The Men of Color Enquiry & Student Research Poster Session was created as a field exercise that complemented the instructional content for the course: The Black Man in Contemporary Times (Africana Studies 325). In preparation for the spring of 2013 semester, I decided to envisage in instructional methods that students could engage the community, as well as apply knowledge to a student directed research task.

Mission/Goals
- The Men of Color Enquiry & Student Research Poster session was articulated as a field exercise that complemented the instructional content for the course: The Black Man in Contemporary Times (Africana Studies 325).
- As a culturally responsive teaching model used in Black studies, Kufundisha allows a professor to observe the collective categories of learners in order to support and encourage students to explore their social experiences in ways that are racially inspiring and liberating. This model also encourages the construction of an emancipatory educational setting which permits students to become actively engaged in their own learning process.

Culturally Relevant Teaching Model
Eight Components of the Kufundisha Model for Black Studies Pedagogy
1. Explicating Teaching philosophy
2. Outlining Goals and objectives
3. Centering Learning styles
4. Emphasizing intentionality in texts and readings
5. Fluctuating Methods of instruction
6. Employing Mixed Methods of evaluation
7. Establishing Safe Learning environment
8. Evaluating Course for Revision

Closing the Achievement Gap
Culturally responsive Instruction fosters validation, empowerment, liberation, transformation, authentic investigation, and discovery. These non-cognitive variables promote persistence and aid retention efforts for communities of color.

What’s the Innovation?
- The Men of Color Enquiry & Student Poster Session is a cultural enrichment activity, which provides co-curricular experiences in the classroom that reflect the course content and shares with the campus community the work of our undergraduate students who take courses within the Africana Studies department.
- Student groups (e.g. Micro Investigative Groups) develop research posters and distribute information conveying their research topics central to the Black Male. Specifically, they attempt to inquire, bring awareness to, and provide explanations for the issues of Black males in the United States.

What Impact Does the Innovation Have on the Achievement Gap at CSUN?

Student Testimonials
- “I learned about the obstacles the black man has on race and how it informed some of us on these issues. Ultimately, I left with a newfound respect and a different perspective on black men (from the image and societal portrayals of black men) that I was not even aware of. This poster session just corrected my ignorance and I am grateful for it.” -Female student (Persion)

“Of the major benefits that came working in my micro investigative group was the research done that I found to be extremely insightful. The information and severity of the issue surprised me…….. if I had not worked within these groups, I would have not known what I do now.” -Male student (White)

“My take away from this poster session was to be confident in what you research. We had a few of our colleagues try to in what our research but the fact that we were confident in what we know and were able to speak on it in a compelling manner made our project effective to people. I am happy because I know my colleagues learned from me that day. I also learned from many of my colleagues and it was interesting to see a lot of them present their topics with passion about their topics.” -Male student (African American)

Markers of Positive Impact
- Pearson correlations were computed to examine the intercorrelations of the variables. Table 1 confirms that all twelve pairs of variables were significantly correlated. The strongest positive correlation, which would be considered a very large effect size was between “Better understanding of Black males students’ needs and resources” and “cultural experiences of Africana peoples,” r (75) =.83, p<.001. Participants who reported that the Men of Color (MOC) event adequately addressed research approaches to examine Africana peoples’experiences were more likely to have a better understanding of Black male students’ needs and resources. Appropriate research approaches to examine Africana peoples’ experiences was also positively correlated with diverse points of view, r (75) =.77, p<.001. Participants who reported that the MOC event adequately addressed diverse points of view were highly likely to also agree that appropriate research approaches to examine Africana peoples’ experiences were suitable.

Table 1. Intercorrelations, Means, and Standard Deviations for Six Variables

<table>
<thead>
<tr>
<th></th>
<th>Means</th>
<th>Standard Deviation</th>
<th>t-test</th>
<th>p-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Better understanding of Black male students’ needs and resources (CASMB)</td>
<td>7.96</td>
<td>1.52</td>
<td>-1.45</td>
<td>0.15</td>
</tr>
<tr>
<td>MOC event adequately addressed research approaches</td>
<td>7.71</td>
<td>1.54</td>
<td>1.45</td>
<td>0.15</td>
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<tr>
<td>Better understanding of Black male students’ needs and resources (CASMB)</td>
<td>7.85</td>
<td>1.48</td>
<td>-1.52</td>
<td>0.13</td>
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<tr>
<td>MOC event adequately addressed research approaches</td>
<td>7.59</td>
<td>1.60</td>
<td>1.52</td>
<td>0.13</td>
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<tr>
<td>2. Allowing student to determine their own direction</td>
<td>7.55</td>
<td>1.71</td>
<td>-1.28</td>
<td>0.21</td>
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<tr>
<td>MOC event adequately addressed diverse points of view</td>
<td>7.46</td>
<td>1.34</td>
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<td>3. Understanding of the personal social/cultural perspectives of Africana peoples’ experiences (PSCEP)</td>
<td>7.70</td>
<td>1.26</td>
<td>-1.34</td>
<td>0.18</td>
</tr>
<tr>
<td>MOC event adequately addressed diverse points of view</td>
<td>7.65</td>
<td>1.34</td>
<td>1.34</td>
<td>0.18</td>
</tr>
<tr>
<td>4. Cultural experiences of Africana peoples (CEAP)</td>
<td>7.74</td>
<td>1.26</td>
<td>-1.28</td>
<td>0.21</td>
</tr>
<tr>
<td>MOC event adequately addressed diverse points of view</td>
<td>7.65</td>
<td>1.34</td>
<td>1.28</td>
<td>0.21</td>
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<td>5. Appropriately research approaches to examine Africana peoples’ experiences (ARAP)</td>
<td>7.41</td>
<td>1.34</td>
<td>-1.28</td>
<td>0.21</td>
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<td>MOC event adequately addressed diverse points of view</td>
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<td>1.34</td>
<td>1.28</td>
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<tr>
<td>6. Adequately addressed diverse points of view (DAP)</td>
<td>7.07</td>
<td>1.40</td>
<td>-1.34</td>
<td>0.18</td>
</tr>
</tbody>
</table>

How Could This Impact More CSUN Students?
- Get more support from officials at the administrator level.
- Invite more departments
- Send announcements to departments and special programs
- Plan around similar courses

Future Partners
- The Black Woman in Contemporary Times course was included in spring 2016 to have its first- Male Women of Color Enquiry & Student Poster Session. It made sense to include women of color as many of the issues faced by men are also impacting women.
- Other ethnic departments could be included to have discussion around issues related to their disciplines (e.g. Chicano Studies, Asian-American Studies, American Indian Studies, Queer Studies, etc.)
- There is a need for increased institutional support and implementation of programs that foster interaction among students to develop cultural sensitivity and competence of underrepresented populations, namely communities of color.

Program Evaluation
- In spring 2015, I decided to evaluate the Student Research poster session formerly by developing a satisfaction survey, while also including the Africana Studies department’s learning outcomes. The Africana Studies learning outcomes include:
  a) Students will demonstrate an ability to evaluate and analyze the political, social, historical and cultural perspectives of African and African Diaspora communities;
  b) Students will demonstrate through written and oral communication the ability to critically analyze the cultural, political and historical contexts of African and African Diaspora experiences;
  c) Students will identify and demonstrate culturally appropriate skills in research design and methodology used to examine the various dynamics of African and African Diaspora communities;
  d) Students will demonstrate applicable knowledge of requisite skills in Africana Studies through civic and community engagement.

Kufundisha as a teaching model develops cultural competence in students. One key finding from the study concludes that confidence in assisting and serving men of color has increased when alternative frameworks of references are explored. Students who acquire knowledge of cultural differences become key agents in serving the needs of their peers while also informing them on the types of campus resources available to certain groups.