



Book Series

# *Contemporary Perspectives on Access, Equity, and Achievement*

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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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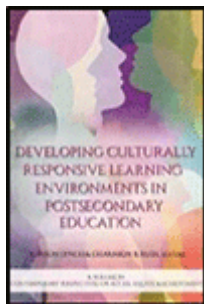
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## Developing Culturally Responsive Learning Environments in Postsecondary Education

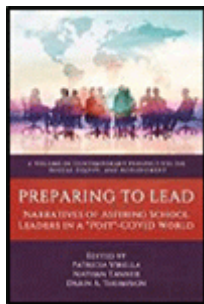
R. Jason Lynch, Appalachian State University; Charmion B. Rush, Western Carolina University

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U.S. colleges and universities are rapidly diversifying. In 2018, the U.S. Census Bureau estimated that nearly half of undergraduate students were of non-white racial identities, with that number only increasing for future generations. This increase in diversity holds true for many other identity groups. Yet, faculty demographics remain disproportionately white and male. For years, students have called for institutions of postsecondary education to support their success through adopting more culturally relevant practices for teaching and learning. Scholarship on student success in college has also echoed this call. *Developing Culturally Responsive Learning Environments in Postsecondary Education* was developed to help postsecondary educators answer this call through a multilayered view of student support within the college classroom and beyond.

Specifically, this book features twenty-three chapters divided into four parts. Each part corresponds with four thematic areas identified as an important component in developing culturally responsive learning environments: unpacking educator cultural competence; learning experiences of the 21st century college student; culturally responsive teaching and instruction; and transforming curriculum, content, and environments. Authors representing diverse backgrounds and institutional contexts come together to offer their own scholarly and practical expertise to tackle issues ranging from combating implicit bias and building cultural competence to exploring specific student experiences and practical ways to implement culturally responsive pedagogies. In addition to each chapter, this volume provides a companion case scenario exercise for you to directly apply the content from the book. Ultimately, we hope this book provides you with a meaningful starting place to help you honor the diversity of your students and support their success within your learning context.

**CONTENTS:** Prologue — How to Use This Book, *R. Jason Lynch and Charmion B. Rush*. **PART I: UNPACKING YOUR OWN CULTURAL COMPETENCE.** What Is Cultural Competence in Postsecondary Education? *Patricia Hilliard and Callie Edwards*. Implicit Bias and the College Classroom, *Charmion B. Rush and Cynthia Wooten*. Building Cultural Competence, *Candy J. Noltensmeyer, Lisa Bloom, and Charmion B. Rush*. The Power of Personal Narratives, *Chauntee Thrill*. **PART II: LEARNING EXPERIENCES OF THE 21st CENTURY COLLEGE STUDENT.** Building Intersectionality-Minded Learning Environments, *Jessica Belue Buckley, Olivia Copeland, and David Nguyen*. Culturally and Historically Responsive Pedagogies to Enhance Student Agency in Racialized Learning Environments, *Ginny Boss*. Strategies and Perspectives of Individuals With Disabilities in Postsecondary Education, *Kelly R. Kelley*. Creating Restorative and Affirming Classrooms for LGBTQ+ Students, *Kris De Pedro, Holly Shim-Pelayo, and Annmary Abdou*. Beyond Best Practices: Engaging in Culturally Responsive Strategies to Support Trans\* Students in Higher Education, *Katy Jaekel*. Recognizing Class in the Room: Strategies for Teaching and Learning in Social Class-Conscious and Responsive Ways, *Sonja Ardoin and Genia M. Bettencourt*. THERE-FOR-U: Supporting Military and Veteran Student Academic Success, *Olivia Boyd, Kimberly Tran, and John W. Brooker*. “You’re Multicultural, But We Can Fix That!”: The Danger of Deficit Thinking in U.S. Postsecondary Education’s Approach to International Students, *Charles Allen Brown*. Religious, Secular, and Spiritual Identities, *Ashley Staples*. **PART III: CULTURALLY RESPONSIVE TEACHING AND INSTRUCTION.** Inclusive Pedagogy: Foundations for Praxis in the Collegiate Classroom, *Brandi Nicole Hinnant-Crawford, Shamella Cromartie, Rebecca Childs, and Erika L. Lett*. Communication Styles, *Karena Cooper-Duffy*. Indigenizing College Teaching, *Heather Kind-Keppel and Ruth Harper*. Culturally Responsive Digital Learning in Postsecondary Education, *Nancy Luke*. Trauma-Informed Teaching in Postsecondary Education, *R. Jason Lynch and Chateé Omísadé Richardson*. **PART IV: TRANSFORMING CURRICULUM, CONTENT, AND ENVIRONMENT.** Teaching Out of Bounds: Decolonizing Curricula in Higher Education, *Emerald Templeton and Emily Jackson*. An Interdisciplinary Social Justice Minor: How Do You Create University Level Curriculum Change? *Patricia Bricker, Kim Winter, Callie Schultz, Jenny Stewart, and Kelly Tracy*. Embedding Culturally Responsive Learning Strategies in the Classroom, *Ashley Carpenter*. Developing Culturally Responsive Learning Environments in STEM Education, *Frim Ampaw, Anne M. Hornak, Caitlin Hamstra, and Taylor Nelson*. Do I Fit In? Cultivating Belonging, Mattering, and Community, *R. Jason Lynch*. Epilogue — Where Do We Go From Here? *Charmion B. Rush and R. Jason Lynch*. About the Authors.



## Preparing to Lead Narratives of Aspiring School Leaders in a "Post"-COVID World

Patricia M. Virella, Montclair State University; Nathan Tanner, University of Illinois at Urbana-Champaign; Darin A. Thompson, Independent Researcher

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Popular education press and scholarly conversations have focused on the impact of COVID-19 on various aspects of school leadership during the induction process and after. However, voices heard directly from the students are often left out or not heard from in a comprehensive oral historical account. We argue that while the attention is deservedly placed on principals and superintendents in schools leading through the pandemic crisis, there has been less dialogue about the impact of COVID-19 on aspiring leaders who will take the helm amid the lingering crisis. Focusing on this population is explicitly significant as COVID-19 has disrupted and traumatized aspiring leaders who will begin to leave the principalship or superintendency en masse.

The novelty and longevity of COVID-19 have also upended schools across the country. Thus, we are left at the moment when although many students are preparing to be school leaders, those preparing them are not expected to stay. *Preparing to Lead – Narratives of Aspiring School Leaders in a "Post"-COVID World* focuses on how graduate students in educational leadership preparation programs are experiencing their simultaneous preparation for leadership roles in the K-12 setting while working in schools in several districts across the United States. We approach this book as a way to elevate the voices of aspiring leaders who will enter the field in the current crisis-laden context. Chapter authors discuss both the challenges and opportunities they have experienced due to being in the dual role of aspiring leaders and current educators. Chapter authors also provide poignant feedback on how leadership preparation programs can assist their development as leaders and infuse equity-oriented approaches that mirror their own identity and the educational landscape they will lead in.

**CONTENTS:** Acknowledgments. Introduction, *Patricia Virella*. Oral Histories as Emancipatory Praxis in School Leadership, *Nathan Tanner*. A Story of Defining Progress, *Ramya Subramanian*. Compassion in the Midst of Crisis, *Marissa De Hoyos*. Observational Learning: Examples of School-Based Leadership During COVID-19, *Michael Barbieri*. Teacher Burnout + You: What Can You Do? *Brenda Chavez*. The Importance of Principles, *Joseph Cashin*. Because It's Easy, *Lorin Hannah*. On the Brink of Leaving, *Abigaile Almerido*. From Teacher to Educational Leader: Reflections Upon Educator Identity in the Midst of the COVID-19 Global Pandemic, *Maria Leyson*. Can Anyone Become an Abolitionist Educator? *April J. Mouton*. Closure, *Darin A. Thompson*. About the Authors.



## Advancing Inclusive Excellence in Higher Education Practical Approaches to Promoting Diversity, Equity, Inclusion, and Belonging

Shawna Patterson-Stephens, Central Michigan University; Tamara Bertrand Jones, Florida State University

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The primary aim of this text is to provide educators with specific strategies for engaging in equity and inclusion work on college campuses. We include the perspectives of faculty and staff with a range of experiences and expertise to address current topics evolving at various levels and functional areas in the academy. Rather than replicate findings and recommendations established in extant literature, we provide faculty, staff, and graduate students with the insight and tools they will require to transform established recommendations into actionable solutions and promising practices. This book offers theoretical and practical approaches to evolving diversity, equity, and inclusion concerns in higher education.

The core themes of this volume center on diversity, equity, inclusion, and belonging in higher education. While some educators use these terms interchangeably, we define diversity as a concept that envelopes several modes of social identity, including race, ethnicity, gender, ability, sexual orientation, faith/non-faith affiliation, size, veteran's status, etc. The practice of fortifying representation amongst minoritized populations without making considerations for structure and support has been the primary model for diversifying the academy for the past 40 years. Within the context of higher education and diversity, our conversation shifts beyond ensuring marginalized communities are represented.

Within each chapter, the contributing authors address a wide range of diversity, equity, inclusion, and belonging topics

that are unique to their positionality as educators in the postsecondary sector. As editors, we intentionally identify authors with diverse professional backgrounds who offer a range in their approaches to addressing emergent trends in their respective areas in higher education. In addition to submitting manuscripts that engage critical examinations of diversity, equity, and inclusion in the postsecondary sector, authors were encouraged to design supplemental material for their chapters, such as training modules, study guides, case studies, guides for utilizing critical research approaches and design, and interactive activities that can be replicated in various settings on campus (e.g., the classroom, residence halls, student organization trainings, etc.).

**CONTENTS:** Foreword, *Eboni M. Zamani-Gallaher*. Advancing Diversity, Equity, Inclusion, and Belonging in Higher Education: Praxis, Pedagogy, and Research, *Shawna Patterson-Stephens and Tamara Bertrand Jones*. Feeding Fish to the Tiger to Survive: Interrogating Structures of Oppression in Higher Education, *Kakali Bhattacharya, Jia “Grace” Liang, and Teara Lander*. Problematizing Diversity: Imagining Inclusion Through a Liberated Lens, *Charee Dee Mosby-Holloway and Sara C. Furr*. Moving Towards Greatness: Implementing a Diversity Plan at an Urban Research Institution, *Alicia W. Davis, Chance W. Lewis, and John A. Williams III*. Recognizing and Addressing Implicit Bias in Adjudication and Title IX Procedures: A Case Study Approach, *Shawna Patterson-Stephens*. Building a Social Justice-Centered Higher Education and Student Affairs Program in California’s Central Valley, *Varaxy Yi, Susana Hernández, Ignacio Hernández, and Jonathan Pryor*. The Black Male Research BootCamp: Intentionally Shaping Black Men’s Doctoral Student Socialization, *Jesse Ford, and Tamara Bertrand Jones*. Meet Them in the Center: A Model for Embedded Sexual Misconduct Survivor Advocacy and Support Services, *Sarah Colomé*. Challenging Intersectional Marginalization in Identity Based Centers, *Jonathan A. McElderry, Stephanie Hernandez Rivera, and Shannon Ashford*. Resisting Interlocking Structures and Relations Through Social Justice Praxis: Insights From a Dialogic Exchange Between Three Black Women Academics, *Talia R. Esnard, Deirdre Cobb-Roberts, and Devona F. Pierre*. The Journey Matters: Examining the Paths and Lived Experiences of African American Males for STEM Success, *Latara O. Lampkin, Adrienne Stephenson, Andria Cole, Jonathan Townes, and Marquise L. Kessee*. “Not a Thing That We Talk About”: Recommendations for Supporting and Engaging LGBTQ+ Identified Caribbean Heritage Students, *Louise Michelle Vital and Mike Hoffshire*. Conclusion, *Tamara Bertrand Jones and Shawna Patterson-Stephens*. Epilogue—Advancing Inclusive Excellence in Higher Education: Implications for Moving Beyond Diversity to Create Equitable and Anti-Racist Institutions, *Frank A. Tuitt*. About the Contributors.



## Post-Secondary Planning for All Approaches to College and Career Readiness Counseling for Special Populations

Sejal Parikh Foxx, The University of North Carolina at Charlotte, and Urban School Counseling Collaborative; J. Anthony Elizondo, The University of La Verne and Urban School Counseling Collaborative

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It is not surprising that in order to meet the job demands of the future, we need to ensure that students have the knowledge and opportunity to choose from an array of postsecondary options before graduating from high school. Particularly as our society continues to increase in diversity, providing access to college and career choices for all students is imperative. However, there are many barriers that keep students from reaching their potential and envisioning a future that is personally and professionally rewarding. Many of these barriers are systemic in nature and others are related to individual circumstances. Regardless from where the barriers stem, school counselors and others who provide postsecondary readiness services to students must advocate, work to create equitable access, and assist with navigating through complex systems.

This book compiles information and strategies from experts in the field. Each chapter in this book offers definitions of specific populations, evidence-based culturally responsive counseling strategies including those related to collaboration, case studies and interventions, and opportunities for readers to reflect on their understanding of that population to inspire professional growth. Groups included in this book include students who are experiencing homelessness, students in English Language Learner programs, families experiencing poverty, students with special needs, and many others that school counselors and college advisors will encounter in their career.

**CONTENTS:** Preface, *Sejal Parikh Foxx and J. Anthony Elizondo*. Acknowledgements. College and Career Readiness for Students Impacted by Homelessness, Housing Insecurity, and Students in Foster Care, *Ami C. Waller*. Career and College Counseling With Students With Learning and Cognitive Disabilities, *Brittany N. Glover*. Career and College Counseling With Sexual and Gender Minority Students, *Bethani Cogburn and Rachel Saunders*. Beyond Borders: Post-Secondary School Supports and Explorations With Newcomer Students, *Brittany Prioleau, Maylee Vázquez, and Arna Erega*. Families Experiencing Poverty, *J. Anthony Elizondo and Sejal Parikh Foxx*. Student-Athletes as a Specialty Population, *Arna Erega*. Navigating Family Expectations in Post-Secondary Planning, *Rachel Saunders and Kimberly Farley-Smith*. First-Generation



Students as a Specialty Population, *Maria Diaz and Lorenzo N. Hopper*. Providing College and Career Counseling to Students in Rural Settings, *Jennifer Perry*. College and Career Counseling and Access for Students Who Are Undocumented, *Maylee Vázquez, Brittany Prioleau, and Amy Biang*. Promoting Student Engagement and College and Career Readiness Using a Multi-Tiered Systems of Support Approach, *Jacob Olsen*. Creating an Equitable Environment to Support College and Career Readiness for All, *Clare Merlin-Knoblich and Nia Robinson*.



## Unveiling the Cloak of Invisibility Why Black Males are Absent in STEM Disciplines

Anthony G. Robins, Robert Morris University; Locksley Knibbs, Florida Gulf Coast University; Ted N. Ingram, Bronx Community College; Michael N. Weaver, University of Wisconsin Madison; Adriel A. Hilton, Southern University at New Orleans

2023. Paperback 979-8-88730-175-4 \$52.99. Hardcover 979-8-88730-176-1 \$94.99. eBook 979-8-88730-177-8 \$85.

This book explores why Black men continue to be severely underrepresented in the STEM disciplines. It provides chapters that explore factors that lead to underrepresentation of Black males in STEM (e.g., societal traditions of what type of work is appropriate; the ruptured pipeline that leads to higher rates of attrition at every level of career development; barriers in science fields such as subtle and overt discrimination; and inequitable resources and opportunities). The premise of this volume is if Black males are to compete in an emerging global economy fueled by rapid innovation and marked by an astonishing pace of technological breakthroughs, they must be present.

The book makes new contributions to the field. The collective of higher education professionals and change agents whom are tied to STEM bring cutting-edge thinking in how best to address the leaky STEM pipeline which has left the industry/workforce void of talented Black men. The volume promises timely, relevant and emergent scholarship and perspectives for STEM leadership, scholars and supporters. It provides promising practices (best practices) and recommendations in recruiting and retaining Black males in STEM disciplines and the competitive market place.

**CONTENTS:** Foreword, *Chester Thompson*. Introduction, *Anthony G. Robins*. Uncovering a Pathway Towards Equity in STEM Education for African American Males, *Deborah A. Harmon & Cheryl L. Price*. All Things Being Equal (Not): Undergraduate Research Mentoring of Black Males in STEM, *Joni Schwartz*. The Influence of Microaggressions on Black Boys' Pursuit of STEM, *Brea M. Banks, Keeley Hynes, Alexandra V. Horton, & Khyati Verma*. The Role of Institutional Level/Strengths-Based Approaches in Fueling Black Males' Success Strategies, *J. Lynn Gazley & Patricia B. Campbell*. Multifarious Representations of Black Families: Counterstories of the Influence of Black Families on Black Males' Engineering Journeys, *DeLean Tolbert Smith*. Could Culturally Tailored Study Skills Strategies Be The Panacea to Black Males Being Missing in STEM Professions? *Anthony G. Robins & Christopher Robinson*. Social and Academic Influences on STEM Career Aspirations: The Experiences of Black Male Doctoral Students at an HBCU, *Andrea Tyler, Jhan Doughty-Berry, Claire Jang, Courtney Wilkerson*. Promoting Positive STEM Identity and Achievement among African American Males: Individual and Contextual Considerations, *Leslie K. Grier*. Why Aren't More Black Men Interested in Psychology? *Naomi M. Hall & Jason M. Jones*. "Because Representation Matters": Supporting Black Males to and Through STEM Graduate School, *Kirk D. Rogers, Jr., James Crawford, & Ramon Stephens*. Conclusion, *Locksley Knibbs*. Biographies.



## Economic, Political and Legal Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation

Stephanie Thomas, Lenoir-Rhyne University; Shanique J. Lee, The University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

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The Montgomery bus boycott, Student Nonviolent Coordinating Committee (SNCC), and Brown v. Board of Education reveal incentives to reform as a result of economic, political and legal threat. It is difficult to change a person's heart, or to change based on moral conviction alone. However, policies and laws can be established that will change a person's behavior. Historically, there was rarely a time where societal changes were the result of a desire to do what was morally right. Doing what is right was contingent upon economic advantages, political motivation or the threat of litigation. By the mid 1900s the NAACP had learned a valuable lesson in the South, that litigation or the threat of litigation was an effective tool in the quest for educational equality (Douglas, 1995). More recently, the #metoo movement and the Los Angeles

teacher's strike exposed corrupt behavior and insufficient working environments that have existed for decades. What is different? They have been exposed through political, economic and legal means.

As it pertains to educating African Americans, there was an ongoing role of servitude in the political economy of the South (Anderson, 1988). This was subsequently disrupted through political, economic, and legal measures during Reconstruction. Racist ideologies and economic advantages were seen through Jim Crow Laws (Roback, 1984) that were again disrupted through political, economic, and legal methods. Education has also been cited as what perpetuates our democracy. It is institutions that afford its citizens the skills and knowledge necessary for political participation (Rury, 2002). Even when legal cases are unsuccessful, such as *Puitt v. Commissioners of Gaston County* or *Plessy v. Ferguson*, they can forge the way to successful litigation dismantling racist ideologies that oppress African Americans. Although the *Puitt* decision did not remove the processes of discrimination against Black schools, it left intact the legal basis on segregated and unequal education (Douglas, 1995). As citizens, it is imperative that we participate in the political process and use our authority to mandate the changes we would like to see in urban education.

When theorizing this book, the intent was to provide an interdisciplinary look at solutions to critical issues in urban education through political, economic, and legal avenues. This book seeks to provide an interdisciplinary approach to solving the issues in education while connecting it to the effects on teacher preparation. Using historical and recent examples, scholars can piece together solutions that will guide others to political, economic, and legal action necessary to dismantle systems that have bound Black and Brown children. It is our intent to offer innovative, yet grounded solutions that can purposefully move the conversation about solutions to critical issues in education to political, economic, and legal actions.

**CONTENTS:** Introduction: What Is the Problem and Why Do We Need Solutions? Student Achievement for All: Afrocentric Curriculum and Abolitionist Pedagogy to Promote Equity and Excellence in Education, *Annette Teasdel and Greg Wiggan*. Emancipation Through Culturally Responsive and Transformative Literacy, Curriculum, and Pedagogical Practices, *Charlotte R. Hancock and Greg A. Wiggan*. Community-Based Professional Learning Communities (CB-PLCs): Re-Envisioning a Model of PLCs for Urban Education, *Sharon Leathers*. Re-Examining Noncognitive Factors: Promoting the Academic Achievement of African American Males at Urban Universities, *Harriet Hobbs and Greg Wiggan*. Cultural Capital, Urban Education, and School Privatization: A Critical Race Social Reproduction Analysis, *Jordan Boyd and Greg Wiggan*. Prioritizing Teacher Wages on a National Scale, *Jordan T. Register, Olanrewaju T. Oriowo, Nicole E. Shanley, and Marquis R. Mason*. One Size Does Not Fit All: Understanding Lemovian Techniques and Multi-Tiered Systems of Support to Create a Better Framework for Behavioral Supports, *Mike Friedberg*. Assessing Lemovian Techniques for Supporting Traditionally Marginalized Students and Suggestions for More Equitable Practices in Schools to Support Black and Latinx Students, *Mike Friedberg*. Mindfulness practices and Hip-Hop Therapy for Marginalized Youth, *Torie Wheatley*. Making Success: A Legal Solution for Teachers and Students in Alternative Schools, *Abby F. Holland*. Afterword.



## Imagining the Future Historically Black Colleges and Universities - A Matter of Survival

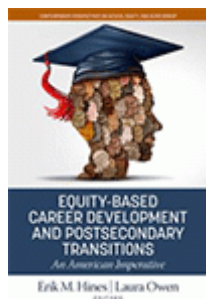
Gary B. Crosby, Saint Elizabeth University; Khalid A. White, San Jose City College; Marcus A. Chanay, B1 Ventures and Holdings, Inc.; Adriel A. Hilton, Southern University at New Orleans

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The Nation's Historically Black Colleges and Universities (HBCUs) are more culturally revered today than ever. As public health and socioeconomic inequity gaps continue to widen between the African American community and other racial groups, the HBCUs embody a shared support system. Since the 1800s, this body of prestigious higher education institutions have represented trusted pathways for the advancement of our community.

With these historical accomplishments in mind, it is crucial for HBCUs and their leadership to create a vision for generations to come. Visionary leadership is a must for our storied institutions to advance beyond just surviving into fully thriving. As such, our book project, *Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival*, offers cutting edge ideas, suggestions and advice from HBCU alumni, proponents, faculty leaders, and researchers for HBCU leadership to cultivate success today and into the foreseeable future.

*Imagining the Future: Historically Black Colleges and Universities - A Matter of Survival* promises timely, relevant and emergent scholarship as well as perspectives for HBCU leadership, HBCU scholars and HBCU supporters.



## Equity-Based Career Development and Postsecondary Transitions

### An American Imperative

Erik M. Hines, Florida State University; Laura Owen, San Diego State University

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Former First Lady, Michelle Obama believes that every individual should have some type of postsecondary education or training beyond high school to achieve economic and personal success (Reach Higher Initiative, Better Make Room, 2019). Educational attainment (e.g., a high school diploma, college degree, or postsecondary training) provides career opportunities for advancement into leadership positions and benefits such as health insurance and retirement (Heckman, 2000). Additionally, an individual with a college degree can make over one million dollars more over a lifetime in salary than someone with a high school diploma (Carnevale, Cheah, & Hanson, 2015). Acquiring a college degree can lead to employment opportunities and is considered an asset in the U.S. economy (Washington, 2010). However, certain populations encounter barriers to attaining an education, particularly a postsecondary education, leading to a disparity in receiving the aforementioned benefits. Some of these populations include African American students, LGBTQ students, and students with disabilities. There is a dearth of information and research on providing guidance on implementation, research, and best practices in equity-based career development, college readiness, and successful postsecondary transitions for minoritized, at risk, or vulnerable populations.

The editors of this volume invited authors with research and practice expertise around various student populations in preparing them for college and career readiness as well as postsecondary transitions. This book is the first of its kind to discuss career development and postsecondary transitions from an access and equity perspective. Further, this text serves as a call to action to ensure the United States' most vulnerable populations has an opportunity to successfully transition into multiple postsecondary options after high school.

**CONTENTS:** Foreword, *James L. Moore, III*. Acknowledgment. Advocating for School Counselors' Role in Students' Career Development and Postsecondary Transitions, *Mary Edwin and Diandra J. Prescod*. Using Data and Accountability Strategies to Close College and Career Readiness Gaps, *Anita A. Young and Ileana Gonzalez*. School Counselors as Leaders: Best Practices for Developing Postsecondary Readiness Programming, *E. C. M. Mason, Carla B. Cheatham, Beth H. Gilfillan, Bobby B. Gueh, H. Brent Henderson, and Adrienne Robertson*. Preparing Students for Uncertain Futures: The Role of College Knowledge and Student Preferences for Receiving College and Career Information, *Timothy A. Poynton and Laura Owen*. Using Equity-Focused School-Family-Community Partnerships to Enhance Career Development and Postsecondary Transitions for Students of Color, *Mary Edwin, Latoya Haynes-Thoby, and Julia Bryan*. Serving Native American Children and Families: Considering Cultural Variables, *Carol Robinson-Zañartu*. Factors Impacting Postsecondary Transitions for Black Students, *Erik M. Hines, Mia R. Hines, Bobbi-Jo Wathen, Paul Singleton II, Sophia L. Ángeles, Tyron Slack, and Damian Brown Jr.* Culturally Responsive Postsecondary Advising for Latinx Students, *Diana Camilo and Robert Martinez*. School Psychologist and School Counselor Collaboration to Support the College and Career Readiness of Immigrant and Refugee Youth, *Desireé Vega, Jaclyn N. Wolf, Marie L. Tanaka, César D. Villalobos, and Ayanna C. Troutman*. Facilitating Career and College Readiness for Students With Disabilities, *Amy Milsom and Allyson Murphy*. "We Need Support Too": College and Career Readiness Needs of Gifted Students, *Rena D. Mayes, Lia D. Falco, Alyssa F. Begay, and Cassandra L. Hirdes*. Preparing LGBTQ+ Students for Postsecondary Transitions Through Career Development, *Eunhui Yoon, Michael Morgan Jr., and Viola May*. Black Student Athletes: Readiness Versus Eligibility, *Paul C. Harris, Joseph M. Williams, Chauncey Smith, Miray D. Seward, Liana Elope, Ellie C. Wengert, and Joshua Rauguth*. Meeting the Unique Needs of First-Generation College Students: An Exploration of Psychosocial Theory, Postsecondary Transition, and Career Development, *Jonique R. Childs, Jennifer Sánchez, and Grace W. Wambu*. Using Hip-Hop Practices to Foster College and Career Readiness, *Ian P. Levy, Justis Lopez, and Erik M. Hines*. The Role of the School Counselor in Creating Equitable Opportunities Postsecondary Success Through Self-Awareness, Career Exploration, and Academic Rigor, *Clifford Mack Jr., Laura J. Cohen, and Randi Schietz*. Equity-Based Career Development as an Integral Component of a Comprehensive School Counseling Program, *Julie A. Cerrito and Richard Joseph Behun*. Equity-Focused Group Counseling Strategies: Preparing African American Males for Their First Year in College, *Sam Steen, Dantavious Hicks, and Norma L. Day-Vines*. Career Academies as an Exemplary Model of Preparing Students of Color to be College and Career Ready, *Edward C. Fletcher Jr.* Afterword, *Cheryl Holcomb-McCoy*. About the Contributors.





## Un-Silencing Youth Trauma Transformative School-Based Strategies for Students Exposed to Violence & Adversity

Laurie A. Garo, University of North Carolina at Charlotte; Bettie Ray Butler, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte

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Urban violence, poverty, and racial injustice are ongoing sources of traumatic stress that affect the physical, emotional and cognitive development and well-being of millions of children each year. Growing attention is therefore directed toward the study of child trauma and incorporation of trauma-sensitive practices within schools. Currently such practices focus on social and emotional learning for all children, with some in-school therapeutic approaches, and outside referrals for serious trauma. There is inadequate attention to racial injustice as an adverse childhood experience (ACE) confronting Black males among other youth of color. Although there are guidelines for trauma-sensitive approaches, few are culturally responsive. And it is now critical that educators consider the traumatic impacts of a dual pandemic (covid-19 and racism) on children and their education.

This timely book thus serves to inform and inspire transformative healing and empowerment among traumatized children and youth in pandemic/post-pandemic school and after-school settings. The reader will learn about trauma through actual experiences. Researchers and practitioners present approaches to healing that can be adapted to local situations and settings. The book consists of four parts: Youth Voices on Traumatic Experience; Trauma-focused Research; Culturally Responsive and Trauma Sensitive Practices; and Where do we go from Here? Suggestions for Next Steps. Each part contains a set of themed chapters and closes with a youth- authored poetic expression. The book is especially designed for those working in urban education. However, anyone whose work is related to traumatized children and youth will find the book informative, especially in a post-pandemic educational environment.

**CONTENTS:** Foreword, *Cirecie West-Olatunji*. Preface: On Trauma and Resilience: An Auto-ethnographic Reflection, *Laurie Garo*. **PART I: YOUTH VOICES ON URBAN TRAUMA.** The Urban Youth Voice: A Letter to My Teachers, *Sydney Williams*. From the Victim of Abuse: Breaking Our Trust vs. Breaking Our Silence, *Sydney Williams*. From the Voice of the Rape Victim: The Lost Child vs. the Lost Cause, *Sydney Williams*. Poetic Expression: Mask, *Elizabeth Rainey*. **PART II: TRAUMA-FOCUSED RESEARCH.** The Trauma Informed Classroom: What Every Educator Should Know, *Paula Barbel*. Expressive Arts as a Response to Adverse Childhood Experiences in Urban Communities, *Sejal Parikh Foxx and Kristie Opiola*. Stress, Resilience, and Empowerment: A Trauma-Informed Peer Mentoring Model for Youth of Color, *Maryse Richards, Catherine Rice Dusing, Kevin M. Miller, Ogechi Onyeka, Amzie Moore, Jenny Phan, Dakari Quimby, and Katherine Tyson-McCrea*. The Trauma-Sensitive Urban Educator Model: An Interdisciplinary Framework for Preservice Urban Educators, *Jasmine Graham, Eric Kyere, and Tambra O. Jackson*. Poetic Expression: Protest, *Elizabeth Rainey*. **PART III: CULTURALLY RESPONSIVE AND TRAUMA SENSITIVE PRACTICES.** Not the Brady Bunch: Three School-Based Strategies to Facilitate Post Traumatic Growth among Urban Families, *LaTonya M. Summers*. We Wear the Mask: Unmasking Racial Trauma through use of Spoken Word Poetry as a Therapeutic Tool, *Tiffany Hollis*. Mercy Me: Recognizing and Responding to Student Trauma Using Culturally Responsive Trauma-Informed Pedagogy, *Bettie Ray Butler and Shanique Lee*. Poetic Expression: God Colored on Me, *Minea (Nea) Driver*. **PART IV: WHERE DO WE GO FROM HERE? SUGGESTIONS FOR NEXT STEPS.** Rethinking Youth Trauma in Preparation for a Post-Pandemic Learning Environment: The Afterword, *Bettie Ray Butler and Laurie Garo*. Poetic Expression: Free, *Prophet Tucker*. About the Authors.



## Purposeful Teaching and Learning in Diverse Contexts Implications for Access, Equity and Achievement

Darrell Hucks, Keene State College; Yolanda Sealey-Ruiz, Teachers College, Columbia University; Victoria Showunmi, UCL Institute of Education, London; Suzanne C. Carothers, New York University; Chance W. Lewis, University of North Carolina at Charlotte

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Teachers have faced serious public critique regarding their effectiveness and professionalism in classrooms. At every level, their work is often measured solely against student achievement outcomes, often on standardized tests (Darling-Hammond & Youngs, 2002; Ravitch, 2010). Unfortunately, students who are coming from culturally, economically, and linguistically diverse backgrounds are often occupying the bottom rungs regarding academic achievement (Ladson-Billings, 1995;

Milner, 2010; Hucks, 2014). What are the obstacles and challenges teachers and students face in their respective school settings and how do they grapple with and overcome them? Finally, what do these teachers and students know that motivates and informs their work? The scholars in this volume will take up these questions and share the findings of their research in the field of leadership, teacher education, and achievement.

These concerns are not limited to the geographic boundaries of the United States of America. Engaging purposeful teaching is an imperative that concerns students, teachers, teacher educators, educational leaders, and education policy makers around the globe. There are many educators worldwide who are committed to delivering this type of teaching and promoting learning that is engaged and active. The four sections of the book capture the work of educators in teaching in diverse global settings such as the Australia, United Kingdom, Jamaica, Turkey, and across America. As diverse populations of students enter American classrooms, it is important for their teachers to have relatable examples of purposeful teaching that are culturally responsive and culturally relevant.

**CONTENTS:** Foreword: The Cornerstone, *Suzanne C. Carothers*. **SECTION I: TEACHING & PEDAGOGY.** A Legacy of Literacy: Mathematics Teachers and the Quests for Racial Justice, *Nathan N. Alexander*. Latrishia's Choice: Toward an 'Economic Turn' in Urban Education, *Michael J. Dumas*. One Art Teacher Empowering Urban Youth with Critical Arts Pedagogy, *Cleveland Hayes and Luis Genaro Garcia*. When Black Girls Unite: How Critical Teacher Reflection Can Lead to a Pedagogy of Power, *Monique Lane*. Trans\*ing Pedagogy: Recognition of Trans\* and Gender Creative Youth in the Secondary ELA Classroom, *sj Miller*. 40 Hours of Strategy: Making Sense of Pedagogical Dissonance Through Reflection, *Joyanne Beverly De Four-Babb*. Libro + Biblioteca = Libertad: Dual Language Education and Humane Teaching at the Texas-Mexico Borderlands, *Rodrigo Joseph Rodriguez*. Teaching and (Re) Thinking Student Achievement: Policy Implications on Leadership Preparation and Praxis, *Colette Grant*. Love as a Moral Imperative in Teaching and Teacher Education, *Shamari K. Reid, and Yolanda Sealey-Ruiz*. **SECTION II: CULTURALLY RELEVANT APPROACHES.** Teaching in an Age of State Sanctioned Lynching: Employing Culturally Sustaining Pedagogy to Respond to Persistent Social Inequity, *Travis J. Bristol and Aukeem Ballard*. Curriculum, Race and Representation in Undergraduate Art Education Programs, *Alphonso Walter Grant*. The Relationship Between Family Literacy Interactions and Third Grade Reading Achievement, *Howard Tyrone Miller*. Youth Organizing as a Vehicle for Cultivating Politically Engaged Learning, *Wanda Watson*. Student Ambassadors: Developing Pedagogies to Promote New Learning Practices, *Clare Gartland*. Knowing You, Knowing Me: The Art of Purposeful Teaching, *Victoria Showunmi*. Teacher Thinking in Australia and the United States: A Cross-Cultural Examination, *John P. Sturtz and Paul Reitano*. Multicultural Inclusion: Strategies for Teachers in Today's Classrooms, *Kimarie I. Rahman Bey*. **SECTION III: TRANSFORMATIVE PRACTICES.** I Love Myself: Becoming Designers of Urban Futures in Production-Centered Contexts, *Danielle Filipiak*. Educational Apartheid: Resisting Whiteness in South African Schools, *Christopher B. Knaus*. What Do We Do in the Meantime? Practical Solutions for Eliminating Educational Inequities in Urban Schools Right Now, *Amber Bryant, Marcia Watson, Ayana Allen, and Chance W. Lewis*. Moving Purposeful Teaching and Learning Beyond the College Classroom Bubble, *Darrell Hucks, Tanya Sturtz and Katherine Tirabassi*. From "Play School to Real School" Transforming a Classroom of Practice Through Critical Pedagogy, *Hope Mayne*. Purposeful Teaching and Learning: Realities and Possibilities, *Carmel Rooft*. Countering Anti-Blackness and Symbolic Violence through Empathy in the Schooling Experiences of Young Black Men and Boys, *Justin A. Coles and Chezare A. Warren*. Expanding Communities of Practice: Collaboration and Mentoring in Educational Leadership and Teacher Education, *Limarys Caraballo, Soribel Genao, and Anastasiya Lipnevich*. **SECTION IV: CONCEPTUAL AND THEORETICAL FRAMEWORKS.** Chile, A Fox Be Just a Fox: Black Girlhood Narratives as Rhetorical and Curricular Intervention in College Instruction, *Carmen Kynard*. Living My Brother's Keeper: Examining the Raced and Gendered Knowledge of a Black Male Teacher, *Keisha McIntosh Allen*. What Good Students Must Unlearn to Become Good Teachers: Best Practices in Context, *Leigh Patel, Kathryn Coursey, Samantha Gross, and Sally Snickerberger*. Seeing Beyond Bias and Cultural Stigma in Order to Engage Students in Purposeful Learning, *Ivory Toldson and Lisa Haileab*. Tensions and Possibilities in Developing Cosmopolitan Literacies Through English Education: Perspectives from Singapore Schools, *Suzanne S. Choo and Csilla Weninger*. Liberatory Pedagogies Antoloji, *Ibrahim Abdurrahmani-Farajaje'*. Black, Male and Successful: Voices from Male African Caribbean Educational Leaders in London Secondary Schools, *Phillip A. Smith*. Contemplating 400 Years of Inequality, *Angel Acosta*. Racial Congruence and Its Impact on the Academic Achievement of African American Students: Then and Now, *Cluny Lavache*. Afterword, *Kimberly White Smith*. About the Contributors.



## Reimagining School Discipline for the 21st Century Student Engaging Students, Practitioners, and Community Members

John A. Williams III, Texas A&M University at College Station; Chance W. Lewis, University of North Carolina at Charlotte

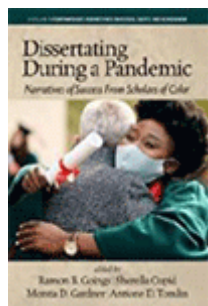
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Regularly, schools and their personnel enact school disciplinary practices without considering how to harness the

engagement of students, practitioners, and communities to enact transformative changes that reduce if not eliminate punitive school discipline approaches. *Reimagining School Discipline for the 21st Century* centralizes the assets and strengths of historically marginalized students and the professional knowledge of school personnel as possible avenues to implement solutions to eliminate school discipline disproportionality. Rather than redressing the issues of school discipline disproportionality overall, this book examines the existence of school on student groups who, according to research and national and state reports, are afflicted the most: African American, Latinx, Native American, and LGBTQ+ population. A confluence of these identities can exacerbate such disproportionality, which based on the literature decreases the academic growth of students. However, situated within these disparities are opportunities to better and critically engage students based on their cultural, racial/ethnic, and social emotional learning assets.

The significant feature of this book lies in its purpose and audience reach. Each chapter was written based on the scholar's affinity to that student group or practitioner's affiliation to that specific profession. This provides a genuine perspective and knowledge based on first hand experiences concerning school discipline and applicable approaches to remedy such issues. Additionally, all the chapters articulate the pressing issue of school discipline according to their group, and explicates best-practices to best serve the assets of students in K-12 school settings. As this book is situated, the intended audience is for the following stakeholders, policy makers, social workers, school counselors, school administrators, teachers, and community organizers who want to make impactful and socially-just changes in their school(s) immediately.

**CONTENTS:** Dedication. Introduction. Humanize First, Discipline Second: Unadultifying African American Students in K-12 Schools, *Shanique Lee, Erin L. Harden, and John A. Williams III*. The Racialized Experiences of Latinx Youth in Continuation High Schools, *Edwin Hernandez, Michelle A. Myers, and Alex Ojeda*. School Discipline and the LGBTQ+ Youth, *Michelle A. Stanley and Dave Frantzreb*. Colonization Continued: Disproportionate Discipline of American Indian Students in K-12 Schools, *Brittany D. Hunt and Kenneth L. Bowen*. Disrupting Disproportionate Discipline Through Teacher Identity Discourse, *Stephanie A. Thomas, Eugenia Hopper, and Tiffany Hollis*. The Consciousness Gap: White Teachers at the Crossroads of Gifted Education and Discipline Disproportionality, *Lenora Crabtree and Katie Wagner*. School Social Workers and the Critical Framework for Increasing Equity in School Discipline, *Sonyia C. Richardson and Tia Dolet*. We Are the Bridge Builders: School Counselors' Role and Work in Connecting Stakeholders and Promoting a Just and Positive School Discipline Climate, *Merry Leigh Dameron*. So Many Consequences, Not Enough Change: Alternative Perspectives on School Discipline From School Administrators, *Jackie Barone*. Epilogue: Reimagining School Discipline in Unison: The Momentum Forward, About the Authors.



## Dissertating During a Pandemic Narratives of Success From Scholars of Color

Ramon B. Goings, University of Maryland, Baltimore County; Sherella Cupid, Louisiana State University; Montia D. Gardner, KIPP Minnesota; Antione D. Tomlin, Anne Arundel Community College

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*Dissertating During a Pandemic: Narratives of Success from Scholars of Color* examines the experiences of doctoral students of color writing the dissertation currently and those who successfully defended their dissertation after the onset of COVID-19 and subsequent shutting down of college campuses in March 2020. While we know that scholars of color experience many barriers to completing the dissertation process prior to COVID-19 such as being in racist academic environments and being engaged in research areas that may not be supported by predominantly White faculty, it is important to consider how scholars of color are managing the dissertation process during this pandemic.

We approach this book from an asset-based approach where chapter authors are approaching both the challenges and opportunities they have experienced due to being a dissertation writer during the pandemic. Chapter authors also provide poignant feedback on how professors can be supportive to their needs as dissertation writers. One especially important contribution of this book is that our authors are from a variety of disciplines including: education, social work, psychology, African American studies, and sociology. Additionally, chapter authors are doctoral candidates (and recent graduates) at predominantly White institutions, historically Black colleges and universities, and online universities. Given the breadth of institution types each chapter will provide poignant suggestions for doctoral students across the nation as well as for faculty who are looking to better understand the dissertation writer experience to support their own students.

Because of the novelty of COVID-19, little is known about how doctoral students engaged in writing the dissertation during COVID19 are adapting. Moreover, there is little information available for professors on how to support their doctoral students during these unprecedented times. Thus, *Dissertating During a Pandemic: Narratives of Success from Scholars of Color* is positioned to be a must read for professors looking to support their doctoral student advisees as well as for



doctoral students who are looking for strategies to navigate the dissertation process during the pandemic and beyond.

**CONTENTS:** Introduction. **SECTION I: FOSTERING IDENTITY AS COMMUNITY.** Hoping Against Odds: Dissertating Amidst a Pandemic, *Arpita Mandal*. You Can Finish This Dissertation on Your Own, But You Don't Have To: Leveraging Your Community Capital, *Andréa Rodriguez*. Dissertating During a Pandemic: Scholars of Color Share Stories for Success, *Eric Jackson*. Working Together Apart: The Role of Black Female Cultural Safe Spaces in the Midst of a Pandemic, *Iris Rodgers*. Sobrevivencia Y Aguante [Surviving-Thriving and Withstanding]: Building Resilience in Graduate School During the COVID-19 Era, *Alpha Martínez-Suárez*. **SECTION II: LOSS, GRIEF, AND HEALING.** Uncertain and Unpacking: How Moving and Rebuilding Our Home During COVID-19 Led to Reinventing My Work, *Michiko M. Kealoha*. PanDAMNic: A Working Married Mother's Quest on Writing Her Dissertation Proposal During the Times of COVID-19, *Tunisia Lumpkin*. Bent to the Brink: Mothering, Healing, and Dissertating During the Pandemic, *Whitneé Garrett-Walker*. How to Redefine and Re-Imagine Success During Your Dissertation Process, *Nadika Paranamana*. **SECTION III: PARENTING AND MANAGING.** Managing Intersecting Identities While Dissertating in Place, *Michelle C. Sermon*. Dissertating While Mothering During a Pandemic: Some Tips for Black and Brown Academic Mamas, *Nadejda I. Webb*. Single Mom, ABD, *Patricia M. Virella*. **SECTION IV: BECOMING PHINISHED.** "It Just Got Real!": Dissertating Under the Tripartite Pressure of the COVID-19 Pandemic, Anti-Black Racism, and the Academic Job Market, *Francena F. L. Turner*. It Ain't Over 'Til You're Done, Quantrilla Ard. Dissertating While Black: Precarities and Possibilities During COVID-19, *Shawn S. Savage*. Identifying Opportunities and Making Space: Increasing Productivity During a Pandemic, *Tamela C. Thomas*. Dissertation as Protest: Uplifting Black Experiences Amidst of Two Global Pandemics, *Channing Mathews*. Writing Amidst Challenge: Tiny Tasks, Emotional Residue, and Quieting Your Inner Critic, *Rebeca Gamez*. About the Editors. About the Contributors.



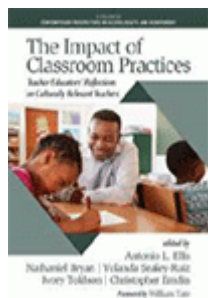
## Black Mother Educators Advancing Praxis for Access, Equity, and Achievement

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

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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. Collectivity, 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, *Arnetha 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



## 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

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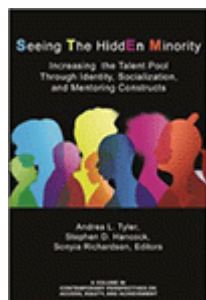
Debates regarding the qualities, skills, and dispositions of culturally relevant teachers and teaching have raged in teacher education for several decades. Ladson-Billings' (2009) *The Dreamkeepers: Successful Teachers of African American Children* was a groundbreaking work that has become a foundational 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





## 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

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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.

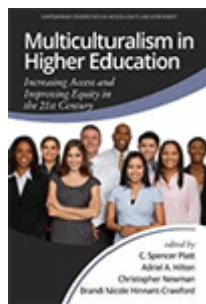
Understanding and addressing the challenges faced by Black students in STEM begins with understanding the complexities they face at all levels of education. A sense of urgency is now needed to explore these complexities and how they impact students at all educational levels. This book will explore hidden 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, *Sonya 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 Sonya 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 A. Hilton, Southern University at New Orleans; Christopher Newman, Azusa Pacific University; Brandi Hinnant-Crawford, Western Carolina University

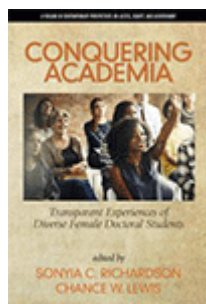
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As the educational landscape of America continues to evolve and diversify, college faculty and administrators must be cutting edge in their approaches to create a variety of educational experiences with a greater level of multicultural cognizance. 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

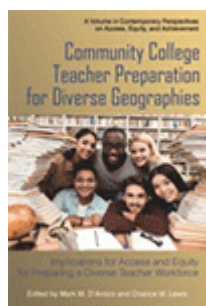
2019. Paperback 978-1-64113-743-0 \$52.99. Hardcover 978-1-64113-744-7 \$94.99. eBook 978-1-64113-745-4 \$85.

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, *Sonyia 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, *Sonyia 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

2019. Paperback 978-1-64113-647-1 \$52.99. Hardcover 978-1-64113-648-8 \$94.99. eBook 978-1-64113-649-5 \$85.

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 A. Hilton, Southern University at New Orleans

2019. Paperback 978-1-64113-629-7 \$52.99. Hardcover 978-1-64113-630-3 \$94.99. eBook 978-1-64113-631-0 \$85.

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

2019. Paperback 978-1-64113-538-2 \$52.99. Hardcover 978-1-64113-539-9 \$94.99. eBook 978-1-64113-540-5 \$85.

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, Shawanna 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 \$52.99. Hardcover 978-1-64113-519-1 \$94.99. eBook 978-1-64113-520-7 \$85.

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.

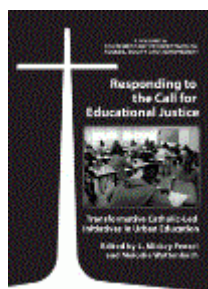
Integration for Black families was never about an idea that Black students were better off if they could be around White students, it was about the idea that Black students would be better off if they could have access to the same education that White students had — but residential segregation still 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 Wytenbach, University of Notre Dame

2018. Paperback 978-1-64113-429-3 \$52.99. Hardcover 978-1-64113-430-9 \$94.99. eBook 978-1-64113-431-6 \$85.

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 Wytenbach 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

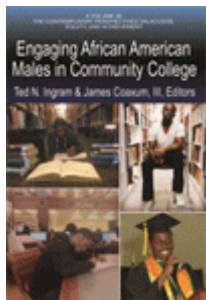
Louis A. Castenell, University of Georgia; Tarek C. Grantham, University of Georgia; Billy J. Hawkins, University of Houston

2018. Paperback 978-1-64113-271-8 \$52.99. Hardcover 978-1-64113-272-5 \$94.99. eBook 978-1-64113-273-2 \$85.

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*.



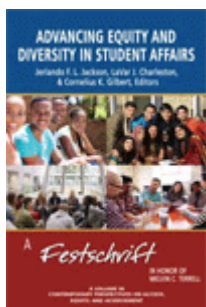
## Engaging African American Males in Community Colleges

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

2018. Paperback 978-1-64113-227-5 \$52.99. Hardcover 978-1-64113-228-2 \$94.99. eBook 978-1-64113-229-9 \$85.

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, Rachelle 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

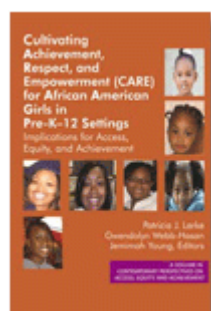
2017. Paperback 9781681237640 \$72.99. Hardcover 9781681237657 \$104.99. eBook 9781681237664 \$85.

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*. **STUDENT OUTCOMES AND EXPERIENCE:** Engagement that Matters: Exploring the Relationship of Co-Curricular Activities to Self-Reported Gains in Learning Outcomes for Racially Minoritized Students in the United States, *Dafina-Lazarus Stewart*. Study Abroad: Building Successful Bridges to International Learning Experiences, *Raul A. Leon*. Minority Student Retention, *Doris Wright Carroll*. Benefits of Student Involvement and Leadership: The Voices of the Students, *Darnell J. Bradley*. Hate Speech and Hate Crimes on Campus: Anti-Muslim Speech and Cyberbullying, *Shafiqah Ahamdi, Darnell Cole, Michelle Castellanos, Sable Manson, and Ji Zhou*. Regulating Religious Speech in Public Universities: Free 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.



## 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.



## 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.



## 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, University of Maryland, Baltimore County; Tuwana T. Wingfield, Illinois State University; Malik S. Henfield, Loyola University Chicago

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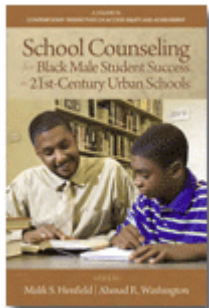
The Ivory Tower is and can often be a lonely place for faculty of color. Social injustices run deep and are entrenched within academia. Faculty of color (FOC), more specifically Black and Hispanic, often lament about the 'Black/Brown' tax that frequently takes its toll both personally and professionally, 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.** Racing 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.



## 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.



## 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*.



## 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

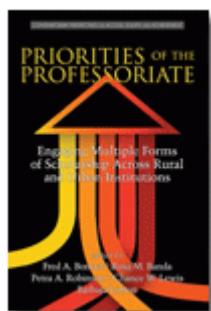
2015. Paperback 978-1-68123-098-6 \$52.99. Hardcover 978-1-68123-099-3 \$94.99. eBook 978-1-68123-100-6 \$85.

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

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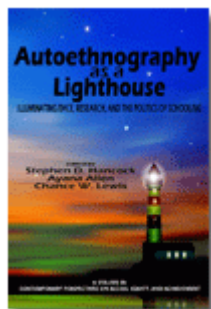
Established in 2006, the American Association of Blacks in Higher Education (AABHE), formerly constituted as the Black Caucus (American Association of Higher Education), has been the consistent voice of Black issues in academe. According to the stated mission, the AABHE pursues the educational and professional 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 Earnest 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

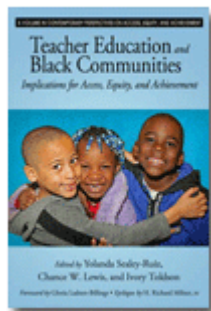
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This work uses autoethnography as an enterprise to deconstruct barriers that support the invisibility of diverse epistemologies. The reality of invisibility and silence has plagued "unvalued others" in their attempt to make known the cultural significance 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

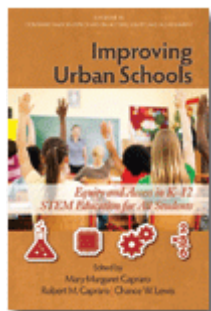
Yolanda Sealey-Ruiz, Teachers College, Columbia University; Chance W. Lewis, University of North Carolina at Charlotte; Ivory Toldson, Howard University

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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. McCready 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.



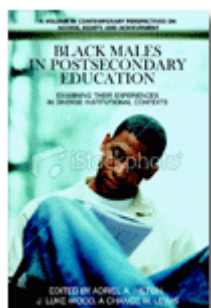
## Improving Urban Schools Equity and Access in K-16 STEM Education

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

2013. Paperback 9781623962302 \$52.99. Hardcover 9781623962319 \$94.99. eBook 9781623962326 \$85.

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

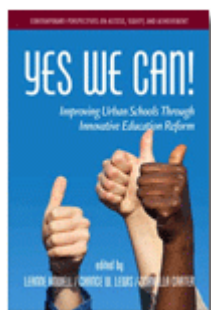
Adriel A. Hilton, Upper Iowa University; J. Luke Wood, Sacramento State University; Chance W. Lewis, University of North Carolina at Charlotte

2012. Paperback 978-1-61735-932-3 \$52.99. Hardcover 978-1-61735-933-0 \$94.99. eBook 978-1-61735-934-7 \$85.

*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, Kenechukwu (K.C.) Mmeje, and Walter R. Allen*. Black Men at Religiously Affiliated Colleges and Universities: An Exploratory Glance, *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 \$52.99. Hardcover 978-1-61735-636-0 \$94.99. eBook 978-1-61735-637-7 \$85.

*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,*

Politics and Policy Influencing Urban Districts, Schools and Students, *Augustina ozano and Anthony Rolle*. **EPILOGUE:** Capitalizing on Our Inspiration of Hope to Make Sustainable Reform in Urban Schools, *Leanne L. Howell and Chance W. Lewis*. About the Editors, About the Authors.





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