Events SPRING 2012

“Who dares to teach must never cease to learn.” • John Cotton Dana

The Path to Progress: Supporting Males of Color in Science, Technology, Engineering, and Mathematics (STEM) Disciplines

Lorenzo Esters
Association of Public and Land-Grant Universities

Friday, February 10
10:30–11:30 a.m.
OR
1:30–2:30 p.m.
Milton Hall Room 50

Unique academic and school-related, family, and personal, emotional, and motivational factors are associated with minority males' postsecondary educational aspirations and expectations to enroll and compete in college in the Science, Technology, Engineering and Mathematics (STEM) fields. Much of the literature on college aspirations among males suggests that minority males aspire to attend college at rates similar to their white peers, and across races females aspire to attend college at higher rates than males. However, minority males continue to enroll in postsecondary institutions and attain college degrees at significantly lower rates than their white and female counterparts.

The purpose of the APLU Minority Male STEM Initiative (MMSI) was to gather and examine exemplary practices for recruiting, retaining, and graduating postsecondary science, technology, engineering, and mathematics (STEM) students from underrepresented minority (URM) populations, specifically undergraduate minority males (African Americans, Latinos, Native Americans, Pacific Islanders/Alaskan Natives, and Southeast Asians). The initiative’s findings are based on responses from 1,442 STEM students, 137 STEM faculty and 71 university administrators from 14 four-year campuses of five different institution types. The report released by APLU highlights choices men make on campus about their involvement or lack thereof in academic and extra-curricular activities. Data about teaching and learning issues regarding college men and how these variations inform their college experiences and outcomes are discussed as well as implications for policy and practice in the areas of recruitment, retention and completion for males of color.

Lorenzo Lamar Esters, Ed.D., serves as Vice President of the Association of Public and Land-Grant Universities’ Office for Access and the Advancement of Public Black Universities. As Vice President for the organization, whose membership includes more than 218 public, research and land-grant universities and is headquartered in Washington, DC, Dr. Esters works with leadership of the member institutions to advance college access and success for all students, with a specific focus on underrepresented groups. He serves as liaison to the Commission on Access, Diversity and Excellence, a commission comprised of university presidents, vice presidents, and other administrators whose mission is to promote and advance access and equity across all APLU institutions, all of public higher education and to the Council of 1890 Universities, comprised of presidents and chancellors of the nation’s eighteen historically Black land-grant universities.

The Mississippi Delta native is a summa cum laude graduate of Rust College in Holly Springs, MS, holds a Master of Arts Degree in English from Jackson State University and Doctorate of Education in Higher Education Administration from Morgan State University in Baltimore, MD.

Registration is required at teaching.nmsu.edu. If you have problems registering online, call 646-2204 for help.