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Plan Your Work and Work Your Plan: A Manual for Supporting and Enhancing the Academic Progress of Black Male Student-Athletes

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Plan Your Work and Work Your Plan: A Manual for Supporting and Enhancing the Academic Progress of Black Male Student-Athletes

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Plan Your Work and Work Your Plan: A Manual for Supporting and Enhancing the Academic Progress of Black Male Student-Athletes

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Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

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ABSTRACT

College sports have a profoundly positive effect on the vast majority of student-athletes who go on to pursue careers in something other than sports but this phenomenon has not translated equitably to the Black Male Student Athlete. Between 2007 and 2010, Black men were only 2.8% of full-time, degree-seeking undergraduate students but comprised 57.1% of football teams and 64.3% of basketball teams; The NCAA's ongoing campaign to highlight the positive outcomes of participating in collegiate athletics has failed to address many of the underlying issues affecting Black male student-athletes. Specifically, there is perpetuation of the "myth that the road to success is paved with sports contracts, not diplomas."

Black male student-athletes are often socialized to value sports over academics at a young age because athletic talent can mean access to a college education and improvement in the social and economic status of the athletes and their families. Once Black male student-athletes matriculate, colleges and universities often reify this educational disequilibrium by succumbing to the pressures of winning and by reaping substantial financial benefits at the expense of their academic success.

This project emphasizes the responsibilities that athletic department staff (ADS) have to deconstruct how the lived experiences of Black male student-athletes can negatively impact their academic progress, identify how their perceptions and stereotypes of these students cause them to unconsciously objectify them, and encourage engagement in practice that shifts from a deficit model approach to one that recognizes their community cultural capital. They must question their practices to identify how they are unconsciously contributing to the disenfranchisement and marginalization of these students during their collegiate careers.

ADS must recognize how their expectations are shaped by a prevailing negative social narrative about Black males and an industry that emphasizes revenue and entertainment value at the expense of the intellectual and social development of many student-athletes. Moreover, they must balance institutional pressure to win against the responsibility to provide culturally relevant support that allows Black male student-athletes to be more fully seen and included in all aspects of campus life.

CHAPTER I
INTRODUCTION

Statement of the Problem

In 1969, writer and political activist Eldridge Cleaver posed the following question,

"Haven't you ever wondered why the white man genuinely applauds a black man who achieves

excellence with his body in the field of sports, while he hates to see a black man achieve

excellence in his mind" (as cited in Hodge, Burden, Robinson, & Bennett, 2008, p. 203).

Cleaver's question was put forth at the height of the U.S.-based civil rights movement and

following a significant history of Black male athletes like Jack Johnson, Jesse Owens,

Mohammad Ali, Tommie Smith, John Carlos, Jim Brown, Wilt Chamberlain, and Bill Russell

achieving mainstream success. Since 1969, greater access to institutions of higher education has

been achieved by Blacks (this term is used interchangeably with African American). Despite

greater access, over four decades later, Cleaver's question remains relevant. According to a study

by Harper, Williams, and Blackman (2013):

- Between 2007 and 2010, Black men were 2.8% of full-time, degree-seeking undergraduate students but 57.1% of football teams and 64.3% of basketball teams;
- Across four cohorts, 50.2% of Black male student-athletes graduated within six years, compared to 66.9% of student-athletes overall, 72.8% of undergraduate students overall, and 55.5% of Black undergraduate men overall;
- 96.1% of these NCAA Division I colleges and universities graduated Black male student-athletes at rates lower than student-athletes overall;
- 97.4% of institutions graduated Black male student-athletes at rates lower than undergraduate students overall. On no campus were rates exactly comparable for these two comparison groups; and
- On 72.4% of the other campuses, graduation rates for Black male student-athletes were lower then rates for Black undergraduate men overall. (p. 2)

These statistics highlight the larger issue of how Black males are positioned for educational success in the US. The Educational Testing Service (2011) states, "The large gap between Black males and others exists before these children start school and continues throughout their life span" (p. 1). Despite increasing acknowledgement of the educational opportunity gap by educators, researchers, practitioners and policymakers, much of the American public has accepted the educational inequalities of Black males as germane, especially with respect to many revenue-generating collegiate athletics programs (Harper et al., 2013).

Harper et al. (2013) highlight the cyclical problems that persist with respect to Black male student-athletes at the collegiate level. Using data from the National Collegiate Athletic Association (NCAA) and U.S. Department of Education, they examined 76 members of 6 athletic conferences. In particular, the researchers analyzed representation of Black men on football and basketball teams as well as Black undergraduate men on each campus. They found an underrepresentation of Black men in the student population at predominately White institutions (PWI) and overrepresentation on revenue-generating NCAA Division I sports teams. Because of this overrepresentation of Black male student-athletes, they are a "Special population, with the differentiating element being the racial/ethnic factor" (Hill as cited in Clopton, 2010, p. 59). In 2007, the NCAA, a membership-led nonprofit association of colleges and universities, committed to supporting academic and athletic opportunities for student-athletes and member colleges and universities. A new campaign with the tagline "Going pro in something other than sports" was implemented.

At the time, Dennis Cryder, NCAA senior vice-president for branding and communications, stated, "[M]any people do not realize the profound positive effects that college sports have on the vast majority of student-athletes who go on to pursue careers in something other than sports" (Christianson & Geren, 2007). However, the NCAA's ongoing campaign to highlight the positive outcomes of participating in collegiate athletics has failed to address many of the underlying issues effecting Black male student-athletes. Specifically, there is perpetuation of the "myth that the road to success is paved with sports contracts, not diplomas" (Hodge et al., 2008, p. 208). Harper et al. (2013) assert many Black male student-athletes are socialized to value sports over academics at a young age because athletic talent can mean access to a college education and improvement in the social and economic status of the athletes and their families (Simiyu, 2012). Once Black male student-athletes are successfully recruited, colleges and universities often reap substantial financial benefits at the expense of their academic success (Simiyu, 2012). Consequently, there is an over-representation of Black males in sports and an under-representation in other segments of American society. For example, the number of Black males competing in the NBA (77%), NFL (65%), MLB (15%), and MLS (16%) are higher than the 2% who are doctors, lawyers, architects, college professors, or business executives (Robinson, 2005).

The educational attainment of Black male student-athletes is often impacted by athletic training and travel, resulting in conflicts between academic, athletic, and social roles. Addressing the conflicting roles of student-athletes in 1960, Goode wrote, "a wide, distracting, and sometimes conflicting array of role obligations. If he conforms fully or adequately in one

direction, fulfillment will be difficult in another" (as cited in Hackett, 2013, p. 485). Nowadays, the issues are even more complex and wide-ranging. Collegiate student-athletes, specifically Black males, often have impaired aptitude in connection to educational and career planning. In addition, Black male student-athletes tend to have lower academic achievement and higher expectation of professional sports career in comparison to their White counterparts (Beamon, 2008). Lower academic expectations of Black male student-athletes by faculty and athletics departments creates an environment where they are exploited for their physical capabilities. Simultaneously, their academic capacities and roles as students are overlooked (Beamon, 2008).

Black male student-athletes fulfill their obligations to their institutions by performing athletically, bringing attention to colleges or universities, and generating revenue; however, these same students do not see the benefits of their hard work by playing professionally or earning a degree. Of those who do graduate, many of them graduate with majors are of dubious educational value and occupational relevance (Beamon, 2008). Hodge et al. (2008) argue discussions about the academic pursuits of Black male-student athletes must be shifted. They note,

> More critical than debates on too much or too little emphasis on athletic versus academic pursuits is a need to recognize the powerful and lasting influence that America's legacy of racism and present day educational inequalities continue to exert on the psyche and academic achievement of Black males. This assertion raises questions such as: What is academic achievement? What is an achievement gap between racial groups? These kinds of questions have been approached in different ways. Usually, academic achievement is described in terms of standardized test scores, grade point averages (GPA), and graduation rates. Common also is a comparison between ethnic or racial groups on such measures, which then leads to dialogue and debates on the achievement gap. (p. 216)

Hodge et al. (2008) suggest institutions should shift from paradigms centered on addressing an achievement gap to one focused on paying an educational debt. The education debt paradigm transforms the relationship between Black male student-athletes and their schools. The notion of educational debt requires institutions to acknowledge how they are complicit in perpetuating achievement disparities (Ladson-Billings as cited in Hodge et al., 2008).

Undeniably, attention and resources must be devoted to reversing the current trends of Black male student-athletes at the collegiate level. Even some of the brightest, most focused, and goal-oriented Black male student-athletes need support in successfully balancing their studies with time-consuming athletic pursuits. Providing tutors, academic advisors and other support services to student-athletes are common practices at many universities. Nevertheless, the greater challenge is how to help Black male student-athletes learn to balance their sports and academic goals. They have to be made aware of the dangers of a resolute focus on sports careers. Black male student-athletes' desire for sports careers must not come at the exclusion of potentially more attainable educational goals. Sports and academic achievement are not mutually exclusive. They have to be encouraged and supported in their academics, held accountable for their efforts in and outside of the classroom, and challenged not to believe stereotypic notions about their athletic or academic capabilities because this can have ramifications in their lives long after they have concluded their collegiate sports careers (Hodge et al., 2008).

Most importantly, Black male student-athletes must learn skills that allow them to take

their responsibility for their academic life as seriously as their athletics. Athletics department staff are uniquely positioned to support Black male student-athletes in achieving this needed balance. What they need is a manual for engaging Black male student-athletes that is based upon nurturing their intellectual, personal and social competencies, and refining their autonomy and sense of purpose.

Purpose of the Project

The purpose of this project is to develop a manual for athletics department staff to engage Black male student-athletes that is based upon nurturing their intellectual, personal and social competencies, and refining their autonomy and sense of purpose during their college or university experiences and beyond. Additional goals of this project are to create a manual for how to:

- Provide adequate professional preparation for athletics directors, staff, and coaches;

- Align the goals of education-based athletics programs and university practices to provide the appropriate support;

- Establish ongoing educational and preventive measures keeping in mind the importance of ensuring structure and healing spaces; and

- Make consistent efforts to accommodate the interests and abilities of Black male student-athletes outside the athletic environment.

Specifically, this project focuses on the importance of Black male student-athletes developing personal management skills and athletics department staff mentoring and evaluating the progress of these students. In addition, there is an emphasis on technology while offering recommendations for how to model behaviors and skills necessary to thrive in an academic setting, creating equitable healing spaces that support Black male student-athletes' academic progress (LaForge & Hodge, 2011).

This project also highlights how Black male student-athletes are celebrated for their athletic prowess but marginalized and unsupported academically. As a result, many Black male student-athletes are limited to being seen as athletes (objects) and rarely seen as multi-dimensional human beings (subjects) with a wide variety of life experiences, talents, and goals. The position of college or university athletics department administrators is rapidly becoming one of the most challenging positions at many schools due to increasing pressure from donors, alumni, and other stakeholders to generate revenue and wins. With proper training, resources, tools, and goals it is possible for athletics department administrators and staff to enrich the educational experiences of Black male student-athletes without stripping them of their cultural capital. The intent is to understand the influences, attitudes and values of this group of students and how these factors impact their academic progress.

Theoretical Framework

Given the focus of this project on Black male student-athletes, it was appropriate to select an educational model and theory to help understand the importance of supporting these students in their academic progress. Therefore, this project was framed by critical pedagogy and critical race theory. Critical pedagogy is a term that applies to a number of educational models that address the issue of power relationships in teaching and learning. Critical race theory recognizes that racism is engrained in U.S. society and provides an analytical lens for examining existing power structures and how they shape the experiences of people of color.

Critical Pedagogy

Critical pedagogy is a philosophy of education that is guided by a desire to support students from disenfranchised backgrounds to develop the capacity to think critically about their lives, recognize the impact of unequal power relationships, and develop the ability to become agents of change. Critical pedagogy focuses on praxis, a cycle of reflection, dialogue, and action (Darder, 2009). The ultimate goal of critical pedagogy is to reimagine educational spaces as locations for students "to understand and engage the world around them, but also enabling them to exercise the kind of courage needed to change the social order where necessary" (McLaren, 2009, p. 74). Some of the leading thinkers associated with critical pedagogy are bell hooks, Joe L. Kincheloe, Peter McLaren, Henry Giroux, Michael Apple, Antonia Darder, and Paulo Freire. Paulo Freire is generally considered the father of critical pedagogy.

Freire conceptualized the foundations of critical pedagogy while developing literacy

programs for laborers in Brazil in the 1960s. He was concerned with several tenets: praxis,

dialogue, conscientization, situating educational activities in the lived experience of participants,

and transcending the divide between teachers and learners. In particular, praxis is a significant

component of critical pedagogy. Duncan-Andrade and Morrell present a model for understanding

critical praxis in their 2008 book *The Art of Critical Pedagogy*:
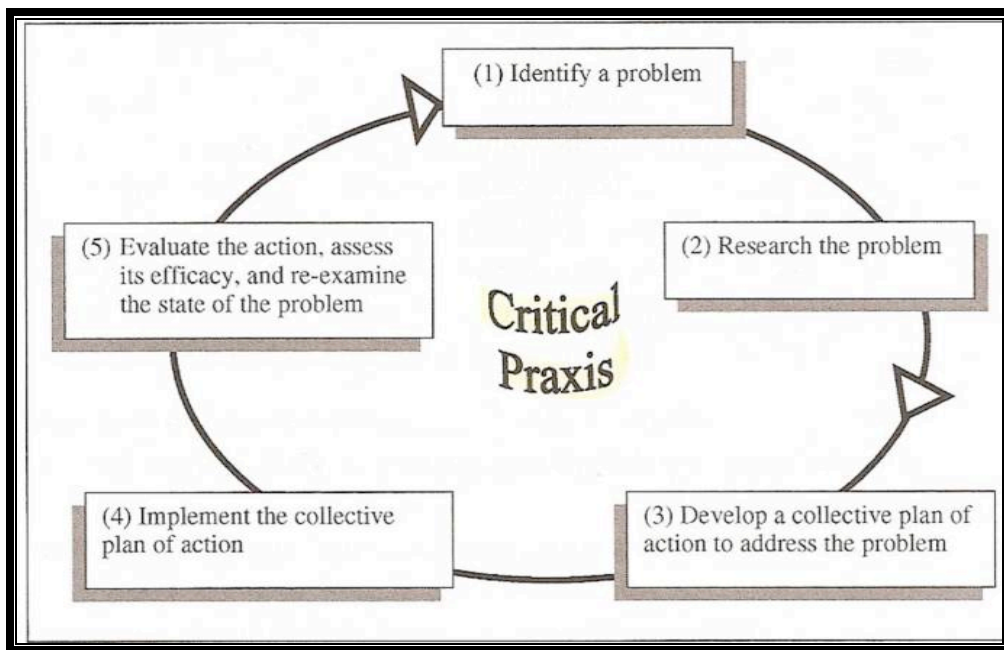
Figure 1. Cycle of critical praxis. This figure illustrates how to help students confront and
challenge current power structures in order to become empowered to own their educational
experiences.

Freire believed traditional education (banking education) was dehumanizing and damaging to

students. Freire (2009) writes, "The banking concept of education, knowledge is a gift bestowed

by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry" (pp. 52-53). In addition, he states, "The banking concept of education…[is]…based on a mechanistic, static, naturalistic, spatialized view of consciousness, it transforms students into receiving objects. It attempts to control thinking and action, leads men [and women] to adjust to the world, and inhibits their creative power" (p. 55). From Freire's perspective, a neutral educational process does not exist. Education either functions as an instrument to bring about conformity or it functions to facilitate learning of men and women deal critically and creatively with reality and discover how to participate in the transformation of their communities, lives, or the world.

Critical pedagogy has the potential to foster both academic and democratic skills necessary for the full development of students and the dismantling of inequitable practices and policies. Critical pedagogy enables formal and informal educators to translate critical theory into forms and strategies tailored to the particular needs and backgrounds of their students (Bartolomé, 2009). Therefore, critical pedagogues share a goal of academic progress for each student, manifested in the preparation and experience of students to be active citizens in a fully democratic society. As a result, the purpose of education becomes social transformation toward a fully democratic society, where (1) each voice is shared and heard in an equal way, (2) students critically examine themselves and their society, and (3) students act to diminish social injustices.

Critical Race Theory

Critical Race Theory (CRT) has its genesis in legal scholarship. In the early 1980s, legal

scholars like Derrick Bell, Patricia Williams, Kimberlé Williams Crenshaw, and Mari Matsuda

argued critical analysis of race and racism were necessary because critical legal studies (CLS)

scholars had failed to acknowledge and address the impact of White privilege and supremacy in

perpetuating the marginalization of people of color. Mari Matsuda defines CRT as "… the work

of progressive legal scholars of color who are attempting to develop a jurisprudence that

accounts for the role of racism in American law and that work toward the elimination of racism

as part of a larger goal of eliminating all forms of subordination" (as cited in Yosso, 2005, p. 71).

In the late 1980s, CRT scholars began to focus less on critiquing CLS because they theorized a

legal framework did not provide an adequate lens for addressing racial injustice. CRT states

racism is engrained in the fabric of U.S. society. Institutional racism is omnipresent in the

dominant culture. This lens is used to examine existing power structures and question liberalism,

a worldview founded on ideas of liberty and equality, and meritocracy, the idea that economic

and social progress is based on ability and talent rather than on class privilege or wealth. Within

the CRT paradigm, race matters (West as cited in Ladson-Billings, 1998). Despite the scientific

annulment of race as a biological concept and the attempt to marginalize race in public and

political spheres, race remains a powerful social construct and signifier (Morrison as cited in

Ladson-Billings, 1998).

While acknowledging the racialized lived experiences and histories of people of color in

the US, CRT scholars, Yosso (2005) argues, perpetuated a Black/White binary. She states,

> Initially, CRT scholarship focused its critique on the slow pace and unrealized promise of
> Civil Rights legislation. As a result, many of the critiques launched were articulated in
> Black vs White terms. Women and People of Color who felt their gendered, classed,

> sexual, immigrant and language experiences and histories were being silenced, challenged this tendency toward a Black/White binary. (p. 72)

Ladson-Billings (1998) argues people of color in the US have diverse histories that have been shaped by racism and other intersecting forms of subordination. This is even more significant because although racial categories have changed over time, two racial categories, Black and White, have remained deeply entrenched in U.S. society. Therefore, a two-dimensional discourse has limited understanding of the multiple ways people of color continue to experience, respond to, and resist racism and other forms of oppression (Yosso, 2005; Ladson-Billings, 1998). At the same time, denotations of race are hidden and notions of "conceptual whiteness and conceptual blackness" have been embedded in conceptions of race (Ladson-Billings, 1998, p. 9). As a result conceptual categories like *maleness*, *middle class*, and *school achievement* become normative categories of Whiteness. On the other hand, categories like "basketball players", "welfare recipients", and "at risk" become associated with Blackness (Ladson-Billings, 1998). Ultimately, this leads to Whiteness being positioned as normative and any other racial category as inferior.

CRT has influenced theory, research, and policy. In addition, it has impacted the field of education. For instance, according to Yosso (2005), Solórzano identified five tenets of CRT:

1. The intercentricity of race and racism with other forms of subordination. CRT states race and racism, as well as gender, class, immigration status, phenotype, accent, and sexuality are permanent fixtures in U.S. society;

2. The challenge to dominant ideology. CRT allows for recognition that educational institutions are not always equitable spaces and can be structured to silence the voices, experiences, and epistemologies of people of color;

3. The commitment to social justice. CRT can offer transformative reactions to racism, sexism, classism, etc.;

4. The centrality of experiential knowledge. CRT helps to recognize, understand, and analyze the experiences of people of color; and

5. The transdisciplinary perspective. CRT looks at race and racism through a historical and contemporary lens drawing scholarship from interdisciplinary studies including film, psychology, history, philosophy, ethnic studies, women's studies and other fields.

Yosso (2005) notes, "CRT is conceived as a social justice project that works toward the liberatory potential of schooling. This acknowledges the contradictory nature of education, wherein schools most often oppress and marginalize while they maintain the potential to emancipate and empower" (p. 74). Collectively, these five tenets provide a theoretical and analytical framework for challenging the ways race and racism impact educational structures, discourses, and practices.

Significance of the Project

This project is significant for athletics department staff who work with Black student-athletes and Black male student-athletes. First of all, it provides athletics department staff a framework for becoming critically conscious of how Black males are positioned in the larger society. Also, it highlights the importance of interrogating their practices to identify how they are contributing to the disenfranchisement and marginalization of these students during their collegiate careers, resulting in a climate that emphasizes athletic prowess at the expense of

academic rigor and development of soft skills that will translate to a variety of contexts. Most importantly, this project emphasizes the importance of athletics department staff re-envisioning professional spaces as spaces for Black male student-athletes to thrive emotionally, intellectually, and socially. Second of all, it provides structure that compliments the learning styles and lived experiences of Black male student-athletes. This project allows these students to critically examine themselves, their motivations, and their short-term and long-term goals.

CHAPTER II
REVIEW OF THE LITERATURE

Introduction

Clyde Taylor, in his essay "The Game," contends Black men in the US are players, although not by choice, in a high-stakes game in which the prize at stake "is the soul, spirit, and creative energy of Black men themselves" (as cited in Tucker 2003, p. 306). He continues, "the souls of Black men" are at stake and "the contest is carried out on the body of the Black male" (p. 306). Taylor's quote brings to mind the central idea of W. E. B Du Bois' 1903 expose, *The Souls of Black Folks*, specifically the existence of a double consciousness experienced on a daily basis by African Americans. Du Bois writes, "It is a peculiar sensation, this double-consciousness, this sense of always looking at one's self through the eyes of others, of measuring one's soul by the tape of a world that looks on in amused contempt and pity" (p. 5). While Du Bois posited his theory of double consciousness in the early 20th century, it remains strikingly relevant in the 21st century, especially with respect to Black male student-athletes.

One of the most prevalent criticisms of the NCAA and its member institutions has been the overemphasis on the commercialization of intercollegiate athletics and a concurrent under emphasis on student athletes' academic achievement and personal development. Unfortunately, an all too common outcome of this process is many Black male student-athletes leave school without a degree or feeling like "used goods" with limited interpersonal and marketable skills (Cooper, 2012, p. 307). Given the purpose of this project, to create a manual for athletics department staff to more effectively work with Black male student-athletes, it was appropriate to examine some of the underlying challenges impacting this population of students.

Therefore, this review of literature focuses on three specific areas. The first section focuses on understanding the historical roots of Black males and masculinity. The second section highlights myths, stereotypes, and perceptions of Black male student-athletes. The third section

focuses on Black male student-athletes and academic performance factors. The last section summarizes the literature and connects it to the stated problem and purpose of this project.

Black Male Masculinity

According to Walcott (2009), masks have historically played a pivotal role in the construction of Black manhood in the US. These symbolic masks have obscured the various ways Black men have been able to articulate the conscious and unconscious ways they view themselves, how others view and respond to them, and how they have been marginalized within the larger U.S. society. Specifically, "contemporary conversations concerning black manhood, its representations, and its remaking draw on scientized histories, specific archives, and forms of knowledge making that produce narratives of a singular and coherent black masculinity" (Certeau as cited in Walcott, 2009, p. 77). Hooks (2004) offers this astute assessment, "Sadly, the real truth, which is a taboo to speak, is that this is a culture that does not love black males, that they are not loved by white men, white women, black women, or girls and boys" (p. ix). Over the centuries, myths about Black masculinity have focused on creating a narrative that is framed by crime, absentee fatherhood, physical prowess, violence, drugs, hypersexuality, and anti-intellectualism.

These myths have constructed a bipolar dichotomy of the Bad Black Man versus the Good Black Man (Cooper, 2006). On one hand, the Bad Black Man is inherently criminal, animalistic, and sexually rampant. On the other hand, the Good Black Man is one who assimilates to White culture and physically or symbolically removes himself from interactions with other Black people. These labels create pressure and "an assimilationist incentive" for Black men to parrot White social norms. Therefore, "Black men who want to be deemed good must jump through numerous assimilationist hoops to attain their status" (Cooper, 2006, p. 887). In other words, the lives of Blacks males have been shaped by stereotypes that were first expressed in the 19th century but continue to manifest themselves in the psyches of the citizens of this

nation (hooks, 2004). The resulting popular representations of Black males have clearly defined

which Black males are worthy of inclusion and which ones are not. These bipolar depictions

provide justification for the segregation of unacceptable Black males into prisons or the fringes

of society and the inclusion of a limited number of Black males into the mainstream. Bell hooks

offers the following analysis:

> The unenlightened white world—which remains invested in perpetuating and maintaining racist stereotypes, albeit on a more sophisticated level than in the past—is far more pleased with a Muhammad Ali who has been reduced to brute strength without the sharp keen intelligence and critical wit that characterized his power as a politicized black athlete who dared to decolonize his mind. The Ali reduced to silent symbol of brute strength without an intelligent voice that speaks makes the money. (p. 22)

The cultural effects of representations of Blacks males are as multifaceted as they are

disconcerting. While representations exemplified in images of Black heterosexual males as

rappers, movie stars, and athletes challenge racist depictions of Black masculinity as inept,

sexually driven, and predatory, these celebrated images do little to disrupt ongoing racism and

demonization. The stigmatization of Black males has been embraced across ethnic and racial

lines in the US. In particular, the dominant culture continues to perpetuate negative imagery of

Black males in mass media. Images generated by mass media outlets are significant because they

echo and influence the values of U.S. society.

More precisely, the images produced through mass media and unconsciously consumed

have power because these narratives come to be viewed as natural since they are consistently

repeated. Perpetuated negative images or exaggerated positive images of Black males creates a

"lack of any nuanced image for heterosexual black men to fit into" (Cooper, 2006, p. 886). This

is problematic because this framework obscures the wide ranging ways Black males express their

identities in terms of social economic status, sexual orientation, worldviews, etc.

For centuries, Black male bodies, and what they represent, have been deemed threats to

the US social order, as exemplified in the deaths of Emmitt Till, Oscar Grant, Trayvon Martin,

and Michael Brown. The lives and pain of Black males are rooted in the racialized history of this country, and "This history moves from public rapes, beatings, and lynchings to gladiatorial arenas of basketball and boxing" (Alexander, 1994, p. 92). Racist images of Black males as more body than mind have disenfranchised and demoralized countless men since slavery and resulted in a continual reinvestment in White supremacist patriarchy (hooks, 2004). Hooks (2004) proclaims many Black males have been so dehumanized that they are in crisis. Too many Black males face a multitude of troubling social dynamics-including alienation from their fathers and their children. However, hooks also emphasizes the healing power of self-examination and self-love to disrupt the all too real consequences of Black males internalizing the idea that manhood is about an outward, frequently sexualized, exhibition of status and wealth. She draws upon the ancient story of the Egyptian goddess Isis's efforts to retrieve the scattered pieces of her husband Osiris's body:

> The story of Isis and Osiris offers a vision of healing that runs counter to the Western notion of individual healing, of the sick person alone doing the work to be well. It is a vision of healing that invites us to consider that a human being may be broken in some fundamental way that does not enable them to mend without healing intervention, without the help of loved ones. (p. 151)

When it comes to disrupting destructive notions of Black masculinity, the solutions are not easily identified. It is easy to make Black males culpable for their circumstances without critiquing a social system that was designed to fail them and designed to make them fail. Racism, homophobia, and poverty are real issues that impact how Black masculinity is performed because they make it difficult for Black males and others to embrace a multidimensional view of masculinity.

In other words, Black males need an intervention by those who are concerned with the current realities of living in a society that often assumes the worst about them, impacting their self-esteem and self-worth (hooks, 2003). Many Black men are fair game for public discourse

and policies that ultimately result in mass incarceration, targeted police brutality, and internalization of a distorted sense of masculinity. By extension, the myths, stereotypes, and perceptions of Black males have reinforced cultural and social values and norms that prohibit many people from acknowledging their inherent humanity. The subsequent section of this literature review focuses on the impact of myths, stereotypes, and perceptions on Black male student-athletes.

Myths, Stereotypes, and Perceptions of Black Male-Student Athletes

How do myths, stereotypes, and perceptions of Black male student-athletes impact their academic and athletic experiences? Hodge et al. (2008) explored the implications and challenges faced by Black male student-athletes, theorizing about race-based stereotyping of these students using the tenets of psychological critical race theory (PCRT) (Jones as cited in Hodge et al., 2008). PCRT is a way to explain the social and psychological processes on continuing racial disparities, racial attitudes, and persistent racial inequalities. Jones identified five major tenets of PCRT: Spontaneous and persistent influences of race; fairness and divergent experiences; symmetrical consequences; paradoxes of racial diversity; and salience of racial identity. According to the authors, these five tenets make it possible to more effectively contextualize the social, cultural, economic, and psychological impact of continuing race-based stereotypes on the lived experiences of Black male student-athletes. In addition, these tenets provide a framework for faculty, advisors, coaches, and other support personnel to more effectively support their academic and socio-emotional progress.

However, racial categorization of people can contribute to stereotypical beliefs about different racial groups. For instance, the enduring stereotype of Black athletic success in specific sports being attributed to natural and superior athletic ability, and White athletic success being attributed to hard work and intellect (Harrison & Lawrence, 2004; Hodge et al., 2008). This

stereotype can perpetuate the belief of Black athletic superiority and White intellectual superiority on impressionable youth. Hodge et al. also highlight this perspective with a quote from Paul Hornung, former University of Notre Dame football player, "'the school needs to lower the academic standards to 'get the black athlete' [e.g., football players] ….if we're going to compete'" (p. 206). This stereotype becomes so deeply ingrained that Black male student-athletes can internalize the belief they are athletically gifted but incapable of achieving academic success. In addition, stereotypic beliefs are encrypted subconsciously in memory and retrieved automatically. Furthermore, an individual's automatic processing of stereotypes has negative implications. When coaches, teachers, and other sport professionals knowingly or unknowingly maintain stereotypic beliefs about athletic superiority and intellectual inferiority as a function of race, they do significant damage to the minds of impressionable youth (Hodge et al., 2008).

Many of the myths and stereotypes of Black male athletes have been unsubstantiated by research. For example, one myth assumes that the superior body build of Black males gives them advantages in sports, making them natural athletes. By extension, it is believed that Black male athletes are descendant from African slaves who were fit enough to survive the horrendous conditions of the Trans-Atlantic crossing. Once in the New World, White slave owners engaged in selective breeding to produce stronger slaves to handle the physical demands of field work (Sailes, 1991). From 1936 to 1975, researchers like Cobb, Metheny, Jordan, and Melina (as cited in Sailes, 1991) engaged in anthropometric research, measuring of human beings, in the US to compare the bodies of Blacks and Whites. They consistently found, on average, Black males possessed heavier bones, more developed musculature, longer arms and legs, and denser chests than their White counterparts. When anthropometric research was integrated into sports, the average body measurements of Black males was used as a barometer for determining potential for athletic success (Sailes, 1991). However, these myths have failed to connect the athletic success of Black male athletes to their determination to overcome cultural, economic, and social

barriers resulting from classism and racism. Most Black male athletes, like athletes of other races, train extremely hard to excel in their respective sports. Unlike their White counterparts, the experiences of Black male student-athletes are often framed by stereotypical beliefs, which are subconsciously encoded in memory and automatically retrieved by coaches, teachers, and others (Hodges et al., 2008). These individuals intentionally and unintentionally correlate athletic superiority and intellectual inferiority as a function of race.

Harrison and Lawrence (2004) found many college students have stereotypic beliefs about Blacks athletes. They were interested in determining whether college students believed Black athletes were superior in certain sports like football, basketball, and track and field. The researchers used survey research to explore attitudes of college students about Black athletic success. They administered a survey to 301 participants enrolled in an introductory communication courses: 70% female and 30% male; 76.6% White, 12.7 Asian, 6.2 African American, 2.4 Hispanic, and 2.1 other; and the median age was 20. All of the participants were enrolled at a large predominantly White Midwestern institution.

According to Harrison and Lawrence (2004), seven major descriptive themes of the participants emerged. Specifically, the themes were: (a) *Black physical advantage*; (b) *Black work ethic*; (c) *Black cultural factors*; (d) *race disregard*; (e) *societal factors*; (f) *Black limited opportunity*; and (g) *unawareness/X factor*. With regard to *Black physical advantage*, participants ascribed Black athleticism to Darwinian evolution, genes, and muscular structure. The researchers discovered participants associated success of Black athletes in basketball, football, and track and field to superior genetic traits. One participant referred to African Americans as chosen by God to possess athletic prowess. Harrison and Lawrence (2004) noted the myth of the natural Black athlete is perpetuated by the media, cultural stereotypes, and lack of knowledge, and individuals and groups have internalized the myth and done little to challenge or change the belief. In particular, they noted this myth is a convenient and political notion that,

even in the 21ˢᵗ century, positions African Americans as both sub- and super-human, serving as a microcosm of the attitudes and beliefs of the larger society about this ethnic group.

Black male student-athletes may internalize these stereotypes and engage in actions that reinforce stereotypic beliefs and impacting their academic progress (Hodges et al. 2008). In educational contexts, internalize stereotypic beliefs may result in academic disassociation, particularly for Black males. Spencer, Steele, and Quinn, as well as Steele and Aronson (as cited in Hodge et al., 2008), indicated a large proportion of Black students underachieve academically as a result of internalization of negative intellectual stereotypes that are directed toward them and engage in self-stereotyping. Self-stereotyping occurs when the norms of the dominant group are internalized and acted upon. In turn, the individual's self-esteem and motivation can be affected by the amount of self-stereotyping engaged in.

Evans, Copping, Rowley, and Kurtz-Costes (2011) have suggested social identities can be ordered, and in turn, they shape social comparisons and self-judgments. Social identities are not only related to ancestral background and social bonds created through interactions within families. Institutional and social structures can also have significant impact on how one identifies. According to Suarez-Orozco and Suarez-Orozco (2001), Erikson's theory of identity is helpful to understand the often contentious nature of adolescent identity formation. They wrote the greatest development task of adolescence is to forge a coherent sense of identity. Nevertheless, identity coherence can be difficult to achieve. On one hand, cultural beliefs provide a sense of connection to other members of a particular cultural group. On the other hand, adolescents can experience a sense of dissonance when their cultural beliefs are incongruent with the norms of the dominant group (Suarez-Orozco & Suarez-Orozco, 2001).

Evans et al. (2011) affirmed adolescence is a pivotal stage when individuals explore and define their cultural identities. As youth become more aware of stereotypes related to their emerging cultural identities, self-awareness and imposed stereotypes about academic aptitude

and achievement may develop. For example, imagine a young Black male who is in a mathematics class. He is struggling, in part, because of the lowered expectations his White teacher has for him. Unconsciously, his teacher believes he is less capable because of the stereotypes of Black males as uninterested in learning, prone to criminal behavior, etc. Therefore, the academic needs of this young man are ignored, perpetuating stereotypes that reinforce Black males as less capable than their White counterparts and using the resultant academic failure of said student to reaffirm the initial stereotypes. In response to stereotypes, many young Black males, feeling unsafe and judged as less capable, respond by engaging behaviors that reflect the very stereotypes they know not to be true of themselves (Evans et al., 2011). Adoption of and response to these skewed self-perceptions continue to impact Blacks male who are able to gain access to PWIs, especially Black male student-athletes. Therefore, it was appropriate to explore some of the factors that impact the academic progress of these students.

Black Male Student-Athletes and Academic and Social Progress Factors

The social positioning of Black male student-athletes emphasizes the volatile nexus of education, race, and revenue-generating intercollegiate sports. These athletes continue to contribute to the success of revenue-generating sports programs (i.e. football, basketball, and track and field); however, they face challenges, which impede their academic progress and development of self-efficacy outside of sports. The author offered the following analysis,

> The passion for athletics by Black youth has to be positioned within the wider racist environment that one is exposed to while growing up. The dominant presence of Blacks in the high profile sports of football, basketball and track and field while having lower graduation rates compared to White athletes deserves scholarly interrogation. (Simiyu, 2012, p. 40)

Simiyu used Critical Race Theory (CRT) and Student Involvement Theory (SIT) in order to elucidate the experiences of Black student-athletes in college and the challenges they encounter.

Simiyu (2012) posited many Black students, taking cues from the dominant culture, have been socialized to think athletics is the only avenue available for them to become socially mobile. Moreover, athlete testimonies and research have suggested many young Blacks, especially men, grow up believing the "black body is superior when it comes to physical abilities in certain sports" (p. 43). This erroneous belief motivates some Black people to believe it is their biological and cultural destiny to excel in certain sports. This is compounded by a paucity of visible role models in fields other than athletics. This causes Black youth to feel their odds of gaining respect and material success are limited to music and sports.

In an effort to understand the various challenges which result in a participation system that reflects prevailing cultural values and norms, informed by the ever-present specters of racism and discrimination, Simiyu (2012) conducted a literature review to identify specific social, cultural, individual, and racist factors impacting Black college athletes. The author delineated six particular challenges: 1) faculty stereotypes; 2) academic underachievement; 3) faculty and Black student-athlete interaction; 4) social-cultural isolation; 5) athletics schedule; and 6) academic rigor.

First of all, Simiyu (2012) highlighted the impact of *faculty stereotypes* on Black student-athletes. Specifically, faculty at PWIs tends to have more negative stereotypes about Black student-athletes than students from other ethnic backgrounds (Yopyk & Prentice as cited in Simiyu, 2012). Moreover, faculty can also have false stereotypes about athletes in general. The confluence of these situations stigmatizes Black student-athletes, leading to internalization of a sense of inferiority and academic underachievement. Jameson, Diehl, and Danso, as well as Yopyk and Prentice, revealed a correlation between negative stereotypes and low academic self-esteem as well as self-confidence (as cited in Simiyu, 2012).

Second of all, *academic underachievement* occurs when athletic department staff focus more on insuring eligibility and not academic progress or successful matriculation. According to Shulman and Bowen, as well as Bowen and Levin (cited in Simiyu, 2012), a large number of athletes, in particular Black males, do not internalize academic values and consciously disregard academic achievement in order to focus on achieving athletic goals (as cited in Simiyu, 2012). This occurs because athletes, in many cases, are encouraged to enroll in less academically rigorous courses that do not help them earn their degree. Additionally, individuals may be withdrawn from courses or granted independent study courses. Consequently, many Black male student-athletes fail to graduate and also lack marketable skills beyond athletic talent.

Third of all, *faculty and Black student-athlete interaction* can problematic. A 2007 study by Comeaux and Harrison (as cited in Simiyu, 2012) used student involvement theory to explore the lived experiences of Black student-athletes. The researchers discovered Black college athletes who were encouraged to attend graduate school and provided assistance in achieving professional goals by their instructors tended to perform better academically. In contrast, student-athletes who were assisted with study skills had lower GPAs. High achieving Black student-athletes who began college with a clear goal to graduate tended to view their athletics as a tool to earn an education. Nonetheless, lower achieving Black student-athletes tended to focus on a professional sports career. Therefore, Comeaux and Harrison suggested institutions of higher education must be intentional and consistent about supporting Black student-athletes to realistically evaluate their athletic abilities and identify and pursue goals that transcend sports.

Fourth of all, *social-cultural isolation* can cause significant anxiety for Black student-

athletes. The anxiety they experience can be attributed to entering PWIs after attending racially segregated high schools (Edwards as cited in Simiyu, 2012). Attending segregated schools can result in academic disadvantages for Black student-athletes because these schools often have less resources, inexperienced teachers, a higher level of poverty, and fewer advanced placement courses. Collectively, these factors can be a predictor of academic success at the college level (Thomas et al. as cited in Simiyu, 2012). According to Edwards (as cited in Simiyu, 2012), Black student-athletes experience "social cultural isolation and alienation within the integrated collegiate environment" (p. 54). Although scholarships, education and playing opportunities are available to these students, the social and cultural cost frequently outweighs the benefits. Black student-athletes, feeling isolated and unsupported, tend to construct peer networks with other Black student-athletes and pursue academic majors that are most hospitable to them.

Fifth of all, Black student-athletes exercise limited autonomy over their *athletic schedule*. Coaches are in influential positions because they control access to scholarships and playing time. In addition, there is institutional pressure on the coaches to win in order to maintain employment (Coakley as cited in Simiyu, 2012). Black student-athletes are required to comply with all athletic demands and this results in academics being secondary to competition, practice, and weight training (Fletcher et al. as cited in Simiyu, 2012). Coaches arrange most aspects of the lives of student-athletes, including meals, housing, schedules, time usage, team bonding activities, and study times.

The final challenge concerns *academic rigor*. Black athletic talent is considered a commodity by institutions of higher education. Increased competitiveness gives them the latitude

to recruit talented but academically underprepared Black student-athletes. Sanders and Hildenbrand (as cited in Simiyu, 2012) highlighted the negligent admission practices where Black students-athletes are enrolled in less academically strenuous courses to insure eligibility. Academic preparation is secondary to athletic talent at the recruitment stage and throughout the student-athletes collegiate career. Consequently, graduation rates for Black student-athletes lag beyond White counterparts (Hawkins as cited in Simiyu, 2012). Dowling (as cited in Simiyu, 2012) identified three commonly used practices such as registering student-athletes in less academically strenuous courses, securing support of administrators who are more focused on athletic competitiveness, and obstructing normal institutional academic practices to help student-athletes main eligibility.

Simiyu (2012) conducted a literature review to identify the challenges Black student-athletes encounter at PWIs. In contrast, Reynolds et al. (2012) conducted a quantitative study to predict the relationship between the independent variable (family structure, socioeconomic status, and gender toward athletics) and the dependent variable (academic performance) student-athletes in specific NCAA Division I basketball programs at universities in Alabama, Arkansas, Louisiana, Mississippi, and Texas. Reynolds, Fisher, and Cavil used Morris Rosenberg Self-Esteem Scale, Student Athletes' Motivation toward Sports and Questionnaire, and a demographic survey to gather data. The demographics of participants was as follows: 98 (47.6%) male basketball players 108 (52.4%) were female basketball players.

Reynold's et al.'s initial hypothesis was: "There is no significant linear relationship among gender, family structure, socioeconomic status, and the academic performance of

basketball players at selected NCAA Division I universities in Alabama, Arkansas, Louisiana, Mississippi, and Texas" (p. 100). The researchers performed a standard multiple regression analysis with gender, family structure, and socioeconomic status as the independent variables and academic performance as the dependent variable. They discovered a significant linear relationship between NCAA Division I basketball players' gender, family structure, socioeconomic status, and their academic performance. In other words, gender and socioeconomic status were found to have significant linear relationships with the academic performance of basketball players. Therefore, Reynolds et al. rejected the initial hypothesis. Female student-athletes achieved at greater numbers than the males student-athletes with graduation rates at 47% for Black females and 72% for White female student-athletes. Likewise, Black males graduated from college at 42% compared to 57% of White male student-athletes.

Reynolds et al.'s indicated female student athletes had a higher correlation than their male counterparts. They suggested many female student-athletes begin college with a focus on graduating because there have less opportunities for a professional career. Consequently, many female student-athletes view college athletics as an opportunity to meet their educational attainments by playing sports. On average, their ACT and SAT scores were higher, their grade point average (GPA) were higher, and their graduation rates were higher. Black females were more academically studious and focused; therefore, they achieved greater academic progress. Also, they often arrived on campus with the goal of graduating. Basketball was the vehicle to achieve their educational goals. On the other hand, their male counterparts tended to focus more on aspirations of playing professional sports, especially basketball and football. Their

educational goals were secondary to their athletic goals. This was reflected in their lower academic progress. Additionally, family structure had a significant linear association with academic performance along with gender and socioeconomic status. In other words, independently family structure did not contribute significantly to the academic performance of basketball players. Reynolds at al. posited student-athletes have a tendency to place greater value on academics if their parents come from a highly educational background.

The researchers' study found a relationship existed between basketball players' gender, family structure, socioeconomic status, and academic performance. Gender and socioeconomic status were positively related to the academic performance of basketball players from participating institutions. Gender and socioeconomic status positively correlated to the academic performance of basketball players. Reynolds et al.'s research supports previous research which found female student-athletes performed better in the classroom setting. In addition, their overall graduation rate was higher than their male counterparts. They noted:

> A student's desires are to achieve an education, there must be parameters in place to assist him or her with these opportunities. The universities should have academic advising centers in place and tutors to assist with certain coursework…. When a student athlete fails to receive his/her degree after four years, who is at fault, especially if the athlete played competitively for each of his or her four seasons? Lack of education can be a hindrance to these students' futures after college. We all know that every student athlete will not become a professional athlete after they finish their sport eligibility. (p. 106)

The successful academic and social progress of Black male student-athletes is a direct result of university administrators, academic support staff, athletic department staff, and professors consciously creating a nurturing and caring atmosphere that reinforces developing positive self-esteem, accountability, and intrinsic motivation in a culturally relevant manner.

Clopton (2011) conducted a quantitative study. In particular, the researcher examined the differences in development of social capital among Black and White student-athletes. First, 23 NCAA Division I Bowl Championship (BCS) schools were randomly selected. Second, names and email addresses of student-athletes were randomly selected from online campus directories. Third, names and email addresses were uploaded to surveymonkey.com. Clopton adapted the five-item Social Capital Assessment Tool (SCAT), which captures data on social capital in communities with respect to issues such as health. The researcher identified two salient constructs of social capital: a) "trust" and b) "norms of reciprocity" or "social networks" (p. 65). Clopton determined the revised SCAT had an acceptable instrumental reliability. The same items were adapted for the team setting and included: a) "Players and coaches on this team are basically honest and can be trusted" and b) "I feel accepted as a member of this team" (p. 65). The researcher sent letters to 1,600 student-athletes and 570 completed the online survey. A majority of participants were female ($n = 347$). Female student-athletes self-reported higher social capital levels than male student-athletes. Also, the majority of participants were White, lived on campus, were an average age 20.24 years old, and an average GPA of 3.20.

Clopton had to minimize an overrepresentation of White student-athletes in comparison to Black student-athletes. To begin with, the responses (n=11) from other racial minority categories were omitted. Furthermore, 113 subjects were randomly selected from the White student athlete sample to reduce the inequality in sample sizes. A multivariate analysis of covariance (MANCOVA) was chosen because the aim of the study focused on determining differences between race of the student athletes and levels of social capital, controlling for

gender differences and the ability of student athletes to adjust within new social networks as covariates.

Clopton found the overall experience of participating in intercollegiate athletics does possess the ability to act as a common in-group identity. His study confirmed earlier research where shared student-athlete status linked students across many differences such as race, socioeconomic status, and geographic background. Nevertheless, social capital associated with team membership was not "strong enough to overcome the difference between being 'White' or being 'Black' within the context of the overall college experience" (p. 69). The researcher stated this finding reinforced other research that reports the racial identity of student-athletes continues to impact their overall college experience, including academic and social outcomes. Students of color perceive the climate in their campus community as inherently racist and hostile. Their perceptions can lead to separating themselves along racial lines and internalizing negative stereotypes.

Summary

This review of literature highlighted three specific themes: Black males and masculinity; myths, stereotypes, and perceptions of Black male student-athletes; and Black male student-athletes and academic and social progress factors. Collectively, these themes provide understanding of many of the underlying factors that impact the experiences of Black male student-athletes before, during, and after their educational experiences at predominantly White institutions. Additionally, these broad themes also informed design of this project.

In the US, Black male masculinity has historically been informed by a social narrative that stereotypes Black men as criminals, absentee fathers, violent, hypersexual, etc. rather than individuals with multifaceted identities. This negative imagery is reflected in media like

television, movies, books, etc. Moreover, the persistence of this negative imagery causes many Black males to be unconsciously socialized to internalize these negative stereotypes. Specifically, internalization of negative stereotypes related to intellectual capacity increases the likelihood they will engage in self-stereotyping, effecting their self-esteem, resilience, and motivation.

The persistence of racial categories and associated stereotypes contribute to limited understanding of the experiences of individuals in different racial groups. For decades, the stereotype of Black athletic success in certain sports being attributed to natural athletic ability, and White athletic success being attributed to hard work and intellect has persisted. This stereotype perpetuates the belief of Black athletic superiority and White intellectual superiority on impressionable youth. Also, it fails to accurately contextualize the social, cultural, economic, and psychological impact of continuing race-based stereotypes on the lived experiences of Black male student-athletes as they endeavor to successfully navigate institutions of higher education. Although embraced and celebrated for their athletic prowess, often their distinctive academic and social needs are overlooked, perpetuating stereotypes of Black males as less capable than their White counterparts and using the resultant academic failure to reaffirm the initial stereotypes. Therefore, many young Black males, feeling unsafe and judged as less capable, respond by engaging behaviors that reflect the very stereotypes they consciously reject.

The academic and social progress of Black male student-athletes is correlated to the sustained efforts of university administrators, academic support staff, athletic department staff, and professors consciously identifying and maintaining culturally relevant practices that reinforce high expectations and development of positive self-esteem, accountability, and intrinsic motivation. Despite their overrepresentation in sports such as basketball, football, and track and field, the racial identity of Black male student-athletes impacts their overall college experience, including academic and social outcomes. They perceive the climate in their campus community

as racist and hostile. These perceptions can lead them to separate themselves along racial lines and internalize negative stereotypes. For this reason, it is imperative to shift the focus from the social capital and sense of belonging these students experience as members of their teams and focus on the debt institutions of higher education have to the young men whose athletic talents generate publicity and revenue.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

The purpose of this project was to design a manual to provide NCAA Division I athletic department staff with resources to better understand and engage with Black male student-athletes in order to nurture their intellectual, personal, and social competencies. The manual focuses primarily on how to provide academic, logistical, and social support. Specifically, the manual highlights how to model academic excellence and other related competencies in a culturally relevant manner to empower Black-male student-athletes in decision-making and life skills that allow them to successfully navigate through their academic careers.

This manual emphasizes the responsibility athletic department staff have to deconstruct how the lived experiences of Black male student-athletes can negatively impact their academic progress, identify how their perceptions and stereotypes of these students cause them to unconsciously objictify them, and engage in practice that shifts from a deficit model approach to one that recognizes their community cultural capital. In particular, the sections of the project address how to help Black male-student-athletes:

- Identify individual obstacles and strengths based on past and current experiences to achieve greater academic and personal agency;

- Establish goals oriented to their personal success and eligibility to play a sport;

- Understand personal responsibility to become contributing members to their communities starting with their campus communities;

- Learn how to manage academic and athletic responsibilities;

- Maintain academic integrity and insure their school work fulfills the requirements of their college or university and the NCAA and is intellectually stimulating; and

- Complete graduation requirements in a timely fashion.

Development of the Project

In the fall 2012, I was encouraged by Dr. Jackie Reza, while enrolled in Critical Pedagogy, to stop rejecting who I was and explore what I could be, an agent of change for Black Male students. I became consciously that Black males are largely regarded as dangerous. Ironically, there is a rich history regarding the contributions of Black males in fields like literature, medicine, politics, education, science, business, sports, music, cinema, etc. These contributions are largely ignored in the U.S. education system. Instead, stereotypes, mass incarceration, and lower expectations of Black males are constant reminders of our devalued position.

Taking Critical Pedagogy allowed me to realize I had to first understand my own experiences as a Black male student-athlete. Moreover, I realized:

> Although it is important to identify useful and promising instructional programs and strategies, it is erroneous to assume that blind replication of instructional programs or teacher mastery of particular teaching methods, in and of themselves, will guarantee successful student learning, especially when we are discussing populations that historically have been mistreated and miss educated by the schools. (Darder 2009, p. 338)

I never thought I would read and write in such a profound way as I did while enrolled in that course. I gained a deeper personal, historical, and theoretical understanding of the ways my life, and the lives of other Black males, have been shaped by a social discourse that has been constructed over centuries. In turn, this social discourse perpetuates perceptions of who we are

by others. This process helped me to recognize I had the capacity to transform myself into a

subject who was capable of intervening in and transforming the spaces I inhabited.

In fall of 2013, I was enrolled in Dr. Emma Fuentes' Race, Ethnicity and Culture Identity

course. My classmates and I were asked two questions: How do I identify and how am I

identified. I realized that I had never been asked this question. The first thought that came to

mind was to rely on my New England boarding school experience and look for the answer in a

literary quote. Perhaps Ernest Hemingway? However, this is how I ultimately answered the

posed questions:

> I identify as a Black male with several layers. I enjoy many things, however, I like to be
> alone not because of depression. I guess it's because I don't have to explain things to
> people, and I don't have to worry about how I am perceived. I know that I am tall;
> however, I identify more with my heart. I see myself as intelligent, and yet, I find myself,
> at times, lacking confidence. I know that I am Black, but I identify more with who I am
> on the inside; I tend to censor myself all the time in fear of going to jail. I don't think I
> know where this comes from, but there is always that fear. Most black men have this fear.
> I'm identified as: tall, Black, basketball player, someone that has to be famous, a
> measuring stick, reserved, moody, cynic, arrogant, and unapproachable.

When reflected on my responses to this exercise, I realized that my achieved identities had been

compromised by the ascribed identities. I also realized that my identity is not only related to my

ancestral background but is informed by social bonds created through interactions with in my

family. My lived experiences have had a significant impact on how I identify.

For the first time, I realized my catharsis could become a source of empowerment.

Individual identity has many layers and requires time to understand how one can fully

understand one's motivations and perceptions. With this new level critical consciousness, I was

emboldened to provide my own counternarrative. My field project represents my contribution to
re-envisioning the academy as an institutions that welcomes and nurture Black male student-
athletes.

The Project

The project in its entirety is located in the Appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Black male student-athletes must learn skills that allow them to take their responsibility for their academic life as seriously as their athletics. Athletics department staff are uniquely positioned to support Black male student-athletes in achieving this needed balance. What they need is a manual for engaging Black male student-athletes that is based upon nurturing their intellectual, personal and social competencies as well as emphasizing their autonomy and sense of purpose. The purpose of this project was to develop a manual for athletics department staff to engage Black male student-athletes that is based upon nurturing their intellectual, personal and social competencies, and refining their autonomy and sense of purpose during their college or university experiences and beyond. This project is significant for athletics department staff who work with Black male student-athletes because it provides them with a framework for becoming critically conscious of how Black males are positioned in the larger society. Furthermore, it highlights the importance of questioning their practices to identify how they are unconsciously contributing to the disenfranchisement and marginalization of these students during their collegiate careers. It emphasizes the importance of athletics department staff re-envisioning professional spaces as spaces for Black male student-athletes to succeed academically, emotionally, and socially.

This manual was designed to highlight the importance of athletics department staff using culturally relevant practices to provide spaces for Black male student-athletes to thrive. In addition, it emphasizes how to provide academic support that is based upon recognition of the

cultural wealth and lived experiences all of these students bring into the academy. It provides a framework for facilitating development of critical consciousness and personal agency as well as intrinsic motivation. The manual underscores the importance of collaborative work between athletics department staff, faculty, academic support staff, and the students.

Recommendations

It is imperative for athletics department staff to learn as much about potential recruits before they arrive on campus. In other words, they must connect with these young men, acknowledging the depth and complexity of their lived experiences. Athletics department staff must also be willing to recognize how their expectations are shaped by a prevailing negative social narrative about Black males and an industry that emphasizes revenue and entertainment value at the expense of the intellectual and social development of many student-athletes. Moreover, they must balance institutional pressure to win with responsibility to provide culturally relevant support that allows Black male student-athletes to be more fully seen and included on the campus.

Prior to using any of the strategies or activities included in the manual, athletics department staff should examine their current practices and results. After completing this step, they should determine whether student-athletes' schedules reflect institutional academic expectations and not simply maintaining eligibility. Student-athletes should understand their academics are equally as important as their athletic commitments. Depending upon the explicit needs of staff they can determine which strategies and activities would be most beneficial for student-athletes.

In the future, it will be necessary to explore Black female student-athletes. They are also marginalized and impacted by experiences with institutional racism. However, they also encounter sexism and gender inequality. The intersectionality of their experiences can the impetus for deconstructing and dismantling institutional practices and replacing them with practices and policies that are more equitable and inclusive. As bell hooks affirms "Feminism is for everybody."

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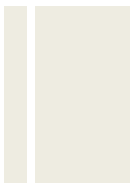
APPENDIX

Plan Your Work and Work Your Plan: A Manual for Supporting and Enhancing

the Academic Progress of Black Male Student-Athletes

PLAN YOUR WORK AND WORK YOUR PLAN: A MANUAL FOR SUPPORTING AND ENHANCING THE ACADEMIC PROGRESS OF BLACK MALE STUDENT-ATHLETES
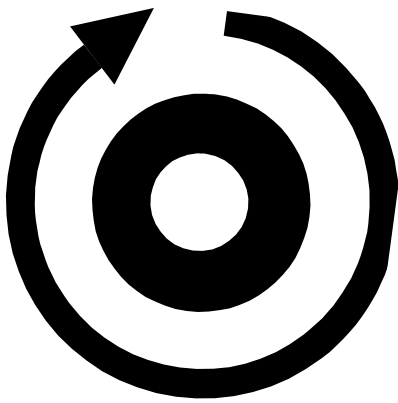
Developed by
Fred Benjamin

May, 10, 2015

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MODULE 1…… OVERVIEW OF UNDERSTANDING

2 VERY BASIC PHILOSOPHICAL QUESTIONS BEFORE BEGINNING:

1). DO YOU EAT TO LIVE OR

DO YOU LIVE TO EAT?

2). DO YOU PLAY TO HAVE AN OPPORTUNITY TO LEARN OR DO YOU LEARN IN ORDER TO PLAY?

SECTION 1.1 The intent of the Manual

The intent of the manual is to provide athletic Departments with guidelines, expectations, and useful information in supporting the Black male student-athlete. This manual serves as a living document that lays the foundation for a student centered approach that recognizes Black male student-athletes as individuals with arc and dimensions. It is impossible to predict everything experienced, however it provides some insight into a support based system that helps these student-athletes understand their motivation, achieve personal efficacy and helps develop their emotional intelligence. Adapted from the principles of advising from the Hotchkiss School.

SUBSECTION 1.1.A Philosophy of the Manual

The relationship between Athletic Department and Black male student-athlete provide a crucial link to their lived experience and the institution. If a collaborative effort is established then the athletic department staff can help the Black male student-athletes cross the threshold and become open to developing their intellectual capacity. A collaborative effort will afford a partnership that can help assist Black male student-athletes make decisions, handle adversity, to be thoughtful, live responsibly, intellectually develop and grow to embrace the respective schools core values.

SUBSECTION 1.1.B Important Points of Support

The support system is crucial to the development of the Black male student-athlete. The support should be a trip art distinction - the Student-Athlete, Athletic Department, and

Academics. (As a Director of Academics or Advisor it should include all 3). With that being said, it is important for members of the athletic department to read students file in order to create a clear picture of the individual. Once they arrive on campus it is important to start establishing a relationship with these Black male student-athletes immediately. Those first interactions establish the culture that is expected but most importantly they will feel included and recognized as individuals. There are some basic tasks that will help in providing support. As each Black male student-athlete has a different history, these suggestions serve as a place to start. Once the relationship progresses, it will become apparent that support is less easily defined and that it must adapt to the different needs of each individual. Below is a list that will help in establishing a foundation

- Creating a coherent/comprehensive thoughtful plan towards academic success, that is motivated by the importance of the Black male student-athlete meeting institutional graduation requirements
- Having set meeting times with academic support staff
- Keeping on file any pertinent information about the individual for times when issues need to be addressed
- Having weekly meetings about the whole student athlete- academically, athletically, compliance, health and performance with notes provided to the athletic department administration and the coaches that are responsible for the individuals.
- Helping with time management
- Advocating with consistency for all Black male student-athletes
- Attending to emergency medical needs, and having discussions to make sure student-athletes are informed about the proceedings.
- Encouraging counseling or more structured study sessions when appropriate, being proactive not retroactive!
- To aid Black male student-athletes to understand what accountability means. Use situations as teachable moments for addressing behavioral infractions and not meeting institutional academic, athletic and social expectations

SUBSECTION 1.1.C **Understanding Expectations**

Each student-athlete comes to college with a different background. The lived experiences are not erased but afford an understanding as to how to provide the proper structure to help in the transition. Some student-athletes come in well prepared, mature, while others struggle with the demands expected of them, homesickness, etc. As student-athletes grow, there needs to be change as well. Below is a summation of some of the things to keep in mind on a continuum.

Freshman Year

Should be viewed as the year of adjustment. It is a year of growth socially, emotionally, and physically. This is a time where the student-athlete will be trying to figure out where they fit. There is a conflict of who they were in High School where their role was established to now finding their place and the right mind set. Some students will be very well equipped to handle the transition due to previous preparation and strong study skills and habits, while others will continually experience being underprepared and over extended. There will be students that can handle the athletic expectations and others that will be completely overwhelmed at how time consuming practice, weights, meetings, and treatment are. Some of their teammates will be exceptionally skilled. They are entering a space that has high expectations both academically and athletically. They are micromanaged and at first this can seem suffocating. This year of adjusting can also include experimentation and succumbing to social forces.

The first year is an important time for students to understand the adult community is there to offer unconditional support. Institutional talk can seem quite foreign and intimidating. They are often learning an entirely new language. Students may be coming from a place where they are unaccustomed to filling out paperwork, completing online tutorials, or meeting with academic advisors. Students must understand the purpose and may need to be encouraged to seek extra help, to establish relationships, and to take advantage of office hours. It is important for student-athletes to know there is a support system that is there for them. Some checkpoints to look for:

- Basic adjustment - homesickness? What is the student-athletes general affect
- Friends - Is the student-athlete seen alone, isolated, or is he/she seen with other classmates
- Eating Patterns - Check in to see how they enjoy the food, Many times the food at Institutions is very different than what they eat at home
- Teacher Comments - Progress reports should happen well before midterms. Even if there are no grades to report. It gives an opportunity for professors to express concern and advice when students are underperforming or encouragement for those doing well.
- Study Habits - All Freshmen will start off in monitored study hall. This will provide structure and also will provide a chance to evaluate study skills and habits
- Dormitory staff - This will be a great indicator for student-athletes emotional well being, behavior, and health.
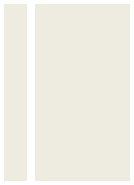
Sophomore year

By the second year, student-athletes have a better understanding of expectations. If student-athletes are new transfers, then the previous section is applicable. There is no age limit on being homesick or feeling lost in a new place. During this period is when student-athletes start to make choices and will display either positive or negative norms, to trust or avoid the support put in place. This is a very difficult time in their development. Its important to be guiding with clear a firm expectations not intrusive and not directive. As the student-athlete progresses in their academic program the workload gets more challenging. Also, at the end of the sophomore year is when a student-athlete must declare a major, if not done so already. This is when the academic resume starts to really take form and its important to encourage the importance of academic performance and progress towards their degree. It is important to stress getting involved within the community and to take advantage of extra credit assignments. This will be a great preparation for junior year.

Junior Year

Junior year is extremely challenging for both transfers and students that entered freshman and sophomore years. The workload is more demanding. Many of the courses will be prerequisites that must be completed before student-athletes can take advanced area electives. Junior year is also when they realize the importance of grade point averages and the progress towards their degree becomes extremely challenging. For transfers they experience the adjustment challenges that freshman face, as well as sophomore development in the midst of academic rigor. Where students that enter the institution and have their major predetermined by the number of transferable credits land the correct percentage in their progress towards their degree. For Transfers it is a year to get acclimated during a time that the institutions prepare their undergraduates for their final year. This can be the hardest year to enter into a rigorous academic program and those who are underprepared especially those student-athletes coming from junior colleges and have marginally achieved, it can be overwhelming and will impact their athletic performance.

Senior Year

Is a double entendre. On one hand, seniors are excited to be in their last year and for others it is a scary prospect. With the same care and understanding that student-athletes enter the institution from different places, these student-athletes leave with different experiences. There is a pressure that comes with being a senior. There is this automatic assumption that seniors are leaders. This is the time where more responsibility is expected of them and at the same time academically they are taking some of their most challenging advanced area elective courses. As mentioned previously, this is where there needs to be support in letting them know that it is a part of the process. It is important to revisit and discuss what intrinsic and extrinsic motivation is because intrinsic motivation can help them be more resilient during adverse situations. Outside of academic and athletic success they need support and logic to make sense of this phenomena. Once their eligibility is up, their social status changes. For some it is to pursue a professional athletic career, Graduate School, or getting a job. They need support and this is a time for empathy. It is a sobering effect that happens in their senior year where the absolute is you graduate or not and the rest is up to you.

Adapted from the principles of Advising from the Hotchkiss School

SECTION 1.2 **Keeping in Mind and Red Flags**

The concern about many Black male student-athletes is admitted academic exceptions the allow these young men to enroll in institutions where high school grades and tests scores marginally passed the NCAA minimum requirements of eligibility, however the expectations of his academic resume does not meet the minimum standards for incoming student-athletes at Predominately White Institutions (PWI's). Many times these student-athletes get labeled "at risk" or remedial. These are both troubling labels that sustain the negative stereotypes exist in the social psyche.

Remedial education is meant to empower students that have some deficit in academic triumph. Didactic assistance through structured means. The idea behind this is fourfold: to help students to deal with the prescribed material, to develop study skills, organization skills, and one on one intensive instruction. Students of this nature need special techniques and strategies in place. These individuals need to start with the basics such a language, letter recognition, grammar rules, syllabification, classification, sound identification, Special audio visual techniques i.e flashcards, workbooks, and pictorial aids. There needs to be structure and designated time to address the visual, auditory, kinesthetic, and tactile aspects of learning (VAKT). It is important to understand what this is going to entail. Many PWI's pride themselves on being selective with a strong academic reputation.

In lieu of the situation at UNC (student- athletes with extreme academic deficits being enrolled in paper courses) this has now become a point of emphasis for the NCAA governing

bodies. These Black male student-athletes will be enrolled in classes, however it is important to understand that this situation underscores the importance of having more robust discussions about what it would take to function. The three areas that can cause implementation pitfalls are: 1) Asking educators to take the extra time to create remedial curricula for the individual which might make them feel like they have to compromise their pedagogical practices, 2) There is not relevant professional development for people to make informed decisions all the time, and 3) Situations like this cannot be addressed on the surface level. Giving young people opportunities can have a profound impact on their lives. Many PWI's pride themselves in being transformative institutions inclusive of all cultures and involved in the full and successful integration of diversity. The concern here is that when you put an individual in a situation that is too challenging the self fulfilling prophesy will be realized.

Red Flags:

A change in behavior that seems to last more then 2 weeks is usually a good indicator of an underlying problem. Below are some red flags that might help in addressing issues effectively:

(*Adapted from the principles of advising from the Hotchkiss School***)**
Physical Red Flags:
- **change in eating patterns**
- **accident prone**
- **sleep pattern issues**
- **frequent headaches, vague and unverifiable physical complaints, stomach issues**

Social Red Flags
- **a loner**
- **weak social skills**
- **acting out and always in trouble**
- **lack of integrity, lying, cheating, stealing**
- **aggressive and has bully tendencies**
- **lack of moral compass. The inability to understand how his or her actions have hurt others. Lacking in any understanding of guilt or concern for others**
- **oppositional to any authority**
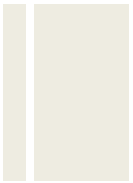
Classroom Red Flags

- **ability and achievement do not correlate**
- **test anxiety**
- **passive participant in class**
- **inattentive in class**
- **sudden shifts in attitude and or performance**
- **Constant loosing of books**
- **slow reading comprehension**
- **hesitant in speech, having a hard time articulating thoughts**
- **lower self esteem**
- **processing difficulties with auditory information, poor note takers and have a hard time comprehending what is said in class**

Depression Red Flags

- **decrease in appetite**
- **Sporadic sleep patterns**
- **fidgety, restless and hard to sit still**
- **difficulty in being able to think clearly**
- **unable to have fun or relax**
- **loss of interest**
- **Becoming very needy, demands a lot of attention**
- **feeling helpless**
- **thinking everyone is fake and not genuine**
- **masked depression which is internalized. Student-athletes that constantly get into trouble, self destructive behavior, and can self medicate or be sexually promiscuous**

MODULE 2…. PREPARATION

SECTION 2.1 Setting Expectations

The First 2 documents handed out in the first team academic meeting that should take place within 48 hours after everyone has arrived on campus in the summer and then once again in the fall before classes start. Are provided in the following section

SECTION 2.2A ACADEMIC SUPPORT FOR STUDENT-ATHLETES

The first document is an example of what I used at the University of San Francisco adapted from Georgetown University's model of academic support. It explains expectations both academically and team expectations to establish that they are interconnected. Once the team reads aloud the full document. They are asked to sign 2 copies . One to go on file and one for their personal records. This teaches them importance of their word and that their signature in acknowledging the responsibilities holds them accountable to their signature. This is a lesson within itself. It also teaches them to make sure they read a document in it entirety before they agree to any terms.

"Don't let the sum total of your existence be 8-10 pounds of air." - John Thompson III

Academic Support for the University of San Francisco Student-Athletes

The University of San Francisco's mission that promotes "socially responsible involvement" offering innovative, inclusive and diverse opportunities are consistent with the Jesuit ethos, *Cura Personalis* "care for the whole person", which embraces respect for what makes up each individual. Inclusion not exclusion will help the students athletes to assimilate. Diversity creates a mosaic of faces and places. It is imperative to recognize and celebrate their differences with support and belonging.

The goal of Student-Athlete Academic Services is to provide academic and logistical support. This support is required for success academically and personally at the University. The Student-Athlete Academic resources should promote academic excellence and competency by empowering student athletes in decision making and life skills that will help them navigate successfully through their academic career and then provide a foundation that they can use after college. This will be accomplished by creating and honing skills within an operational framework over the years based upon principles that permit individualization of the needs of each student athlete. There are major objectives that will assist in achieving the mission consistent with the Universities foci of sustainability and creating equitable spaces as follows:

- To assess and identify individual obstacles and strengths based on past and current experiences that present themselves during the challenges in the classroom striving for academic and personal agency.

- To establish goals oriented for their success as a person with one result being eligibility to play a sport and a greater benefit to personal agency in preparation for life during and after sports.

- To prepare and get them to understand the power of responsibility in becoming productive members of their communities starting with the college community.

- To learn how to prioritize and budget time regarding athletic and academic responsibilities regarding time management. Athletics (required team practices, weight room, travel and games, meet with coaches) Academics (completion of assignments, study hall, meet with faculty, meet with academic advisor.

- To achieve some personal success early, that gives the student confidence/encouragement that they can do it!

- To provide and maintain academic integrity and make sure that their work fulfills the requirements of the University Policies and the NCAA.

- To focus on the academic, personal and social maturation should take place simultaneously in the academic breath while striving for academic and personal agency.

- To assist in completion of all requirements for graduation.

Our belief at the University of San Francisco is that the concept of academic support has several layers of complexities. To limit the resources to just academic or athletic support limits and marginalizes the individual to just one area of support when all are required for these students to achieve personal agency. Personal agency is ones capability to formulate and direct action for given purposes. It is imperative to develop self-monitoring, goal setting, time management, self-evaluation, and diverse self-regulation skills. There are complexities that must be recognized. It is imperative to understand that race, socio- economic status, gender, and sexual orientation, and religion are characteristics that make individuals who they are.

Director of Academic Resources for Student Athletes:

Fred Benjamin   Office: S-A Study Hall Room

Your Academic Advisor: _____   _____
                                      NAME   **Office/Office Hours**

When Should You Come By The Academic Directors Office?

The Beginning of the Semester (Before the end of the Drop/Add Period):
- help getting a full schedule of classes
- concerns about appropriateness of a course(s)
- a directors signature for a course that requires a paper add/drop slip
- approval to take 6 classes in a semester (for sophomore year and later)
- to arrange an independent study with a professor
- to take a course pass/fail or audit
- approval for service-learning credit
- approval for a consortium course

During the semester: When you have/need:

- introduce yourself to your director and Academic Advisor
- concern about a course
- questions about graduation requirements/degree audit in student access+
- to set up a meeting with the dirctor to discuss long-term academic planning
- advice on academic success strategies
- advice on personal issues that may be affecting you academic progress
- to miss a class because you are sick - contact your director and professor(s)
- information on campus resources
- questions about your AP, IB, International exams, transfer credit
- approval for summer school courses
- approved transfer credit from another institution that is not on your transcript
- to find out your class rank
- letters of reference for academic programs
- approval for your study abroad study proposal
- to declare or change a major or minor
- advice on pre-professional planning (ex., Medical/Business/Law School)
- share good news
- to request an academic, medical or personal leave of absence
- to withdraw from a class
- an exception to any deadlines due to unusual circumstances
- to apply for Internal Transfer to another school at USF

End of semester: When you need:

- to file an incomplete in a class
- to arrange to take an exam during the conflict exam time
- to discuss summer plans

As a student-athlete, an individual must be committed to the following maxims (checkpoints)

- ✓ Honesty
- ✓ Follow institutional policies on academic integrity
- ✓ Attend all classes and complete all academic assignments
- ✓ Consult with the athletic academic director and attend tutoring sessions as directed
- ✓ Follow coach-directed requirements for mandatory study hall and study hall hours
- ✓ Attend required meeting times as directed by coaches and athletic academic director
- ✓ Maintain an academic course load as stipulated by NCAA Bylaws and make satisfactory progress toward a degree
- ✓ Accept individual responsibility for maintaining his/her academic eligibility
- ✓ Actively pursue the goal of obtaining a baccalaureate degree
- ✓ To treat **ALL** members of the USF community with respect
- ✓ Display appropriate conduct while interacting with University faculty - we expect you to be proactive with your Professors.
- ✓ Turn in your official excused absence letters to your Professors no later then the first few classes.
- ✓ When meeting with the Academic Director make sure you bring the proper books and notes pertaining to the subject covered during the session.
- ✓ Be proactive in registration- the goal is to get registration completed once open. This will avoid the possibility of not getting into classes that one is interested because they are closed.

* Any violations of these expectations will be brought to the attention to Coach Walters. You are a member of the University of San Francisco and your education and growth as an individual is of utmost importance.

The relationship between the academic director and students should be equitable. Both members are expected to put forth a collaborative effort with the intent on creating a space conducive towards personal agency. The responsibilities of this partnership are as followed:

Expectations of Academic Directors

- • Contact students throughout the semester

- • Provide information and resources

- • Share information on University policies and procedures

- • Assist in Goal Setting

- • Provide referral services

Expectations of Students

- • Schedule meetings with the Director of Academic Support at least once a week unless notified otherwise

- • Be an active participant during meetings

- • Ensure understanding of University Policies and Procedures

- • Make decisions considering advice and resources

- • Follow through with suggestions and referrals

I _____ , Hereby understand the terms and conditions as provided by the Academic Director. I understand that any violation of the aforementioned terms and conditions will result in a revocation of privileges or disciplinary action may be taken. I understand that this document is designed for educational purposes with the focus on the acquisition of personal agency. In signing this document I acknowledge that I have read the entire document, I understand the terms, and I am accepting all guidelines and expectations established. Anything that deviates from what is expected will be addressed accordingly.
Dated:_____

Subsection 2.2.b Self-Assessment Sheets

The second handout is a self-assessment sheet. It is important to give the Black male student athlete a voice in what expectations should look like. The first thing is to have the student-athletes list five things (goals) that they feel are important for them to have academic success. Once completed those list are collected and they will serve as the framework for their first academic meeting. Once the meeting is scheduled that list becomes the checkin to see how they are doing with meeting goals and how would they rate each one from 1 being unsatisfactory to 10 being excellent.

Self-Assessment

Self-Assessment is a process of self examination. It affords for better understanding of ones identity. The idea being three fold: self-evaluation, self-verification, and self-enhancement. It is important to note that your answers are not etched in stone. It is a living document that will develop along with your acquisition towards personal agency. This is a chance to see the accuracy of your self view which intern will aid in improving your self-view. Personal discoveries have a profound impact on our own self perception. In Personal exploration, the individual is the process as opposed to being a subject of the process. Please follow the directives below. It is important to note that this is a self exploration exercise where the expectations are developed by the individual.

List 5 things that you find most important in your academic endeavors or

What are the five goals you want to achieve in your academic career as a

college student?

1)
2)
3)
4)
5)

Rank your goals in order of importance (Priority)
1)
2)
3)
4)
5)

Where are you now? Please fill in the blanks with the previous Priority List and identify your personal assessment. The personal assessment tool utilized is a numerical rating scale (0 is no change 10 is the best possible outcome)

1) _____

   1 2 3 4 5 6 7 8 9 10

low ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ high

2) _____

   1 2 3 4 5 6 7 8 9 10

low ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ high

3) _____

   1 2 3 4 5 6 7 8 9 10

low ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ high

4) _____

   1 2 3 4 5 6 7 8 9 10

low ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ high

5) _____

   1 2 3 4 5 6 7 8 9 10

low ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ high

SUBSECTION 2.2.C   Intrinsic and Extrinsic Motivation

"Obstacles are those frightful things you see when you take your eyes off your goal." – Henry Ford

The next handout is the introduction to institutional talk but contextualizing it for the individual to understand about motivation and how that can be defined. Intentionally written like a paper it gives the student-athletes a visual of what institutional language is like. At the end of the document will be the first introduction into citation. It is not necessary for them to comprehend everything. it is just a chance for them to look at things through a different lens that enhances their potential for functioning. The intent is for them to understand what motivates them and why. It is the first introduction to personal efficacy by pointing out that it is better to be motivated from within than incentivized by rewards and punishments.

Intrinsic and Extrinsic Motivation and the Role of Critical Pedagogy

Intrinsic Motivation- Comes from within. The motivation comes from an internal desires to complete a particular task. It is motivated by pleasure, or will develop a skill or its morally right. Personally rewarding devoid of any external recognition/reward.

Examples:
* Participating in something because you enjoy it
* The solving of puzzles or riddles because you enjoy it.
* Playing a game because it is exciting.

*The motivation comes from internal resources with the focus of the activity for its own sake.

Extrinsic Motivation- are externally driven and unrelated to the task at hand. Motivation is based around rewards and punishments.

Examples:

* Studying to get good grades
* Cleaning and doing chores or completing tasks so that you will not get punished
* Playing sports to win awards
* Competing in competition with the goal of getting a scholarship

*A reward and negative outcome binary paradigm that obfuscates motivation creating a chasm of that obstructs personal autonomy.

Critical What?! Critical Pedagogy - Sandy Grade (2009) contends that:
> critical pedagogy draws from the structural critique of critical theory, extending an analysis of school as a site of reproduction, resistance, and social transformation. It examines the ways that power and domination inform the processes and procedures of schooling and works to expose the sorting and selecting functions of the institution . . . Critical educators continue to advocate an increasingly sophisticated critique of the social, economic, and political barriers to social justice, as well as to crusade for the transformation of schools to reflect the imperatives of democracy. (pp. 185-186)

As Grande's definition suggests, critical theory is the foundation upon which critical pedagogies are built. The development of critical theory began early in the twentieth century with the work of diverse educational scholars such as John Dewey (1916), who advanced the idea of progressive education of all citizens as a prerequisite for democracy; W.E.B. DuBois (1902) and Carter G. Woodson (1933), noted for being amongst the first theorists to examine how racism profoundly impacted the educational opportunities of black and African American people in the United States; and Myles Horton and Herbert Kohl (Darder, Baltodano, & Torres, 2009), who sought to apply principles of democratic schooling by creating alternative school forms.

Now that these terms are defined it is important to understand that an Intrinsically motivated student will produce sustainability. Students tend to have more success because they are willing and eager participants. This affords for deeper exploration to go beneath the surface with the desire by osmosis. Conversely extrinsically motivated students are subjected to bribery and conditional situations in order to perform tasks.

Abraham Maslow (1943,1954) affirms that there is a hierarchy of needs based on a pentad distinction:

1. Biological and Physiological needs- motivation comes from our needs to ensure our physical survival. Needs include air, food, water, shelter, sleep, clothing and sex. In most cases many people have all the physiological needs met which allows them to focus on higher level needs, however it is important to factor that there will be a population of those who needs are dominant in this area.
2. Safety needs - Safety and security needs encompass order, structure, stability, consistency/routine, familiarity, certainty health and freedom from fear.
3. Social/ Love and belongingness needs- this embodies friendship, intimacy, belonging, acceptance and love from friends family and personal relationships
4. Esteem needs- Within this there are 2 categories. The first the desire for strength, achievement, adequacy, competence, confidence, independence. The second is the desire for prestige or stays, fame , glory, dominance prestige, recognition, appreciation and dignity.
5. Self-Actualization needs is when an individual has been able to reach his or her full potential once the first four areas of needs are satisfied then it becomes easier to focus on trying to function to their highest potential. Self Fulfillment

It is important to note that Self -Actualization is an ongoing process and the numbers are cryptic in its acquisition. Only about 2% of the population achieve self-actualization (McLoed, 2007). Self - Actualization rejects the focus on what goes wrong with people with a more positive twist in looking and what goes right. To buttress this distinction is an exploration into potential and how was as individuals can fulfill these potentials. The difference between the two is that human motivation exists on the notion that people seek fulfillment and transformation through personal growth, where A self Actualized person achieves fulfillment by doing what they are capable of. Simple in theory difficult in practice. For some self-actualization can be achieved through sport, in the classroom, community service or Church.

Maslow (1970): Characteristics of self-actualizers:

1. They perceive reality efficiently and can tolerate uncertainty;

2. Accept themselves and others for what they are;

3. Spontaneous in thought and action;

4. Problem-centered (not self-centered);

5. Unusual sense of humor;

6. Able to look at life objectively;

7. Highly creative;

8. Resistant to enculturation, but not purposely unconventional;

9. Concerned for the welfare of humanity;

10. Capable of deep appreciation of basic life-experience;

11. Establish deep satisfying interpersonal relationships with a few people;

12. Peak experiences;

13. Need for privacy;

14. Democratic attitudes;

15. Strong moral/ethical standards.

Maslow (1970): Behavior leading to self-actualization:

(a) Experiencing life like a child, with full absorption and concentration;

(b) Trying new things instead of sticking to safe paths;

(c) Listening to your own feelings in evaluating experiences instead of the voice of tradition,

authority or the majority;

(d) Avoiding pretense ('game playing') and being honest;

(e) Being prepared to be unpopular if your views do not coincide with those of the majority;

(f) Taking responsibility and working hard;

(g) Trying to identify your defenses and having the courage to give them up.

* Its important to note that this is a list and that self-actualization is unique depending on the individual and that it is not necessary to possess all 15 characteristics, it is a matter of degree.

What Maslow contends is that looking at behavior in response to the institution it marginalizes the the experience. It is important to look at things through a holistic lens that is inclusive relating to the emotional, intellectual, physical, and social qualities that each individual possess. In essence it is important to recognize the basic physiological needs before attempting to meet the cognitive needs. Ergo students need to feel safe

and emotionally stable within the context of the institution in order to reach full potential which is the amalgam of the University of San Francisco's foci that strives for development of the whole person with sustainability being at the forefront.

Logically it makes sense that if a student feels supported and valued then transformation is possible. Conversely if students have low-self-esteem they will have a difficult time and it is in this distinction that resistance will be the outcome.

In light of these realities, the importance of practicing a liberating critical pedagogy in our K-12 and postsecondary schools cannot be understated. Education must play a role in empowering all people (and particularly those who are oppressed/suppressed) as critical thinkers, as active subjects in the world rather than passive objects, as those with the ability to read and transform our shared world (Freire, 1970, 1974). If we contextualize this self- actualization to standard educational practices we understand the flaw in its practices. In essence American education operates on a banking model that treats knowledge as a static commodity, possessed by teachers and coaches (who are viewed as superior) and deposited into the minds of students (who are viewed as inferior).

Paulo Freire a considered one of the founding fathers of Critical Pedagogy condemned this model, arguing instead that true knowledge is socially constructed by students in partnership with teachers; that curricula must be rooted in the life experiences of the students in order to be relevant and effective; and that the ultimate aim of education should be the liberation and empowerment of all people, and especially the oppressed, as subjects rather than objects, with the ability and responsibility to critically read and transform the world.

* Resistance – systematic, structural, and attitudinal – abounds to the adoption and implementation of critical pedagogy.

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MODULE 3…… IMPLEMENT

SECTION 3.1 **The Road to Implementation**

Plan		**Create a Plan**	

Set Goals	**Provide**	**Pursue**	**Observe**

	Evaluation	**Feedback**	
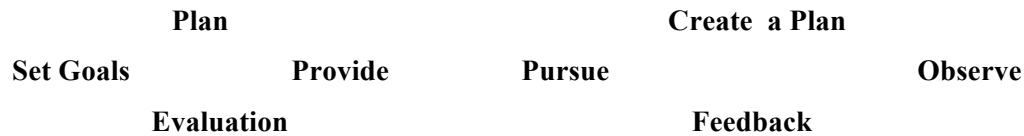
SUBSECTION 3.2 **Effective practices of Evaluation**

- Non Judgmental
- Specific
- Action motivated
- Empathetic
- Descriptive
- Quantifiable – logical

SUBSECTION 3.3 **Avoiding Evaluation Peril**

- Stereotyping
- First Impressions are limiting in the same measure as stereotyping
- Binary Paradigm of a student-athlete either being good or bad
- Projection
- Comparing student-athletes

SUBSECTION 3.4 **Structure**

Pitfalls that result in ineffective results which are:

- Vague/unenforceable rules. Such as be in the right place at the right time.
- Coaches and Teachers ignoring misconduct which violates any team or institutional policy; it will not go away
- Be consistent in action; ambiguous or inconsistent treatment will create a platform for student-athletes to be manipulative
- Avoid physical punishment which is excessive that is administered without support/encouragement.
- Do not operate in concern of perception or self- interests which is not conducive to creating a culture with principles
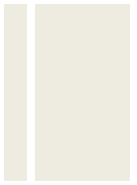
Solution: When Discipline Problems Arise:

- Intervene quickly
- Teach students with behavior problems: how to observe their own behavior, discuss with them appropriate behavioral patterns, and reinforce success
- Work on teaching them pro-social skills, self-awareness, and citizenship
- Use consoling services as a possible resource to assets in helping students develop personal efficacy
- Collaborate with the student-athlete and create a contingency contract that they sign to give them goals to achieve towards self- actualization.
- Create opportunities for the student-athlete to have success. It's important for them to experience success in their learning and social behavior.
- Remove distracting materials that can compromise the student-athletes ability to focus
- Meet all the parties involved and facilitate discussion. It's important to deconstruct any barriers do to assumptions or insecurities and show by example the power of communication.

SECTION 3.5 **Examining Work Ethic and Teamwork**

Below are diagrams that are a great aid to evaluation of personal and group capacity. Understanding that the individual has the capacity for growth this is a measure of the individuals current condition but it does not have to be their conclusion.

Work Ethic

The effort of the student -athlete to promote and meet the needs for structure - personal academic, social, community service and athletic success.

⬆Provides effort that goes above and beyond to assure success

⬆Displays consistency in performance and is low maintenance

⬆Performs effectively and shows effort

⬇Passive and makes minimal effort - needs constant reinforcement

⬇Inconsistent in effort in regards to performance of responsibilities

Teamwork

The effort to work well within the group dynamic

⬆Energizes and is a productive influence

⬆Makes others around them more productive and team driven

⬆Contributes to the ability of the team

⬇Passive participant and holds back from team contribution

⬇Is a disruption and disturbs other members of the team from working together

MODULE 4…… EXPECTATIONS

SECTION 4.1   Academic Expectations

- **True Commitment**
- **High Standards and No Excuses**
- **Clear, Explicit rules, that are developed with some input from Student-Athletes, to give them a sense of ownership**
- **A student centered approach with the intent on creating a warm school, and social climate**
- **Corporal punishment often increases resentment and hostility and creates a system where student-athletes will operate in fear of coaches being mad, as opposed to understanding the importance of meeting expectations set.**

Many schools set the study hall policy and GPA goals without explaining the reason for expecting high achievement. Student-Athletes and coaches can undermine academic expectations because there are no expectations other then keep the student-athletes eligible. In order to disavow connection with low expectations it is important to explain the reason for having such standards.

SUBSECTION 4.1.A   The GPA discussion Why is a GPA important

- To ensure that you are in good standing and that you're engaged in your learning.
- A measurable assessment for student-athletes to know if there work is satisfactory
- It recognizes the importance of academic expectations on campus in the classroom and the athletic department.
- A 3.20 allows you the freedom to study on your own without the requirements of weekly
- Study hall expectations
- Graduate school - A 3.0 gpa is standard requirement for applicants to be strongly considered for admission

In light of the last distinction the next section is information for Upperclassmen who are thinking about Graduate Programs

SUBSECTION 4.1.B   Upperclassmen and Graduate School

- 3.0 gpa is what you need to be striving for
- No concessions are made to get accepted
- You do not have preferred status
- You are now an applicant not a student-athlete

*Possible concession with certain Graduate Programs - A recommendation will be required from teachers or someone that knows you in an academic capacity. Fact: the

aforementioned "they" will be honest in their assessments. There are something's that can be said but character can only be answered honestly. Professionals do not endorse suspect candidates.

SECTION 4.2 **The Study Hall Program**

Individuals required to attend Study Hall: Freshmen students, Transfer students, and any student-athlete who has a cumulative grade point average below a 3.2, However if a student achieves 3.2 or higher in a semester the student-athletes they will not be required to attend study for the following semester, however if there are concerns with academic performance the individual will be required to attend study hall.

General Rules

- All student-athletes are allowed to earn a maximum of 3 hours per day unless pre-approved (exam prep and confirmed by a professor or a registered tutor from the learning center).

- By 3 pm on Friday all professor/tutor sheets must be turned in and study hours will not count past 3 pm.

- Coaches will receive weekly email reports with study hall hours completed every week.

- Inability to complete study hall hours due to illness or any other valid extenuating circumstance must be brought to the attention of the Director of Academic Support for review.

- Student-athletes can only log in themselves for study hall hours any violation will be viewed as academic dishonesty

- Student-Athletes that are disruptive or bring food and drink in the study hall will be asked to leave study hall and will not receive credit for their time accrued for that particular study session.

- Student-Athletes should not save information on the computers unless they are personal

- Student -Athletes are not permitted to sign in then go talk to coaches, or staff members. This includes working out or going to the training room or training table.
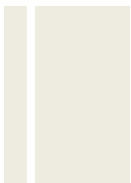
SUBSECTION 4.2.A   **Structured Study Hall**

For student-athletes that are experiencing difficulty or who are underprepared and overextended , support will be given in order to help the student-athlete through a student-centered approach that demands structure but encourages learning and personal efficacy.

Academic Plan for student-athletes:

• Eligibility concerns
• Probation
• Conditionally Admitted Students
• Concerns based on the Academic Advisors professional assessments

Academic Plan Requirements

• <u>Weekly meeting</u>: All of the student-athletes identified as having difficulty must attend a weekly meeting with the Director of Academic Support. This is part of the weekly requirement
• <u>Weekly Academic Progress sheet</u>: The Director of Academics will help the student-athlete generate a to do list at the weekly meeting. The student-athlete must bring the to do list from the prior week to indicate progress

Study Hall Requirements for Structured Study Hall

- 8 hours of study hall with the emphasis being on getting tasks completed rather then clocking time
- Student-Athletes must attend a monitored study hall session for 1.5 hours 3 times a week

- A meeting with the Director of Academic Support 1 to 2 hours a week is a requirement

SUBSECTION 4.2.B   Office Hours Meeting Template

When Meeting a Professor or an Academic Advisor use the template below. It is important for Black male student-athletes to organize their thoughts prior to their meetings. The template provides structure and a checklist for the student-athletes to follow.

Goal: (What is the purpose of your meeting)

Opening: (How do you start the meeting. What do you want to accomplish?)

Plan ahead: (Come in prepared and be able to talk about course selection/progress towards degree in your major)

Closing: (How do you end the meeting? example. "I thank you for your time and I look forward to our next meeting time" ……What are the next steps?)

SUBSECTION 4.2.C   Completion of a Weekly Academic Plan

If any of the components are not satisfied by the end of the week then the student-athlete will not have fulfilled their requirements. Student-athletes that have a history of not meeting academic plan requirements will be considered in violation of team and Athletic Department policies and will be subject to review.

SUBSECTION 4.2.D   Accountability

* Missed meetings do not have to be consecutive
- 1st missed Weekly Academic Plan meeting = Warning.
- 2nd missed Weekly Academic Plan meeting = 2nd Warning
- 3rd missed Weekly Academic Plan meeting = Suspension from next eligible competition.

Each additional missed meeting will result in a meeting with student-athlete, Director of Academics, and the Athletic Directors

Important notes
Progress reports will be administered early if:
- **Emails of concern from professors.**
- **Not turning in assignments**
- **Not showing up for office hours**
- **Missing class time and exams**

SUBSECTION 4.2.E EXAMPLE: STUDY HALL POLICY

Below is the Study Hall policy for. student-athletes at the University of San Francisco

Study Hall Days and Times
The Student-Athlete Study Hall - War Memorial Gymnasium
Monday - Thursday   8:00 am - 5:00 pm

Friday - 8:00 am - 3:00 pm
Monitored Library Study Hall
Monday - Thursday   5pm - 10 pm

Friday - 3:00 pm - 10 pm

Sunday - 5:00 pm - 10:00 pm

The Student-Athlete Study Hall Policy

The Student-Athlete is responsible for logging in at the designated computer in the

Athletic Department Study Hall. The rules and explanations that apply to study hall

signing in are as followed:
- The computer records and computes the hours required. If there is any violation of study hall policies, i.e. sitting in Study Hall with out books, on the internet looking at social media, or are signed in but not but not physically present you will not be in compliance with study hall policies and action will be taken
- If you are signed out by myself or a member of the compliance office a negative session and **Zero** hours will appear for that session.
- Study hall sessions over 3 hours will have to be reviewed and is contingent upon approval.

Library Monitored Study Hall Policy
- Student-Athletes id cards must be submitted to the Study Hall Monitor in the Library in addition to the standard check-in procedure.
- Once the student-athlete signs out their cards will be returned. This will provide structure and will create a more efficient and effective system. The intent is to support the unique path of each individual student and to reinforce the commitment of all academic programs towards excellence in learning.
- The monitors are informed and are well aware of the policy and expectations.
- The Study Hall Monitor is located in the back room of the Library on the first floor.
- If you forget to collect your student id card the monitor will turn it in to the front desk at the library for easy retrieval

SECTION 4.3 **Honor Code**

"Am I strong enough to give my word of honor and then live up to it in spite of every temptation that may arise?'" (Madison Sarratt,1875).

The honor is a very important expectation that should be explained and discussed. Many times Black male student-athletes will be unaware at first that they are in violation of honor code policy. Part of this is due to the lack of emphasis of academic orientation and more focus is put on workout schedules. If they are well informed in the beginning then when they enter the classroom they will understand the importance of academic integrity and respect rules and guidelines as opposed to figuring out a way to choose the past of least completion. Below are some bullet points that will give Black male-student-athletes a better understanding as to what constitutes cheating and plagiarism.

Objectives:
• To stress the importance of integrity and honesty in a community
• To clarify what is cheating a plagiarism

Question to student-athletes: " Do you understand what constitutes cheating and plagiarism?" and " Do you understand how to prevent yourself from cheating a plagiarism?"

Discussion questions:
1. What can this institution do to diminish cheating behavior
2. What should students do?
3. What should faculty do?
4. and most impotently what should you do?

Honesty is a core value at academic institutions. Integrity is of vital importance in a community. Maintaining academic discipline and the student-athletes integrity relies on intellectual honesty. In practice this means that any work assigned but a professor that is to be completed in or outside of the classroom must be the individuals own work unless specified by the professor as a collaborating group.
Academic Dishonesty falls under the categories of cheating or plagiarism. It is important to understand the definitions of cheating and plagiarism below. Regardless of any sublet definitions and or unusual circumstances, it is a simple fact that it is dishonest to pass off someone else's work as your own. Below the bullet points will provide a succinct distinction of what cheating is.
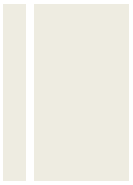
SUBSECTION 4.3.A **Cheating**

- Providing or receiving any information about a quiz, test, or exam
- Doing someone else's work or having someone do yours
- Submitting work from another class
- Referring to notes or any other study aid that you work on prior to and bring in during exams, testes, and essays,
  unless instructed by the professor
- Giving or receiving information during a quiz, test, or exam

Keeping in mind that different departments have different rules it is important to note that most English, Rhetoric Departments prohibit the use of Cliff notes, Spark notes and Wikipedia. You should not use the secondary sources in writing papers or in quizzes, tests, and exams. It is important for the student to use their own comprehension to write papers. Professors may provide supplemental readings or sources, however your teacher will inform you how to cite those sources.

SUBSECTION 4.3.B **Plagiarism**

Plagiarism is when a student consciously borrows the ideas or words and passing them off as their own, however one can borrow words, quotes or ideas if they are properly cited. A citation is a recognition that is an endnote, footnote or an in text citation in parenthesis depending on the format (APA, MLA, etc.) The professor will indicate the appropriate citation style for the given assignment.

Citation is needed if:
- Directly quoted -if one copies directly form the text it must be referenced
- Paraphrases - restating or paraphrasing for a text must be cited
- Data - Figures, Graphs, Statistics, or tables

Whether it be a book, magazine, speech, term papers, research papers, or the internet it is imperative that you enter that particular source in proper citation format.

MODULE 5…… WRITING SUPPORT

SECTION 5.1   **Writing Aids**

Attached are 2 documents designed by Dr. Sarah K. Burgess to help Black male student-athletes in writing papers. These documents were created to help Black male student-athletes understand structure, while also creating a document that gives them a voice to express the challenges of writing for them.

SUBSECTION 5.1.A   **Writing the College Paper**

Writing the College Paper

1. Name two things at which you know you are good when it comes to academic work:

2. Name two things that you would like to work on improving in your academic work:

3. Name two things that you worry about when you are asked to write a college paper:

4. Think back to your previous experiences of writing a paper either in high school or college. Fill in the blank: Writing a paper would have been easier if my teacher had explained how to:
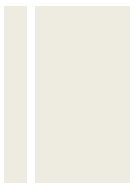
5. With what parts of writing a paper do you feel you need help :

[ ] Doing research   [ ] Organizing the paper
[ ] Figuring out what to write about   [ ] Creating an argument
[ ] Writing a bibliography or works cited   [ ] Organizing my time

The second document is a Writing Worksheet that is a visual information guide that teaches the order of operation in writing a collegial paper. It is a step by step process that creates structure and is a great document for Academic Support to use in writing support.

SUBSECTION 5.1.B   WRITING WORKSHEET

Name_____

Paper Due: _____

Length of Paper: _____

Understanding the Assignment

*On the assignment that the Professor gave to me, the question or problem (word-for-word from the assignment) that I am supposed to respond to in this paper is:

*In my own words, the question means:

*This paper asks me to:

[ ] Offer my opinion on a topic. A paper like this will ask you to tell the reader what you think about a specific issue and use your personal experiences to help back up what you are trying to say.

[ ] Agree/Disagree or Take a Position. This type of paper will ask you to choose a side of a controversy and argue "for" or "against" it. This type of paper will often need more than your own opinions to fill out the paper. You will need to research from (1) newspapers, magazines, ideas presented on an individual's or organization's website AND/OR (2) scholarly research from journals where professors publish their studies and data.

[ ] Analyze. In a paper that asks you to analyze a particular object or text or event or phenomena, you are not being asked whether you like the thing you are analyzing. When a paper asks you to analyze we want to know how does the object work. What does the object mean? What kind of effect does it have? Is it effective in doing what it is supposed to do? Often times you will be asked to observe, interview or experiment in order to get some data that you can then analyze. In this case, you are being asked to say what the information you gathered from these observations tells you. What trends do you see? What kinds of conclusions can you draw from what you've seen?

[ ] Make a policy claim. A policy claim asks you to answer the question: What should we do? These papers will often ask you to provide evidence that can tell us WHY we should follow your plan of action. These papers will use evidence from (1) newspapers, magazines, ideas presented on an individual's or organization's website AND/OR (2) scholarly research from journals where professors publish their studies and data.

[ ] Literature Review or Analysis of Scholarly Sources. You are not the first person to write on a particular topic. Every time you write a paper you are entering into a conversation that has already started. Literature reviews allow you to do some research to see who has already talked about your topic and see what they have said about it. The purpose of a literature review is often to explain what conversations are already happening and find a place where you might be able to add something to the conversation.

[ ] Summarize. Sometimes you are being asked to tell the professor what is said in an article or book. The idea here is that you want to provide something like a movie review. Tell the professor what the main points are, making sure that you focus on the whole book or article and not just the beginning.

[ ] Provide the history or context of an event/object/idea. Some papers ask you to do look into the history of an event/object/idea. What you are being asked to do in a paper like this is explain what led up to an event/object/idea. What are some of the historical facts or events happening right before or at the same time as the event/object/idea I'm writing about?
[ ] Other:
*We write papers because it allows us to add something to the conversations that are happening about the way that world works around us. College papers respond not only to what people generally think about a topic, but to what professors and other students are saying about the topic as well. College papers thus always need an ARGUMENT. An argument makes a point or a claim that can answer the question you were asked on the assignment prompt. All arguments need evidence. If you do not have evidence, your point will be supported only with "because I said so." Given the type of paper you are writing, please place an "X" on the type of evidence you SHOULD NOT use and a checkmark on the type of evidence you SHOULD use.

[ ] My personal opinion   [ ] Stories from my experience
[ ] Stories from media   [ ] Research from newspapers
[ ] Research from popular magazines   [ ] Research from blogs on the internet
[ ] Research from organizations on internet   [ ] Readings from the class
[ ] Notes from the class   [ ] Historical information from books
[ ] Historical information from internet   [ ] Research from academic journals
[ ] Research from scholarly books   [ ] Research from documentaries/film
[ ] Data collected through an experiment   [ ] Data collected from a survey I do
[ ] Data collected through observation   [ ] Data collected from interviews
[ ] Other:

- Steps to take. Writing a college paper is much easier if you break it down into steps. Take a look at the list below and place an "X" on the lines that you do not have to do in order to complete the paper. Then, go through and decide what needs to be done first (mark that 1) and second (mark that 2) and so on.

_____ Write up survey or interview questions

_____ Pass out surveys or conduct interviews

_____ Conduct research at the library by choosing articles and books

_____ Read the summaries of the articles or books to determine which ones are relevant

_____ Read the articles or books I choose

_____ Re-read the book or article I'm analyzing

_____ Re-read my class notes about the paper

_____ Determine how I'm going to answer the question by looking at all the material I've gathered

_____ Write a thesis that answers the question

_____ Create an outline of the paragraphs that will be the body of the essay. Each paragraph should present an idea that will offer support for the thesis.

_____ Decide what kind of evidence I should provide in each of the paragraphs to make my point persuasive to my professor.

_____ Write a draft of the paper

_____ Include a bibliography or works cited in correct format

_____ Have someone else read and comment on my draft

_____ Revise and re-write the paper so that it clarifies any area that does not make sense

_____ Run spell check

MODULE 6…… SELF-ACTUALIZE

SECTION 6.1   Self -Actualization

This section provides creative exercises that facilitate discussion to get Black male student-athletes to think independently without feeling intimidated. It is important to stress there is no right or wrong answer. It is a chance to explore without the fear of being judged. Below are some excercises adapted from Quest and Quandaries by Carol Hotchkiss the founder of the Human Development Program at the Cate School.

Objectives:
• Enhance student-athletes ability to think independently and communicate openly
• Develop student-athlete awareness and responsibility for the expectations that come from being a student-athlete
• To develop respect and understanding for gender, cultural, and personal diversity must also be present in staff,
   coaches, and faculty.

SUBSECTION 6.2.A   SENTENCE STEMS

1. Today I wish I were……..
2. The main reason I am here is…..
3. When I think of schoolwork I…….
4. Study Hall is ………..
5. The Hardest thing about being a student-athlete is…………
6. I choose to associate with people who are…………
7. When I finish my work I …………..
8. When I am stressed I ……….
9. The weekends at college are……..
10. Integrity is …………
11. I wish my teacher knew …………
12. I respond best when people ……

SUBSECTION 6.2.B   QUESTIONS FOR ROBUST DISCUSSION

1. What do you want your relationship with your university or college to be in 10 or 20 years? (People and school)
2. Where do you see yourself in 10 years?
3. Have you ever felt like a hypocrite in class?
4. When is it ok to speak your mind if you don't agree with something?
5. What is the difference between a Republican and a Democrat?
6. What can your teachers do to help you learn better?
7. What is a high point and a low point of being a student-athlete?
8. What causes you to feel stressed?
9. How do you recognize and /or experience stress in yourself?
10. What are your healthy or unhealthy methods of relaxation?

Asking the right questions or creating sentence stems can foster more robust conversations and serve as a vehicle for community-wide conversations. The answers to some of these questions will afford the opportunity for coaches professors and athletic departments to get a better understanding of the individual. It can also be an aid providing information for instructors to get a better understanding as to how to assist student-athletes in effective support for academic success. Below are some examples of list that will stimulate and show ways to see things from a different lens. They provide a creative way to help student-athletes re image how they look at things through their imagination and riddles.

Imagination List- *Is set of questions the Carol Hotchkiss came up with when she Department Head of the Human Development Program at the Cate School in California.*

1. What color is the letter "S"?
2. What does happiness look like?
3. What color is today?
4. What does purple taste like?
5. What does your self-image sound like?
6. What texture is the color green?
7. What color is the smell of your favorite perfume?
8. What does love look like?
9. What is your favorite sense?
10. What color is your favorite song?
11. What texture is your favorite scent?
12. What does winter sound like?
13. What sex is the number 6?
14. How old is the letter "P"?
15. How does "M" feel?
16. What color is the fragrance of soap?
17. What does a cloud sound like?
18. What is the weight of your anger?
19. What is the shape of your imagination?
20. What does your favorite book feel like?

SUBSECTION 6.2.C   **Iceberg Exercise**

Each of us lives in two realms, the "observable behaviors" and the "invisible aspects." Now the great temptation of life and the great tragedy of life is that so often we allow how people see us in our lives absorb who we really are.

"The great tragedy of life is that too often we allow the means by which we live to outdistance the ends for which we live." MLK Jr.

below you will find a picture of an iceberg. Just as an iceberg has a visible section above the waterline and a larger, invisible section below the water line, we also have some aspects that are observable and others that can only be suspected, imagined, or intuited. As a group we know what we see above the surface within our group but do we really know about what's beneath the surface?

Assignment: Complete the iceberg exercise below. Keeping in mind that observable behaviors belong above the surface of the water, while the invisible aspects of yourself belong below the surface, write/ list how you think others see you above the surface and then write/list things about you (who you really) are beneath the surface on the iceberg below
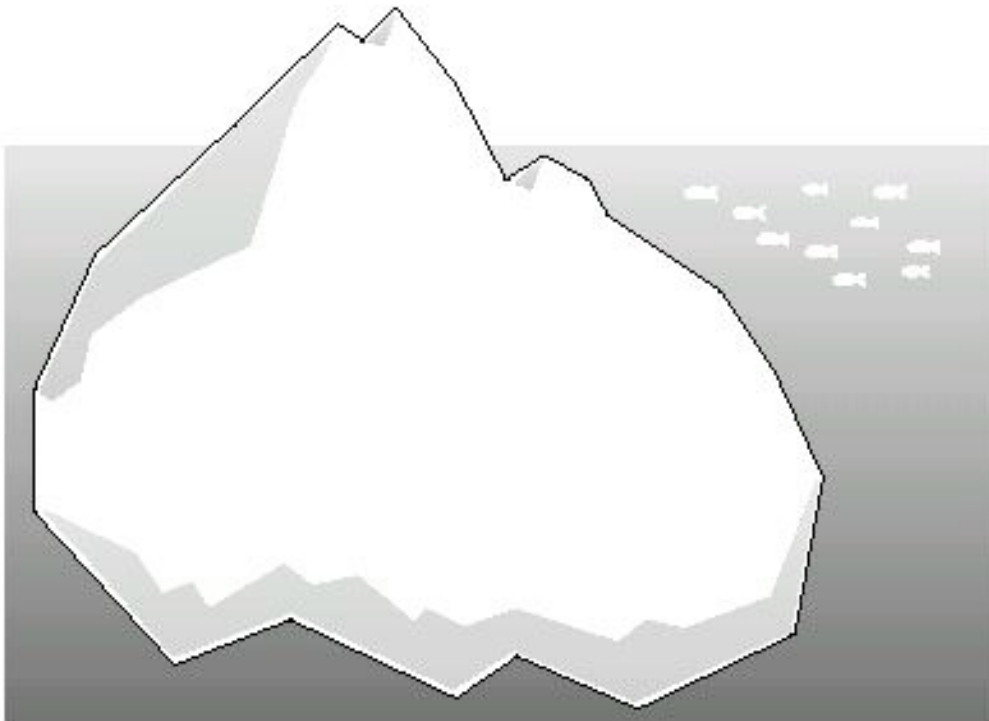
MODULE 7…… EPILOGUE

FINAL THOUGHTS

Recruiting and bringing in Black Male student-athletes that represent either marginalized or disproportionally under- represented groups on your campus is barely the beginning. We see this practice happen and it does not create global thinking or integration; meant in a collegial way not in a assimilationist way. It does not lead to internationalization because the group dimly congregate by themselves. There has to be a very systemic approach throughout the entire institution, a systematization, in which those bridges or thresholds will regularly be crossed from both athletic and academic sides. To be genuine, it has to be implicit in everything, a curricula reflux for the community and administrative services. It is important to provide a voice for Black male student-athletes, not notional representations that only refer to them as athletes. It must be there in programming, support, and policy.

The goal ultimately is to support the unique path of each individual student and to reinforce the commitment of all academic programs towards excellence in teaching and learning and belonging. To buttress this distinction how the institution works together for the larger outcome so that the college experience would not create a sideline silo for "them" next to the majority population, but focus on integration for these Black men to be seen as such.
The integration must be coterminous with the work in class in where one build a larger knowledge base. The desired result is the intentionality of caring to know and appreciate their lived experience of those coming into the institution. Its pragmatics. Its the interplay of the degree of the imposition of the request and the association with the power differential between the two inter-actors of athletics and academics. We have to examine institutional talk, looking at where advising sessions have gone wrong. The understanding that mitigated language our language can be complicated in its frankness and we must not be afraid of the negative but figure out how to offset it in the positive.

Wisdom acquisition is as important as knowledge production. We need to reset and re-imagine our practices to invite to show up biologically and mentally be with each other engage, basically first person work. Second person work what is going on in my relationship inside me but also with someone else. Third person work is myself to my environment transform oneself and transform the world starts with the first person work and doing it deeply we have not applied this to addressing the modern challenges, more so the intergroup challenges in term of diversity. You have to figure out how to design something that works for everyone and allows us to address adversity and the tensions that we have inherited.

Wisdom making

▪ To observe - observe each other as human beings then you reflect …

▪ What is your relationship to that experience? What is going on inside of you to that event and
  What is going inside of that other person can be a secondary exploration
▪ Digest that integrate it and let meaning emerge.

It is important to be self reflective, Notice skin color, notice what happens inside of me, to note what gender , how tall , what ability one has, to wonder about the persons history, to wonder about difference. There is something called difference education which we need to weave into this contemplative practice because it turns out that diversity education focusing on difference affords us the ability to find common humanity in a way practices that allows us to simultaneously have diversity inclusion.

This work requires a long-term effort and capacity building. It requires resiliency, collaboration, and faith in oneself and others, and it requires administrative, political, and leadership skills. It doesn't provide the safer and the immediate satisfaction of watching one person change and be grateful. As one is embedded in making systemic change, one is also vulnerable to allegations of impotence and indifference while the face of institutions that are obviously not doing well. However, changing the system is a requirement and having the fortitude and the support to do it is essential.