Book Series

*Contemporary Perspectives on Access, Equity, and Achievement*

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

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

**Books in this series:**

- Economic, Political and Legal Solutions to Critical Issues in Urban Education and Implications for Teacher Preparation
- Imagining the Future
- Equity-Based Career Development and Postsecondary Transitions
- Un-Silencing Youth Trauma
- Purposeful Teaching and Learning in Diverse Contexts
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- Reaching the Mountaintop of the Academy
- Exploring Issues of Diversity within HBCUs
- Priorities of the Professoriate
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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 teachers’ 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.

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

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.


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


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.
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


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 and learning environment: The Afterword, Bettie Ray Butler and Laurie Garo. Poetic Expression: Free, Prophet Tucker. About the Authors.
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 Student 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.

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


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.

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.


The Impact of Classroom Practices Teacher Educators' Reflections on Culturally Relevant Teachers

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.

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.


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


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.


Conquering Academia
Transparent Experiences of Diverse Female Doctoral Students
Sonyia C. Richardson, University of North Carolina at Charlotte; Chance W. Lewis, University of North Carolina at Charlotte


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.

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.


Comprehensive Multicultural Education in the 21st Century Increasing Access in the Age of Retrenchment

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
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.


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


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.
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.

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

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 Alegria,' prepare to be amazed and delighted by this thorough study of the great benefits these creative and exciting schools bring to us.” ~ James Martin, SJ Author of “Jesus: A Pilgrimage” and “The Jesuit Guide”

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

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.


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
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

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


The chapters discuss issues impacting the education of African American girls and many of the 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 student.

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


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.

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 telling, but not enough was addressed and disclosed about females of color, until version two. But these issues do not stop

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 academia. Faculty of color (FOC), more specifically Black and Hispanic, often lament about the ‘Black/Brown’ tax that

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.


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


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.


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

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.


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.


**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


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.

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.

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.


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

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


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
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


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 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.

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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