

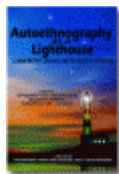
INFORMATION AGE PUBLISHING

# BLACK STUDIES 2015

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# RECENT TITLES



## 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*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2015. Paperback 9781623968229 \$45.99. Hardcover 9781623968236 \$85.99. eBook 9781623968243 \$50

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.



## 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*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2015. Paperback 978-1-68123-098-6 \$45.99. Hardcover 978-1-68123-099-3 \$85.99. eBook 978-1-68123-100-6 \$50

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.



## Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings A Moral Imperative

M.C. Kate Esposito, *California State University Dominguez Hills*  
Anthony H. Normore, *California State University Dominguez Hills*

A volume in the series *Educational Leadership for Social Justice*

2015. Paperback 978-1-68123-107-5 \$45.99. Hardcover 978-1-68123-108-2 \$85.99. eBook 978-1-68123-109-9 \$50

*Inclusive Practices and Social Justice Leadership for Special Populations in Urban Settings: A Moral Imperative* is comprised of a collection of chapters written by educators who refuse to let the voices of dissent remain marginalized in our discussion of education in the 21st century education. Drawing from the authors' extensive experience in educational research and practice, coupled with their commitment to inclusion of special populations and social justice they urge readers to examine how educational policies are produced for the least advantaged in our schools. Effective inclusionary practices most certainly benefit all students, including English language learners, those who face gender discrimination, those who are in the foster care system, and those who are Gay, Lesbian, Bisexual, or Transgendered.

This collection presents a broader theoretical inclusive framework rooted in social justice: which we assert, offers the best practices for a greater number of students who are at risk of minimal academic success. This broader conceptualization of inclusive schools adds to extant discourses about students with exceptional needs and provides effective strategies school leaders operating from a social justice framework can implement to create more inclusive school environments for all students, especially those in urban centers. It is hoped that lessons learned will improve the preparation and practice of school leaders, thus improve educational outcomes for students from special populations.



## Not For Ourselves Alone The Legacies of Two Pioneers of Black Higher Educational Institutions in The United States

H. J. Lucas, *Bethune Cookman University*

2015. Paperback 9781623969585 \$45.99. Hardcover 9781623969592 \$85.99. eBook 9781623969608 \$50

For over 200 years Black colleges and universities have anchored the African American community. The legacy of these institutions has been to equip African Americans with the skills needed to be successful leaders. This book considers the leadership of Bishop Daniel Alexander Payne of Wilberforce University and Rev. Dr. Joseph Robert of Morehouse College as pioneers of Black higher education.

This book aims to respond to the research question: if quality of leadership is the most important element in the production of a quality college or university then what are the important variables, incidents, and/or circumstances that result in quality amongst Black higher educational institutions? Important dimensions of this book are the data collection and analysis of artifacts that uncover Presidents Payne and Robert's leadership style and approach. Comparing and contrasting their leadership dynamics, this book adds a second dimension by assessing these presidents' use of servant leadership in creating servant institutions.

Throughout the narrative, the reader is immersed in the telling of Presidents Payne and Robert's development as pioneers of Black higher education. Experiencing the challenges and triumphs of each through the telling of their personal and professional contributions, this book is one-of-a kind. Carefully weaving together primary source materials throughout the narrative, this book ensures the reader is informed of the various complexities of leadership within Black higher education post-Civil War. By book's end, the reader is guided through a masterfully written, comparative historical study that uncovers surprising similarities and differences between the presidents and the colleges.

Overall this book offers insight into the unique experiences of founding leaders in Black higher education in the United States. This book reintroduces to the world two immensely influential thinkers, educators and religious leaders whose ideas, decisions, sacrifices and legacies have and continue to impact generations of African American leaders.



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

Fred A. Bonner, II, *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*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2015. Paperback 978-1-68123-070-2 \$45.99. Hardcover 978-1-68123-071-9 \$85.99. eBook 978-1-68123-072-6 \$50

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.



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

Malik S. Henfield, *University of San Francisco*  
Ahmad R. Washington, *University of Louisville*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
2015. Paperback 978-1-68123-19 \$45.99. Hardcover 978-1-68123-19 \$85.99. eBook 978-1-68123-19 \$50

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.



## Urban Educational Leadership for Social Justice International Perspectives

Jeffrey S. Brooks, *Monash University*  
Melanie C. Brooks, *University of Idaho*

A volume in the series *Educational Leadership for Social Justice*

2015. Paperback 978-1-68123-176-1 \$45.99. Hardcover 978-1-68123-177-8 \$85.99. eBook 978-1-68123-178-5 \$50

The chapters in *Urban Educational Leadership for Social Justice: International Perspectives* constitute a collection of works that explore dynamics related to equity in multiple contexts. Authors examined these issues in Turkey, Egypt the United States, Thailand and at a global level by comparing and contrasting school leadership practice across borders. Considered as a whole, these papers explore various topics that will be at the forefront of educational research for years to come. Increasingly, educational leadership understand that there are important lessons to be learned internationally and globally. This book includes important research conceived from these perspectives. Our hope is that individually and collectively, they might contribute to our understanding of international and global issues in educational leadership and that they will extend, challenge and deepen extant lines of inquiry and begin others.



## Using Past as Prologue Contemporary Perspectives on African American Educational History

Dionne Danna, *Indiana University*  
Michelle A. Purdy, *Washington University in St. Louis*  
Christopher M. Span, *University of Illinois at Urbana-Champaign*

A volume in the series *Research on African American Education*

2015. Paperback 978-1-68123-170-9 \$45.99. Hardcover 978-1-68123-171-6 \$85.99. eBook 978-1-68123-172-3 \$50

In 1978, V. P. Franklin and James D. Anderson co-edited *New Perspectives on Black Educational History*. For Franklin, Anderson, and their contributors, there were glaring gaps in the historiography of Black education that each of the essays began to fill with new information or fresh perspectives. There have been a number of important studies on the history of African American education in the more than three decades since Franklin and Anderson published their volume that has pushed the field forward. Scholars have redefined the views of Black southern schools as simply inferior, demonstrated the active role Blacks had in creating and sustaining their schools, sharpened our understanding of Black teachers' and educational leaders' role in educating Black students and themselves with professional development, provided a better understanding and recognition of the struggles in the North (particularly in urban and metropolitan areas), expanded our thinking about school desegregation and community control, and broadened our understanding of Black experiences and activism in higher education and private schools.

Our volume will highlight and expand upon the changes to the field over the last three and a half decades. In the shadow of 60th anniversary of *Brown v. Board of Education* and the 50th anniversary of the 1964 Civil Rights Act, contributors expand on the way African Americans viewed and experienced a variety of educational policies including segregation and desegregation, and the varied options they chose beyond desegregation. The volume covers both the North and South in the 19th and 20th centuries. Contributors explore how educators, administrators, students, and communities responded to educational policies in various settings including K-12 public and private schooling and higher education. A significant contribution of the book is showcasing the growing and concentrated work in the era immediately following the *Brown* decision. Finally, scholars consider the historian's engagement with recent history, contemporary issues, future directions, methodology, and teaching.



## Critical Perspectives on Black Education Spirituality, Religion and Social Justice

Noelle Witherspoon-Arnold, *University of Missouri-Columbia*  
Melanie C. Brooks, *University of Idaho*  
Bruce Makoto Arnold, *Louisiana State University*

A volume in the series *New Directions in Educational Leadership: Innovations in Scholarship, Teaching, and Service*  
2014. Paperback 9781623967475 \$45.99. Hardcover 9781623967482 \$85.99. eBook 9781623967499 \$50

While nation engages in debates concerning central issues of religion and religious diversity in education, the historic saliency of religion and spirituality in the Black community and in the education of its children continues to be largely ignored. Historically, religion and spirituality were foundational to the development and understanding of social justice issues, including, but not limited to, issues of protest, community up-lift, notions of care, and anti-oppression. Taking into account the historical significance of religion and spirituality in the Black community, it is essential for education scholars to cultivate these long-standing connections as a means for advancing contemporary struggles for social justice, religiosity in education, and counter-hegemonic praxis. The purpose of this book is to expand our understanding of spirituality and religion as related to the p-20 schooling of Blacks students.

Educational scholarship continues to explore the workings of social justice to ameliorate inequities for those who have not been well served in schools. Although the concept of social justice remains a somewhat inchoate term in educational literature, this book seeks to explore the historicity of religion and spirituality while offering a scaffold that links ordinary everyday acts of justice, religion, and spirituality in education to a culture that systematically and institutionally assaults the worth of Black students. It is important to note that this book is grounded in a broad concept of religion and spirituality and the editors seek to be inclusive of all types, styles, and traditions of religiosity and spirituality.



## The Duality of Women Scholars of Color Transforming and Being Transformed in the Academy

Gaëtane Jean-Marie, *University of Oklahoma*  
Cosette M. Grant, *University of Cincinnati*  
Beverly Irby, *Texas A&M University*

A volume in the series *Research on Women and Education*  
2014. Paperback 9781623965020 \$45.99. Hardcover 9781623965037 \$85.99. eBook 9781623965044 \$50

The seven chapters address long-standing concerns from first-hand perspectives regarding women of color faculty in the academy, the marginalization of women of color scholars in the academy and the benefits of mentoring support. Discussion of such are threaded throughout this book. Mentoring has been a practice of leadership since Greek times, and research has documented the advantages of mentoring. Aligned with the authors espoused mentoring perspectives in this book, is the coined concept of “synergistic mentoring” Accordingly, “Synergistic mentoring is defined as a mentor and mentee working together collaboratively to (a) generate a greater good for both, (b) integrate diverse perspectives into the context, and (c) construct together an otherwise unattainable goal attempted independently.

The authors of this book seek to enlighten, dynamic and critical discussions by and about women of color in the academy. Conceivably the most intriguing part of each chapter is the methodological approaches used to address race, gender, and social justice in the academy. Qualitative methods dominate the chapters with effective use of personal narratives and the lived experiences of the participants. The voices of those often ignored or forgotten are examined building on the legacy of women of color in the academy who paved the way for this generation and future scholars of color. Moreover, the chapters presented herein challenge assumptions, perspectives and beliefs about the significance of women of color scholars in the academy. They are provocative and provide direction for future research that advance knowledge and understanding for a better society based on social justice, equity and equal opportunity. They also give voice to both the shared diverse and common experiences of this group of women scholars of color and provide useful guidance and new perspectives on transforming the world’s academics into more inclusive and equitable environments around the globe (Thomas & Hollenshead, 2001). Ultimately, outcomes from these collections of scholarly discourse, may have important implications for effective policy and program practice that raise important questions about institutional commitments that advocate for the advancement of women of color in the academy.



## Intersectionality and Urban Education Identities, Policies, Spaces & Power

Carl A. Grant, *University of Wisconsin–Madison*  
Elisabeth Zwier, *Universidad Pedagógica Nacional Francisco Morazan*

A volume in the series *Urban Education Studies Series*

2014. Paperback 9781623967321 \$45.99. Hardcover 9781623967338 \$85.99. eBook 9781623967345 \$50

In urban education, “urban” is a floating signifier that is imbued with meaning, positive or negative by its users. “Urban” can be used to refer to both the geographical context of a city and a sense of “less than,” most often in relation to race and/or socioeconomic status (Watson, 2011). For Noblit and Pink (2007), “Urban, rather, is a generalization as much about geography as it is about the idea that urban centers have problems: problems of too many people, too much poverty, too much crime and violence, and ultimately, too little hope” (p. xv). Recently, urban education scholars such as Anyon (2005), Pink and Noblit (2007), Blanchett, Klinger and Harry (2009), and Lipman (2013) have elucidated the social construction of oppression and privilege for urban students, teachers, schools, families, and communities using intersectionality theories. Building on their work, we see the need for an edited collection that would look across the different realms of urban education—theorizing identity markers in urban education, education in urban schools and communities, thinking intersectionally in teacher education & higher education, educational policies & urban spaces—seeking to better understand each topic using an intersectional lens. Such a collection might serve to conceptually frame or provide methodological tools, or act as a reference point for scholars and educators who are trying to address urban educational issues in light of identities and power. Secondly, we argue that education questions and/or problems beg to be conceptualized and analyzed through more than one identity axis. Policies and practices that do not take into account urban students’ intertwining identity markers risk reproducing patterns of privilege and oppression, perpetuating stereotypes, and failing at the task we care most deeply about: supporting all students’ learning across a holistic range of academic, personal, and justice-oriented outcomes.

Can educational policies and practices address the social justice issues faced in urban schools and communities today? We argue that doing intersectional research and implementing educational policies and practices guided by these frameworks can help improve the “fit.” Particular attention needs to be paid to intersectionality as a lens for educational theory, policy, and practice. As urban educators we would be wise to consider the intertwining of these identity axes in order to better analyze educational issues and engage in teaching, learning, research, and policymaking that are better-tuned to the needs of diverse students, families, and communities.



## Mentoring African American Males A Research Design Comparison Perspective

Dr. William Ross, *Prairie View A&M University*

A volume in the series *African American Male Series: Guiding the Next Generation Through Mentoring, Teaching and Counseling*

2014. Paperback 9781623968014 \$45.99. Hardcover 9781623968021 \$85.99. eBook 9781623968038 \$50

Mentoring African American Males provides important black male research and student performance data to guide the efforts of those who accept the enormous task of standing in the gap to increase black male achievement. Dr. Ross provides guidance for individuals and institutions embracing the important role of developing mentoring programs or serving as a mentor to youth. However, what makes Dr. Ross’ work such a critically important book for any individual or institution considering such a role is its insight into the social-cultural framework within which mentoring must occur at every level from elementary school through college. Equally insightful is the structure that such programs must take in response to the socio-cultural constructs of the families, communities, and institutions where they will occur.

There are far more quantitative studies than qualitative on the topic of mentoring. This text addresses that discrepancy and provides the results of several qualitative studies on African American males. There is hardly any that offer a mixed method perspective that combine quantitative and qualitative methodological approaches. This text reports on the research results that are qualitative in nature in addition to some that are from a quantitative and mixed method approach.





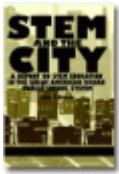
## Researching Race in Education Policy, Practice and Qualitative Research

Adrienne D. Dixon

A volume in the series *Education Policy in Practice: Critical Cultural Studies*

2014. Paperback 9781623966768 \$45.99. Hardcover 9781623966775 \$85.99. eBook 9781623966782 \$50

In traditional educational research, race is treated as merely a variable. In 1995, Gloria Ladson-Billings and William F. Tate, IV argued that race is under-theorized in education and called for educational researchers to pay closer attention to the relationship between race and educational inequity (Ladson-Billings and Tate, 1995). In particular, they argued, drawing on legal scholar, Derrick Bell's notion of Racial Realism (Bell, 1995), that racialized inequities are not accidental or aberrant; rather, racialized educational inequities are the result of particular and specific policies and practices that are designed to maintain particular forms of dominance and marginalization. More specifically, Bell and later Ladson-Billings and Tate, argue that racial inequity persists despite liberal policies and legislation that were ostensibly designed to eradicate it. The Racial Realist perspective takes into the consideration the longevity and history of racism, racial inequity and White supremacy in the U.S. and serves as a mirror to reflect back the limitations of proposed policies and legislation that fail to address those issues. In this way, Critical Race Theory and the scholars who draw on CRT, view our work as an important "check and balance" in the effort toward racial equality.



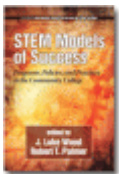
## STEM and the City A Report on STEM Education in the Great American Urban Public School System

Clair T. Berube

2014. Paperback 9781623966379 \$45.99. Hardcover 9781623966386 \$85.99. eBook 9781623966393 \$50

The future of American STEM education is here...in every state, there are thousands students that would benefit from science education, if only they had the resources, support systems and psychological ownership. There are brilliant young minds that could be called on to solve a myriad of world problems, earning money and respect in the process. But these students don't see science as a viable option for a life. Or they do but there are no textbooks in the classroom, or the teacher is the fifth one this semester...and he is on the verge of leaving too.

If STEM (science, technology, engineering and mathematics) careers are the future driving force of the American economy; and if only an anointed few American students choose STEM as a career path, where will that leave us as a nation as we strive to compete on the global stage? Will America maintain its position as leader of the free world? Can a country that shuns the word "elite" ever maintain its elite status? Everything we value depends on this; our national security, reputation, and quality of life all depend on our ability to meet the needs of future generations of American workers as they compete for jobs. Jobs that will require problem solving skills, innovation, creativity, scientific literacy, and mathematical knowledge. Jobs that will require Americans who are tops in their fields with expertise, intellectual curiosity, ambition and vision. This book seeks to address these problems, as well as providing an historical backdrop for the discussion of STEM in American schools, race and gender issues, the effects of the standards movement on STEM, and what good teaching looks like in urban public schools. The future is here. Will we rise to the occasion?



## STEM Models of Success Programs, Policies, and Practices in the Community College

J. Luke Wood, *San Diego State University*  
Robert T. Palmer, *SUNY Binghamton*

A volume in the series *Contemporary Perspectives in Race and Ethnic Relations*

2014. Paperback 9781623964818 \$45.99. Hardcover 9781623964825 \$85.99. eBook 9781623964832 \$50

As the U.S. focuses on positioning itself to retain and advance its status as a world leader in technology and scientific innovation, a recognition that community colleges are a critical site for intervention has become apparent. Community colleges serve the lion's share of the nation's postsecondary students. In fact, 40% of all undergraduate students are enrolled in community colleges, these students account for nearly 30% of all STEM undergraduate majors in postsecondary institutions. These students serve as a core element of the STEM pipeline into four-year colleges and

universities via the community college transfer function. Moreover, community colleges are the primary postsecondary access point for non-traditional students, including students of color, first-generation, low-income, and adult students. This is a particularly salient point given that these populations are sordidly underrepresented among STEM graduates and in the STEM workforce.

Increasing success among these populations can contribute significantly to advancing the nation's interests in STEM. As such, the community college is situated as an important site for innovative practices that have strong implications for bolstering the nation's production and sustenance of a STEM labor force. In recognition of this role, the National Science Foundation and private funding agencies have invested millions of dollars into research and programs designed to bolster the STEM pipeline. From this funding and other independently sponsored inquiry, promising programs, initiatives, and research recommendations have been identified. These efforts hold great promise for change, with the potential to transform the education and outcome of STEM students at all levels. This important book discusses many of these promising programs, initiatives, and research-based recommendations that can impact the success of STEM students in the community college. This compilation is timely, on the national landscape, as the federal government has placed increasing importance on improving STEM degree production as a strategy for America's future stability in an increasingly competitive global marketplace. Informed by research and theory, each chapter in this volume blazes new territory in articulating how community colleges can advance outcomes for students in STEM, particularly those from historically underrepresented and underserved communities.



## StreetWays Chronicling the Homeless in Miami

Eugene F. Provenzo, Jr, *University of Miami*  
Edward Ameen  
Alain Bengochea  
Kristen Doorn  
Ryan W. Pontier  
Sabrina F. Sembiant

A volume in the series *The University of Miami School of Education and Human Development Series*  
2014. Paperback 9781623967567 \$39.99. Hardcover 9781623967574 \$59.99. eBook 9781623967581 \$50

Photographs by Lewis P. Wilkerson

StreetWays: Chronicling the Homeless in Miami is a collection of interviews with 28 homeless individuals living in downtown Miami and Miami Beach. Besides extensive photographs of these people and their lives on the street, the book also includes interviews with social service providers, as well as a detailed analysis of homelessness in the United States and more specifically in Miami. The work concludes with a policy analysis and suggestions for addressing issues of homelessness in Miami and the nation.

StreetWays attempts to make clear how and why homelessness occurs, and what the actual lives and experiences of the homeless are about. Through extensive interviews and extensive documentary photographs, a selected group of homeless Miamians lose their invisibility as their experiences, needs and aspirations are reported. The book calls for a better understanding of the experience of homelessness places such as Miami, and of the need to understand homelessness as an issue of diversity and human rights.



## 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, Ph.D., *Howard University*

A volume in the series *Contemporary Perspectives on Access, Equity, and Achievement*  
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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.

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