



"Compelling reading, for it not only dispenses knowledge,
but wisdom as well." —CAROL CAMP YEAKEY

SISTERS OF THE ACADEMY



EMERGENT BLACK WOMEN SCHOLARS
IN HIGHER EDUCATION

EDITED BY REITUMETSE OBAKENG MABOKELA & ANNA L. GREEN



Sisters Of The Academy Emergent Black Women Scholars In Higher Education

Brenda L. Walker



Sisters Of The Academy Emergent Black Women Scholars In Higher Education:

Sisters of the Academy Reitumetse Obakeng Mabokela, Anna Lucille Green, 2001-01-01 There are disturbing trends in the continued under representation of African American women in higher education especially their attainment of post baccalaureate and graduate degrees This is an issue of major concern nationally for the Black community and for leaders in higher education The fifteen scholars who contribute to this volume trace the trajectory of Black women in education with a particular focus on higher education These scholars combine research and personal narratives to explore educational issues ranging from historical accounts of Black female teachers in the nineteenth century to the challenges and triumphs of being an activist researcher at the turn of the twenty first century The essays in this volume address specific historical social cultural political and academic issues that affect Black women in the academy and provide readers with tangible examples of how these scholars have transcended some of the challenges in their pursuit of academic excellence While these essays do not claim to provide the magic solution or a how to guide to success in higher education they do raise thought provoking issues that are critical to the success of Black women in higher education This book uncovers issues and proposes remedies which will be of vital interest for anyone concerned with diversity and equity in higher education It celebrates emergent scholars of African descent who have used the challenges they have encountered in their journeys through the academy to create opportunities for success

Sisters of the Academy Anna L. Green, 2011 *Sisters of the Academy* Reitumetse Obakeng Mabokela, Anna Lucille Green, 2001 When Mabokela education Michigan State U arrived in the US for post graduate studies she found that women of African descent labored under disadvantages that reminded her of apartheid in her native South Africa As part of the struggle to overcome those barriers she collects the experiences of 15 emerging African American women scholars in education and related fields Some look at the history of black women in the academy while others consider a theoretical framework coming to terms with conditions racial identity and other aspects Annotation copyrighted by Book News Inc Portland OR

Women of Color in Higher Education Gaëtane Jean-Marie, Brenda Lloyd-Jones, 2011-08-18 Focuses on African American Hispanic American Native American and Asian Pacific American women whose increased presence in senior level administrative and academic positions in higher education is transforming the political climate to be more inclusive of women of color

Pathways to Higher Education Administration for African American Women Tamara Bertrand Jones, LeKita Scott Dawkins, Melanie Hayden Glover, Marguerite M.

McClinton, 2023-07-03 For Black women faculty members and student affairs personnel this book delineates the needed skills and the range of possible pathways for attaining administrative positions in higher education This book uses a survey that identifies the skills and knowledge that Black women administrators report as most critical at different stages of their careers as a foundation for the personal narratives of individual administrators career progressions The contributors address barriers strategies and considerations such as the comparative merits of starting a career at an HBCU or PWI or at a public

or private institution Their stories shine light on how to develop the most effective leadership style how to communicate and the importance of leading with credibility They dwell on the necessity of listening to one's inner voice in guiding decisions of maintaining integrity and having a clear sense of values and of developing a realistic sense of personal limitations and abilities They illustrate how to combine institutional and personal priorities with service to the community share how the authors carved out their distinct and purposeful career paths and demonstrate the importance of the mentoring they received and provided along the way A theoretical chapter provides a frame for reflecting on the paths traveled These accounts and reflections provide enlightenment inspiration and nuggets of wisdom for all Black women who want to advance their careers in higher education

Journeys of Black Women in Academe Brenda L. Walker, 2024-06-28 Journeys of Black Women in Academe provides lessons that are instructive to faculty and administrators across race and gender boundaries relative to the successes and challenges that African American women continue to experience in academia Women in Higher Education Ana M. Martínez Alemán, Kristen A. Renn, 2002-12-13 The only comprehensive encyclopedia on the subject of women in higher education America's first wave of feminists Susan B Anthony Elizabeth Cady Stanton and others included expanded opportunities for higher education in their Declaration of Sentiments at the first Women's Rights Convention in Seneca Falls New York in 1848 By then the first American institutions to educate women had been founded among them Mt Holyoke Seminary in 1837 However not until after the Civil War did most universities admit women and not for egalitarian purposes War casualties had caused a drop in enrollment and the states needed teachers Women students paid tuition but as teachers were paid salaries half that of men By the late 20th century there were more female than male students of higher education but women remained underrepresented at the higher levels of educational leadership and training This volume covers everything from historical and cultural context and gender theory to women in the curriculum and as faculty and administrators

Black Women Navigating Historically White Higher Education Institutions and the Journey Toward Liberation Logan, Stephanie R., Good, Tyra L., 2022-05-27 Black women in higher education continue to experience colder institutional climates that devalue their presence They are relied on to mentor students and expected to commit to service activities that are not rewarded in the tenure process and often lack access to knowledgeable mentors to offer career support There is a need to move beyond the individual resistance strategies employed by Black women to institutional and policy changes in higher education institutions Specifically higher education policymakers and administrators should understand and acknowledge how the race and gender makeup of campuses and departments impact the successes and failures of Black women as they work to recruit and retain Black women graduate students faculty and administrators Black Women Navigating Historically White Higher Education Institutions and the Journey Toward Liberation provides a collection of ethnographies case studies narratives counter stories and quantitative descriptions of Black women's intersectional experience learning teaching serving and leading in higher education This publication also provides an opportunity for Black

women to identify the systems that impede their professional growth and development in higher education institutions and articulate how they navigate racist and sexist forces to find their versions of success Covering a range of topics such as leadership mental health and identity this reference work is ideal for higher education professionals policymakers administrators researchers scholars practitioners academicians instructors and students

Race, Women of Color, and the State University System Vivian Yenika-Agbaw,Hidalgo-de-Jesús, Amarilis,2012-07-10 Race Women of Color and the State University System focuses on challenges women of color experience or have experienced while teaching or pursuing administrative duties within the Pennsylvania State System of Higher Education The book systematically examines how women of color administrators faculty and staff cope with the demands of the profession their disciplines the expectations from the system and the isolation that comes with working in institutions and or environments that are predominately all white The book identifies challenges that are unique to the state system although they may be applicable to the academy in general Contributors through their testimonies and shared experiences provide academic tools and strategies to navigate the academy successfully

Black Women in the Ivory Tower, 1850-1954 Stephanie Y. Evans,2016-12-01 Evans chronicles the stories of African American women who struggled for and won access to formal education beginning in 1850 when Lucy Stanton a student at Oberlin College earned the first college diploma conferred on an African American woman In the century between the Civil War and the civil rights movement a critical increase in black women s educational attainment mirrored unprecedented national growth in American education Evans reveals how black women demanded space as students and asserted their voices as educators despite such barriers as violence discrimination and oppressive campus policies contributing in significant ways to higher education in the United States She argues that their experiences ideas and practices can inspire contemporary educators to create an intellectual democracy in which all people have a voice Among those Evans profiles are Anna Julia Cooper who was born enslaved yet ultimately earned a doctoral degree from the Sorbonne and Mary McLeod Bethune founder of Bethune Cookman College Exposing the hypocrisy in American assertions of democracy and discrediting European notions of intellectual superiority Cooper argued that all human beings had a right to grow Bethune believed that education is the right of all citizens in a democracy Both women s philosophies raised questions of how human and civil rights are intertwined with educational access scholarly research pedagogy and community service This first complete educational and intellectual history of black women carefully traces quantitative research explores black women s collegiate memories and identifies significant geographic patterns in America s institutional development Evans reveals historic perspectives patterns and philosophies in academia that will be an important reference for scholars of gender race and education

Advancing Inclusive Excellence in Higher Education Shawna Patterson-Stephens,Tamara Bertrand Jones,2023-08-01 The primary aim of this text is to provide educators with specific strategies for engaging in equity and inclusion work on college campuses We include the perspectives of faculty and staff with a range of experiences and

expertise to address current topics evolving at various levels and functional areas in the academy Rather than replicate findings and recommendations established in extant literature we provide faculty staff and graduate students with the insight and tools they will require to transform established recommendations into actionable solutions and promising practices This book offers theoretical and practical approaches to evolving diversity equity and inclusion concerns in higher education The core themes of this volume center on diversity equity inclusion and belonging in higher education While some educators use these terms interchangeably we define diversity as a concept that envelopes several modes of social identity including race ethnicity gender ability sexual orientation faith non faith affiliation size veteran s status etc The practice of fortifying representation amongst minoritized populations without making considerations for structure and support has been the primary model for diversifying the academy for the past 40 years Within the context of higher education and diversity our conversation shifts beyond ensuring marginalized communities are represented Within each chapter the contributing authors address a wide range of diversity equity inclusion and belonging topics that are unique to their positionality as educators in the postsecondary sector As editors we intentionally identify authors with diverse professional backgrounds who offer a range in their approaches to addressing emergent trends in their respective areas in higher education In addition to submitting manuscripts that engage critical examinations of diversity equity and inclusion in the postsecondary sector authors were encouraged to design supplemental material for their chapters such as training modules study guides case studies guides for utilizing critical research approaches and design and interactive activities that can be replicated in various settings on campus e g the classroom residence halls student organization trainings etc

Black Female Leaders in Academia: Eliminating the Glass Ceiling With Efficacy, Exuberance, and Excellence Butcher, Jennifer T.,2022-06-24

Discussions surrounding the bias and discrimination against women in business have become paramount within the past few years From wage gaps to a lack of female board members and leaders various inequities have surfaced that are leading to calls for change This is especially true of Black women in academia who constantly face the glass ceiling The glass ceiling represents the metaphor for prejudice and discrimination that women may experience in the attainment of leadership positions The glass ceiling is a barrier so subtle yet transparent and strong that it prevents women from moving up There is a need to study the trajectory of Black females in academia specifically from faculty to leadership positions and their navigation of systemic roadblocks encountered along their quest to success Black Female Leaders in Academia Eliminating the Glass Ceiling With Efficacy Exuberance and Excellence features full length chapters authored by leading experts offering an in depth description of topics related to the trajectory of Black female leaders in higher education It provides evidence based practices to promote excellence among Black females in academic leadership positions The book informs higher education top level administration policy experts and aspiring leaders on how to best create cultivate and maintain a culture of Black female excellence in higher education settings Covering topics such as barriers to career advancement the power of

transgression and role stressors this premier reference source is an essential resource for faculty and administrators of higher education librarians policymakers students of higher education researchers and academicians

Envisioning Critical Race Praxis in Higher Education Through Counter-Storytelling Natasha N. Croom, Tyson E.J.

Marsh, 2016-03-01 While critical race theory is a framework employed by activists and scholars within and outside the confines of education there are limited resources for leadership practitioners that provide insight into critical race theory and the possibilities of implementing a critical race praxis approach to leadership With a continued top down approach to educational policy and practice it is imperative that higher education leaders understand how critical race theory and praxis can assist them in utilizing their agency and roles as leaders to identify and challenge institutional and systemic racism and other forms manifestations of oppression Stovall 2004 In the tradition of critical race theory we are charged with the task of operationalizing theory into practice in the struggle for and commitment to social justice Though higher education leaders and leadership programs are often absent in this process given their influence and power higher education leaders need to be engaged in this endeavor The objective of this edited volume is to draw upon critical race counter stories and praxis for the purpose of providing higher education leaders in training and practicing higher education leaders with tangible narratives that demonstrate how racism and its intersectionality with other forms of oppression manifest within higher education An additional aim of this book is to provide leaders with a working knowledge of the central tenets of critical race theory and the tools that are required in recognizing how they might be complicit in the reproduction of institutional and systemic racism and other forms of oppression More precisely this edited volume intends to draw upon and center the lived experiences and voices of contributors that have experienced racism in higher education Through the use of critical race methodology and counter storytelling Sol rzano Yosso 2002 contributors will share and interrogate their experiences while offering current and future higher education leaders insight in recognizing how racism functions within their respective institutions and how they can address it The intended goal of this edited volume is to translate critical race theory into practice while emphasizing the need for higher education leaders to develop a critical race praxis and anti racist approach to leadership

Black Women's Yoga History Stephanie Y. Evans, 2021-03-01 How have Black women elders managed stress In Black Women s Yoga History Stephanie Y Evans uses primary sources to answer that question and to show how meditation and yoga from eras of enslavement segregation and migration to the Civil Rights Black Power and New Age movements have been in existence all along Life writings by Harriet Jacobs Sadie and Bessie Delany Eartha Kitt Rosa Parks Jan Willis and Tina Turner are only a few examples of personal case studies that are included here illustrating how these women managed traumatic stress anxiety and depression In more than fifty yoga memoirs Black women discuss practices of reflection exercise movement stretching visualization and chanting for self care By unveiling the depth of a struggle for wellness memoirs offer lessons for those who also struggle to heal from personal cultural and structural violence This

intellectual history expands conceptions of yoga and defines inner peace as mental health healing and wellness that is both compassionate and political *African American Women Educators* Karen A. Johnson, Abul Pitre, Kenneth L.

Johnson, 2014-03-18 This book examines the lived experiences and work of African American women educators during the 1880s to the 1960s Specifically this text portrays an array of Black educators who used their social location as educators and activists to resist and fight the interlocking structures of power oppression and privilege that existed across the various educational institutions in the U S during this time This book seeks to explore these educators thoughts and teaching practices in an attempt to understand their unique vision of education for Black students and the implications of their work for current educational reform **Juggling Flaming Chain Saws** Joanne M. Marshall, Jeffrey S. Brooks, Kathleen M.

Brown, Leslie Hazle Bussey, Bonnie Fusarelli, Catherine A. Lugg, Latish C. Reed, George Theoharis, Mark A. Gooden, 2012-11-01 Challenges of work life balance in the academy stem from policies and practices which remain from the time when higher education was populated mostly by married White male faculty Those faculty were successful in their academic work because they depended upon the support of their wives to manage many of the not work aspects of their lives Imagine a tweedy middle aged white man coming home from the university to greet his wife and children and eat the dinner she s prepared for him and then disappearing into his study for the rest of the evening with his pipe to write and think great thoughts If that professor ever existed he is now emeritus *Juggling Flaming Chainsaws* is the first book in a new series with Information Age Publishing on these challenges of managing academic work and not work It uses the methodology of autoethnography to introduce the work life issues faced by scholars in educational leadership While the experiences of scholars in this volume are echoed across other fields in higher education educational leadership is unique because of its emphasis on preparing people for leadership roles within higher education and for preK 12 schools Authors include people at different places on their career and life course trajectory people who are partnered and single gay and straight with children and without caring for elders and managing illness They hail from different geographic areas of the nation different ethnic backgrounds and different types of institutions What all have in common is commitment to engaging with this topic to reflecting deeply upon their own experience and to sharing that experience with the rest of us **Embracing Queer Students' Diverse**

Identities at Historically Black Colleges and Universities Steve D. Mobley Jr., Nadrea R. Njoku, Jennifer M. Johnson, Lori D. Patton, 2024-10-11 *Embracing Queer Students Diverse Identities at Historically Black Colleges and Universities A Primer for Presidents Administrators and Faculty* is both a call to action and a resource for historically Black college and university HBCU leaders and administrators focusing on historical and contemporary issues related to expanding inclusionary policies and practices for members of HBCU communities who identify as lesbian gay bisexual transgender and queer LGBTQ The essays by HBCU presidents faculty administrators alumni and researchers explore the specific challenges and considerations of serving LGBTQ students within these distinct college and university settings with the ultimate goal of summoning HBCU

communities higher education scholars and scholar practitioners to take thoughtful and urgent action to support and recognize LGBTQ students With this book as a primary resource HBCUs can work toward becoming fully inclusive campus communities for all of their students *Black Women's Liberatory Pedagogies* Olivia N. Perlow, Durene I. Wheeler, Sharon L. Bethea, Barbara M. Scott, 2017-11-27 This interdisciplinary anthology sheds light on the frameworks and lived experiences of Black women educators Contributors for this anthology submitted works from an array of academic disciplines and learning environments inviting readers to bear witness to black women faculty's classroom experiences as well as their pedagogical approaches both inside and outside of the higher education classroom that have fostered transformative teaching learning environments Through this multidimensional lens the editors and contributors view instruction and learning as a political endeavor aimed at changing the way we think about teaching learning and praxis *Beyond Retention* Brenda L. H. Marina, Sabrina N. Ross, 2016-04-01 In *Beyond Retention* Cultivating Spaces of Equity Fairness and Justice for Women of Color in U S Higher Education Brenda Marina and Sabrina N Ross address the continued underrepresentation of women faculty of color at predominantly White colleges and universities through a creative convergence of scholarship focused on intellectual activism and structural change Inspired by the African American oral tradition of call and response this text illuminates the calls or personal narratives of women faculty of color who identify racialized gendered sexualized and class based challenges associated with work in predominantly White institutions Accounts of social justice oriented strategies policies and practices that support women faculty of color and reflections by women of color who are senior faculty members serve as literal and metaphorical responses The convergence of calls for social justice and equity minded responses and reflections in this text provide intellectual foundations for the development of higher education spaces where women faculty of color can thrive *Beyond Retention* is a critical geographic project intended to identify and mitigate structures of oppression that act as barriers to the full incorporation of women of color in predominantly White academic contexts This text will be of interest to scholars interested in curriculum topics of race gender sexuality and place The text offers strategies for coping and success for women of color in doctoral programs faculty positions and mid level administration positions within the academy as such *Beyond Retention* will be a valuable addition to the reading libraries of each of these groups Men and women with interests in the experiences of educators of color within predominantly White contexts will also gain valuable insights from this book as will individuals interested in various areas of women studies multicultural education and diversity *Beyond Retention* also provides accounts of practices and policies that have been successful in supporting the needs of women faculty of color knowledge gained from this text will be useful for higher education administrators seeking to improve the campus climate for faculty of color Additionally human resource directors equal opportunity specialists and diversity trainers will find this text helpful when considering strategies for managing diversity *Mentoring Away the Glass Ceiling in Academia* Brenda Marina, 2015-06-10 *Mentoring Away the Glass Ceiling in Academia* A Cultured Critique is

different in that it calls attention to the role mentoring has played on the glass ceiling phenomenon in higher education Narratives by and about the experiences of women of diverse backgrounds in the United States and beyond the borders of this nation shed needed light on the ways in which mentoring influences identity formation and internal coping mechanisms in environments often characterized by marginalization Through these narratives these women serve as quasi mentors and create spaces for other women to survive and thrive within the educational arena This text honors and extends previous work on the experiences of women academics from diverse backgrounds Through this book there is a call for new ways of understanding the vital role that narratives play in speaking truth to the power of mentoring The insights present an expos of the extent to which politics policies and equity agendas for mentoring have supported or failed women

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