

Give Us The Tools, So We Can Get (Ph)inische(D): Exploring The Black Male Doctoral Experience

Ottley, Dr. Jason

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ID 1235

drjasonottley@gmail.com

202-276-3462

Abstract:

Black men are encouraged to pursue doctoral degrees as a means of upward career mobility; however, the NCSES (2018) reported that Black males obtained only 2.19% of the total 54,904 doctorate degrees in the U.S. in 2016. This disparity may be explained by Black men encountering doctoral programs at historically White institutions entrenched with barriers to success, gendered racism, and Black misandry. This session explores the experiences of Black men navigating doctoral programs.

Notes:

PROGRAM

1. Barriers are facing African American males who are pursuing doctoral degrees. This session will engage with professionals who are interested in pursuing doctorate degrees through the lens of individuals who have experienced and overcome racial battle fatigue and imposter syndrome throughout their

educational pursuit. Our program is innovative as it centers the voices of professionals seeking to ensure Black male doctoral success is a reality over the next 100 years.

2. The content for this program evolved from conversations among presenters concerning our personal experiences in doctoral programs at various institutions across the nation. We relied on research and theory to support and guide the topic of this program.

3. While each of us is and were enrolled at historically white institutions, these institutions vary in size and geographic location. Additionally, the tips and strategies we will provide for participants will transcend institutional lines.

4. Our assessment process will include collecting email addresses and phone numbers of participants to follow-up and see how our program assisted in their admission into or continued journey through doctoral programs. It is our hope to gather data from the participants in regard to their academic progress.

LEARNING OUTCOMES

After the session, participants should be able to:

1. Comprehend the theoretical frameworks of racial battle fatigue, impostor syndrome, and sense of belonging

2. Understand the experiences of Black male students and professionals enrolled in doctoral programs

3. Discuss ways to challenge and cope with pursuing a doctoral degree, while supporting and advocating for students and others who may be pursuing their doctoral degree.

4. Identify effective practices and strategies for excelling in and supporting those in doctoral programs.