: Derrell Bradford, executive vice president, 50CAN  
Panelists: Steve Perry, Ed.D., choice advocate and charter school founder; Marco Clark, Ph.D., Ed.D., founder and CEO, Richard Wright Public Charter School  
(Professionals)

The traditional public school system is more racially and economically segregated than it has been in the past half-century, and students of color have overwhelmingly been left behind. The presenters in this session will break down why that has happened and how educational choice programs can open the doorway to opportunity for students of color and their families.
"A CALL FOR THE NEXT GENERATION OF AFRICAN-AMERICAN AND LATINO MALE EDUCATORS"
ROOM 203
Presenter: Roy Jones, director, Call Me MISTER® program, Clemson University
Co-presenters: Winston Holton, M.ED.; Mark Joseph, M.ED.; Hayward Jean, M.ED.; Marquice Clark, M.ED.; Alphonso Richard Jr.; Michael Miller (STUDENTS)
★
This interactive session is designed to excite and engage a largely young audience of African-American and Latino males about the value of education and the enormous and rewarding leadership role they can play in the development and transformation of young minds. South Carolina is facing a tremendous teacher shortage over the next several years. The opportunity for young men to start a powerfully fulfilling career immediately upon completing their college degree has never been more open. Attendees will hear the inspirational and motivating stories of current male teachers in South Carolina who are making a difference each and every day. Participants will be able to question, interact and identify with teachers who come from the same communities and public school system as themselves. The session will show attendees a path forward and how to pay for it!

4:15–5 P.M. KEYNOTE ADDRESS
ROOM 202B-C
• Remarks: Lee Gill, chief diversity officer and special assistant to the president for inclusive excellence, Clemson University
• Introduction of speaker: Herb Johnson, chief diversity and inclusion officer, Michelin North America
• Speaker: Damon Williams, Ph.D., chief catalyst, Center for Strategic Diversity Leadership and Social Innovation; senior scholar and innovation fellow, Wisconsin’s Equity and Inclusion Laboratory, UW-Madison

5:30–8:30 P.M. EVENING EVENT: DOWNTOWN ALIVE
Come help Clemson celebrate the first day of the Men of Color National Summit at Greenville’s popular Downtown Alive music event at NOMA Square and hear Reggae Infinity play from our VIP tent. Please wear your summit badge to enter the tent and enjoy food, beverages and special seating for summit attendees only. The location is NOMA Square, 220 North Main St., Greenville, S.C. 29601. Parking is available at the Commons Garage (attached to Hyatt Regency Greenville), 60 Beattie Place. Summit attendees over 21, please bring your I.D. to consume adult beverages.
FRIDAY, APRIL 13
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7:30 A.M.–2 P.M. EXHIBITORS
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7:30 A.M.–2 P.M. MERCHANDISE SALES
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8–9:15 A.M. KEYNOTE ADDRESS
ROOM 202B-C
• Master of ceremonies: Nigel Robertson, anchor/reporter, WYFF4
• Welcome
• Introduction: Chuck Knepfle, associate vice president for enrollment management, Clemson University
• Keynote address: Wes Moore, founder and CEO, BridgeEdu; producer; social entrepreneur; youth/veterans advocate; author
• Remarks
9:15–9:45 A.M. SPEAKER MEET AND GREET
10 A.M.–2 P.M. LIVE BROADCAST FROM 107.3 JAMZ WITH TONE HOLLYWOOD
9:45–10:30 A.M. — CONCURRENT SESSIONS
“WHY CULTURALLY RELEVANT COURSES ARE IMPORTANT TO BLACK AND HISPANIC STUDENTS”
ROOM 100A-B
Abel A. Bartley, Ph.D., professor and director, Pan African Studies, Clemson University
(PROFESSIONALS)
❖ ★ ●
What you don’t tell a child is just as important as what you tell them. While African-American students are taught to appreciate the accomplishments of the Romans, Greeks, British and white Americans, they are simultaneously taught to ignore or negate the accomplishments of people of their own race. In this session, participants learn why it is important that African-American and Hispanic students be exposed to culturally relevant courses. Building on Carter G. Woodson’s book *The Mis-Education of the Negro*, this session will explore how children of color are taught to love others but to denigrate themselves. Changing this dynamic requires teaching them how their history and culture have informed the history and culture of America. Once they can appreciate the role people like themselves have played, they can better appreciate their own true potential as students. With inclusive curricula, it is possible to literally change the limits of the achievable for these children.

“INCREASING THE IMPACT: AFRICAN-AMERICAN MALES MATTERING ON PWI CAMPUSES”
ROOM 101A-B
Presenter: John W. Blue, assistant director, Holmes Cultural Diversity Center, Mississippi State University
Co-presenter: Nicolas Harris
(PROFESSIONALS)

The predominately white institution (PWI) campus is not always the most welcoming environment for young black men. This session will discuss the utilization of Black Male Initiatives on PWI campuses. When students of color are shown through Black Male Initiatives that they are valued on PWI campuses, they will access support networks and other components of the programs that increase academic success and retention. Utilizing Nancy Schlossberg’s theory of “mattering and marginality,” this session discusses how higher education practitioners can utilize Black Male Initiatives to better assist in the acclimation and affirmation of black males on PWI campuses. The session will explore the various components of Men of Excellence, the Black Male Initiative at Mississippi State University. In addition, attendees will learn about Mississippi State’s student-led efforts for black males that can be adapted for their respective campuses.

“IMPROVING EFFICACY IN NEW MALE TEACHERS OF COLOR: A MODEL OF PARTNERSHIP IN PROFESSIONAL DEVELOPMENT”
ROOM 102A-B
Presenter: Natalie Pough, Ed.D., lecturer, Department of Teaching and Learning, Clemson University
Co-presenters: Damian Williams
(PROFESSIONALS)
✚
African-American and Hispanic males are sorely needed in the field of education, particularly as classroom teachers. However, first-year teachers too often struggle with efficacy, defined as confidence in their ability to promote students’ learning. Many admit that their first year of teaching was their worst year. Strengthening partnerships between classroom teachers and education experts is key to changing the tide of new teachers’ tumultuous first year, and it is especially helpful for improving African-American and Hispanic male teacher efficacy. With the partnership of professors, industry leaders and school officials, male teachers of color can develop their teaching abilities, satisfaction and confidence. This presentation uses a case study in which a Call Me MISTER/Clemson graduate connected with his former professor to work with the professor to develop his instructional expertise. While the focus is on attracting more men of color to the field of education, this model can be used by anyone in or entering the early stages of their career in teaching.
"CUT THE FLUFF: A REAL DISCUSSION ABOUT SUSTAINING AN URBAN MALE MENTORING PROGRAM"
ROOM 102C
Greg Hedgepeth, director of marketing and communication, Division of Student Affairs, Florida Atlantic University
(PROFESSIONALS)
★
This session engages the audience in purposeful dialogue about how to sustain an urban male/men of color mentoring program on a college campus or in a high school setting. The Urban Male Initiative at Florida Atlantic University was developed to inspire the school’s young men of color, invest in them throughout their time at the institution, help them find and shape their purpose and ensure their career success. Along the way the program was growing its reach, assessing its effectiveness and garnering the necessary funding at the institutional level.

The presenters will discuss the theoretical framework developed to support the students’ growth throughout their academic journey and explore challenges that everyone faces with such a program, especially the growing pains of developing and sustaining this work. The end goal for these programs is always acclimation, academic success, retention, graduation, job placement and career success.

"JUMP! WORKING THROUGH FEAR TO REACH YOUR FULL POTENTIAL"
ROOM 104A-B
Tadean Page, chair, Council of Student Leaders, Winthrop University
(STUDENTS)
❖
Confronting the fears and the daily struggles of being a male student of color can help students close the achievement gap. Creating an outlet in which men of color can work through their fears and struggles has proven to be beneficial in closing that gap. Oftentimes young people are afraid to “jump” for fear of the end result. However, jumping should not be scary. When students are aware of their full potential and all that they are equipped with, jumping should be fun! In this session, the presenter and participants will work through fears by completing challenging group activities, engaging in meaningful dialogue that focuses on inclusivity and “having their brother’s back,” and creating a plan for success. This interactive, thought-provoking session will help create a lasting sense of hope for participants. Everyone is sure to leave this session empowered and equipped with the tools and self-confidence needed to jump!

"PROGRAMMING YOUR THOUGHTS: UNDERSTANDING THE POWER OF THE MIND USING BRAIN-CONTROLLED ROBOTS"
ROOM 202A
Presenter: Karleisha Kakraba, doctoral student, Clemson University
Co-presenters: Byron Lowens, Aaron Shepard
(STUDENTS)
❖
Challenged with obstacles in their access to higher education, young men of color may become discouraged and fail to reach their full potential. This discouragement can partly be attributed to thoughts of doubt and fear. To succeed, they must focus their thoughts on greater things. Students of color often report feelings of inferiority based on such factors as skin color, negative remarks and actions, and low expectations that cause them to doubt their ability to succeed. This session answers the question “How can I succeed when I am expected to fail?” Using focused-attention learning strategies, participants will study the process of maneuvering a robot to demonstrate the power of the brain, essentially teaching them how to navigate success with a focused thought process. Participants will be introduced to the power of the mind and the benefits of positive thinking; they will learn engineering principles by maneuvering a robot with thought patterns; and they will enjoy a practical application of how their mindset can affect their realities. As a result, participants may gain increased levels of confidence, ability and self-efficacy.

"DRAWING STRENGTH FROM CULTURE AND COMMUNITY: THREE PERSPECTIVES"
ROOM 202B-C
Presenters: Jim Larimore, chief officer, ACT’s Center for Equity in Learning; Juan Garcia, senior director of strategic partnerships, ACT’s Center for Equity in Learning; Lew Montgomery, director of community engagement and strategic programs, ACT’s Center for Equity in Learning
(ALL AUDIENCES)
✚
The presenters will share asset-based insights and advice drawn from their personal experiences as Native American, Latino and African-American men, and their career experiences as educators focused on student success in college and career. They will share data and evidence-based strategies and resources that students can use to improve their readiness for success in college and career, and that can assist other students to succeed as well. The

MEN OF COLOR SUMMIT THEME/TRACK KEY
✚ Career and professional development  ■ Entrepreneurship  ★ Retention rates, graduation and student achievement  ● Social/community engagement  ❖ Masculinity/personal identity
session will include ample time for participants to ask questions and engage in discussion.

“BUILDING A PIPELINE FROM GRADE SCHOOL TO GRADUATE SCHOOL FOR BLACK MALES”
ROOM 203
Presenter: Lauren Carney, program manager, Kalamazoo Promise Scholars Program, Western Michigan University
Co-presenter: Ronald Dillard

The Kalamazoo Promise scholarship provides resident graduates of the Kalamazoo Public Schools up to 100 percent of their tuition and mandatory fees for four years at Michigan’s public universities and community colleges. The Kalamazoo Promise created a unique opportunity for the community to come together to foster a college-going culture. However, access to higher education is not enough. Students need to understand the “why” of attending college. The Kalamazoo Public Schools district and its partners focused on developing a culture of personal and professional development. One step was a comprehensive K-12 mentoring program that works with young men of color as well as faculty, staff and administrators who work with them. Another is a collaboration among the local community, African-American churches, the school district and Western Michigan University. As a result, a pipeline now exists in Kalamazoo for young people, including young men of color, from sixth grade to graduate-level education. Intentional mentoring and coaching programs include matching mentors to high school graduates, providing a transition to college and providing access to professional and academic networks. All of these efforts increase access to educational and career opportunities, allowing young men of color to lead successful and productive lives, and to flourish and realize their full potential.

10–10:30 A.M. HIGH SCHOOL STUDENT Q&A: WES MOORE
ROOM 202B-C

10:45–11:30 A.M. — CONCURRENT SESSIONS

“How We Improved the Four-Year Graduation Rates of a So-called At-Risk Population by 61 Percent”
ROOM 100A-B
Daniel Jean, Ed.D., executive director, Educational Opportunity Fund Program and Academic Development, Montclair State University

Most universities would be pleased to see even a modest improvement in graduation rates in any given year. How did Montclair State University improve its four-year graduation rates for at-risk youth by 61 percent? This session explores the Educational Opportunity Fund program (EOF), a successful strategy for moving students from prospect to active alumni status. Participants will learn to create and develop student persistence strategies connected to learning, retention and satisfaction. The presentation includes details of the enrollment management framework that benefited a so-called at-risk cohort, including orientation as a two-way street, eliminating the barriers YOU create that hinder student success, avoiding burnout, data-driven decisions and services, campus politics 101, voluntary/involuntary withdrawal testimonials and the road to graduation. Specific initiatives discussed will include a male leadership academy, targeted outreach and programs for scholars with a GPA under 2.0. Each participant leaves with a “Retention Swagger Assessment Score,” a time-referenced goal and a wealth of resources essential for professional development and student achievement. The session concludes with “Memoirs of a Child Almost Left Behind,” detailing retention encounters that helped transform poverty, loss and poor performance to the doctoral degree.

“Standing In The Gap: Influencing Public Policy To Close The Achievement Gap”
ROOM 101A-B
Vince Matthews, principal, Matthews Media & Advocacy

The lack of equal access to a high-quality public education is largely a result of public policy. This practical and informative session provides information and instruction on how to close the achievement gap from a public policy perspective. It explores the historical and current public policy issues that affect access to an equal public education and provides an understanding of the dynamic public policy-making process. Participants will identify their role as leaders in educational advocacy and will be inspired to exercise discretionary power and stand in the gap for young African-American and Hispanic men. Integrating law, advocacy, communications, public relations and politics, the session will empower teachers, administrators and other change agents. An active discussion will identify and prioritize issues with solutions, commence a strategy for execution and demonstrate how discretionary power can bring immediate change. Participants will leave equipped with the fundamental tools to shape public policy from where they stand.
“THE MAN BEHIND THE MASK: WORKSHOP ON ACHIEVEMENT, MASCULINITY AND MENTAL HEALTH”  
ROOM 102A-B  
Presenter: Dominique McShan, program director of multicultural programming and organizations, University of Louisville  
Co-presenters: Demarcus George, Elliot Kelly, Tony Compton (STUDENTS)  
❖ ★  

Many young men of color seek achievement and manhood based on socially constructed concepts of what achievement and masculinity are. Although this drive can be a positive motivator for many, for some it can also be a burden leading to mental health problems that hinder emotional well-being and achievement in all endeavors. Through intentional dialogue to reframe concepts and perceptions of achievement, masculinity and mental health, attendees will be encouraged to tap into their own potential and courageously define or redefine their own identity and concepts of achievement. Additionally, the session will highlight the importance of health and healing as essential factors that enhance achievement. Discussion will shed light on all of these challenges through stories about the University of Louisville students participating in African-American and Hispanic/Latino initiatives. There will be an introduction of topics followed by small and large group discussions. A Q&A panel will close the session.

“MUSCLE MEMORY: WRESTLING WITH IDENTITY DEVELOPMENT AND AWARENESS INTO MUSIC EDUCATION”  
ROOM 102C  
Presenter: Joshua Tillman, band teacher, Southside High School  
Co-presenter: Kendra Stewart-Tillman, Ph.D. (PROFESSIONALS)  
❖  

Young men of color need the knowledge and tools to combat negative messages they receive about their ability and potential. This session will first outline the process and movement toward healthy self-awareness of racial identity for people of color, grounded in the Cross model of nigrescence and the Ferdman and Gallegos model of Latino identity development. After outlining these theories, the presenter (a music educator) will share how he uses intentional curricula to assist high school students in gaining this awareness. The presenter will share musical repertoire that highlights historical celebration and appropriation in both African-American and Hispanic and Latino cultures. For example, the evolution of jazz will be presented as a mixture of African and European music created by African-Americans following the abolition of slavery and fused with Latin and Afro-Cuban rhythms in the 1950s. The journey of jazz from minstrel shows to a modern-day art performed mainly by white musicians will also be discussed. Participants will leave with the tools and language to help male students of color understand themselves and their racial histories in an engaging and interactive format in the classroom.

“THE ORANGEBURG LEADERSHIP ACADEMY”  
ROOM 104A-B  
Presenter: Eric Brown, principal, Orangeburg Leadership Academy  
Co-presenters: Curshina Hillard, Andrea Gaffney and Darien Woods (PROFESSIONALS)  
❖ ★ ●  

Educators often wonder how they can effect positive change in the lives of black males. One answer is a school-wide process that empowers them to learn. The Orangeburg Leadership Academy (OLA) helps young males of color reach their full potential through seven research-based core values that infuse engaging activities and interactive experiences, and foster a culture of brotherhood and belonging. OLA’s model and practices help young black males cope with the varied and often conflicting expectations others have for them, whether it’s with their peers, in the school system or in society. Graduates acquire skills necessary to become self-actualized, confident, proud, responsible young men. Field studies and service learning are also vital because learning can take place outside the classroom, and concepts taught during the school day can be applied to real-life situations. OLA’s mentoring component adds a long-term relationship focused on supporting the growth and development of the academy member. Session participants will learn how to apply the insights and innovations of the OLA to change lives in their schools and communities.

MEN OF COLOR SUMMIT THEME/TRACK KEY  
✚ Career and professional development  
■ Entrepreneurship  
❖ Masculinity/personal identity  
★ Retention rates, graduation and student achievement  
● Social/community engagement
“PLAYING THE HAND THAT YOU ARE GIVEN”
ROOM 202A
Linwood Webster, academic adviser, UNC-Chapel Hill
(STUDENTS)

Just getting into college takes hard work, but staying and graduating requires a certain resiliency. In this session, minority students will get a “handout” — STEM resources and information to get into and through college at all levels; a “hand up” — an offer to open doors and be a reference or a voucher to get them through the gates of higher education; and a “hand me down” — the presentation of all the STEM information the presenter has acquired over his time in higher education to assist students in their pursuit of success in college and in life. Questions addressed include: What should minority students do as they complete high school, and what should they pay attention to over their college career? What do minority students need to know to be positioned for precollege, college and postcollege success? Professional and entrepreneurial success? The presenters will discuss the value of STEM fields and majors and the importance of moving outside of one’s social, intellectual, personal, professional and educational comfort zones. Practical takeaways include ways to identify high-impact opportunities and benefit from departmental connections. The session will address major/minor combinations, interdisciplinary studies, graduate classes as an undergraduate and other self-placed opportunities such as study abroad, summer research with professors and internships.

“I BELIEVE I CAN FLY … AND THEREBY ACCOMPLISH SO MUCH MORE”
202B-C
James Clark, president, South Carolina State University
(STUDENTS)

This session encourages young men to succeed by instilling confidence and self-assurance. The session will focus on the concept of overcoming socioeconomic circumstances to reach their goals, specifically, those seemingly unattainable goals. The importance of setting goals, developing plans and ensuring follow-through and execution will be the foundation of dialogue among the audience members. Aspects of flight will be used as a metaphor for changing the mindset of young men to how they can achieve anything they truly believe.

“INNOVATIVE CLASSROOMS THAT WORK: A PLATFORM THAT INSPIRES THE VOICE OF AFRICAN-AMERICAN AND HISPANIC MALES”
ROOM 203
Presenter: E. Keith Bailey, executive director, Pee Dee Math, Science and Technology Academy
Co-presenter: Rondelle Wheeler
(PROFESSIONALS)

For too long, education has relied on an antiquated model in which schools are dropout factories rather than hallways of success. No longer can we rely on cookie-cutter programs to address or empower minority males. This workshop presents evidence-based educational frameworks, including best practices to overcome learning barriers for minority males. Participants will see how one school meets the needs of students building engagement, empowerment and efficacy through a learner-active, technology-infused classroom approach and social-emotional learning. Participants will take a peek into the classrooms of a rural South Carolina charter school and the 21st century educational strategies that promote the voices of African-American and Hispanic males. The session will provide innovative strategies for educators to overcome teacher bias, help students develop their unique voices, and help parents and stakeholders build structural support for minority males. Small-group breakout sessions, convergent and divergent discussion, and whole-group presentations will equip participants to support minority male success in our global economy. The goal is to help African-American and Hispanic youth embrace education as the key to finding opportunities and access to resources.
LUNCHEON
The luncheon has open seating with the exception of tables reserved for sponsors.

11:30 a.m.
Ballroom doors open

Noon
PROGRAM BEGINS
Master of Ceremonies: Nigel Robertson, anchor/reporter, WYFF4

WELCOME
INTRODUCTION
REMARKS
John Chilton, Greenville market president, BB&T

INTRODUCTION
REMARKS
Sen. Karl B. Allen, District 7, South Carolina

INVOCATION
Ennis Fant, Greenville County Council

12:15 p.m.
Lunch served

12:35 p.m.
Clemson University Men of Color National Summit Chair and Co-chairs: Lee Gill, J.D., chief diversity officer and special assistant to the president for inclusive excellence; Chuck Knepfle, associate vice president for enrollment management; Julio Hernandez, associate director of Hispanic outreach

INTRODUCTION
Chuck Knepfle

12:40–1:30 p.m.
KEYNOTE ADDRESS
Juan Williams
Political analyst and commentator, columnist, author

1:30–2 p.m. — SPEAKER MEET AND GREET
2–3 p.m. KEYNOTE CLOSING ADDRESS
ROOM 202B-C
• Remarks: Lee Gill
• Introduction of keynote speaker: Julio Hernandez, associate director of Hispanic outreach
• Closing keynote address: Carlos Santiago, commissioner, Massachusetts Department of Higher Education; author; former CEO, Hispanic College Fund
• Remarks: Lee Gill