



Book Series

## *The Payne Center Book Series*

Series Editors

M. Christopher Brown, *Thurgood Marshall College Fund*

The Dr. N. Joyce Payne Center for Social Justice was established by the Thurgood Marshall College Fund to provide pragmatic policy ideas highlighting research from and about HBCUs. The mission of the Payne Center is to conduct and convene public policy research that centers the lives of Black Americans and other marginalized groups. The Payne Center's research philosophy asserts that those directly impacted by systemic discrimination and injustice are often well-suited to propose solutions to eliminate those barriers.

### **Call for Publications**

The Payne Center Book Series seeks publications that provide pragmatic policy ideas related to social justice. In particular, it invites research on social justice and civic participation, economics & wealth, educational equity, the future of work, communities & environments, and organizational entities.

- 1) Civic Participation: Research on the life experiences of Black Americans and other marginalized groups in the public space, government structures, body politics, and civic institutions.
- (2) Economics & Wealth: Research on the distribution of tangible resources and the expansion and access to wealth via homeownership, financial education, and entrepreneurship.
- (3) Educational Equity: Research on equitable educational opportunities and outcomes from birth to adulthood.
- (4) The Future of Work: Research on the contexts of workplaces, pathways to the workforce, and the disaggregation of labor.
- (5) Communities & Environments: Research on health disparities that pervade American society and the influences on life expectancy. [PaynePublications@tmcf.com](mailto:PaynePublications@tmcf.com)
- (6) Organizational Entities: Research on legacy institutions or movements created, populated, or operated by Black Americans and other marginalized groups to accelerate social justice (particularly within the ten areas of people activity: economics, education, entertainment, labor, law, politics, religion, gender/sex, war, and health).

#### **Submitting a Manuscript Prospectus:**

In addition to a current curriculum vita, authors submitting a prospectus for consideration should include in their narrative: (1) a treatment of the book's conceptual/theoretical approach; (2) a review of the relevant literature; (3) commentary on the method of inquiry; (4) a proposed outline of chapters; (5) an analysis of market competition; (6) a strategy statement on potential

sales/readership; and (7) a clear summary of importance or significance of the proposed book. The prospectus should not exceed 30 double-spaced pages (excluding references). Depending on the topic, authors are encouraged to submit one to three sample chapters to facilitate decision-making.

Send Book Prospectus to: [paynepublications@tmcf.org](mailto:paynepublications@tmcf.org)

**Books in this series:**

- Creating New Possibilities for the Future of HBCUs

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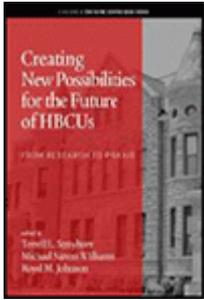
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## Creating New Possibilities for the Future of HBCUs From Research to Praxis

Terrell L. Strayhorn, Virginia Union University; Michael Steven Williams, University of Missouri;  
Royel M. Johnson, University of Southern California

2024. Paperback 979-8-88730-157-0 \$52.99. Hardcover 979-8-88730-158-7 \$94.99. eBook  
979-8-88730-159-4 \$85.

Creating New Possibilities for the Future of HBCUs brings together over 20 higher education scholars with more than 150 years of combined professional experience to critically examine the current contributions of and future directions for our nation's 101 historically Black colleges and universities (HBCUs). The book breaks new ground on Black colleges and offers hope and optimism for charting their future despite shrinking investments in higher education, declining enrollments, and eroding public confidence in the value of a college degree. The book was written to tell the truth, to right (or "[re]write") past wrongs about HBCUs, and to shift our collective gaze from the uncertain, shaky past of a select few to a far more promising future for all based on insights from contemporary empirical research.

Each chapter addresses a particular aspect of higher education as it relates to HBCUs, documenting the undeniable legacy of Black colleges, their current challenges and untold successes, blended with findings from recent empirical studies—both quantitative and qualitative—that clearly create new possibilities for the future of HBCUs. This volume was developed to break new ground on often overlooked and understudied terrain in higher education scholarship.

Organized into three major sections, the book includes chapters focusing on HBCUs as institutions and a small, but consequential, segment of the higher education enterprise. Section Two consists of 6 chapters addressing the experiences of HBCU students, paying close attention to issues of intersectionality, heterogeneity, and race/ethnicity, to name a few. A third, and final, section turns much-needed attention to HBCU personnel, including campus administrators, college presidents, and faculty. Rich in its coverage of culture, facts, and past history, this new book offers much to those interested in charting new possibilities for the future of HBCUs.

**CONTENTS:** Preface. Foreword, *Walter Kimbrough*. Acknowledgments. **SECTION I.** Introduction, *Terrell L. Strayhorn*. Selective Historically Black Colleges and Universities: A Competitive Option, *Tiffany Blacknall and Jennifer M. Johnson*. Mission (Im)Possible: The Contemporary Role of Historically Black Colleges and Universities in the United States, *Terrell L. Strayhorn and J'Quen Johnson*. Black Male Graduate Student Socialization at HBCUs: An Exploratory Survey Analysis, *Royel M. Johnson*. **SECTION II.** "I Am Somebody": A Qualitative Study of Self-Esteem. Development Among Students at Historically Black Colleges and Universities, *Jameel A. Scott, Jamie R. Riley, and Robert T. Palmer*. I Think I Can: Using Self-Efficacy Theory to Study the Socialization of Doctoral Students at HBCUs, *Michael Steven Williams*. Understanding the Crooked Room: Empowering New Possibilities for Research About Women and Gender at HBCUs, *Deirdre J. Rosenfeld*. Trends in Science, Technology, Engineering, and Math (STEM) Participation Among Black Students at HBCUs, *Leroy L. Long, III, Fei Bie, and Todd M. Suddeth*. If They Ask, Don't Tell: Confessions of Black Gay Men at HBCUs, *Terrell L. Strayhorn*. The Tale of Two Institutions: An Examination on White Student Engagement on Public HBCU campuses, *Joelle Davis Carter*. **SECTION III.** The Invisible: Administrators and Their Work at HBCUs, *Nicole J. Johnson*. Shortened Tenure: Avoiding the Derailment of Historically Black College and University Presidents, *Derrick L. Tillman-Kelly*. Epilogue, *Terrell L. Strayhorn*.



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