



Book Series

Contemporary Perspectives on Access, Equity, and Achievement

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Chance W. Lewis, *University of North Carolina at Charlotte*

The Contemporary Perspectives on Access, Equity and Achievement seeks to expand the scholarly literature on the intersection of access and equity and how it impacts the academic achievement for students in the 21st century. This book series will encompass a plethora of topics with particular attention to students of color in K-16 educational settings in a variety of school and university contexts. The intended audience is educators, researchers, policy makers and other constituents who have an interest in providing equitable opportunities for all students to increase the of our educational system to produce productive members of society.

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- The Impact of Classroom Practices
- Black Mother Educators
- Seeing The Hidden Minority
- Multiculturalism in Higher Education
- Conquering Academia
- Community College Teacher Preparation for Diverse Geographies
- Comprehensive Multicultural Education in the 21st Century
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- Engaging African American Males in Community Colleges
- Advancing Equity and Diversity in Student Affairs
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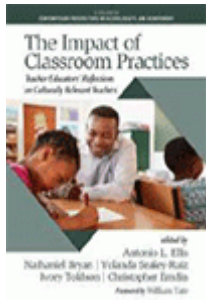
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The Impact of Classroom Practices Teacher Educators' Reflections on Culturally Relevant Teachers

Antonio L. Ellis, American University; Nathaniel Bryan, Miami University; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Ivory Toldson, Howard University; Christopher Emdin, Teachers College, Columbia University

2021. Paperback 978-1-64802-398-9 \$45.99. Hardcover 978-1-64802-399-6 \$85.99. eBook 978-1-64802-400-9 \$65.

Debates regarding the qualities, skills, and dispositions of culturally relevant teachers and teaching have raged in teacher education for several decades. Ladson-Billings' (2009) *The Dreamkeepers: Successful Teachers of African American Children* was a groundbreaking work that has become a foundational study that informs the work of culturally-relevant (Ladson-Billings, 2009) and culturally-sustaining (Paris & Alim, 2017) teaching. In her book *The Dreamkeepers* she describes effective teachers who are able to draw from the cultural wealth, knowledges, and heritage of Black communities. *The Dreamkeepers* ensured that their Black students were academically successful, retained, and grew both in terms of their cultural competence and their sociopolitical awareness. In other words, according to research by Ladson-Billings (2009), effective teachers possessed both pedagogical and relational dispositions, which leave lifelong impacts on the academic and social lives of the students they teach. While being a foundational text, what remains missing from the research on culturally-relevant and even culturally-sustaining teachers are "narratives" (read: stories, testimonios, etc.) related to how the race of particular E-12 teachers positively impact the lives of their students.

For instance, Dr. Antonio Ellis (the first editor of the proposed book) describes his high school music teacher Mr. Linard McCloud) as "a highly effective African American music educator who changed the course of his life" (p. 170). Ellis (2016) describes McCloud as being loving, caring, creative, culturally sensitive, attuned, hopeful, flexible, organized, and thoughtful. Because Mr. McCloud possessed the aforementioned characteristics and dispositions, Ellis contends that he was motivated to achieve academically and socially in his urban high school. In addition, according to Ellis (2016), Mr. McCloud was a highly impactful educator because he went beyond the call of duty as a teacher—a practice that is not so common in schools, particularly urban ones. Not only did McCloud teach in the classroom setting, but he also built strong relationships with families, community members, and external stakeholders including local businesses, colleges, and universities. Mr. McCloud used these networks to leverage opportunities for his students academically, personally, and professionally. Like many of his high school classmates, Ellis (2016) contends that he would not have graduated from high school if it were not for the care and mentorship he received from Mr. McCloud. In this proposed edited volume, it is the editors' goal to honor teachers like Mr. McCloud who have made a difference in the lives of their students by learning from their impactful practices.

Employing a "critical storytelling" methodology (see Hartlep & Hensley, 2015; Hartlep, Hensley, Braniger, & Jennings, 2017), each chapter contributor will use his or her own narrative to show the power of influential teachers in classrooms. While this framework centers race, lived and learned experiences, the storyteller is the most important unit of narrative; hence, *The Impact of Classroom Practices: Reflections on Culturally Relevant Teachers* will include African-American storytellers who reflect on the impact of classroom practices of teachers from diverse backgrounds who they deemed culturally relevant and responsive to both their academic and social needs. This work will offer recommendations to pre-service teachers and in-service teachers who desire to leave a lasting impact on the students they teach.

CONTENTS: Foreword, *William F. Tate IV*. Mr. Linard H. McCloud: Clarifying Excellence in Teacher Education Practice, *Antonio L. Ellis*. Turning Up With the Torch: The Transformational Power of a Legacy of Male "Warm Demanders", *Anthony Broughton*. Inspiration and Motivation: How One Teacher Changed the Course of My Educational Trajectory, *Kenneth D. Brown*. Defying Media Stereotypes: Resilience and Inspiration Fostered by an African American Teacher, *Chaz T. Gipson*. Ernest Smith: Transforming Students Lives for 50 Years, *Cleveland Hayes*. I am Because You Are: The Importance of Being Given Roots to Grow and Wings to Fly, *Tiffany Hollis*. Trying a Different Approach: The Influential Power of Mrs. Taylor and Mr. Johnson in Seeing an Ugly Duck Turn Into a Swan, *James T. Jackson*. High Expectations: The Key Ingredient to Academic Achievement, *Jubria Lewis*. In Honor of Selma White, *Marvin Lynn*. Music Education as a Vehicle to Dream, Empower, Explore, and Inspire: The Life and Legacy of Mrs. Arcelia Simmons, *Brian L. McGowan*. Mentor Teachers' Impact on Educator Identity and Racial Literacy Development, *Yolanda Sealey-Ruiz and Lum Fube*. A Retrospective Narrative on Effective Teaching After Moving From Segregated to Integrated Schools: Implications for Policy and Practice on Effective Teaching, *Zollie Stevenson, Jr.* "Love Many, Trust Few; Learn to Paddle Your Own Canoe": What Teacher Practitioners Can Learn From Racial Counterstories of a "Master Teacher" in Rural North Carolina, *Terrell L. Strayhorn*. Teacher Effectiveness in a Predominantly White Public School in West Virginia, *Jason Ottley*. Afterword: The Impact of Classroom Practices: Teacher Educators' Reflections on Culturally Relevant Teachers, *Dawn G. Williams*. About the Editors. About the Contributors.



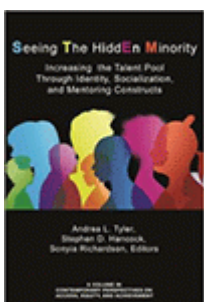
Black Mother Educators Advancing Praxis for Access, Equity, and Achievement

Tandra O. Jackson, Indiana University School of Education, Indianapolis

2021. Paperback 978-1-64802-403-0 \$45.99. Hardcover 978-1-64802-404-7 \$85.99. eBook 978-1-64802-405-4 \$65.

Drawing upon the theoretical frameworks of Beauboeuf-Lafontant (2002), Collins (2009), Crenshaw (1991), and Dillard (2012), this volume makes a case for centering the voices and experiences of Black women in the protection and educational uplift of Black children. While examinations of how Black educators articulate and enact a need to protect Black students from racialized harm exist (McKinney de Royston et. al., 2020), this book is a collection of autoethnographic narratives from Black mother educators who work at the intersections of their personal and professional identities to protect Black children. Intersectionality allows us to look at the nexus of our identities in regards to race, gender and occupation-- as Black, women and educators. Our goal for this volume was to bring together scholars who can support theorizing the intersectionality of our identities as Black mothers and educators, particularly its influence on our pedagogical practices and the safekeeping of Black children. This volume explicates stories of motherwork from Black mother educators whose professional spaces span K-12 to higher education contexts. Collectively, this volume expounds upon the dimension of “protector” within the literature on Black women teachers.

CONTENTS: Foreword: Black Mother Educators—Advancing Praxis for Access, Equity, and Achievement, *Arnetta F. Ball*. Introduction: Black Mother Educators—The Dora Milaje of Black Children in Schools, *Tandra O. Jackson*. Acknowledgments. **PART I: BLACK MOTHER EDUCATOR PRAXIS IN PK-12 CONTEXTS.** Teaching Others How to Love Black Children: Insights From Early Childhood Educators and Teacher Educators, *Gloria Swindler Boutte, Kamania Wynter-Hoyte, Janice Baines, and Mukkaramah Smith*. Advocate or Accomplice? School Counseling and Disproportionate Conduct Referrals of Young Black Boys, *Jasmine Graham*. Black Women Principals as Protectors of Black Children: Othermothering, Resistance, and Leadership for Community Survival, *Leana Cabral and Sonya Douglass Horsford*. The Guardians of Black Joy: Freedom Schools as Spaces of Healing and Protection for Black Children, *Valerie Bass-Adams and Chonika Coleman-King*. **PART II: BLACK MOTHER EDUCATOR PRAXIS IN HIGHER EDUCATION CONTEXTS.** Caring for Those Who Are Not Always Cared About: Black Mother Educators Ensuring Access for Black Students With Dis/abilities, *Mercedes Cannon*. Channeling Queen Nzinga in the Fight Against Dysconsciousness at Historically Black Colleges and Universities, *Gwenda Greene and Damara Hightower Mitchell*. Becoming Mama K: Accepting the Responsibility of Protecting Black Children in Higher Education Institutions, *Khalilah Shabazz*. Formalizing Black Othermothering Practices in the Academy: Establishing and Maintaining Nurturing and Supportive Mentoring Relationships With Black Students at Predominantly White Colleges and Universities, *Ronda C. Henry Anthony*. **PART III: BLACK MOTHER EDUCATOR PRAXIS AS RESISTANCE.** Put Your Mask On First: Intensive Black Mothering in Personal and Professional Spaces, *Rhonda Baynes Jeffries*. Distractions Cannot Be Bigger Than the Mission: Black Women’s Motherwork in Urban Education, *Tandra O. Jackson and Ayana Allen-Handy*.



Seeing The Hidden Minority Increasing the Talent Pool through Identity, Socialization, and Mentoring Constructs

Andrea L. Tyler, Tennessee State University; Stephen Hancock, University of North Carolina at Charlotte; Sonya C. Richardson, University of North Carolina at Charlotte

2020. Paperback 978-1-64113-948-9 \$45.99. Hardcover 978-1-64113-949-6 \$85.99. eBook 978-1-64113-950-2 \$65.

The participation of Black students in science, technology, engineering, and mathematics (STEM) fields, is an issue of national concern. Educators and policymakers are seeking to promote STEM studies and eventual degree attainment, especially those from underrepresented groups, including Black students, women, economically disadvantaged, and students with disabilities. Literature shows that this has been of great interest to researchers, policymakers, and institutions for several years (Nettles & Millet, 2006; Council of Graduate School (CGS), 2009; National Science Foundation (NSF), 2006), therefore an extensive understanding of access, attrition, and degree completion for Black students in STEM is needed.

According to Hussar and Bailey (2014), the Black and Latino postsecondary enrollment rates will increase by approximately 25% between 2011 and 2022. It is critical that this projected enrollment increase translates into an increase

in Black student STEM enrollment, persistence and consequently STEM workforce. In view of the shifting demographic landscape, addressing access, equity and achievement for Black students in STEM is essential. Institutions, whether they are secondary or postsecondary, all have unique formal and informal academic structures that students must learn to navigate in order to become academically and socially acclimated to the institution (Tyler, Brothers, & Haynes, 2014). Therefore positive experience with the academic environment becomes critical to the success of a student persisting and graduating.

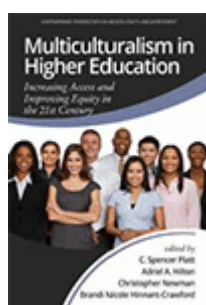
Understanding and addressing the challenges faced by Black students in STEM begins with understanding the complexities they face at all levels of education. A sense of urgency is now needed to explore these complexities and how they impact students at all educational levels. This book will explore hidden figures and concerns of social connectedness, mentoring practices, and identity constructs that uncover unnoticed talent pools and encourage STEM matriculation among Black STEM students' in preK-12 and post-secondary landscapes.

Section 1-Socialization Social discourse concerning how male and females are supposed to enact their socially sanctioned roles is being played out daily in educational institutions. Individuals who chose STEM education and STEM careers are constantly battling this social discourse. It is necessary for P-20 STEM spaces to examine and integrate understanding of socialization within the larger societal culture for systemic and lasting change to happen.

Section 2-Mentoring A nurturing process in which a more skilled or more experienced person, serving as a role model teaches, sponsors, encourages, counsels, and befriends a less skilled or less experienced person for the purpose of promoting the latter's academic, professional and/or personal development.

Section 3-Identity Research focusing on identity constructs in STEM has become more common, especially as it relates to student retention and attrition. Researchers have been able to use identity as a way to examine how social stigma can cause students to (dis)identify within STEM spaces.

CONTENTS: Preface. Acknowledgements, *Andrea L. Tyler*. **SECTION I: SOCIALIZATION.** Using the Frameworks of Socialization and Acculturation to Understand the Trajectory of Scientists of Color, *Karri A. Holley and Joretta Joseph*. Strategies for Using Critical Systems Theory to Support Socialization of African American Students in STEM, *Sonyia C. Richardson and Lenora Crabtree*. **SECTION II: MENTORING.** Mentoring for STEM Advocacy, *Cameron Denson and Tamecia R. Jones*. Different Worlds: A Picture of Mentorships at PWIs and HBCUs, *Daniel Alston and Brandi Copeland-Kamp*. STEM Doctoral Student Degree Attainment: How Demands, Structures, and Networks Impact Timely Degree Completion, *Carrie Klein and Hironao Okahana*. **SECTION III: IDENTITY.** The Role of Identity on Persistence for Black Women Doctoral Students in Science, *Andrea L. Tyler, Letimicia Fears, and Monica Miles*. Strengthening STEM Identities: Combatting Curriculum Trauma in African American Students, *Stephen D. Hancock and Michelle B. Pass*. Unearthing Factors That Contribute to Distorted Science, Identities in African American Women, *Ansley Booker*. Afterword—Recurring Themes, Constructs, Implications for Theory and Practice, and Recommendations, Guide, and Future Research, *Stephen D. Hancock and Sonyia C. Richardson*. About the Contributors.



Multiculturalism in Higher Education Increasing Access and Improving Equity in the 21st Century

C. Spencer Platt, University of South Carolina; Adriel Hilton, Seton Hill University; Christopher Newman, Azusa Pacific University; Brandi Hinnant-Crawford, Western Carolina University

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As the educational landscape of America continues to evolve and diversify, college faculty and administrators must be cutting edge in their approaches to create a variety of educational experiences with a greater level of multicultural cognizance. Unlike in previous generations, higher education in the 21st Century is no longer a luxury reserved for the elite and wealthy, but is an increasing necessity for access to labor markets. Community colleges and universities are working hard to respond to the demands of the labor market, by attempting to provide skills for jobs that may not yet exist.

Colleges and universities should aim to make all of their students feel welcome and a part of the campus being committed to celebrating differences. Additionally, filling faculty seats with varied races, cultures, perspectives and identities will aid in providing mentors and role models everyone can relate to. These are some of the vital steps toward building a campus community that helps students develop a sense of belonging that allows them to persist and thrive in college.

The scholarship in this volume illustrates the state of multicultural education on college and university campuses. The

authors bridge foundational knowledge with contemporary understandings; making the work both accessible for novices and beneficial for the authorities on multicultural education. This volume provides thoughtful discourse on issues ranging from the racial and ethnic diversity of the student and faculty bodies, and important topics like disability issues, to different educational contexts such as community colleges, HBCUs and HSI institutions.

CONTENTS: Acknowledgments. Introduction—The 21st Century Global Society: Adapting to the Changing Demographic on Today’s College Campuses. Merging Cultural Diversity and Academic Quality to (Re) Envision 21st Century College Campuses: The Promise and Power of Culturally Relevant High-Impact Practices in Promoting Racial Equity in Higher Education, *Samuel Museus, Ting-Han Chang, and John Zilvinskis*. Why Professor and Student Identities Matter in Diversity in Higher Education Courses, *Thandi Sulè, Rachelle Winkle-Wagner, and Dina C. Maramba*. Multiculturalism in STEM: An Analysis of Theories That Guide This Research, *Tonisha B. Lane, Blanca Rincón, Renata A. Revelo, and Kali Morgan*. “Learning in Depth”: Themed First Year Composition Courses as Contemplative Focusing Strategies for the Overly Stimulated 21st Century Writing Student, *Kendra N. Bryant*. Black Male Honors: The Experiences of Black Males in the Honors College, *Sandra Greene and C. Spencer Platt*. Ease on Down the Road: Navigating the Yellow Brick Road to Graduation at a Primarily White Institution (PWI), *Kristopher G. Hall and Christopher B. Newman*. Embracing Change: The Importance of Pluralism at Historically Black Colleges and Universities, *Larry J. Walker, Ramon B. Goings, Dorsey Spencer, Jr., Stacey McDonald-Lowe, and Robert T. Palmer*. Multicultural Education and Diversity Outcomes at Historically Black Colleges and Universities (HBCUs), *Megan Covington, Kevin McClain, Brigid Dwyer, and Adriel A. Hilton*. Bridging the Gap Between Research and Practice: Empowering Latinx Male Students Through Service-Learning and Mentoring, *Victor B. Sáenz, Jorge Segovia, José Del Real Viramontes, Juan Lopez, and Jorge Rodriguez*. Exploring the Racialized Contexts that Shaped the Emergence of Hispanic Serving Institutions (HSIs) in Chicago: Implications for Research and Practice, *Gina A. Garcia and Lianne T. Hudson*. The Higher Education Disability Experience, *Warren E. Whitaker*. Thoughts on Equity and California Community Colleges, *Darrick Smith*. The Value of Intentional and Mindful Global Immersion Experiences for Multicultural Awareness, *Cheryl Getz*. Knowing Beyond the Boundaries: The Ongoing Possibilities for the Use of Transgressive Teaching in Out-of-Classroom Learning Spaces in Higher Education, *Conor P. McLaughlin*.



Conquering Academia Transparent Experiences of Diverse Female Doctoral Students

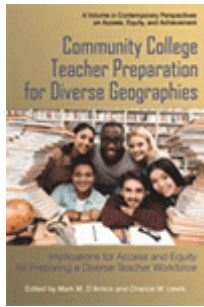
Sonya C. Richardson, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

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Across the country, women are pursuing doctoral degrees at a rate higher than males. While the data indicates that women are now more likely to pursue this advance degree, limited research addresses the real experiences of diverse women who are pursuing a doctoral degree. This book highlights the lived experiences of diverse women who are progressing through a doctoral degree program and the challenges as well as opportunities that they face. These women share unique and transparent experiences of progressing through a doctoral program.

Through a narrative approach, *Conquering Academia: Transparent Stories of Diverse Women Doctoral Students*, addresses themes of intersectionality, lived experiences, challenges and opportunities, and adopting an academia mindset. Featured in the *Contemporary Perspectives on Access, Equity, and Achievement* series, this book shares perspectives of diverse women doctoral students and how their cultural identities assist them with navigating the academic landscape. It also provides insight for current female doctoral students about strategic positioning as a student within the doctoral program and personal necessary transformation in academia. It informs faculty and staff in academia about the experiences of diverse women and how to support their progression and overall retention.

CONTENTS: Acknowledgments. Food for the Soul, Comfort for the Mind, *Sonya C. Richardson*. Stretched to be Strengthened, *Stephanie Jones-Fosu*. The Unleashed Educator: A Black Woman’s Journey to Research in STEAM, *Portia York*. “My Baby Ain’t No Slow Leak”, *Alicia Dervin*. You Glow Girl, *Alicia Davis*. Like My Mother and Grandmother Taught Me: Untameable Indigenous Womanhood in White Academic Spaces, *Brittany Hunt*. Favor Ain’t Fair: The Saga Continues, *Jennifer Johnson*. Determined: Finding Faith and Strength Through Adverse Times, *Sonja Gadd*. The Take Over: The Visibility of Women of Color in Academia, *Sonya C. Richardson*. An Epilogue. About the Editors. About the Contributors.



Community College Teacher Preparation for Diverse Geographies

Implications for Access and Equity for Preparing a Diverse Teacher Workforce

Mark M. D'Amico, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

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Community colleges serve as the open door to higher education for marginalized, place bound, and/or financially challenged students and communities. One of the key ways marginalization occurs in diverse geographies is through access limitations: access to affordable postsecondary education, access to curricula that lead to viable professions, access to diverse educational role models, and access to employment opportunities that can sustain communities. This underscores the importance of understanding “place” when addressing access and equity in higher education and the role of community colleges.

The discussion of access and equity through the community college has implications for teacher education. Considering the documented importance of having a diverse teacher workforce in K-12 schools and the current mismatch between the diversity of students and the teachers in their schools, community colleges have a significant role to play.

This book explores many topics related to the community college role in K-12 teacher education, including the community college mission, the policy landscape, partnerships, the transfer function, the community college baccalaureate, and others. Throughout the volume, the authors explore implications of access, equity, and geography and conclude with recommendations to guide future research and practice.

CONTENTS: Introduction: Teacher Education and the American Community College— Expanding Opportunities for Preparation Across Geographic Regions, *Mark M. D'Amico and Chance W. Lewis*. Community College Teacher Education: Fulfilling the Workforce Development Mission for Diverse Geographies, *Regina L. Garza Mitchell, Brett Geier, and Cherrelle Singleton*. The State Policy Landscape and Advancing Equity for Student Success and Teacher Education Through Community Colleges, *Shun Robertson*. How an Unaccompanied Minor Became Teacher of the Year: The Unrealized Potential of the Community College, *Spencer Salas, Bradley Smith, Bobbi Siefert, and Astrid Emily Francis*. Innovative Partnerships for Teacher Education, *Pamela L. Eddy and Tracey L. Schneider*. The Transfer Function and the Teacher Pipeline for Diverse Communities, *Dimitra Jackson Smith, Rhonda Lewis, and Leslie Singleton*. Community College Baccalaureate: An Evolving Teacher Preparation Option, *Deborah L. Floyd, Gianna Ramdin, and Cristobal Salinas Jr.* Attracting Talent in Diverse Rural Geographies: Community College Transfer Students, *Douglas A. Smith and Henry Tran*. Early Childhood and A.A.S. Articulation, *Kate Algozzine, Adam Atwell, and Kristen Monteith*. Conclusion: Leveraging the Community College for Teacher Education in Diverse Geographies, *Mark M. D'Amico and Chance W. Lewis*. About the Contributors.



Comprehensive Multicultural Education in the 21st Century

Increasing Access in the Age of Retrenchment

Brandi Hinnant-Crawford, Western Carolina University; C. Spencer Platt, University of South Carolina; Christopher Newman, Azusa Pacific University; Adriel Hilton, Seton Hill University

2019. Paperback 978-1-64113-629-7 \$45.99. Hardcover 978-1-64113-630-3 \$85.99. eBook 978-1-64113-631-0 \$65.

Multicultural education has become its own discipline, developed on the shoulders of the work of giants who argued its merit during the attacks of opponents who believed assimilation was the purpose of state sponsored education. In an age of rising populism and nationalism throughout the Western world, again questioned is the merit of multicultural education. In the shadows of Brexit and an America First agenda, where migration patterns across the world have led to demographic shifts, it is evident even in the richest countries in the world that gaps in opportunity (and subsequently achievement) still exist. Disparities in achievement lead some to question whether multicultural education works and others to revert to old notions that ethnically and linguistically marginalized students are in fact deficient. The scholars here believe in the untapped potential of all children and illuminate how educational structures have muffled the cultivation of that potential. Contributors argue the goals of multicultural education have not been achieved in part due to the piecemeal application of

its tenants.

The scholarship in this volume illustrates the state of multicultural education and articulates what educators committed to equity, inclusion, and a more just society must do to ensure the goals of multicultural education survive in the current age. The authors of these chapters bridge foundational knowledge with contemporary understandings; making the work both accessible for novices and beneficial for the authorities on multicultural education. With the diverse cast of contributors and topics ranging from mathematics instruction to discipline practices, this volume provides thoughtful discourse on issues of access: access to curricular content, access to opportunities to learn, as well as impediments to access. Containing chapters that speak to discipline specific pedagogical practices, the structures of schooling, teacher education, and research methodologies, the collected work encourages scholars and practitioners to not be discouraged in the age of retrenchment.

CONTENTS: Introduction—Nationalism, Terrorism, and the Retrenchment of Multiculturalism: The Challenge of Multicultural Education in the 21st Century, *Brandi Hinnant-Crawford, Spencer Platt, Chris Newman, and Adriel Hilton*. Situating a Requisite Purple Rain in Multicultural Education, *Marjorie Hall Haley, Shamaine K. Bertrand, and Tiffany M. Mitchell*. Reading as Emancipation: Using the Literacy as Access Framework to Ensure Cultural Competency in Educators, *Dwight Watson and James D. Cryer*. Beyond Knowing Your History: Multicultural and Citizenship Education as Necessities for Democracy, *Brandi Hinnant-Crawford and Najja Baptist*. Critical Family History as a Strategy for Multicultural History Education, *LaGarrett King*. Fortifying the Intrapersonal Through Attending to the Interpersonal: Motivating Mathematics Self-Concept Through Fruitful Student-Teacher Relationships, *C. Vandyke Goings*. And How Are the Boys? Towards an “African American Male Pedagogy” to Promote Academic and Social Success Among Black Boys in Early Childhood Education, *Nathaniel Bryan and Brian Wright*. Responding to Teachers’ Perceptions of African American Males: Addressing Bias in the Special Education Referral Process, *Charmion Rush and Gretchen Robinson*. Students With Disabilities: Making Idea Transition Services Work, *Rhonda Sutton-Palmer, James Coaxum, III, and Ted N. Ingram*. Just the Bathwater, Not the Baby: Presenting an Alternative Framework to Inclusive Education in the Global South, *Maya Kalyanpur*. Engaging Biracial Students in Holistic Learning Spaces With a Gendered Perspective, *Ashely N. Patterson and James L. Moore III*. Law and Disorder: Classroom Management, Discipline, and the Promise of Multicultural Education, *Brandi Hinnant-Crawford, C. Spencer Platt, and Dorian Wingard*. Our Knowledge, Our Way: The Indigenous Reclamation of Research, *Sweeny Windchief (Tatága Togáheya), Deb (Clairmont) LaVeaux, James M. Del Duca (Chiluubé Akchiá), and William Aderholdt*. About the Authors.



Global Perspectives on Issues and Solutions in Urban Education

Petra A. Robinson, Louisiana State University; Ayana Allen-Handy, Drexel University; Chance W. Lewis, University of North Carolina at Charlotte; Amber Bryant, University of North Carolina at Charlotte

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In 2014, The Urban Education Collaborative at the University of North Carolina at Charlotte hosted its first biennial International Conference on Urban Education (ICUE) in Montego Bay, Jamaica. In 2016, the second hosting of the conference took place in San Juan, Puerto Rico. Additionally, in 2018, the third hosting of the conference took place in Nassau, Bahamas. These solution-focused conferences brought together students, teachers, scholars, public sector and business professionals as well as others from around the world to present their research and best practices on various topics pertaining to urban education.

With ICUE’s inspiration, this book is a response to the growing need to highlight the multifaceted aspects of urban education particularly focusing on common issues and solutions in urban environments (e.g., family and community engagement, student academic achievement, teacher preparation and professional development, targeted instructional and disciplinary interventions, opportunity gaps, culturally-relevant and sustaining practices, etc.). Additionally, with this book, we seek to better understand the challenges facing urban educators and students and to offer progressive initiatives toward resolutions.

This unique compilation of work is organized under four major themes all targeted at critically addressing concerns that may inhibit the success of urban learners and providing solutions that have implications for curriculum design, development, and delivery; teacher preparation and teaching diverse populations; career readiness and employment; and even more nuanced issues related to foster care, undocumented students and mental health, sustainable consumption, childhood marriage, food deserts, and marine life and urban communities.

CONTENTS: Global Perspectives on Issues and Solutions in Urban Education, *Petra A. Robinson, Ayana Allen-Handy, Amber Bryant, and Chance W. Lewis*. **SECTION I: INNOVATIONS IN CURRICULUM DESIGN, DEVELOPMENT, AND DELIVERY: SOLUTIONS FOR BUILDING 21ST CENTURY SKILLS, MOTIVATION, AND STUDENT SUCCESS.** Hip Hop Music in the Classroom: A Motivational Tool for African American Student Success in Schools? *Felicia M. Gangloff-Bailey and Kimberly Edelin Freeman*. I Code Therefore I Am: The Sociotechnical Narrative of a Coding Curriculum in Bangalore, *Eric Byker*. Students' Attitudes, Teaching Styles and Methodologies and the Impact They Have on Students' Performance in CSEC Geography, *Charlene P. Stoddart*. **SECTION II: INSTITUTIONAL STRUCTURES AND SYSTEMS AFFECTING TEACHER PREPARATION AND STUDENTS.** Examining Culturally Relevant Pedagogy Through Intentional Internship Placements Within Partnership and PDS Schools, *Christie Martin and Michele Myers*. Using Cross-National Education Study Tours to Enhance Global Competent Leadership: Reframing Study Tours of Urban Schools, *Veronica Holly, Phillip A. Smith, Sir Alasdair MacDonald, and Andrew Millin*. Alternative Teacher Certification: A Case Study on Perceptions of Preparedness to Teach Diverse Populations, *YaSheka Adams and Petra A. Robinson*. White Teacher Racism: Its Effects on African Caribbean Male Students in English Secondary Schools, *Dennis G. Francis*. Urban Islands: How Social Capital Saves Lives, *Derrick Robinson*. **SECTION III: INTERVENTIONS FOR EMPLOYMENT AND CAREER READINESS.** Experience is a Good Teacher: Using Narratives as an Employment Intervention, *Porscha Jackson*. Building and Measuring Youth Career Readiness in Disadvantaged Communities, *Tracey Rizzuto, Anne Sang, and Carly Penn*. **SECTION IV: CRITICAL SOLUTIONS AND CHARTING A WAY FORWARD.** Critical Solutions and Charting a Way Forward, *Paula Barbel*. Urban Youth/International Scholars: Critical Solutions in Support of the UN Sustainable Development Goals, *Ayana Allen-Handy, Shawna Thomas-EL, Tahmidul Bhuiyan, Xavier Carroll, Eva Karlen, Isabel Medlock, and Imani Weeks*. About the Authors.



Let's Stop Calling it an Achievement Gap

How Public Education in the United States Maintains Disparate Educational Experiences for Students of Color

Autumn A. Arnett

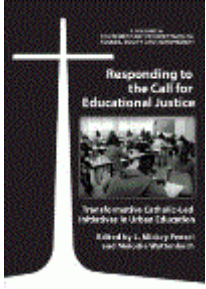
2019. Paperback 978-1-64113-518-4 \$45.99. Hardcover 978-1-64113-519-1 \$85.99. eBook 978-1-64113-520-7 \$65.

Between 1980 and 2005, 45 states were involved in lawsuits around equity of funding and adequacy of education provided to all students in the state. Indeed, this investigation could have included any cities in America, and the themes likely would have been the same: Lower funding and resources, disproportionate numbers of teachers and school leaders who do not look like the students they serve, debates over the public's responsibility to provide fair and equitable education for all students in the jurisdiction, implicit biases from the top to the bottom and a resegregation of schools in America.

Integration for Black families was never about an idea that Black students were better off if they could be around White students, it was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still enables de facto school segregation, when it isn't coded into policy.

For the overwhelming majority of Black students, they're stuck in segregated, underperforming schools. Schools where the teachers are dedicated to the mission, but where the cities and districts and states have failed to uphold their basic responsibility to maintain the upkeep of the schools and provide enough desks for each child and current textbooks.

CONTENTS: Acknowledgments. Introduction. CHAPTER 1: Atlanta: "A City Full of College" Its Students Can't Access with introduction by *Dr. Angela Williams*. CHAPTER 2: Baltimore: "Turning Trauma into Power to Change the World" with introduction by *LaQuisha Hall*. CHAPTER 3: Birmingham: "Segregation Forever" and the Impact of Suburban Flight with introduction by *Sandra K. Brown*. CHAPTER 4: Charlotte: "The Fleecing of the Urban School District" with introduction by *Gregory "Dee" Rankin*. CHAPTER 5: Chicago: Extreme Decentralization and an Investment in Principals with introduction by *Bryan Echols*. MA. CHAPTER 6: Dallas: All Hands on Deck to Ensure Smoother Hand-Offs Between Schools and the Workforce with introduction by *Dr. Michael J. Sorrell and Kerry L. Condon*. CHAPTER 7: Houston: Lost Economic Opportunities a Wake-Up Call to City Leaders with introduction by *Dr. Kelly A. Brown*. CHAPTER 8: Milwaukee: "We Don't Have Failed Schools. We Have Failed Communities" with introduction by *Rashida A. Evans*. CHAPTER 9: New Orleans: A Total Eclipse of Local Control- and How Reform Efforts Have Failed Our Students with introduction by *Dr. Henderson Lewis, Jr.* CHAPTER 10: Philadelphia: Social Justice as Racial Justice and Educators' Fight to Take Back to Take Back Their City with introduction by *Sharif El-Mekki*. Conclusion. About the Authors.



Responding to the Call for Educational Justice Transformative Catholic-Led Initiatives in Urban Education

L. Mickey Fenzel, Loyola University Maryland; Melodie Wyttenbach, University of Notre Dame

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The work presented in this volume attests to the innovative and successful educational alternatives designed and implemented by Catholic religious groups to improve educational, career, and life outcomes for urban children, adolescents, and adults placed at risk. These efforts have helped thousands of urban citizens break away from the chains of poverty and poor academic preparation to succeed in high school and beyond and secure a place of meaning and influence in adult society. In this volume, we examine the contributions of networks of schools, such as NativityMiguel and Cristo Rey schools in the U.S. and Canada and Fe y Alegría based in South America and operating in multiple countries, as well as more local initiatives. There is much to be learned from these initiatives that can improve urban education and this edited volume provides this opportunity to educators, planners, funders, and others who are inclined to invest in effective urban education.

The perspectives taken in these chapters include current approaches to critical race theory, faith perspectives that promote justice, and the building of social capital and resilience to succeed academically despite considerable adversity associated with economic poverty. The chapters included here explore educational structures that communicate high expectations for student and teacher performance and provide individualized instruction, caring mentoring, and support beyond graduation in order to help develop men and women of confidence, skill, leadership, and integrity and ensure high levels of success in a world that tends to exclude them more than welcome them.

Praise for Responding to the Call for Educational Justice:

"One of the most unheralded, unreported and underappreciated initiatives in education are Catholic schools that are transforming the way that young people are taught. If you have never heard the words 'Cristo Rey,' 'Nativity/Miguel' or 'Fe y Alegría,' prepare to be amazed and delighted by this thorough study of the great benefits these creative and exciting schools bring to us." ~ James Martin, SJ Author of "Jesus: A Pilgrimage" and "The Jesuit Guide"

"During these very troubling times within the Church and the larger society, we need critical voices that are unapologetically committed to eradicating the ideologies and structures of inequality within urban education, yet also speak of hope and possibility. In this very timely volume, Fenzel and Wyttenbach eloquently compile an insightful set of readings that courageously respond to our deep human yearning for freedom and offer us glimpses into a more just and loving world." ~ Antonia Darder, PhD *Leavey Endowed Chair of Ethics and Moral Leadership Loyola Marymount University, Los Angeles*

CONTENTS: Foreword, *Robert Simmons, III*. Preface, *L. Mickey Fenzel*. Introduction, *L. Mickey Fenzel, and Robert J. Helfenbein*. Early Initiatives: Nativity and Nativity, *Miguel Schools, L. Mickey Fenzel*. A Critical Race Theoretical Examination of the Cristo Rey Network, *Ursula S. Aldana and Sajit U. Kabadi*. Transforming the Mission of St. Benedict's Prep in Newark: The Benedictine Practice of Adaptive Re-Use, *Paul E. Thornton*. The Catalyst Model: Catholic Inspired Urban Charter, *Mike Fehrenbach and Ed Siderewicz*. Graduate Support: Ensuring High Levels of Educational Attainment for NativityMiguel Graduates, *L. Mickey Fenzel and Melodie Wyttenbach*. Learning to Thrive through a Coalition of Mission-Aligned Schools, *Terry Shields*. Notre Dame Mission Volunteers AmeriCorps: Deploying Volunteers to Improve the Education of Urban Children, *Peter Litchka*. Editor's Introduction to Fe y Alegría, *L. Mickey Fenzel*. The System of Quality Improvement of Fe y Alegría: An Alternative View of Quality Education, *Elizabeth Riveros Serrato (Translated by Holly A. Schneider)*. "Homeboys Is Hope": Responding to the Call for Social Justice in Urban Education, *Mauricio Arocha and Jill Bickett*. About the Authors.



Recruiting, Retaining, and Engaging African-American Males at Selective Public Research Universities Challenges and Opportunities in Academics and Sports

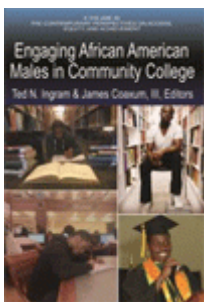
Louis A. Castenel, University of Georgia; Tarek C. Grantham, University of Georgia; Billy J. Hawkins, University of Houston

2018. Paperback 978-1-64113-271-8 \$45.99. Hardcover 978-1-64113-272-5 \$85.99. eBook 978-1-64113-273-2 \$65.

A problematic, yet uncommon, assumption among many higher education researchers is that recruitment, retention, and engagement of African-American males is relatively similar and stable across all majority White colleges and universities. In fact, the harsh reality is that selective public research universities (SPRUs) have distinctive academic cultures that increase the difficulty of diversifying their faculty and student populations. This book will discuss how traditions and elitist assumptions make it very difficult to recruit, retain, and engage African-American males.

The authors will examine these issues from multiple perspectives in three sections that highlight research, policies and practices impacting the experiences of African American males, including Pre-Collegiate Preparation, African American Male Student Athletes, and Undergraduate and Graduate Considerations for African American Male Initiatives.

CONTENTS: Acknowledgments. Introduction, *Louis A. Castenell, Tarek C. Grantham, Billy J. Hawkins*. **SECTION I PRE-COLLEGIATE PREPARATION OF AFRICAN AMERICAN MALES**, *Louis A. Castenell, Tarek Grantham, Marques Dexter and Quincy Brewington*. The Cultural Collusion and Collision in the Evolution of Highly Selective Universities: A Historical Overview of SPRUs at the American Public's Expense, *Louis Castenell and Quincy Brewington*. African American Males' Academic Preparation in K-12 Settings for Highly Selective Universities, *Natoya Hill Haskins and Kelley Olds*. Desegregating the University System of Georgia (USG) and Establishing the African American Male Initiative at the University of Georgia (UGA): From USG Shame to UGA GAAME, *Tarek Grantham, Louis Castenell, Quincy Brewington and Marques Dexter*. Project Gentlemen on the move: A model for creating a pipeline of African American male scholars, *Deryl Bailey, Mary Bradbury Bailey, and Bobby Gueh*. **SECTION II OVERVIEW - AFRICAN AMERICAN MALE STUDENT ATHLETES AT SELECT PUBLIC RESEARCH UNIVERSITIES**, *Billy Hawkins and Marques Dexter*. College Athletics: Access and opportunity for Black Male Athletes at Selective Research Universities, *Billy Hawkins and Akuoma C. Nwadike*. Changing the Game: When Black Professors Engage Black Athletes, *Louis Harrison Jr, Alvin Logan, Devin Walker, and Leonard Moore*. African American Student Athletes and Engagement in the College Student Experience, *Joy Gayles and Eddie Comeaux*. Deconstructing "Gods and Monsters": Black Men, Manhood, and College Athletics, *T. Elon Dancy II and Larry Birdine*. When the Cheers Fade: Rethinking College Transitions for Black Male Student-Athletes and Reframing Success, *Eugene T. Parker, Jarvis A. McCowin, Nicholas Katopol, Tevin Robbins, Malik S. Henfield and Anthony Ferguson*. Crouching Talents, Hidden Gifts: The Dualism of Academic Excellence and Athletic Development for African American, Gifted Student-Athletes at Selective Public Research Universities, *Kristina Henry Collins and Andre Mark Perry*. **SECTION III OVERVIEW - UNDERGRADUATE AND GRADUATE CONSIDERATIONS FOR AFRICAN AMERICAN MALE INITIATIVES**, *Tarek Grantham, Louis A. Castenell, Marques Dexter and Quincy Brewington*. We are AAMRI': Redefining Black male excellence at The University of Texas at Austin, *Darren D. Kelly, Martin P. Smith, and Cameron McCoy*. African American Male Initiatives: Creating Cultures of Inclusion and Climates of Success at Select Public Research Universities, *Zoe Johnson*. African American Males in TRIO Programs, *Daniel Isaiah Thompson*. Using an Anti-deficit Achievement Approach to Examine a Black Male College Student's Pursuit of a Career in Computer Science, *Darris R. Means and Raphael D. Coleman*. Shades of Black: Black Male Law School Enrollment by Ethnic Status, *Daryl McAdoo, Chantel Jones, and Walter R. Allen*.



Engaging African American Males in Community Colleges

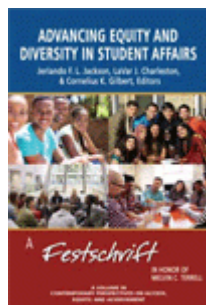
Ted N. Ingram, Bronx Community College; James Coaxum, Rowan University

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This volume dedicated to the engagement of African American males in community colleges furthers the research agenda focused on improving the educational outcomes of African American males. The theme engagement also supports the anti-deficit approach to research on African American males developed by renowned research scholars. The true success of African American males in community colleges rests on how well these institutions engage young men into their

institutions. This will require community colleges to examine policies, pedagogical strategies, and institutional practices that alienate African American males and fosters a culture of underachievement. The authors who have contributed to this volume all speak from the same script which proves that when African American males are properly engaged in an education that is culturally relevant, they will succeed. Therefore, this book will benefit ALL who support the education of African American males. It is our intent that this book will contribute to the growing body of knowledge that exists in this area as well as foster more inquiry into the achievement of African American males. The book offers three approaches to understanding the engagement of African American males in community college, which includes empirical research, policy perspectives and programmatic initiatives.

CONTENTS: Foreword, *Robert Palmer*. Preface, *Ingram, T. and Coaxum, J.* Perceptions of Faculty Welcoming Engagement Among African American Male Students in The Community College, *Soua Xiong and Luke Wood*. Cultivating Aspirational Capital Among Black Men in Community Colleges; *Xeuli Wang, Rachele Winkle-Wagner, Ning Sun, and Ashley Gaskew*. Community College: A Winning Strategy For African American Male College Students, *Peter Jordan and Larry Rideaux*. Fostering Success For Black Males in Community College Through An Educational Opportunity Fund Program, *Lavon Williams and James Coaxum, III*. The Invisible Student: Retaining Minority Males in The Community College Setting, *Jill Wendt*. Engaging Foreign-Black Males Through Supplemental Instruction, *Ted N. Ingram and Eliezer Marcellus*. Community Colleges: Fertile Ground for Black Male Student Success; *Malou Harrison*. Towards Black Men Thriving At Community Colleges: Implications For Leadership & Policy, *Cameron Beatty and Jonathan McElderry*. Pipelines From Prison To Postsecondary Access For Black Men, *Kadeem Fuller and Eboni Zamani-Gallaher*. Historically Black Community Colleges: Dually Equipped To Engage African American Males, *K McClain, A Ray, J. L. Wood and A. Hilton*. CUNY BMI, *Jermaine Wright & Ted N. Ingram*. Shoot For Success, *Jame'l Hodges*. Black And Hispanic Male Initiative At Westchester Community College, *Edgar Hobbs Jr.* Epilogue, *Thomas A. Isekenegbe*.



Advancing Equity and Diversity in Student Affairs A Festschrift in Honor of Melvin C. Terrell

Jerlando F. L. Jackson, University of Wisconsin-Madison; LaVar J. Charleston, University of Wisconsin-Madison; Cornelius Gilbert, Northern Illinois University

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This Festschrift has a dual purpose: (a) highlight how student affairs has grown as a field of practice in response to the growth of student diversity on college campuses, and (b) honor the remarkable career of Melvin C. Terrell. As one of the unique contributions to higher education attributed to the United States, the practice of student affairs has played a significant role in supporting students as access to college has broadened. In turn, key principles of practice had to evolve to appropriately take into consideration diverse student development theory and needs. The span of Melvin C. Terrell's legendary accomplishments neatly aligned with the professional evolution of student affairs. Each of the chapters in this Festschrift artfully straddle the dual purpose of this volume. Researchers, practitioners, and key decision-makers will equally be empowered to employ the lessons and approaches informed by the evolution of student affairs over the past 30 years.

- Presents cutting edge and thought-provoking chapters on the evolution of student affairs practice shaped by the diversification of the student body and practitioners
- Contributions from some of the best minds and practitioners in the field
- Includes curated chapters that capture advancements in student affairs practice informed by equity and diversity, while honoring the unique contribution of Melvin C. Terrell to the field

CONTENTS: Acknowledgments. Foreword—A Generous Heart: To Know Him Is To Love Him, *Lemuel W. Watson*.

INTRODUCTION: A Pioneer in the Field: Melvin C. Terrell's Significant Contributions to Diversifying Student Affairs Administration, *Jerlando F. L. Jackson*. Brief Biography of Melvin C. Terrell, *Megan Covington and Adriel A. Hilton*.

HISTORY AND FOUNDATION OF THE FIELD: The Life and Career of Melvin C. Terrell, *Barbara Henley, Michelle Morrow, and Michael J. Magee*. Adding to the Legacy: African American Contributions to Students Affairs, *Cornelius Gilbert*. Developments Within the Field of Student Affairs Regarding Diversity: A 30 Year Review, *Terrell L. Strayhorn*.

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Speech and Establishment Clause Jurisprudence Post Christian Legal Society v. Martinez (2010); and Badger Catholic v. Walsh (2010), *Sherri Ann Charleston and LaVar J. Charleston*. Enhancing Classroom Learning Environments for Students of Color: Curricular and Pedagogical, *Lori Patton, Chayla M. Haynes, Saran Stewart, and Samantha M. Ivey*. **PROGRAMS AND INITIATIVES:** Responding to the Growth of Diversity on American College Campuses: Strategies for Creating Inclusive Institutions, *LaVar J. Charleston, Jerlando F. L. Jackson and Jonathan Berhanu*. Senior Diversity Coordinators: Organizational Strategies for Human Capital Development in Higher Education, *DeVon Wilson, Richard McGregory Jr., and Damian Evans*. Where are They Now? Revisiting the 1995–1996 Cohort of NASPA Minority Undergraduate Fellows 20 Years Later, *Carol Logan Patitu*. Practicing the Rhetoric: Helping African American Students Persist to Graduation (in Predominantly White Institutions), *Sharon L. Holmes*. A Good Mentor is Hard to Find: Learning From the Legacy of Dr. Melvin C. Terrell, *Robin L. Hughes, Mark S. Giles, Juhanna Rogers, and Jennifer Horace*. From Storied Pasts to Relevant Futures: The Centennial Era of Black Fraternities and Sororities, *Walter M. Kimbrough*. Challenges Faced by Black Male Change Agents: Reported Experiences of Higher Education Chief Diversity Officers, *Lesley-Anne Pittard*. **PROFESSIONAL AND PERSONAL DEVELOPMENT:** The Role of Professional Associations in the Process of Professional Identity Development in Student Affairs, *Elton J. Crim*. Attaining Balance Beyond the University, *Dimitra Jackson Smith and John Kuykendall*. Scholar-Practitioners: Comparing and Contrasting the Role of Scholarship in the Careers of Administrators and Faculty, *John H. Schuh*. (Wo)Man in the Middle: Identifying Professional Growth Potential for Diverse Mid-Level Student Affairs Administrators, *Bridget R. McCurtis*. Leading for Social Justice: Notes From the Field, *aretha faye marbley*. Applying an Engagement, Retention, and Advancement Model for Administrators of Color in Higher and Postsecondary Education, *Jerlando F. L. Jackson, Walter P. Parrish III, and Consuelo Contreras*. **CONCLUSION:** A Job Well Done, *LaVar J. Charleston and Cornelius K. Gilbert*. **POSTSCRIPT:** Melvin C. Terrell: A Cogitation and Epilogue, *D. Jason DeSousa, Fred A. Bonner, II, Patrice A. Prince, and Melvin C. Terrell*. **APPENDIX.** Retirement Speech of Melvin C. Terrell, *Melvin C. Terrell*. About the Editors and Authors.



R.A.C.E. Mentoring Through Social Media Black and Hispanic Scholars Share Their Journey in the Academy

Donna Y. Ford, Vanderbilt University; Michelle Trotman Scott, University of West Georgia; Ramon B. Goings, Loyola University Maryland; Tuwana T. Wingfield, Illinois State University; Malik S. Henfield, Loyola University Chicago

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The Ivory Tower is and can often be a lonely place for faculty of color. Social injustices run deep and are entrenched within academia. Faculty of color (FOC), more specifically Black and Hispanic, often lament about the ‘Black/Brown’ tax that frequently takes its toll both personally and professionally, and pushes them out of the academy. Similar to trends in P-12 settings, educators of color in postsecondary contexts represent less than 10% of the profession. In essence, we are an anomaly and the implications of this are clear and dire, as evidenced by persistent achievement, access, and expectation gaps within the academy.

Scholars of color (SOC), at all stages, but particularly during doctoral training, frequently struggle to not just survive, but to thrive, in the academy. Too many fail to earn their doctoral degree, with many wearing the All But Dissertation (ABD) as a badge of honor. Although ABD is not a degree, many scholars of color receive inadequate mentoring, often substandard in comparison to the hand-holding White students receive, which leaves far too many doctoral students of color lost, bewildered, angry, indignant, and defeated. This righteous indignation is justified, but excused away using the myth of meritocracy and colorblind notions of success; followed by a myriad of problems steeped with victim blaming, as noted in the classic *Presumed Incompetent: The Intersections of Race and Class for Women in Academia* (Gutiérrez y Muhs, Niemann, González, & Harris, 2012). The aforementioned work was not the first treatise on higher education and how the non-status quo, along with those grappling with oppression and double standards, experience the profession called higher education. Moreover, *The Chilly Climate* (Sandler, Silverberg, & Hall, 1996) report, which focused on females, was also telling, but not enough was addressed and disclosed about females of color, until version two. But these issues do not stop with females of color, but instead, extend to all faculty of color.

R.A.C.E. Mentoring, a social media Facebook group, with several subgroups (see Figures 1 and 2) was created by Donna Y. Ford, Michelle Trotman Scott, and Malik S. Henfield in 2013, to tackle the numerous thorny and contentious issues and challenges in higher education. We began by intentionally attending to the needs of students enrolled at mostly White universities, as well as those who attended historically Black colleges and universities, while keeping the unique nuances and challenges of each setting in mind. We wanted scholars of color to thrive in both. Fondly and affectionately called RM, our charge and challenge is to affirm the dignity and worth of scholars of color. Additionally, we recognize that there are scholars outside of academe, and their contributions as well to impact and affect change for Black and Brown people inside and outside of academe need to be acknowledged. These scholars are community organizers, activists, P-12 teachers, and

families. It truly takes a village...

CONTENTS: Introduction. **PART I: DOCTORAL STUDENTS.** The Transformation From Student to Scholar Through R.A.C.E. Mentoring, *Ramon B. Goings*. Finding My Voice: The Use of Social Media to Counter Racism and Sexism in the Academy, *Tuwana T. Wingfield*. Breaking the Silence: Speaking Out Against Institutional Racism by Raising Awareness in the Academic Community, *Jessica A. Fripp*. Last Place to the Top, Adrienne Benavides. My Otherness: Navigating and Surviving Predominantly White Institution, *Shawn Anthony Robinson*. Habitus, the Social Capital of the Working Class, and the Intersectionality of an Afro-Latina's Experiences, *Mildred Boveda*. Navigating Academia and Beyond With Race Mentoring: A Biracial Multicultural Female PhD Student's Journey Toward the Hood, *Merzili Villanueva*. I Once Was Lost ... But Now I'm Embracing Social Media Guidance, *Charemi A. Jones*. Extending the Village: Utilizing R.A.C.E. Mentoring to Obtain Support as an ABD Student Distanced From My Home Institution, *Keisha McIntosh Allen*. The Influence of R.A.C.E. Mentoring on a Black Man's Journey Navigating White Spaces in Academe, *Raymond Adams*. Even Trailblazers Need Mentors, *Rhonesha Blache*. **PART II: ASSISTANT PROFESSORS.** A Letter to Future Doctoral Candidates of Color, *Charissa Owens*. The Days of My Life: The Emergence of R.A.C.E. Mentoring, *Telvis M. Rich*. Novice, Not Naïve: How R.A.C.E. Mentoring Helped a Young, Black, Female Scholar Level the Playing Field, *Jemimah Young*. "Straight Outta Support": Learning to Navigate the Academy as a Black Male Clinical Faculty Member at a Predominantly White Institution Through R.A.C.E. Mentoring, *Nathaniel Bryan*. "Hell Yes, We Can Do This!": R.A.C.E. Mentoring as a Figured World, *Melanie M. Acosta*. Death of the Imposter Syndrome: Scholarship Through Mentorship, *SaDohl G. Jones*. Matriculating, Marriage, and Maneuvering Within the Academy, *Marta N. Mack-Washington and Ahmad R. Washington*. "You Gonna Look Out for Me?": Building Faculty Rapport and Life After the Doctorate With R.A.C.E. Mentoring, *Heather Cherie Moore*. Regard, Resilience, and Resistance (RCubed): Experiences in the R.A.C.E. Mentoring Facebook Social Media Group, *Nicole M. Joseph*. Navigating the #PhDGrind With the Support of Social Media, *Jennifer M. Johnson*. **PART III: ASSOCIATE AND FULL PROFESSORS.** Racial Mentoring and Mentoring the (E)Raced: Collecting Our Geniuses, *Venus E. Evans-Winters*. University Warfare: How Social Media Mentoring Helped Me Toward Tenure and Then Promotion, *Brandon E. Gamble*. Resisting Internalized Racism: R.A.C.E. Mentoring as a Survival Strategy in the Ivory Tower, *Dorothy Hines*. **PART IV: HIGHER EDUCATION ADMINISTRATORS.** Understanding the Mission of This Work: How R.A.C.E. Mentoring Saved My Life, *Nicole McZeal Walters*. **PART V: P-12 EDUCATORS AND ADMINISTRATORS.** Inspired to Be Who I Want to Be, *V. Marlene Prater*. The Long Road to Home: The Importance of (R.A.C.E.) Mentoring in My Life, *Natoshia Anderson*. Life Lines: How R.A.C.E. Mentoring Gave My Dreams Life, *Sheree N. Alexander*. Surviving the Academy Through Mentorship, *Dena N. Simmons*. No One Knew Her Name Until R.A.C.E. Mentoring Changed Her Game, *April J. Lisbon*. Professional Mentoring Through Facebook, *Breshawn Harris*. About the Contributors.



White Women's Work Examining the Intersectionality of Teaching, Identity, and Race

Stephen Hancock, University of North Carolina at Charlotte; Chezare A. Warren, Michigan State University

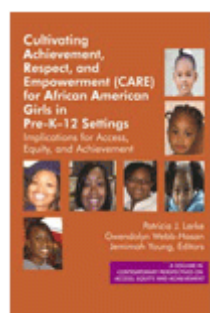
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Historically, white women have had a tremendous influence on establishing the ideological, political, and cultural scaffold of American public schools. Pedagogical orientations, school policies, and classroom practices are underwritten by white, cisgender, feminine, and middle to upper class social and cultural norms. Labor trends suggest that students of color are likely to sit in front of many more white women teachers than males or non-white teachers, thus making it imperative to better understand the nature of white women's work in culturally diverse settings and the factors that most profoundly impact their effectiveness. This book examines how white women teacher dispositions (i.e. knowledge, beliefs, and skills) intersect (and/or interact) with their racial identity development, the concept of whiteness, institutional racism, and cultural perspectives of racial difference. All of which, as the authors in this volume argue, matter for nurturing a teaching practice that leads to more equitable schooling outcomes for youth of color.

While it is imperative that the field of education recruits and retains more nonwhite teachers, it is equally important to identify research-supported professional development resources for a white woman-dominated profession. To that end, the book's contributors present critical insight for creating cultural contexts for learning conducive to effective cross-cultural and cross-racial teaching. Chapters in the first section explore white women's role in establishing and maintaining school environments that cater to Eurocentric sensibilities and white racial preferences for learning and social interaction. Authors in the second section discern the implications of white images, whiteness, and white racial identity formation for preparing and professionally developing white women teachers to be effective educators. Chapters in the third section of the book emphasize the centrality of race in negotiating academic interactions that demonstrate culturally responsive teaching. Each chapter in this book is written to investigate the intersectionality of race, cultural responsive pedagogies,

and teaching identities as it relate to teaching in multiethnic environments. In addition, the book offers solution-oriented practices to equip white women (and any other reader) to respond appropriately and adequately to the needs of racially diverse students in American schools.

CONTENTS: Introduction: White Women's Work? Unpacking Its Meaning and Significance for the Contemporary Schooling of Diverse Youth, *Chezare A. Warren and Stephen D. Hancock*. **PART I: WHITE WOMEN AND THE CULTURALIZATION OF THE SCHOOL ENVIRONMENT.** Roadblock in the Mirror: Recommendations for Overcoming the Cultural Disability of Whiteness in Non-White Educational Spaces, *Benterah C. Morton, Melvin J. Jackson, Marcie E. Frazier, and Kenneth J. Fasching-Varner*. Naming the Unnamed: White Culture in Relief, *Ali Michael, Chonika Coleman-King, Sarah Lee, Cecilia Ramirez, and Keisha Bentley-Edwards*. Precarious and Undeniable Bodies: Control, Waste, and Danger in the Lives of a White Teacher and her Students of Color, *Angela C. Coffee, Erin Stutelberg, Colleen H. Clements, and Timothy J. Lensmire*. **PART II: INVESTIGATING WHITE TEACHER IMAGE AND IDENTITY.** Double Image, Single Identity: Constructive Academic Relationships in Multiethnic Classrooms, *Stephen D. Hancock*. Doing Whiteness in the Classroom: White Liberal Pedagogy and the Impossibility of Antiracist Subjectivity, *Amy Brown and Naomi Reed*. "Becky Please!": White Teachers and Their Issues With Whiteness, *Cheryl Matias and Naomi Nishi*. The Murky and Mediated Experience of White Identities in Early Childhood, *Erin Miller*. **PART III: DISENTANGLING RACE AND WHITENESS TO BETTER ENSURE CULTURALLY RESPONSIVE INSTRUCTION.** "Nice White Ladies": Race, Whiteness, and the Preparation of More Culturally Responsive Teachers, *Chezare A. Warren and Lloyd Matthew Talley*. The Evidence of Things Not Seen? Race, Pedagogies of Discipline, and White Women Teachers, *Kevin Lawrence Henry, Jr. and Chezare A. Warren*. About the Contributors.



Cultivating Achievement, Respect, and Empowerment (CARE) for African American Girls in PreK-12 Settings Implications for Access, Equity and Achievement

Dr. Patricia J. Larke, Texas A&M University; Dr. Gwendolyn Webb-Hasan, Texas A&M University; Dr. Jemimah L. Young, University of North Texas

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chapters discuss issues impacting the education of African American girls and many of challenges that they encounter during their schooling experiences. The chapters were written by 24 authors including a school superintendent, university administrator and professors, classroom teacher, mother and a 10th grade African American student.

The 20 chapters of the book are organized into four sections. Section one introduces the book and provides critical perspectives. Section Two focuses on Curriculum and instruction. Section Three shares information from significant stakeholders while the last section includes other schooling experiences and ends with a powerful poem by a tenth grade African American girl, entitled "Proud." The forward of the book, written by a Japanese American scholar, Valerie Pang, denotes the urgency of the book noting that the book "warms the heart." The book ends with an epilogue, written by an African American scholar, Tyrone Howard, who has a vested interest in African American males. He shares commanding interest in this scholarship, because what happens to African American females, impacts African American males and the entire African American community.

CONTENTS: Dedication. Acknowledgements. Forward, *Valerie Pang*. **SECTION I: INTRODUCTION AND PERSPECTIVES.** Hey GOOGLE, Include Us...African American Girls, *Patricia J. Larke, Gwendolyn Webb-Hasan and Jemimah Young*. African American Girls in the 21st Century: My Issues Are Not My Mother's Issues, *Evangeline M. Castle*. A Baba's Story: My Purpose as a Father to an African American Girl, *Ronald S. Rochon*. Culturally Sensitive Investigation (CSI): State of Education for African American Girls, PreK-12 Settings, *Patricia J. Larke, Gwendolyn Webb-Hasan and Jemimah Young*. **SECTION II: SCHOOLING EXPERIENCES FROM CONTENT TO INSTRUCTION.** The Younger the Better: Culturally Responsive Teaching for Lil Sistas, *Geneva Gay*. Vervistic Instruction as a Vehicle to Mathematics Competency for African American Girls, *Jamaal Young*. African American Girl's Social Studies Achievement: Gazing Beyond the Gap, *Jemimah Young*. Promoting Assertiveness and "Somebodyness": Theatre Strategies and Resources to Enhance Black Girls Achievement in K-12 Settings, *Sandra Mayo*. Technology and African American Girls: We Can Be Techies, Too, *Trina Davis and Nicholas Ortiz*. Making It Over: African American Girls Making Space In Unfamiliar Suburbs, *Jemimah Young and Kira Rideaux*. **SECTION III: SIGNIFICANT STAKEHOLDERS EDUCATING AFRICAN AMERICAN GIRLS.** White Teachers and African American Girls: We Can Make A Difference, *Alicia Ann Kerr*. Educating African American Girls: The Role of the Superintendent, *Teresa L. Pope*. Parental Involvement and African American Girls: The Role of Mothers, *Angela Abney*. The Invisible Ones in School: Immigrant Girls of African Descent, *Kesha Bryan*. Not Every Child Is Fine... Not Every Smile Is Real: Educating African American Girls With an Incarcerated Parent, *Altricia Larke-McCowan and Aaron Larke, Sr.* **SECTION IV: OTHER SCHOOLING AND EDUCATIONAL ISSUES.** African American Girls and the

Kaleidoscope of Identity: Reflections of Contextual Strategies to Promote Positive Identity Development, *Ayana Allen*. If I am not My Hair, Who Am I: African American Girls and Their Hair, *Gwendolyn Webb-Hasan and Chanda Elbert*. The Impact of Sport Participation on African American Girls' Health, *Akilah R. Carter-Francique*. Community Service Learning's Role in the Education of African American Girls, *Vanessa Liles, Donna Druery, Yvonne Matthews, Patricia J. Larke and Gwendolyn Webb-Hasan*. "Proud", *A'Nia L. DuRant*. Epilogue, *Tyrone Howard*. Contributors.



Reaching the Mountaintop of the Academy Personal Narratives, Advice and Strategies From Black Distinguished and Endowed Professors

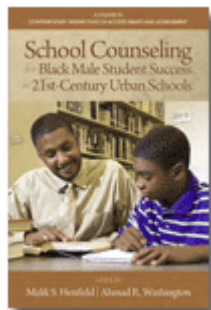
Gail L. Thompson, Fayetteville State University; Fred A. Bonner, Prairie View A&M University; Chance W. Lewis, University of North Carolina at Charlotte

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Since the U.S. Civil Rights era, the racial composition of higher education has changed dramatically, resulting in an increase in the number of African American students and African American faculty in predominantly white institutions (PWI). Nevertheless, the number of African American endowed or distinguished professors remains small.

Because it is difficult for African American faculty to attain these prized positions, those who have done so possess invaluable knowledge that may be beneficial to others. *Reaching the Mountaintop of the Academy: Personal Narratives, Advice and Strategies from Black Distinguished and Endowed Professors*, fills an important niche in the canon of higher education literature. In the autobiographical chapters that follow, numerous distinguished and endowed professors (1) describe their personal journey to the distinguished or endowed professorship; (2) explain important life lessons that they learned during their journey; (3) describe their current professional goals; and (4) offer suggestions and recommendations for graduate students, untenured faculty, tenured faculty, and college/university administrators. At a time when many predominantly white higher education institutions continue to have difficulty attracting and retaining African American faculty, and African American faculty continue to struggle for full inclusion in the academy, this book is timely and needed.

CONTENTS: Introduction: African Americans' Ongoing "Thirst for Knowledge", *Gail L. Thompson*. The Race is Not Given: My Scholarly Personal Narrative on the Journey to Endowed Chair, *Fred A. Bonner II*. Overcoming the "You're Too Young for a Distinguished Professorship and Endowed Chair" Phenomenon: Naysayers vs. Destiny, *Chance W. Lewis*. Knowledge, Wisdom, and Favor: Losing Some Battles, but Winning the War, *Norvella P. Carter*. Success Through Chance, Opportunity, and Preparedness, *Veronica Evans Lewis*. Reaching Distinction Through Striking a Balance, *Marilyn E. Strutchens*. W. E. B. and Me: The Soul of a Black Academic, *Gloria Ladson-Billings*. From Steel Cities to Ivory Towers, *Floyd D. Beachum*. Faith, Hard Work, and Persistence: How a Child Who Grew Up on Welfare Became an Endowed Professor, *Gail L. Thompson*. This Girl is on Fire ... and so is the Kitchen!: The Real Balance of Wife-Mommy-Scholar, *Allyson L. Watson*. Pressing Toward Equity for Black Children: A Tenacious Journey, *H. Richard Milner IV*. Epilogue: African American Distinguished and Endowed Professors Paving the Path for the Next Generation: An Epilogue, *Chance W. Lewis and Fred A. Bonner II*.



School Counseling for Black Male Student Success in 21st Century Urban Schools

Malik S. Henfield, Loyola University Chicago; Ahmad R. Washington, University of Louisville

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Discussions and research related to the salience of Black male student needs and development in relation to their general success and well-being is well-documented in many fields. Indeed, many studies have found that healthy masculine identity development is associated with a number of positive outcomes for males in general, including Black males. In school counseling literature, however, this discussion has been relatively absent—particularly regarding those students living in urban contexts. Indeed, research devoted to the study of Black males in the school counseling literature focuses almost exclusively on race and issues associated with its social construction with only cursory, if any, attention given to their masculine identity development as a function of living in urban communities and attending urban schools. Based on this

lack of information, it is probably a safe assumption that intentional, systematic, culturally relevant efforts to assist Black males in developing healthy achievement and masculine identities based on their unique personal, social, academic experiences and future career goals are not being applied by school counselors concerned with meeting students' needs.

School counselors are in a unique position, nonetheless, to lend their considerable expertise—insights, training and skills—to improving life outcomes among Black males—a population who are consistently in positions of risk according to a number of quality of life indicators. Without knowledge and awareness of Black males' masculine identity development in urban areas, coupled with the requisite skills to influence the myriad factors that enhance and impede healthy development in such environments, they are missing out on tremendous opportunities which other professions appear to understand and, quite frankly, seem to take more seriously. As such, this book proposes to accomplish two specific goals:

1. Highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends.
2. Encourage school counselors to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.

The first rationale for this book, then, is to highlight the plight of Black males with specific emphasis on the ecological components of their lives in relation to current school culture and trends (e.g., standards-based accountability practices) in urban environments. However, I recognize the role of school counselors has never been fully integrated into educational reform programs. As such, their positions are often unregulated and determined by people in positions of power who do not understand their training, job-specific standards and, thus, potential impact on the lives of Black male students. As a result, their vast potential to develop strong interventions designed to address the myriad racial and masculine factors that serve to enhance and impede Black males' academic achievement is often unrealized. Therefore, the second reason for this special issue is to include the scholarship of professional school counselors and counselor educators with policy change in mind. Scholars will be invited to contribute manuscripts that explore race, masculinity and academic achievement in relation to the role of school counselors. This is designed to encourage school counselors and counselor educators to give more thought to Black male identity development that takes into consideration differential experiences in society as a whole, and schools in particular, as a function of the intersection of their race, as well as their gender.

CONTENTS: Foreword: Black Male Student Success in Urban Schools: School Counseling for Equity, Access, and Achievement, *James L. Moore, III*. Introduction. Urban School Counseling: Implications for Black Male Students, *Cheryl Holcomb-McCoy, Paul Harris, Erik Hines, and Ileana Gonzalez*. Getting to College: Helping School Counselors Understand the Role Parents Played in the College Decision-Making Process of African American Males, *Erik M. Hines, Candice E. Jackson, Renae D. Mayes, and Crystal N. Gray*. Broach This: Addressing Race and Representation With African American Males, *Norma L. Day-Vines, Jonell McPherson, and Raymond Shorter*. Individual Counseling and Black Males Living in Urban Contexts, *Jamar Booth and Ahmad R. Washington*. Fostering School-Family-Community Partnerships: Implications for Closing Black Male Students' Opportunity Gaps, *Julia Bryan, Joseph Williams, and Dana Griffin*. Promoting African American Male Students' Success Through Group Work: Practice and Research Implications for Professional School Counselors, *Sam Steen, Lina F. Kotsoeva, and Denis V. Kotsoev*. Urban Black Male Student Athletes: School Counselor Interventions, *Paul C. Harris*. Assessment and the Use of Data in Meeting Black Male Students' Needs in Urban Schools, *Delila Lashelle Owens*. School Counseling for the Hip-Hop Generation: Meeting African American Male Students Where They Are, *Ahmad R. Washington*. Effective Involvement With Urban Special Education Services: What Every School Counselor Should Know to Support Black Male Students, *Michelle Frazier Trotman Scott, Renae D. Mayes, Michael T. Garrett, Kimberly G. Griffith, and Jeremy Watkins*. The Scholar Identity Model: Counseling Black Male Students Toward Academic Achievement, *Gilman W. Whiting with a conclusion by Charnequa Austin Kennedy*. Afterword, *Donna Y. Ford*. About the Editors. About the Contributors.



Exploring Issues of Diversity within HBCUs

Ted N. Ingram, Bronx Community College; Derek Greenfield; Joelle D. Carter, Arkansas Tech University; Adriel A. Hilton, Western Carolina University

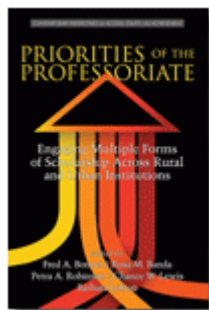
2015. Paperback 978-1-68123-098-6 \$45.99. Hardcover 978-1-68123-099-3 \$85.99. eBook 978-1-68123-100-6 \$65.

The purpose of this edited volume is to examine the historical and contemporary dynamics of diversity as well as the realities, challenges, and opportunities associated with diversity work at Historically Black Colleges and Universities

(HBCUs). This proposed book will include four sections, focusing on the historical developments and socio-political factors impacting diversity work at HBCUs, organizational structure and philosophical approaches, challenges and opportunities facing particular populations, and analysis of best practices.

This text is designed to provide an overview and better understanding of diversity and multiculturalism that exists in historically Black colleges and universities. The contents of the text will examine equity and inclusion efforts in these institutions, and will explore various theories and practices utilized within the academy. Also, the text will examine race, class, gender, ethnicity, nationality, religion, age, ability and sexuality. The goal of the book is to assist students, faculty, and staff in the higher educational landscape in developing their own understandings of historical and contemporary issues related to diversity at HBCUs. Critical analysis of the multiple worldviews will be discussed as we explore the origin, nature and scope of multiple ideologies within diversity, equity and inclusion at HBCUs. In addition, this book will be an invaluable teaching resource for faculty in Educational Leadership Programs, Student Affairs Programs, or Sociology Programs, and other fields interested in issues of retaining and supporting diverse college students.

CONTENTS: Foreword: Exploring Issues of Diversity Within Historically Black Colleges and Universities. Acknowledgements. The Skin I Am In: A Perspective on Diversity in Historically Black Colleges and Universities, *John T. Wolfe, Jr.* Rethinking the Diversity Paradigm in Higher Education: HBCUs and New Frameworks for Inclusion and Equity, *Derek F. Greenfield.* Re(Defining) the Diversity of HBCUs Beyond Race, *John Michael Lee, Jr.* The Contemporary Economic and Social Landscape of Historically Black Colleges and Universities, *Monica Galloway Burke and Colin D. Cannonier.* An Analysis of Diversity Work at HBCUs and PWIs, *Joelle Carter and Wilmon A. Christian, III.* Ethnic and Cultural Diversity at HBCUs and Its Impact on Students, Faculty, and Staff, *Anita Nahal, Adrian Thompson, Mai Abdul Rahman, and Verna F. Orr.* "Aren't They All the Same?": Black Racial Identity at Historically Black Colleges and Universities, *Jonathan M. Cox.* More Cream in the Coffee: Diversity in the HBCU, *Yoruba Mutakabbir, Rosemary B. Closson, and Wilma J. Henry.* From Another Perspective: Perceptions of White Faculty of the Racial Climate at Black Colleges, *Barbara J. Johnson, SaFiya D. Hoskins, and Timothy E. Johnson.* A Three-Way Analysis of Diversity in HBCUs: Contemplating How Diversity of Methodologies and Researcher Backgrounds Influences Interpretations of Diversity Data, *Aundria Green and Rachelle Winkle-Wagner.* Sharecropping in Higher Education: A Case Study of the Florida Agricultural and Mechanical University-Florida State University Joint College of Engineering, *Carl Darnell.* Dedicated to Difference in a Sea of Similarity: HBCU Administrative Commitments to Diversity, *Brian K. Bridges and Tracae M. McClure.* The Way Forward: The Need for Continued Work and Continuing to Work at Framing the Diversity Agenda at HBCUs, *Derek F. Greenfield and Douglas W. Curry.* Epilogue, *Earl S. Richardson.* About the Editors. About the Contributors.



Priorities of the Professoriate Engaging Multiple Forms of Scholarship Across Rural and Urban Institutions

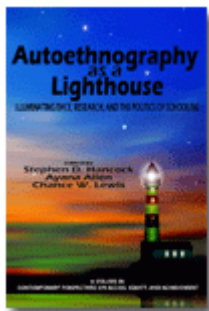
Fred A. Bonner, Prairie View A&M University; Rosa M. Banda, Rutgers; Petra A. Robinson, Louisiana State University; Chance W. Lewis, University of North Carolina at Charlotte; Barbara Lofton, University of Arkansas-Fayetteville

2015. Paperback 978-1-68123-070-2 \$45.99. Hardcover 978-1-68123-071-9 \$85.99. eBook 978-1-68123-072-6 \$65.

Established in 2006, the American Association of Blacks in Higher Education (AABHE), formerly constituted as the Black Caucus (American Association of Higher Education), has been the consistent voice of Black issues in academe. According to the stated mission, the AABHE pursues the educational and professional needs of Blacks in higher education with a focus on leadership, equity, access, achievement and other vital issues impacting students, faculty, staff, and administrators. AABHE also facilitates and provides opportunities for collaborating and networking among individuals, institutions, groups and agencies in higher education in the United States and internationally. This 2012 year will mark the beginning of the AABHE research consortium, an arm of the organization that will advance scholarly research and publications to highlight critical issues pertinent to the success and uplift of Black populations across the higher education diaspora.

This book will explore important issues across multiple fields—fields represented by the scholars/members of AABHE. AABHE scholars will contribute chapters based on their disciplinary expertise. The work of Ernest Boyer as articulated in the book *Faculty Priorities Reconsidered: Rewarding Multiple Forms of Scholarship* will be used as the conceptual foundation to ground this important work. A particular focus on the elements of Boyer's seminal work will include chapters devoted to the Scholarship of Teaching and Learning; Scholarship of Engagement; Scholarship of Discovery; and Scholarship of Integration. This scholarly book is unique in that it provides essential insight on how not only faculty, but also administrators who are invested in insuring that the priorities of the professoriate are aligned with the mission and vision of urban postsecondary institutions.

CONTENTS: Foreword. Introduction: AABHE Perspectives on Contemporary Faculty Priorities: Reimagining Boyer's Framework, *Fred A. Bonner, II and Sandra Tomlinson-Clarke*. Scholarship of Discovery: Exploring Cross-Cultural Counseling Deep in the Heart of Counselor Education, *Aretha F. Marbley, Cynthia L. Wimberly, Jiaqi Li, Arleezah Marrah and Valerie K. McGaha*. Creating Optimal Classroom Contexts: The Scholarship of Teaching and Learning, *Shonta M. Smith*. Developing Potential Across the Disciplines: The Scholarship of Integration, *Kenneth Durgans and Ansley Abraham*. A View From the Top: Academic Administrators' Reflection on the Scholarship of Integration, *Joseph H. Silver, Sr. and Lillian B. Poats*. Being of Some Scholarly Service...: A New Take on the Scholarship of Engagement in Academe, *Selena T. Rodgers*. The Scholarship of Teaching and Learning: Critical Competencies in the HBCU Context, *Mable Scott*. Twenty-First Century Scholars of Color and Contemporary Weapons for Social Justice, *Malik S. Henfield, Janice A. Byrd, and Ahmad R. Washington*. Connecting to Our Stakeholders: How Faculty Research: Can Engage the Community, *Carolyn Orange*. Career Advancement Beyond the Traditional Tenure and Promotion Process: Broadening Boyer's Scholarship Reconsidered Through Critical Race Theory, *Donald Mitchell, Jr. and Adriel A. Hilton*. The Scholarship of Engagement: A Reason to Cross the Ivory Tower's Moat, *Petra A. Robinson*. Afterword: Priorities of the Professoriate: Engaging Multiple Forms of Scholarship Across Rural and Urban Institutions, *William Harvey*. About the Editors. About the Contributors.



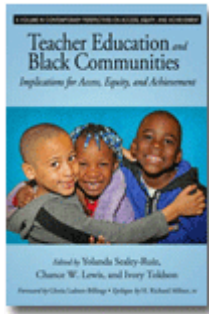
Autoethnography as a Lighthouse Illuminating Race, Research, and the Politics of Schooling

Stephen Hancock, University of North Carolina at Charlotte; Ayana Allen, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

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This work uses autoethnography as an enterprise to deconstruct barriers that support the invisibility of diverse epistemologies. The reality of invisibility and silence has plagued "unvalued others" in their attempt to make known the cultural significance found in the planning and execution of research. As a result, this book purposes to support the visibility and voice of marginalized scholars who conduct autoethnographic research from a racial, gendered, and critical theoretical framework. This work further supports authentic inquiry as it examines and reexamines culturally diverse epistemologies as a viable and valuable framework for conducting autoethnographic research. Specifically, this work highlights racialized epistemologies as an inescapable factor in autoethnographic research in the context of schools.

CONTENTS: PART I: ILLUMINATING RACIALIZED INQUIRY THROUGH AUTOETHNOGRAPHY. Introduction. Common Threads: Culturalized Patterns and Conceptual Understandings of Race, Research, and the Politics of Schooling, *Stephen D. Hancock and Ayana Allen*. Your Inquiry Is Not Like Mine: Structuring a Critical Constructivist Approach to Autoethnographic Inquiry, *Stephen D. Hancock*. Going Native/Being Native: The Promise of Critical Co-Constructed Autoethnography for Checking "Race," Class, and Gender In/Out of the "Field", *Sherick Hughes and Kate Willink*. Autoethnography as Counternarrative: Confronting Myths in the Academy—An African American Female Perspective, *Lisa R. Merriweather*. **PART II: VOICING OF THE SILENCED THROUGH AUTOETHNOGRAPHY.** From Being Considered At-Risk to Becoming Resilient: An Autoethnography of an Immigrant Child Finding Her Voice in Becoming a U.S. Citizen, *Rosalinda Mercado-Garza*. Race, Gender, and Single Parenting: Dismantling the "Invisible" Myth Around Intellectual Black Female Scholars, *Andrea L. Tyler and Lameesa Muhammad*. Fragmented but Unbroken: Forming a Black White Biracial Identity in the South, *Anthony Ash*. **PART III: INVESTIGATING IDENTITIES IN SCHOOLS THROUGH AUTOETHNOGRAPHIC LENSES.** Black-Self/White-Context: An Autoethnography of Hurt, Hope, and Heroism in Predominantly White Schools, *Ayana Allen*. Black Women Professors' Evolving Teacher Identities: Reconciling Past, Present, and Future, *Tambra O. Jackson and Michelle L. Bryan*. Stimulating Conversions: Critical Teaching, Changing Paradigms, and the Politics of Schooling in an Urban Elementary Context, *Stephen D. Hancock*. The Implications of Autoethnographic Research for Access to Equity and Achievement, *Ayana Allen, Stephen D. Hancock, and Chance W. Lewis*. Author Biographies.



Teacher Education and Black Communities Implications for Access, Equity and Achievement

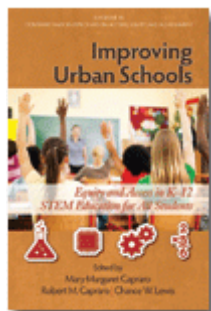
Yolanda Sealey-Ruiz, Teachers College, Columbia University; Chance W. Lewis, University of North Carolina at Charlotte; Ivory Toldson, Howard University

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The field of education has been and will continue to be essential to the survival and sustainability of the Black community. Unfortunately, over the past five decades, two major trends have become clearly evident in the Black community: (a) the decline of the academic achievement levels of Black students and (b) the disappearance of Black teachers, particularly Black males. Today, of the 3.5 million teachers in America's classrooms (AACTE, 2010) only 8% are Black teachers, and approximately 2% of these teachers are Black males (NCES, 2010). Over the past few decades, the Black teaching force in the U.S. has dropped significantly (Lewis, 2006; Lewis, Bonner, Byrd, & James, 2008; Milner & Howard, 2004), and this educational crisis shows no signs of ending in the near future. As the population of Black students in K-12 schools in the U.S. continue to rise—currently over 16% of students in America's schools are Black (NCES, 2010)—there is an urgent need to increase the presence of Black educators.

The overall purpose of this edited volume is to stimulate thought and discussion among diverse audiences (e.g., policymakers, practitioners, and educational researchers) who are concerned about the performance of Black students in our nation's schools, and to provide evidence-based strategies to expand our nation's pool of Black teachers. To this end, it is our hope that this book will contribute to the teacher education literature and will inform the teacher education policy and practice debate.

CONTENTS: Foreword: Teacher Education and the Black Communities, *Gloria Ladson-Billings*. Acknowledgements. Introduction, *Yolanda Sealey-Ruiz, Chance W. Lewis*. **Part I: Preparing Teachers to Teach Black Students.** Preparing Teachers to Teach Black Students: A Story About a Journey to Teaching Excellence, *Suzanne C. Carothers*. Insights for Future Educators on Promoting Nonresident Black Father Involvement in Schools, Increasing Black Student Achievement, and Advancing Equity in Education, *Brianna P. Lemmons*. Making Space for Black Queer Teachers: Pedagogic Possibilities, *Lance T. McCreedy and Micia Mosely*. New Visions of Collective Achievement: The Cross-Generational Schooling Experiences of African American Males, *Darrell Cleveland Hucks*. Young Scholars: African American Males and Academic Identity Development, *Robert W. Simmons, III, Cheryl Moore-Thomas, and Audra Watson*. Invisible Hands Seeing and Noticing Black and Latino Male Youth, *Yolanda Sealey-Ruiz, Keisha Allen and Erik Nolan*. Not Strangers: How Social Distance Influences Black Male Teachers' Perceptions of Their Male Students of Color, *Travis J. Bristol*. **Part II: Preparing Black Students to Become Teachers.** Teachers and Teaching for the New Millennium, *Jacqueline Jordan Irvine and Leslie T. Fenwick*. Mending the Pipeline: Recruitment and Retention of African American Preservice Teachers in a Predominantly White Institution, *David A. Byrd and Shailen M. Singh*. Human Capital Investment: Supporting the Development of Visionary Change Agents in Teacher Preparation Programs for Urban Schools and Communities, *Derrick Robinson, Ayana Allen, and Chance W. Lewis*. An Evaluation of an In-House Coaching Pilot Study within the Institute of Education, University of London: 20-20 Coaching TDA Project for the Recruitment and Retention of Black Minority Ethnic Student Teachers, *Victoria Showunmi*. Bad Boys to Master Teachers: Hip Hop Culture and the Making of Black Male Teacher Identity, *Thurman Bridges*. The Legacy Lives, "I leave you a thirst for education"—Dr. Bethune's Vision in Action: A Study of the Impact of an HBCU on Teachers and Educational Leaders, *Tehia Starker Glass, Helena Mariella-Walrond, Allyson Leggett Watson, and Lakia M. Scott*. **Part III: Implications For Access, Equity, And Achievement.** The Contextual Factor of Race in Equity, Access, and Achievement, *Marvin Lynn*. Equity in Opportunities to Learn Mathematics: Policy and Practice Implications for High-Achieving Black Students, *Kenneth Alonzo Anderson*. Using Observation Prompts in the Urban Elementary School Field Placement, *Felicia Moore Mensah*. Collateral Damage in the Classroom: How Race and School Environment Influence Teachers' Attitudes and Behaviors Toward Their Students, *Ivory A. Toldson and Mercedes E. Ebanks*. Epilogue: Teacher Education and Black Communities, *H. Richard Milner, IV*. About the Editors. About the Contributors.



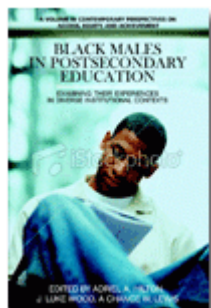
Improving Urban Schools Equity and Access in K-16 STEM Education

Mary Margaret Capraro, Texas A&M University; Robert M. Capraro, Texas A&M University; Chance W. Lewis, University of North Carolina at Charlotte

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Although STEM (Science, Technology, Engineering, and Mathematics) has been diversely defined by various researchers (e.g. Buck Institute, 2003; Capraro & Slough, 2009; Scott, 2009; Wolf, 2008), during the last decade, STEM education has gained an increasing presence on the national agenda through initiatives from the National Science Foundation (NSF) and the Institute for Educational Sciences (IES). The rate of technological innovation and change has been tremendous over the past ten years, and this rapid increase will only continue. STEM literacy is the power to “identify, apply, and integrate concepts from science, technology, engineering, and mathematics to understand complex problems and to innovate to solve them” (Washington State STEM, 2011, Internet). In order for U.S. students to be on the forefront of this revolution, ALL of our schools need to be part of the STEM vision and guide students in acquiring STEM literacy. Understanding and addressing the challenge of achieving STEM literacy for ALL students begins with an understanding of its element and the connections between them. In order to remain competitive, the Committee on Prospering in the Global Economy has recommended that the US optimize “its knowledge-based resources, particularly in science and technology” (National Academies, 2007, p. 4). Optimizing knowledge-based resources needs to be the goal but is also a challenge for ALL educators (Scheurich & Huggins, 2009). Regardless, there is little disagreement that contemporary society is increasingly dependent on science, technology, engineering, and mathematics and thus comprehensive understandings are essential for those pursuing STEM careers. It is also generally agreed that PK-12 students do not do well in STEM areas, both in terms of national standards and in terms of international comparisons (Kuenzi, Matthews, & Mangan, 2006; Capraro, Capraro, Yetkiner, Corlu, Ozel, Ye, & Kim, 2011). The question then becomes what might PK-12 schools do to improve teachers’ and students’ STEM knowledge and skills? This book will look at equity and access issues in STEM education from PK-12, university, and administrative and policy lenses.

CONTENTS: Foreword, *Gerald A. Goldin*. Introduction to STEM Equity, *Robert M. Capraro*. STEM Schools: Facilitating Student Engagement and College Readiness, *M. Suzanne Franco and Nimisha H. Patel*. The Private Sector, Building STEM Partnerships, and Moving Models Forward, *Robert M. Capraro, Mary Margaret Capraro, and Michael Muzheve*. Culturally Relevant Project-Based Learning for STEM Education: Implications and Examples for Urban Schools, *Jamaal Young, Jemimah Young, and Christina Hamilton*. Disrupting Inequity: How Policy Change Can Foster STEM Access for Underserved Students (K-12), *Frances R. Spielhagen*. Administrative Support of STEM Culture, *Brian Boyd and Matthew Grushon*. Racial and Linguistic Achievement Disparities: Mathematics Course-Taking in Urban School Contexts, *Eduardo Mosqueda and Saúl I. Maldonado*. Using Three-Dimensional Virtual Environments to Prepare STEM Teachers, *Trina Davis*. Using Just-in-Time PD to Technologically Prepare High School STEM Teachers, *J. Eli Crow, Teresa J. Kennedy, Michael R. L. Odell, John D. Ophus, and Jason T. Abbitt*. Gender Equity in STEM: Increasing the Persistence of Females in the STEM K-12 Pipeline, *Meredith Jones*. Geographic Disparities in Science Achievement: The Case of Metropolitan St. Louis, *Brittini D. Jones and William F. Tate*. About the Contributors.



Black Males in Postsecondary Education Examining their Experiences in Diverse Institutional Contexts

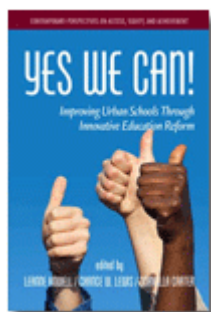
Adriel A. Hilton, Upper Iowa University; J. Luke Wood, San Diego State University; Chance W. Lewis, University of North Carolina at Charlotte

2012. Paperback 978-1-61735-932-3 \$45.99. Hardcover 978-1-61735-933-0 \$85.99. eBook 978-1-61735-934-7 \$65.

Black Males in Postsecondary Institutions: Examining their Experiences in Diverse Institutional Contexts offers a comprehensive examination of the experiences of Black males in our nation’s higher education institutions. In recognizing the role of institutions in fostering distinctive educational experiences, this volume systematically explores the status, academic achievement, and educational realities of Black men within numerous institutional types (i.e., community colleges, For-profit colleges, Liberal arts colleges, historically Black colleges and universities, ivy league institutions, religious-affiliated institutions, private institutions, Hispanic-serving institutions, research intensive institutions, and predominately White institutions). In line with a core commitment towards transformative change, chapter authors also

provide recommendations for future research, policy, and practice aimed at fostering enhanced personal, academic, and career outcomes for Black men in college.

CONTENTS: Foreword, *Fred A. Bonner, II*. Black Males in Postsecondary Settings: A Rare Examination Across Institutional Contexts, *Chance W. Lewis*. Community Colleges—A Metasynthesis of Literature on Black Males: An Overview of 40 Years of Policy Recommendations, *J. Luke Wood and Adriel A. Hilton*. Examining the Phenomenon of For-Profit Colleges and Universities for Minority Students: Implications for Black Males, *Tiffany Patrice Fountaine*. Untold Stories: An Examination of Selected Experiences of Black Male Graduate Students at an Ivy League Institution, *Jonathan Berhanu and Jerlando F. L. Jackson*. The Impact of Historically Black Colleges and Universities on African American Men, *Marybeth Gasman, Valerie Lundy-Wagner, and Felecia Commodore*. Historical Legacy, Ongoing Reality: African American Men at Predominantly White Institutions of Higher Education, *Christopher B. Newman, Kenekwue (K.C.) Mmeje, and Walter R. Allen*. Black Men at Religiously Affiliated Colleges and Universities: An Exploratory Glimpse, *Terrell L. Strayhorn, Derrick Tillman-Kelly, Todd Suddeth, and Michael Steven Williams*. People, Places, and Things: Examining the Impact of Institutional Characteristics on the Experiences of Black Males at a Research Intensive Institution, *Natasha M. Billie and Joelle Davis Carter*. Black Males at Not-for-Profit Private Colleges and Universities, *Bryant T. Marks, Sylvia Carey-Butler, and Karlton Mitchell*. Bridging a Black-Brown Divide? Black Male Students at a Hispanic-Serving Institution, *Richard Reddick, Julian Vasquez Heilig, and Patrick Valdez*. Black Males Across Institutional Types: Recurrent Recommendations for Research, Policy, and Practice, *J. Luke Wood, Adriel A. Hilton, and Chance W. Lewis*. Epilogue: A Closing Perspective of the Edited Volume, *James L. Moore, III*. About the Editors. About the Authors.



Yes We Can! Improving Urban Schools through Innovative Educational Reform

Leanne L. Howell, Baylor University; Chance W. Lewis, University of North Carolina at Charlotte; Norvella Carter, Texas A&M

2011. Paperback 978-1-61735-635-3 \$45.99. Hardcover 978-1-61735-636-0 \$85.99. eBook 978-1-61735-637-7 \$65.

Yes We Can: Improving Urban Schools through Innovative Educational Reform is an empirically-based book on urban education reform to not only proclaim that hope is alive for urban schools, but to also produce a body of literature that examines current practices and then offer practical implications for all involved in this arduous task. This book is filled with real-world strategies to implement in your quest to inspire and bring about reform. Additionally, we hope that you garner hope from the school personnel, school campuses, and school resources used as examples within the body of this work.

We offer this book to all stakeholders who find themselves associated with urban schools: teachers, administrators, parents and even students. Consider this book an empirically based roadmap as you consider being a part of this transformation. We hope that it not only inspire you to adopt the “Yes We Can” spirit, but also empower you to be the beacon of light for urban students whose very future relies on people like you to keep the torch alive.

CONTENTS: Prologue: Hope Is Alive! Envisioning the Future Possibilities of Urban Schools, *Leanne L. Howell and Chance W. Lewis*. **PART I: ENVIRONMENTS OF URBAN SCHOOL REFORM SECTION I: TRADITIONAL AND CHARTER SCHOOL SETTINGS: SUCCESS AND SUSTAINABLE CHANGE.** Yes We Can—Even in Detroit: Quality Education, High Academic Achievement, and Service-Learning, *Robert W. Simmons III and Robert D. Carpenter*. Texarkana Independent School District: Blazing a Trail for Urban Learners, *Molly S. Taylor*. **SECTION 2: URBAN COMMUNITY INITIATIVES AND SUPPORT STRUCTURES.** Examining Influences on African American High School Students’ Mathematics Achievement, *Lamont A. Flowers and Tiffany A. Flowers*. Mental Health Delivery in Urban Schools: It Takes a Village to Empower a Child, *Jamilia Blake, Collette Nero, and Concepcion M. Rodriguez*. **PART II: EMPOWERING URBAN STUDENTS AND TRANSFORMING THEIR SCHOOLS. SECTION 1: TEACHERS’ ROLES IN URBAN SCHOOL SETTINGS.** Deconstructing Teacher Bias: Exploring Attributional Bias in Urban Elementary Schools, *Stephen D. Hancock and Tehia V. Starker*. Going Beyond Parental Involvement: Parent Perceptions of Teacher Support and Its Influence on the Achievement Outcomes of Urban African American High School Adolescents, *DeMarquis Hayes*. **SECTION 2: CULTURALLY RESPONSIVE PEDAGOGIES AND CURRICULUM FOR URBAN SCHOOL REFORM.** Beyond Lip Service: Engaging Young African American Men in a Single-Gender Urban School, *Ryan Vernosh and Julie Landsman*. Montessori: Education for Life, *Michelle J. Moody and Ginny Riga*. Making a Case to LEARN: Linking Emphasis on the Achievement and Reporting Needs of African American Females on NAPE Test Results, *Patricia J. Larke, Jemima L. Young, and Jamaal Young*. **SECTION 3: POLICIES, POLITICS, AND URBAN SCHOOL REFORM.** A Closer Look at Media Influences, Identity Formation, and Educational Policy: Implications for African American Male Students, *Meredith B. Walker and Bettie Ray Butler*. Two Steps Forward, One Step Back: A Brief Fifty-Year Overview of Educational Finance,

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