

Bridge Fund Project Proposal

1. **PROJECT NAME:** The Black Male Initiative



2. **PROJECT COLLABORATORS:**

Collaborator 1

Name: Des'mon Taylor
Title: Assistant Director
Department: Residence Life

Collaborator 2

Name: Arthur Doctor
Title: Associate Director
Department: Sorority and Fraternity
Life

Collaborator 3

Name: Vernon Smith
Title: Coordinator
Department: Student Leadership,
Involvement, and Transitions

Collaborator 4

Name: Malcolm Robinson
Title: Coordinator
Department: Racial and Cultural
Engagement

3. **EXECUTIVE SUMMARY**

Emory University has historically struggled with Black student enrollment, specifically Black males. The current undergraduate student population of Emory University is approximately 8,000 students. Currently, Emory enrolled 33 Black males in the 2017 incoming class. The 6 year completion rates for Black males ranges from 81% to 95% over the 2006-2011 cohorts. During this time period, only 78% of Black male students graduated in 4 years. This is a clear indication that the majority of the Black males who attend Emory University fail to complete their academic journey in four years due to various issues. The opportunity to support Black males to be academically successful can be supported with resources aimed at personal, social, and academic success.

PROJECT GOALS

The goals of the Black Male Initiative are the following:

- a. Increase admission and graduation rates at Emory University;
- b. Improve faculty, staff, and student relationships to prepare campus to address the needs of black students especially men of color;
- c. Reduce the attrition rate of black students at Emory;
- d. Establish benchmarks and hold the campus accountable addressing the needs of students of color; particularly black men; and
- e. Promote black male involvement in student organizations.

The objectives of the Black Male Initiative are the following:

- a. **Attract** Black males who identify on the African Diaspora to attend a Top 20 institution;
- b. **Educate** Black males through a structured program designed to support their student experience through academic and social support, access to campus resources, and professional development;
- c. **Support** and challenge students to achieve academically at Emory;
- d. **Retain** Black males through continued support programs; and
- e. **Promote** involvement in leadership, both on and off campus.

PROPOSAL GUIDELINES

- a. Coordinated Collaboration- Our current partnership between the Office of Residence Life, Office of Sorority and Fraternity Life, Office of Student Involvement, Leadership, and Transitions, and Office for Racial and Cultural Engagement has given our Black male students exposure to academic and social resources through mentoring and leadership. The four offices represented interact with students daily to support student leadership which would be incredibly beneficial to the Black Male Initiative program. We will collaborate on the following functional areas: Outreach, Alumni Relations and Communications, Program Management, and Academic Relations.
- b. Stewardship of Resources- These funds will help support the initiative and allow us to foster a sense of belonging for the Black males at Emory University. The Leadership Team will continue to search for private/outside grants as well as work with necessary university partners to secure a permanent status and funding stream for this program.
- c. Assessment- Objective measures we will use looking at to determine success of this initiative include:
 - a. Assessing sense of belonging among Black male students
 - b. Growth in number of Black male involvement in leadership roles
 - c. Increase graduation rates among the Black males in 4 years
- d. Innovation- We hope this initiative we grow and sustain as a model other universities consider when discussing supporting Black males at a PWI. We have presented at the ACUHO-I Academic Initiatives Conference in Atlanta, GA in October 2017 as well as the Southern Association for College Student Affairs in October 2017. We plan to continue to share the Black male student experience as well as write in the Chronicle of Higher Education and other peer review journals.
- e. Engagement- This initiative is student focused and is geared to supporting all Black male students who want to participate.

PRIMARY STAKEHOLDERS

- a. This initiative will support all Black male undergraduate students (15-30 students per class)
- b. This initiative will foster a sense of belonging through personal, social, and academic means.
- c. This initiative will further the academic mission of the university to improve enrollment, retention, and graduation rates of Black male students.

4. PROJECT DESCRIPTION

The working definition described by Terrell Strayhorn states "sense of belonging refers to students' perceived social support on campus, a feeling or sensation of connectedness, the experience of mattering or feeling cared about, accepted, respected, valued by, and important to the group (e.g. campus community) or others on campus (e.g., faculty, peers)" (Strayhorn, 2012). The primary goal of the Black Male Initiative is to support Black male undergraduate, primarily first year, students with resources aimed at personal, social, and academic success.

The Black Male Initiative provides a unique opportunity for Campus Life Community Portfolio- specifically Office of Residence Life, Office of Sorority and Fraternity Life, Office of Student Involvement, Leadership, and Transitions, and Office of Racial and Cultural Engagement. Each area provides engagement opportunities that are instrumental in fostering sense of belonging among undergraduate Black males. There is a fair amount of research that suggests sense of belonging is also associated with positive outcomes related to college success.

As highlighted in charts 1 and 2, the factors related to the low number of Black male students at Emory are complex. Although Black male applicants increased from 2013 to 2017, enrollment has not shown any increases over the years. Office of Undergraduate Education may have implemented several programs over the years to improve the application and enrollment rates, but growth is slow.

IPEDS Definition (Multi-Ethnic Allowed) Males					
	2013	2014	2015	2016	2017
Applicants	N/A	517	533	532	652
Enrolled	31	32	35	23	33
Retention Rate	93.5%	93.8%	97.1%		

	Gender	2006	2007	2008	2009	2010	2011
		Black	Black	Black	Black	Black	Preliminary Black
Cohort	Male	34	27	42	34	25	27
Graduated in 4 years or less	Male	24	21	37	27	22	17
Graduated in more than 4 years	Male	2	1	2	3	1	3
Graduated in more than 5 years	Male	2	0	1	0	0	2
Total Graduating within 6 years	Male	28	22	40	30	23	22
6 year graduation rate	Male	82.40%	81.50%	95.20%	88.20%	92.00%	81.50%

Challenges

There are several factors that come into play when Black students consider attending college, as well as possible challenges that Emory faces in recruiting Black students. A significant number of applicants are from low income families compared to the overall applicant/admit pool. In addition, financial barriers to fund college are major hurdles for low-income families, which may impact a decision to attend a private 4-year institution with balancing academics and work while attending college.

Location and distance are also critical factors. Family proximity is an important consideration when going off to college. First generation students often need more support to navigate college and admission guidelines. The stressors of not knowing how to navigate the admission process may also relate to low enrollment rates.

Emory's student body is predominately White and Asian which can also be a challenge in recruiting Black male students. Strayhorn writes, "Black male undergraduates at PWIs tend to have less of a sense of belonging in college than their same-race male counterparts at HBCUs" (p. 80). It is often difficult for prospective Black males to envision themselves at Emory when they do not see other Black male students, faculty and staff on campus—"underrepresentation in higher education can lead to feelings of isolation, marginalization, and alienation both inside and outside the classroom" (p. 80).

Strategies

To reach our goals of supporting Black males at Emory to be academically successful and increase a sense of belonging, we must have a sustainable initiative to support our students. Strategies include:

- Increase a sense of belonging of Black males through intentional programmatic needs;
- Partner with neighborhood high schools targeting high achieving Black males;
- Build strong community connections; specifically connected the Black male community (students, faculty/staff, alumni) and showing campus support programs and resources;
- Promote academic support for Black male students to have access to receive tutoring, specialized study skills, and career mentoring; and
- Provide leadership opportunities to engage Black males to be decision makers.

Each administrator will be responsible for the following:

- (1) Community Outreach- responsible for internal and external sponsorship and collaborating with clubs and organizations
- (1) Alumni Relations and Communications- collaborating with CEBA and recruitment and social media communication methods to all (prospective students, current students, faculty/staff, alumni)
- (2) Program Planning and Management- developing initiative for living and learning component, creating community service opportunities, partnership with OUE (CORE and Essence), and assessment of overall initiative

This initiative will support Black males to be academically successful with university resources aimed at personal, social, and academic success. In order to make students aware of this program, the Office of Residence Life, Office of Sorority and Fraternity Life, Office of Student Leadership, Involvement, and Transitions, and Office of Racial and Cultural Engagement will collaboratively educate all stakeholders through assessment reports and presentations.

This initiative is closely connected with Emory Campus Life strategic values Courageous Integrity, Critical Inquiry, Cultural Humility, Flourishing Community, Personal and Professional Excellence and Social Justice Plan by our shared opportunities:

- **Support Academic Engagement and Student Success**
 - Grow academic programming
 - Reinvigorate Emory Campus Life's programmatic curricula
 - Highlight ECL's existing expertise
 - Promote Campus Life's unique academic resources- including personnel, departments, and facilities- to build student success and create innovative programming
 - Rethink professional practice
 - Increase research and assessment to improve Campus Life practice
 - Grow mentorship opportunities
 - Develop support for students to apply their coursework outside the classroom
 - Encourage students to know, express, and act on their own beliefs, values, and ideas
 - Train students on ethical decision-making, career readiness, work-life balance, and other life skills
- **Practice Community**
 - Build individual capacity
 - Expand education and training for students and staff to increase cultural humility and a greater understanding of the needs and experiences of a dynamic and diverse community
 - Increase student engagement
 - Develop and sustain diverse programs and community-building initiatives to create a better sense of belonging for students—especially those from marginalized and underserved populations
- **Develop Impact and Influence**
 - Promote a flourishing community
 - Improve students' engagement in key ECL events and services that promote a stronger sense of self, wellness, resilience, cultural humility, and purpose, especially for students from populations that have historically faced underrepresentation, discrimination, social tension, and oppression
 - Increase impact and influence through education
 - Identify needs of students related to their sense of self and social identities, specifically examining class, race, gender, ability, and sexuality. Mentor students on how to apply this knowledge to everyday life
 - Collaborate and communicate

- Demonstrate and model ECL's expertise and initiatives in diversity and inclusion, social justice, and contributing to positive change in the world
 - Engage with students and the greater Emory and Atlanta communities to help ECL extend its impact
 - Expand professional development
 - Improve retention, impact, and quality of life through professional and personal development opportunities
- **Create a Safe, Healthy and Sustainable Environment**
 - Build organizational capacity
 - Understand, evaluate, improve practice, and increase resources and outreach to meet the diverse and changing mental and physical health needs of students
 - Elevate community response mechanisms
 - Increase resources around students in crisis to support student success

The Black Male Initiative is a need based initiative at Emory. This initiative provides opportunities for collaboration, passion, and growth for the Emory community. This endeavor—which has always been a thought—must now be transformed into reality with special thanks to the Bridge Fund.

5. **IMPLEMENTATION TIMELINE**

- a. Current Initiative (2017-2018)
 - i. 15 Black males opt in program (July 2017)
 - ii. Staff training and program development (August 2017)
 - iii. Monthly Check-Ins with students in the Black Male Initiative (August 2017 -May 2018)
- b. Timeline pending Bridge Fund Approval
 - i. Year 1
 1. January-May 2018
 - a. The Black Male Initiative presentations to Emory community
 - b. Recruitment materials to incoming Black male students
 2. June 2018-July 2018
 - a. Cohort 2018 selected
 - b. Professional staff training
 - c. Program development
 3. August 2018-May 2019
 - a. Student staff training
 - b. The Black Male Initiative Orientation
 - c. Implement Program
 - i. See appendix
 - d. PACE Course
 - ii. Year 2
 1. January-May 2019
 - a. The Black Male Initiative presentations to Emory community and national conferences
 - b. Recruitment materials to incoming Black male students
 2. June 2019-July 2019
 - a. Evaluate Year 1
 - b. Cohort 2018 selected
 - c. Professional staff training
 - d. Program development
 3. August 2019-May 2020
 - a. Student staff training
 - b. The Black Male Initiative Orientation
 - c. Implement Program
 - d. The Black Male Initiative Annual Conference
 - iii. Year 3
 1. Repeat cycle and involve the Oxford campus (Oxford College Black males)

6. ASSESSMENT PLAN

- **Monthly Interviews/Check-Ins with Leadership Team & End of Semester Surveys:** Each BMI student in the living-learning community will be assigned a Leadership Team member, who will meet with them monthly to discuss their experiences within the program and as a student at Emory. Additionally, we will work with the ECL Assessment Team to determine the proper survey design to assess student satisfaction with the program. We hope to assess the following factors through our survey:
 - **Student Involvement**
 - **Sense of Belonging**
 - **Academic Success**
- **Individual Program Assessment & Evaluations:** Each programmatic focus area (community outreach, alumni relations & communications, and program planning & management) will be assessed at the conclusion of each year by the member of the Leadership Team that is responsible for that area. The goal is to evaluate the overall effectiveness and overall success of the program.

7. ITEMIZED FUNDING REQUEST AND COST ELEMENTS

- a. Total Request: \$30,250
 - i. Year 1: \$9,250
 - ii. Year 2: \$11,750 (Annual Conference cost included)
 - iii. Year 3: \$9,250
- b. Direct Labor: None
- c. Equipment and Materials: See Marketing, Printing, Mailing, Social Media
 - i. Cost Summary: Year 1: \$9,250
 - ii. Year 2: \$11,750 (Annual Conference cost included)
 - iii. Year 3: \$9,250
- d. Departmental Contribution: (something to do for time)
 - i. Vernon Smith- responsible for internal and external sponsorship and collaborating with clubs and organizations
 - ii. Malcolm Robinson- collaborating with CEBA and recruitment and social media communication methods to all (prospective students, current students, faculty/staff, alumni)
 - iii. Des'mon Taylor and Arthur Doctor- developing initiative for living and learning component, creating community service opportunities, partnership with OUE (CORE and Essence), and assessment of overall initiative
- e. Future Funding: The Leadership Team will continue to search for private/outside grants as well as work with necessary university partners to secure a permanent status and funding stream for this program.
- f. Stewardship of Resource- These funds will help support the initiative and allow us to foster a sense of belonging for the Black males at Emory University.

Budget Breakdown

Orientation & Networking Activities

\$3,000

- a. Developing a network of peers, and others is an essential skill to learn. Black male transition to predominately white institutions can be uncomfortable and overwhelming for a variety of reasons. Integrating Black male students into the Emory culture is essential to retaining them towards completion. Furthermore, events will focus on helping Black males network with faculty, staff, community members, alumni, and others who will contribute to student growth.
 - i. \$500 for social mixers (one each semester)
 - ii. \$500 for Black Male participant connection events
 - iii. \$1000 for Black Male Initiative Orientation (cover community events, food, and materials)
 - iv. \$1000 for Initiative completion (Emory lapel pin, Emory tie, and cuff links)

Support for Guest Speakers

\$1,500

- b. The Office of Racial and Cultural Engagement contributes to the diversity guest speaker in collaboration with the Black Student Union and Black Student Alliance. The average honorarium for an influential guest speaker range up to a midpoint of \$7,000, however we expect to negotiate much lower rates by connecting mostly to alumni. Also, our goal is to identify individuals who are willing to work with our budget. At the same time there are additional costs that accompany this event type, such as travel, lodging, and receptions. We desire to host a guest speaker for the community during MLK Week or Black History Month.
 - i. \$1,000 to supplement speaker fees if needed
 - ii. \$500 to \$1000 budgeted for travel, lodging, small Emory recognition token of appreciation

Brother to Brother Workshops

\$750

- c. Brother to Brother Workshops are offered to create an intensive educational experience in a short amount of time. Participants in the Black Male Initiative will be exposed to new or pre-existing topics, spurring the Black males to create their own workshops for leadership to facilitate.
 - i. \$750 for workshops (two each semester)
 - ii. StrengthsQuest Assessment \$300 (Funding by SILT)

Social Activities- On and Off Campus

\$2,500

- d. Social bonding is another factor that impacts retention of Black male students. Social activities will include various nonacademic activities that promote bonding among students, faculty, staff, and alumni. For example, an Atlanta Hawks game with a faculty member will allow for participants to interact informally with faculty outside of the classroom to build their sense of belonging.
 - i. \$2,500 for social bonding activities

Marketing, Printing, Mailing, Social Media, BMI Promotional Items

\$2,300

- e. Mailings to a variety of audiences to maintain communication about initiative. Also, printing of posters and other mandatory programs. Social media will be used as well for recruiting, updates, and advertisement purposes.
 - i. \$1000 mailings, promotion/swag/etc.
 - ii. \$500 printing costs
- f. The members of the Black Male Initiative will be given promotional (swag) items when being a part of this program. These items will be given to them at the beginning of the semester.
 - I. Black Male Initiative Sweaters
 - II. Black Male Initiative Notebooks

Annual Conference Black Male Initiative Conference (Year 2 Only)

\$2,500

- g. The conference will be geared towards developing personal success plans and focus on issues that plague Black males in college
 - i. Retreat travel, lodging, meals, etc.
 - ii. Registration up to 4 students to attend annual conference with advisor

8. Checklist:

- a. Did you list the names of the collaborators and their departments? YES
- b. Did you discuss your proposal with your strategic plan department contact? YES
- c. Have you demonstrated that the project is innovative, stewards resources, engages collaboration, and uses assessment to foster a culture of informed decision making? YES
- d. Is your project timeline realistic and attainable? YES
- e. Did you discuss your assessment plans with your departmental assessment coordinator? YES
- f. Did you clearly state how your funds will be used? YES
- g. Did you demonstrate how the program will be sustained post Bridge Funding? YES
- h. Did your unit head review and approve the proposal? YES
- i. Are you ready to email your final proposal to both Michael Shutt (mshutt@emory.edu) and Bruce Covey (bcovey@emory.edu)? YES