By Jerlando F L Jackson Creating And Maintaining Safe College Campuses A Sourcebook For Enhancing And Evaluating Safety Programs

Introduction to American Higher EducationKnow Your PriceBorder Crossing BrothasBeyond Stock Stories and FolktalesDiverse Issues in Higher EducationCreating and Maintaining Safe College CampusesStrengthening the African American Educational PipelineStrengthening the African American Educational PipelineAdvancing Equity and Diversity in Student AffairsJournal of the Professoriate: Volume 1Measuring Glass Ceiling Effects in Higher Education: Opportunities and ChallengesCritical Race Theory in the AcademyCollege and UniversityEffective Leadership at Minority-Serving InstitutionsKeeping Our Faculties: Symposium proceedings : concurrent session papersNACADA JournalChoiceBlack American Students in An Affluent SuburbBuilding the Anti-Racist UniversityThe SAGE Encyclopedia of Higher EducationManufacturing Hope and DespairThe Political ClassroomNavigating Academia: A Guide for Women and Minority STEM FacultyImproving Urban SchoolsUnderstanding and Facilitating Organizational Change in the 21st Century: Recent Research and ConceptualizationsHigher Education: Handbook of Theory and ResearchAnnual Meeting ProgramMethodological Advances and Issues in Studying College ImpactStrategic Diversity

from both scholarly analyses focused on practice and reflections from actual practitioners."Voices from the Field" presents real-time perspectives of activists who are currently working toward societal change. An intergenerational relevance with chapters on the Civil Rights era protests and current movements, such as Me Too and Black Lives Matter. Contributors: James Alford, Noelle Witherspoon Arnold, Lisa Bass, Barbara Boakye, Mahauganee Shaw Bonds, Travis D. Boyce, Winsome M. Chunnu, Lucy Douglas, Ty-Ron M.O. Douglas, Brittany Fatoma, Sydney Freeman Jr., Shaun R. Harper, Brian Heilmeier, Dena Lane-Bonds, Kofi LeNiles, Jonathan A. McElderry, Kelsey Morris, Ransford Pinto, Stephanie Hernandez Rivera, Kmt G. Shockley, Stephanie Shonekan, Ivory A. Toldson, Evan Willis, and Christine Woods

Know Your Price

One of the most comprehensive books examining the experiences of African Americans throughout the educational enterprise.

Border Crossing Brothas

The deliberate devaluation of Blacks and their communities has had very real, far-reaching, and negative economic and social effects. An enduring white supremacist myth claims brutal conditions in Black communities are mainly the result of Black people's collective choices and moral failings. "That's just how they are" or "there's really no excuse": we've all heard those not so subtle digs. But there is

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nothing wrong with Black people that ending racism can't solve. We haven't known how much the country will gain by properly valuing homes and businesses, family structures, voters, and school districts in Black neighborhoods. And we need to know. Noted educator, journalist, and scholar Andre Perry takes readers on a tour of six Black-majority cities whose assets and strengths are undervalued. Perry begins in his hometown of Wilkinsburg, a small city east of Pittsburgh that, unlike its much larger neighbor, is struggling and failing to attract new jobs and industry. Bringing his own personal story of growing up in Black-majority Wilkinsburg, Perry also spotlights five others where he has deep connections: Detroit, Birmingham, New Orleans, Atlanta, and Washington, D.C. He provides an intimate look at the assets that should be of greater value to residents—and that can be if they demand it. Perry provides a new means of determining the value of Black communities. Rejecting policies shaped by flawed perspectives of the past and present, it gives fresh insights on the historical effects of racism and provides a new value paradigm to limit them in the future. Know Your Price demonstrates the worth of Black people's intrinsic personal strengths, real property, and traditional institutions. These assets are a means of empowerment and, as Perry argues in this provocative and very personal book, are what we need to know and understand to build Black prosperity.

Beyond Stock Stories and Folktales

With over 600 signed entries, The SAGE Encyclopedia of Higher Education demonstrates the impact higher education has had on global economies and universities across the world. Topics include: • students burdened with higher tuition fees • departments expected to produce courses and research that have clear and demonstrable social impact • what the university is and how it meets social and business requirements This encyclopedia touches on all aspects of higher education through: • key concepts • debates • approaches • schools of thought on higher education • role of universities As an interdisciplinary field, these volumes will prove to be an essential resource for students and researchers in education, sociology, politics and other related fields across the humanities and social science disciplines.

Diverse Issues in Higher Education

John Ogbu has studied minority education from a comparative perspective for over 30 years. The study reported in this book--jointly sponsored by the community and the school district in Shaker Heights, Ohio--focuses on the academic performance of Black American students. Not only do these students perform less well than White students at every social class level, but also less well than immigrant minority students, including Black immigrant students. Furthermore, both middle-class Black students in suburban school districts, as well as poor Black students in inner-city schools are not doing well. Ogbu's analysis draws on data from observations,

formal and informal interviews, and statistical and other data. He offers strong empirical evidence to support the cross-class existence of the problem. The book is organized in four parts: *Part I provides a description of the twin problems the study addresses--the gap between Black and White students in school performance and the low academic engagement of Black students; a review of conventional explanations; an alternative perspective; and the framework for the study. *Part II is an analysis of societal and school factors contributing to the problem, including race relations, Pygmalion or internalized White beliefs and expectations, levelling or tracking, the roles of teachers, counselors, and discipline. *Community factors--the focus of this study--are discussed in Part III. These include the educational impact of opportunity structure, collective identity, cultural and language or dialect frame of reference in schooling, peer pressures, and the role of the family. This research focus does not mean exonerating the system and blaming minorities, nor does it mean neglecting school and society factors. Rather, Ogbu argues, the role of community forces should be incorporated into the discussion of the academic achievement gap by researchers, theoreticians, policymakers, educators, and minorities themselves who genuinely want to improve the academic achievement of African American children and other minorities. *In Part IV, Ogbu presents a summary of the study's findings on community forces and offers recommendations--some of which are for the school system and some for the Black community. Black American Students in an Affluent Suburb: A Study of Academic Disengagement is an important

book for a wide range of researchers, professionals, and students, particularly in the areas of Black education, minority education, comparative and international education, sociology of education, educational anthropology, educational policy, teacher education, and applied anthropology.

Creating and Maintaining Safe College Campuses

Violence, hate crimes, theft, drug possession, sexual harassment, concealed weapons, underage drinking, rape - along with many other major and minor offenses - plague all campuses. College and university staff, administrators and policy makers are under increasing parental and legislative pressure to demonstrate they have adopted measures to prevent crime and keep students safe. This book serves as a sourcebook to enhance and evaluate safety programs, generate new solutions and interventions, comply with new legislation, and present practical steps and guidelines to establish best practices. This book pays particular attention to the factors that may give rise to crime. It considers high-risk drinking and examines the intersection between hate crimes and violence. It devotes chapters to discrimination in all its forms - whether against international students, students of color, or on the basis of ethnicity or sexual orientation. It reviews the range of issues relating to harassment and violence against women and engages with hazing and the presence of guns on campus. The authors pay attention to the different circumstances that may apply in specific institutional types, such as

community colleges and minority-serving institutions. The book offers perspectives from administrators, campus security, student affairs personnel, faculty and policy makers as well as a review of legal considerations. The purpose is to provide readers with the context and tools to devise a comprehensive safety plan. For administrators operating with few formal support systems, advice is given on how to co-opt individuals and resources from around the campus to assist in the common goal of maintaining a safe and welcoming campus.

Strengthening the African American Educational Pipeline

Strengthening the African American Educational Pipeline

Border Crossing "Brothas" examines how Black males form identities, define success, and utilize community-based pedagogical spaces to cross literal and figurative borders. The tragic deaths of Michael Brown in Ferguson, Tamir Rice in Cleveland, and numerous others from Brooklyn, Britain, and Bermuda whose lives have been taken prematurely suggest that negotiating race, place, and complex space is a matter of life and death for Black males. In jurisdictions such as the U.S. and Bermuda, racial tensions are the palpable and obvious reality, yet the average citizen has no idea how to sensibly react. This book offers a reasonable response that pushes readers to account for and draw on the best of what

we know, the core of who we are, and the needs and histories of those we serve. Drawing on the educational and socializing experiences of Black males in Bermuda—a beautiful yet complex island with strong connections to the U.S., England, and the Caribbean—this book offers educators and leaders new language for postcolonial possibilities and emancipatory epistemologies related to Black male identities and success in a global context. Intriguing findings and fresh frameworks grounded in understandings of race, class, ability, transnationalism, culture, colonialism, and the construction/performance of gendered identity emerge in this book.

Advancing Equity and Diversity in Student Affairs

Drawing from the work of top researchers in various fields, The Handbook of Research on Black Males explores the nuanced and multifaceted phenomena known as the black male. Simultaneously hyper-visible and invisible, black males around the globe are being investigated now more than ever before; however, many of the well-meaning responses regarding media attention paid to black males are not well informed by research. Additionally, not all black males are the same, and each of them have varying strengths and challenges, making one-size-fits-all perspectives unproductive. This text, which acts as a comprehensive tool that can serve as a resource to articulate and argue for policy change, suggest educational improvements, and advocate judicial

reform, fills a large void. The contributors, from multidisciplinary backgrounds, focus on history, research trends, health, education, criminal and social justice, hip-hop, and programs and initiatives. This volume has the potential to influence the field of research on black males as well as improve lives for a population that is often the most celebrated in the media and simultaneously the least socially valued.

Journal of the Professoriate: Volume 1

Measuring Glass Ceiling Effects in Higher Education: Opportunities and Challenges

Critical Race Theory in the Academy explores the deep implications of race and its effects on the expanse of the American social fabric and its fragile democratic process. This volume contributes to a more effective, powerful, and insightful theorization of racism across the social spectrum while furthering the movement for greater equity in higher education and beyond. The audience for this book is broad and should be of great interest and value to all Americans who fight against racism which is focused on the destruction of Black people and other people of color. Ideally, educators, scholars, and practitioners will be compelled to engage the ideas within this volume to break down the color line and challenge the problematic master narrative in education and other aspects of society. Critical Race Theory in the Academy offers current applications, debates, theories, strategies, and evolutions about critical race

theory (CRT), with particular attention to CRT's intersections with the field of higher education and beyond. As a part of the CRT corpus, this volume details some of the most relevant and current topics deployed in varied disciplines of the academy, confronting the complex interplay of race, racism, education, and social justice in the twenty-first century. Specifically, the authors explore topics from health disparities, politics, religion, literature, music, social work, psychology, sports, distance learning, media bias, affirmative action, to education policies, practices and scholarship. The chapters in this volume should help navigate the tensions in the academy and beyond to work toward alleviating institutionalized racism. Praise for Critical Race Theory in the Academy: "The field of Critical Race Theory is enriched by this important collection of new and original scholarship. Vernon Farmer has brought together a dynamic and eclectic mix of radical voices, from multiple disciplinary backgrounds, including both established and early career scholars. The result is a volume that constantly challenges and surprises the reader." David Gillborn Professor of Critical Race Studies University of Birmingham UK Founding Editor of Race Ethnicity & Education "Critical Race Theory in the Academy has excavated the terrain of critical race theory to unearth multiple perspectives that are central to defining the fundamental contours of the field. Each essay enhances the ways in which we read and understand the complexity of critical race theory. It will be an invaluable resource for building a critical academy." Aileen Moreton-Robinson Queens and University of Technology, Australia Author of The White Possessive: Property, Power and Indigenous

Sovereignty "Vernon Lee Farmer has done it again and for the final time. He has pulled together a star-studded cast of academics of color to address an essential concern of the academy. Throughout his career, Farmer has demonstrated the uncanny ability to identify matters that require attention, and attacked them with vigor. In doing so, he provided us with high impact resources that are beneficial to the professional trajectory of scholars of color. This book is no different, and we all should race to the bookstore to add this instant classic to our personal library." Jerlando F. L. Jackson Vilas Distinguished Professor of Higher Education University of Wisconsin-Madison Former Editor, ASHE Reader Series on Higher Education "Critical Race Theory in the Academy adds substantially to our understanding of the roles that race, racism, and social justice play as we tackle the myriad problems of pre-K through higher education. For those interested in gaining a deeper understanding of the issues in higher education -- from curriculum to the lack of diversity in the professoriate -- this work provides helpful insights that can enrich conversations and problem-solving across sectors of society." Freeman A. Hrabowski, III President University of Maryland Baltimore County, Baltimore, Maryland

Critical Race Theory in the Academy

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 knowledgebased resources, particularly in science and technology" (National Academies, 2007, p. 4). Optimizing knowledgebased 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 PK12 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 PK12 schools do to improve teachers' and students' STEM knowledge and skills? This book will look at equity and access issues in STEM education from PK12, university, and administrative and policy lenses.

College and University

Effective Leadership at Minority-Serving Institutions

Violence, hate crimes, theft, drug possession, sexual harassment, concealed weapons, underage drinking, rape - along with many other major and minor offenses - plague all campuses. College and university staff, administrators and policy makers are under increasing parental and legislative pressure to demonstrate they have adopted measures to prevent crime and keep students safe. This book serves as a sourcebook to enhance and evaluate safety programs, generate new solutions and interventions, comply with new legislation, and present practical steps and guidelines to establish best practices. This book pays particular attention to the factors that may give rise to crime. It considers high-risk drinking and examines the intersection between hate crimes and violence. It devotes chapters to discrimination in all its forms - whether against international students, students of color, or on the basis of ethnicity or sexual orientation. It reviews the range of issues relating to harassment and violence against women and engages

with hazing and the presence of guns on campus. The authors pay attention to the different circumstances that may apply in specific institutional types, such as community colleges and minority-serving institutions. The book offers perspectives from administrators, campus security, student affairs personnel, faculty and policy makers as well as a review of legal considerations. The purpose is to provide readers with the context and tools to devise a comprehensive safety plan. For administrators operating with few formal support systems, advice is given on how to co-opt individuals and resources from around the campus to assist in the common goal of maintaining a safe and welcoming campus.

Keeping Our Faculties: Symposium proceedings : concurrent session papers

There is a widespread discontent with the quality of education and levels of college student achievement, particularly for undergraduates preparing for the professions. This report examines the educational challenges in preparing professionals, reviews the specific types of curriculum innovations that faculty and administrators have created or significantly revised to strengthen college graduates' abilities, and focuses on the societal changes and expectations produced by the acceleration in technology.

NACADA Journal

In a turbulent, unstable era of severe financial pressures, thedevelopment of strategic human

resource (HR) practices has becomean urgent mandate in higher education. With significant andwidespread institutional shifts resulting from globalization,heightened competition, and rapid innovation, educational leadersmust optimize their most significant resource—humancapital—and align HR strategies, structures, and processeswith organizational goals. Due to substantial cuts in stateappropriations and rapidly diminishing budgets, public institutionsof higher education in particular are struggling to realignresources and programs to fulfill their educational missions andmaintain academic quality, while simultaneously responding tocomplex external legislative and accreditation mandates. In light of these challenges, Creating a Tipping Point:Strategic Human Resources in Higher Education breaks new groundby presenting a research-based approach that supports the evolutionof HR practices from siloed, transactional models to strategicoperations that serve the entire university. This monographprovides a concrete, progressive road map to developingorganizational capabilities in support of the university's academicmission and illustrates this pathway with examples drawn frompublic research universities. It offers strategies, tools, metrics,and action steps that support the development of an effective andefficient strategic HR operation in higher education. Forinstitutions seeking to implement strategic HR, this book is apractical and invaluable resource.

Choice

In the new arena for anti-racist work in which we find ourselves, the neo-liberal, 'post-race' university, this interdisciplinary collection demonstrates common global political concerns about racism in Higher Education. It highlights a range of issues regarding students, academic staff and knowledge systems, and all of the contributions seek to challenge the complacency of the 'post-race' present that is dominant in North-West Europe and North America, Brazil's mythical 'racial democracy' and South Africa's post-apartheid 'rainbow nation'. The collection makes clear that we are not yet past the need for anti-racist institutional action because of the continuing impact of coloniality on and in these nations. From within the colonial psyche which still exists in the 21st century these nations actively deracinate politics, subjectivities, political economy and affective relationalities when they re-imagine themselves to be 'post-race' states where all citizens can have a share in the good life because now only class matters. Universities have also taken on the mantle of upholding societal 'post-race' status through ineffective equality and diversity policies and strategies. The collection makes the case for the urgent need to decolonize the university in 'post-race', neoliberal times through a focus on institutional racism in HEIs in Canada, Brazil, South Africa, the UK and the USA. As such it addresses institutional whiteness; the transformation of organizational cultures; the presence and experiences of Black people, People of Colour and Indigenous people in HEIs; the development of curriculum interventions; widening participation and organizational change; and future directions for racial equality and diversity in a

'post-race' era. This book was originally published as a special issue of Race Ethnicity and Education.

Black American Students in An Affluent Suburb

In today's world – whether viewed through a lens of educational attainment, economic development, global competitiveness, leadership capacity, or social justice and equity – diversity is not just the right thing to do, it is the only thing to do!

Following the era of civil rights in the 1960s and '70s, the 1990s and early 21st century have seen both retrenchment and backlash years, but also a growing recognition, particularly in business and the military, that we have to educate and develop the capacities of our citizens from all levels of society and all demographic and social groups to live fulfilling lives in an interconnected globe.

For higher education that means not only increasing the numbers of diverse students, faculty, and staff, but simultaneously pursuing excellence in student learning and development, as well as through research and scholarship – in other words pursuing what this book defines as strategic diversity leadership. The aim is to create systems that enable every student, faculty, and staff member to thrive and achieve to maximum potential within a diversity framework.

This book is written from the perspective that

diversity work is best approached as an intellectual endeavour with a pragmatic focus on achieving results that takes an evidence-based approach to operationalising diversity. It offers an overarching conceptual framework for pursuing diversity in a national and international context; delineates and describes the competencies, knowledge and skills needed to take effective leadership in matters of diversity; offers new data about related practices in higher education; and presents and evaluates a range of strategies, organisational structures and models drawn from institutions of all types and sizes. It covers such issues as the reorganisation of the existing diversity infrastructure, building accountability systems, assessing the diversity process, and addressing legal threats to implementation.

Its purpose is to help strategic diversity leaders combine big-picture thinking with an on-the-ground understanding of organisational reality and work strategically with key stake holders and allies.

This book is intended for chief diversity officers or diversity professionals, and anyone who wants to champion diversity and embed its objectives on his or her campus, whether at the level of senior administration, as members of campus organisations or committees, or as faculty, student affairs professionals or students taking a leadership role in making change.

This title is also available in a set with its companion volume, The Chief Diversity Officer.

Building the Anti-Racist University

Which curricular and cocurricular practices promote studentlearning and persistence? While most research and assessment oncollege student outcomes offers limited insight into causaleffects, this volume provides strong evidence of the impact ofcollege on students. The first section discusses statistical analyses that offer moreaccurate estimates of the causal effect of a particular studentexperience, such as receiving a need-based scholarship or usingacademic support services. Providing an overview of the analyticalframework, it also includes real-world examples to illustrateimplementation for institutional researchers. The second section includes original research to enhance the valueof student surveys, including: • aspects of questionnaire design and techniques to cope withitem nonresponse, • variation in respondent effort, • interpretation of student self-reported gains, and • practical insights to improve survey-based research. This is the 161st volume of this Jossey-Bass quarterly reportseries. Timely and comprehensive, New Directions forInstitutional Research provides planners and administratorsin all types of academic institutions with guidelines in such areasas resource coordination, information analysis, program evaluation,and institutional management.

The SAGE Encyclopedia of Higher Education

Manufacturing Hope and Despair

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor, and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on twelve general areas that encompass the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

The Political Classroom

Where are the black males in higher education? How come so few African American men have obtained Ph.D.s, and their number is declining? Why are they falling further behind the performance of African American women, and society as a whole? Through chapters by twenty-seven black male scholars, this extraordinary book uniquely combines studies of the history and social position of black men in the academy with compelling narratives of how these brothers have progressed in their chosen careers despite the odds. Woven into a purposeful whole, Brothers in the Academy presents three facets of

what it means to be a black man in the academy, and demonstrates what black men can and have contributed to the scholarly enterprise. The opening section presents research on race and the academy, and makes a telling contribution to the debate. Its chapters explore such topics as the evolution of desegregation in American education; overlooked data on undergraduate enrollment statistics; the representation of African Americans in college administration; and the relationship of racial identity to educational outcomes. Part two presents ten narratives of brothers who gained Ph.D.'s in a variety of disciplines. The book concludes by showcasing the work of black scholars from disciplines as diverse as Egyptology and psychology. Their work is emblematic of what occurs at the intersection of rigorous scholarship with the intellectual insights and concerns of African American men. This is a book for all leaders and administrators in higher education concerned about issues of diversity and equity. Most importantly, for black educators and community leaders who want to increase participation in higher education; and for students considering personal fulfillment through higher degrees and an academic or professional career, it offers challenges, insight and inspiration.

Navigating Academia: A Guide for Women and Minority STEM Faculty

Published annually since 1985, the Handbook series provides a compendium of thorough and integrative literature reviews on a diverse array of topics of interest to the higher education scholarly and policy

communities. Each chapter provides a comprehensive review of research findings on a selected topic, critiques the research literature in terms of its conceptual and methodological rigor and sets forth an agenda for future research intended to advance knowledge on the chosen topic. The Handbook focuses on a comprehensive set of central areas of study in higher education that encompasses the salient dimensions of scholarly and policy inquiries undertaken in the international higher education community. Each annual volume contains chapters on such diverse topics as research on college students and faculty, organization and administration, curriculum and instruction, policy, diversity issues, economics and finance, history and philosophy, community colleges, advances in research methodology and more. The series is fortunate to have attracted annual contributions from distinguished scholars throughout the world.

Improving Urban Schools

As seen on PBS's POV An unprecedented guide to helping black boys achieve success at every stage of their lives—at home, at school, and in the world Regardless of how wealthy or poor their parents are, all black boys must confront and surmount the "achievement gap": a divide that shows up not only in our sons' test scores, but in their social and emotional development, their physical well-being, and their outlook on life. As children, they score as high on cognitive tests as their peers, but at some point, the gap emerges. Why? This is the question Joe Brewster,

M.D., and Michèle Stephenson asked when their own son, Idris, began struggling in a new school. As they filmed his experiences for their award-winning documentary American Promise, they met an array of researchers who had not only identified the reasons for the gap, but had come up with practical, innovative solutions to close it. In Promises Kept, they explain • how to influence your son's brain before he's even born • how to tell the difference between authoritarian and authoritative discipline—and why it matters • how to create an educational program for your son that matches his needs • how to prepare him for explicit and implicit racism in school and in the wider world • how to help your child develop resilience, self-discipline, emotional intelligence, and a positive outlook that will last a lifetime Filled with innovative research, practical strategies, and the voices of parents and children who are grappling with these issues firsthand, Promises Kept will challenge your assumptions and inspire you to make sure your child isn't lost in the gap. Praise for Promises Kept "The authors offer a plethora of information and advice geared toward the specific developmental needs of black boys. . . . Thorough and detailed, this guidebook is also a call to action. As Brewster sees it, when people of color remain complacent, they not only break a tacit promise to future generations to achieve social equity, they also imperil the futures of both the nation and the planet. A practical and impassioned parenting guide."—Kirkus Reviews "A penetrating look at the standard practices, at school and at home, that contribute to the achievement gap between the races and the sexes that seems to put black boys at a disadvantage. [Brewster and

Stephenson] debunk myths and offer ten parenting and education strategies to improve the prospects for black boys to help them overcome racial stereotypes and low expectations. . . . This is a practical and insightful look at the particular challenges of raising black males."—Booklist

Understanding and Facilitating Organizational Change in the 21st Century: Recent Research and Conceptualizations

Higher Education: Handbook of Theory and Research

Ask practically any academic department chair why they do not have more African Americans among faculty members and they generally respond with stock stories or folktales. This title provides historical, conceptual, and empirically-based analyses focused on the development of African Americans in STEM fields.

Annual Meeting Program

This volume offers readers a comprehensive means to understanding glass ceiling effects in higher education. Each chapter approaches the glass ceiling from a different perspective, providing compelling arguments that truly highlight the importance and usefulness of collecting data on this topic. Institutional

decision makers will find valuable information to confront the challenge of glass ceiling effects across different institutional environments. Likewise, institutional researchers will find step-by-step protocols to collect and analyze glass ceiling data as well as a variety of rich examples. Readers will not only find this sourcebook useful for institutional planning purposes, but it will also help them truly understand how the glass ceiling impacts women and people of color in higher education.

Methodological Advances and Issues in Studying College Impact

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

Strategic Diversity Leadership

One of the most comprehensive books examining the experiences of African Americans throughout the educational enterprise.

Campus Uprisings

Strong, effective, and innovative leadership is critical for institutions of higher education, especially for Minority-Serving Institutions (MSIs). Indeed, research and examples have shown leadership instability among some types of MSIs, while discussions and research on effective leadership for other MSIs is noticeably absent from the extant literature. In this volume, noted experts, researchers, and leaders discuss opportunities and challenges for leadership across the full range of MSIs, while creating a dialogue on leadership models and best practices. Chapters explore issues at Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions(HSIs), Tribal Colleges and Universities (TCUs), and Asian American and Native American

Pacific Islander Serving Institutions (AANAPISIs). This book helps higher education and student affairs scholars and administrators unpack contemporary leadership issues and strategies, and synthesizes best practices to help MSI leaders increase the effectiveness and sustainability of their institutions.

Promises Kept

Navigating Academia: A Guide for Women and Minority STEM Faculty explores the infrastructure of the academy and provides a systematic account of where and why women and minorities fall behind men in the preparation for and development of their academic careers. This book offers useful strategies for recruiting, retaining, and advancing women and minorities. Chapters include testimonials from faculty and administrators about how they made their ascent within the academy. Navigating Academia: A Guide for Women and Minority STEM Faculty also discusses how to modify and expand faculty recruiting programs, how to diversify search committees, how to encourage intervention by deans, and how to assess past hiring efforts. This guide is an important resource for women and minorities seeking success in the academy as well as for administrators focused on faculty and professional development. Outlines barriers and challenges that this population is confronted with and provides several solutions and approaches for combating these issues. Includes insightful testimonials from contributors at various stages in their academic careers. Identifies critical success paths of a Professional Support Network

(PSN) and pinpoints what components of the PSN are needed and how to acquire them.

Handbook of Urban Educational Leadership

Relying on a wealth of ethnographic and statistical data, this groundbreaking volume documents the many constraints and social forces that prevent Mexican-origin adolescents from constructing the kinds of networks that provide access to important forms of social support. Special attention is paid to those forms of support privileged youth normally receive and working-class youth do not, such as expert guidance regarding college opportunities. The author also reveals how some working-class ethnic minority youth become the exception, weaving social webs that promote success in school as well as empowering forms of resiliency. In both cases, the role of social networks in shaping young people's chances is illuminated. "In this badly needed alternative to the individualism that pervades most debates about American education, Stanton-Salazar explores how Latino teenagers' lives are embedded within social networks from home, community, and school. This grand work shows how school programs can confound or can draw from the strengths of such networks to build better lives for all." —Bruce J. Biddle, Professor Emeritus of Psychology and Sociology, University of Missouri–Columbia "A beautifully written and inspiring book that announces a new generation of Mexican/Latino scholars. . . . This is a book which tells the tale about Mexican/Latino

adolescents but, in reality, it is a book about how working-class adolescent life is socially constructed, defined, and elaborated in the United States. An eloquent rendering, indeed." —Carlos G. Vélez-Ibáñez, Presidential Chair in Anthropology, University of California, Riverside "Using creative theorizing and rigorous methodology, Manufacturing Hope and Despair illuminates brilliantly the supposed mystery of persistent race/class inequities in American society." —Walter R. Allen, Professor, University of California, Los Angeles

Rethinking Leadership in a Complex, Multicultural, and Global Environment

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

Advancing Equity and Diversity in Student Affairs

Retaining African Americans in Higher Education

Retention of African Americans on campus is a burning issue for the black community, and a moral and financial one for predominantly white institutions of higher education. This book offers fresh insights and new strategies developed by fifteen scholars concerned by the new climate in which affirmative action is being challenged and eliminated. This is the first book devoted specifically to retention of African Americans in higher education, and is unique in addressing the distinct but inter-related concerns of all three affected constituencies: students, faculty and administrators. Each is considered in a separate section. The student section shifts attention from, to paraphrase McNairy, "fixing the student" to focussing on higher education's need to examine and, where

appropriate, revise policies, curriculum, support services and campus climate. Responding to the new agenda shaped by the opponents of affirmative action, but rejecting the defensive "x percent solutions" espoused by its proponents, this book puts forward new solutions that will provoke debate. Section II begins with a survey of the literature on African American administrators, and presents a Delphi study of twelve administrators to provide an understanding of pathways and barriers to success. The contributors then consider the importance of developing community support and creating alliances, the role of mentoring, and the setting of clear expectations between the individual and the institution. Starting with the recognition that African Americans represent less than five percent of full-time faculty, the chapters in the final section examine the effects of the dismantling of affirmative action, the consequences of faculty salaries trailing more lucrative non-academic employment, the declining enrollment of students of color, the politics of promotion and tenure, and issues of identity and culture. The book concludes by stressing the roles that parents, faculty and administrators must play to empower African American students to take responsibility for their own academic performance. This is a compelling, controversial and constructive contribution to an issue of national importance.

Creating a Tipping Point: Strategic Human Resources in Higher Education

WINNER 2016 Grawemeyer Award in Education

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Helping students develop their ability to deliberate political questions is an essential component of democratic education, but introducing political issues into the classroom is pedagogically challenging and raises ethical dilemmas for teachers. Diana E. Hess and Paula McAvoy argue that teachers will make better professional judgments about these issues if they aim toward creating "political classrooms," which engage students in deliberations about questions that ask, "How should we live together?" Based on the findings from a large, mixed-method study about discussions of political issues within high school classrooms, The Political Classroom presents in-depth and engaging cases of teacher practice. Paying particular attention to how political polarization and social inequality affect classroom dynamics, Hess and McAvoy promote a coherent plan for providing students with a nonpartisan political education and for improving the quality of classroom deliberations.

Creating and Maintaining Safe College Campuses

This authoritative handbook examines the community, district, and teacher leadership roles that affect urban schools. It will serve as a foundation for pedagogical and educational leadership practices that foster social justice, equity, and advocacy for those who have been traditionally and historically underserved in education. The handbook's ten sections cover topics as diverse as curriculum, instruction, and educational outcomes; gender, race, and class; higher education; and leadership

preparation and support. Its twenty-nine chapters offer both American and international perspectives.

Brothers of the Academy

Written primarily for students in higher education and student affairs graduate programs, Introduction to American Higher Education is a groundbreaking textbook that combines classic scholarship pertaining to colleges and universities with the most cutting-edge perspectives in the field.ãee The book is divided into five sections and contains 25 essential readings on the following topics: Faculty Teaching, Learning and Curriculum College Students Organizations, Leadership and Governance Higher Education Policy Each section includes chapters on community colleges and four-year institutions, as well as a substantive overview written by an expert scholar in the field: Ann E. Austin, Clifton F. Conrad, Laura I. RendÏOEn, Adrianna J. Kezar, and Edward P. St. John. This impressive volume ensures that faculty members will no longer have to compile their own collections of articles and chapters for use in introductory coursesâe"Introduction to American Higher Education brings together the best scholarship in one comprehensive text.

Higher Education: Handbook of Theory and Research

The Handbook of Research on Black Males

The complexity of the decisions that today's higher education leaders face—as they engage with a diversifying student body, globalization and technological advances—requires embracing new ways of thinking about leadership. This book examines the new theories and concepts of leadership that are described in the multidisciplinary literature on leadership, and are being applied in other sectors—from government to the non-profit and business communities—to explore the implications for leaders and leadership programs in higher education. At a time when the heroic, controlling, and distant leader of the past has given way to a focus on teams, collectives and social change, the contributors to this book ask: What new skills and competencies should leaders and programs be addressing? The recognition of the interdependence of groups within organizations, and between organizations; of cultural and social differences; and of how technology has sped up decision time and connected people across the globe; have changed the nature of leadership as well as made the process more complex and diffuse. This book is addressed to anyone developing institutional, regional or national leadership development programs; to aspiring leaders planning to participate in such programs; and to campus leaders concerned with the development and pipeline of emerging leaders. It will be particularly useful for administrators in faculty development offices who are planning and creating workshops in leadership training, and for staff in human resource offices who offer similar training. Contributors: Laurel Beesemyer; Rozana Carducci; Pamela Eddy; Tricia Bertram

Gallant; Lynn Gangone; Cheryl Getz; Jeni Hart; Jerlando F. L. Jackson; Lara Jaime; Adrianna Kezar; Bridget R. McCurtis; Sharon McDade; Robert J. Nash; Elizabeth M. O'Callahan; Sue V. Rosser; Lara Scott.

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