
GRASS ROOTS AND GLASS CEILINGS

**African American
Administrators in
Predominantly White
Colleges and Universities**

William B. Harvey, Editor

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William B. Harvey



Grass Roots And Glass Ceilings African American Administrators In Predominantly White Colleges And Universities:

Grass Roots and Glass Ceilings William B. Harvey, 1999-04-01 African American university and college presidents vice presidents and deans offer firsthand reflections on their encounters with racism in higher education and the strategies they use to overcome obstacles they face

Higher Education: Handbook of Theory and Research John C. Smart, 2010-04-28 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

Measuring Glass Ceiling Effects in Higher Education: Opportunities and Challenges Jerlando F. L. Jackson, Elizabeth M. O'Callaghan, Raul A. Leon, 2014-07-30 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

Diverse Administrators in Peril Edna Chun, Alvin Evans, 2015-12-03 *Diverse Administrators in Peril* is the first in depth examination of the work experiences of minority female and LGBT administrators in higher education Written by two award winning practitioners in higher education this vivid and intensive study of American leadership from the inside out illuminates how the collision between everyday life and systems of power takes place in patterns of subtle discrimination Based on scores of interviews with diverse administrators the book examines patterns of racism sexism and heterosexism that persist in the highest administrative ranks and provides concrete strategies and models for inclusive leadership practices

Retaining African Americans in Higher Education Lee Jones, 2023-07-21 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

Doing the Public Good Kenneth P. Gonzalez, Raymond V. Padilla, 2023-07-03 How can scholars reconnect themselves and their students to higher education s historic but much diluted mission to work for the public good Through the lenses of personal reflection and auto ethnography and drawing on such rich philosophical foundations as the Spanish tradition of higher learning the holistic Aztec concept of education the Hispanic notion of bien educado and the activist principles of the Chicano movement these writers explore the intersections of private and public good and how the tension between them has played out in their own lives and the commitments they have made to their intellectual community and to their cultural and family communities Through often lyrical memoirs reflections and poetry these authors recount their personal journeys and struggles often informed by a spiritual connectedness and always driven by a concern for social justice and show how they have found individual paths to promoting the public good in their classrooms and in the world beyond Contributors include Jennifer Ayala Dolores Delgado Bernal Flora V Rodriguez Brown Kenneth P Gonzales Miguel Guajardo Francisco Guajardo Aida Hurtado Maria A Hurtado Arcelia L Hurtado Raymond V Padilla Caroline Sotello Viernes Turner and Luis Urrieta Jr

The Black Male in White America Jacob U. Gordon, 2004 This book explores twelve related research topics each constituting a chapter These chapters reflect the magnitude of the problems facing the African American male The book also documents the success stories of African American men and how they have lived beyond stereotypes and other odds These issues are not likely to go away in the 21st century They require government action and individual initiative toward a civil society in which America s promise can be a reality for all Americans thus making sure that no single American will be left behind Contents Preface African

American Males in Kindergarten African American Males in Higher Education African American Fatherhood Theatre and the Re Creation of the Black Experience Contributions of African American Males to the Sciences and Medicine The African American Male in American Journalism African American Males and the Economics of Poverty The Black Male in the Clinton Administration Transitioning African American Men From the Prison Back to the Community African American MSM The Black Male and Recent U S Policy Toward Africa Foreign Born Black Males The Invisible Voices Towa **Empowering Women in Higher Education and Student Affairs** Penny A. Pasque, Shelley Errington Nicholson, 2023-07-03 Co published with How do we interrupt the current paradigms of sexism in the academy How do we construct a new and inclusive gender paradigm that resists the dominant values of the patriarchy And why are these agendas important not just for women but for higher education as a whole These are the questions that these extensive and rich analyses of the historical and contemporary roles of women in higher education as administrators faculty students and student affairs professionals seek constructively to answer In doing so they address the intersection of gender and women s other social identities such as of race ethnicity sexual orientation class and ability This book addresses the experiences and position of women students from application to college through graduate school and the barriers they encounter the continuing inequalities in the rates of promotion and progression of women and other marginalized groups to positions of authority and the gap in earnings between men and women and pays particular attention to how race and other social markers impact such disparities contextualizing them across all institutional types Written collaboratively by an intergenerational group of women men and transgender people with different social identities feminist perspectives and professional identities and who in the process built upon each other s work this volume constitutes a call to educators and scholars to work toward centering feminist and other marginalized perspectives in their practice and research in order to equitably address the evolving complexities of college and university life Employing a wide range of theoretical lenses examining a variety of models of practice and giving voice to a diversity of personal experiences through narrative this is a major contribution to the scholarship on women in higher education This is a book for all women in the academy who want to better understand their experience and to dismantle the remaining barriers of sexism and oppression for themselves and future generations of students An ACPA Publication *Faculty Diversity* JoAnn Moody, 2013-06-17 Why do we see so little progress in diversifying faculty at America s colleges universities and professional schools This book explores this important question and provides steps for hastening faculty diversity Drawing on her extensive consultant practice and expertise as well as research and scholarship from several fields Dr Moody provides practical and feasible ways to improve faculty recruitment retention and mentorship especially of under represented women in science related fields and non immigrant minorities in all fields The second edition of *Faculty Diversity* offers new insights strategies and caveats to the current state of faculty diversity This revised edition includes New strategies to prevent unintended cognitive bias and errors that damage faculty recruitment and retention Expanded

discussion on the importance of different cultural contexts political and historical experiences inhabited and inherited by non immigrant faculty and students Increased testimonials and on the ground reflections from faculty administrators and leaders in higher education with new attention to medical and other professional schools Updated Appendix with Discussion Scenarios and Practice Exercises useful to search and evaluation committees department chairs deans faculty senates and diversity councils Expanded chapter on mentoring that dispels myths about informal mentoring and underlines essential components for formal programs Moody provides an essential reliable and eye opening guide for colleges medical and other professional schools that are frustrated in their efforts to diversify their faculty

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

Higher Education: Handbook of Theory and Research J.C. Smart, 2012-12-06 *Women Administrators in Higher Education* Jana Nidiffer, Carolyn Terry Bashaw, 2001-01-04 In this book Jana Nidiffer and Carolyn Terry Bashaw fill in the pieces of the story of the history of women in higher education as well as tackle contemporary topics such as the controversies surrounding women's education the contributions of women religious and lay presidents and their use of power the relationship of emergent leadership theory to women the growth and development of deans of women the role of women's professional organizations and quandaries of provosts physical educators and student affairs professionals The book illustrates the tenacious spirit and hard work of women administrators in their struggles to enhance opportunities for women on college campuses Contributors include R Vivian Acosta Carolyn Terry Bashaw Cynthia Farr Brown Linda Jean Carpenter Candace Introcaso Susan R Jones Susan R Komives Sharon A McDade Jana Nidiffer Joan Paul and Karen Doyle Walton

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

Continuing to Disrupt the Status Quo? Whitney Sherman Newcomb, 2014-03-01 Continuing to Disrupt the Status Quo Young and New Women Professors of Educational Leadership was conceptualized as a follow up to Breaking Into the All

Male Club Female Professors of Educational Administration Mertz 2009 a book about and by many women who were the first women faculty admitted into departments of educational administration primarily in the 1970 s and 1980 s This book offers narratives of those women new to the field of educational leadership and makes comparisons to those stories shared by the veteran women in the field to highlight both similarities and differences Continuing to Disrupt the Status Quo Young and New Women Professors of Educational Leadership is a literary way to preserve and continue the tradition of the sharing addition of voices to the field of educational leadership that was begun with Breaking Into the All Male Club It begs the question If the women from Breaking Into the All Male Club are firsts pioneers and groundbreakers then who are we the young and new women of the field If the entrance of women into the field of educational leadership was threatening enough for the veteran women and still is for many of the young and new women then the addition of age and ethnicity as confounding factors has likely created a cacophony of dissonance forty years later Continuing to Disrupt the Status Quo represents a decade of stories 2002 2012 from young and new women to the field of educational leadership

Burning Down the House Brian Pusser, 2012-02-01 Burning Down the House presents a riveting analysis of one of the most nationally prominent and bitterly contested policy battles in the history of American higher education the struggle to eliminate affirmative action at the University of California A timely and essential addition to the literature on affirmative action it examines the political economic legal and organizational factors that shaped the debate in California and offers unique insight into the contemporary politics of admissions policy university governance and the role of higher education in broader state and national political contests to come

Women in Academic Leadership Susan J. Bracken, Jeanie K. Allen, Diane R. Dean, 2023-07-03 Colleges and universities benefit from diversity in their leadership roles and profess to value diversity of thought of experience of person Yet why do women remain under represented in top academic leadership positions and in key positions along the academic career ladder Why don t they advance at a rate proportional to that of their male peers How do internal and external environmental contexts still influence who enters academic leadership and who survives and thrives in those roles Women in Academic Leadership complements its companion volumes in the Women in Academe series provoking readers to think critically about the gendered nature of academic leadership across the spectrum of institutional types It argues that leadership the academy and the nexus of academic leadership remain gendered structures steeped in male oriented norms and mores Blending research and reflection it explores the barriers and dilemmas that these structures present and the professional strategies and the personal choices women make in order to successfully surmount them The authors pose questions about how women leaders negotiate between their public and private selves They consider how women develop a vital sense of self efficacy along with the essential skills and knowledge they need in order to lead effectively how they cultivate opportunity and how they gain legitimacy and maintain authenticity in a male gendered arena For those who seek to create an institutional environment conducive to equity and opportunity this book offers insight

into the pervasive barriers facing women of all colors and evidence of the need for a more complex multi dimensional view of leadership For women in academe who seek to reach their professional potential and maintain authenticity it offers encouragement and a myriad of strategies for their growth and development

The Duality of Women Scholars of Color
 Beverly Irby, Gaëtane Jean-Marie, Cosette M. Grant, 2014-03-01 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

Cross-Cultural Women Scholars in Academe Lorri J. Santamaría, Gaëtane Jean-Marie, Cosette M. Grant, 2014-06-27 This ground breaking collection features the diverse voices experiences and scholarship of cross cultural women of American Indian Asian American Black African American and Hispanic descent at various levels of academe actively engaged in the advancement of marginalized groups in the U S and abroad through their scholarly work Intergenerational cross cultural scholars manifest a literary community that models ways in which women scholars can move beyond traditional institutional psychological and professional barriers to practice activism break unwritten rules and shatter status quo business as usual practices in the academy This distinctive volume exemplifies the phenomenon of cross cultural women scholars conducting research and writing about ways in which they negotiate their

professional realities toward professional goal attainment Each chapter presents rigorous ethnographic research complemented by critical analyses reflecting ways in which these self determined scholars transcend barriers associated with the dynamic intersections of race gender ethnicity class and language in higher education Scholars share strategies for institutional psychological and professional barrier transcendence through various approaches such as educational leadership for equity the practice of cross cultural competence various mentoring interactions and the creation of and participation in networking groups with other women of color in academe Students academics educational practitioners and individuals seeking exemplars for ethnographic research will find this critical book essential as a means for better informing their scholarship

African American Females Eboni M. Zamani-Gallaher, Vernon C. Polite, 2013-07-01 African American Females Addressing Challenges and Nurturing the Future illustrates that across education health and other areas of social life opportunities are stratified along gender as well as race lines The unequal distribution of wealth power and privilege between men and women intersects with race and class to create multiple levels of disadvantage This book is one result of a unique forum intended to bring into focus the K 12 and postsecondary schooling issues and challenges affecting African American girls and women Focusing on the historical antecedents of African American female participation and the contemporary context of access and opportunity for black girls and women the contributors to this collection pay particular attention to the interaction of gender with race ethnicity class age and health with the central aim of encouraging thoughtful reading critical thinking and informed conversations about the necessity of exploring the lives of African American females Additionally the book frames important implications for recommended changes in policy and practice regarding a number of critical matters presently affecting African American females in schools and communities across the state of Michigan and nationwide

Women at Indiana University Andrea Walton, 2022-07-05 The first in depth look at how women have shaped the history and legacy of Indiana University Women first enrolled at Indiana University in 1867 In the following years they would leave an indelible mark on this Hoosier institution However until now their stories have been underappreciated both on the IU campus and by historians who have paid them little attention Women at Indiana University draws together 15 snapshots of IU women s experiences and contributions to explore essential questions about their lives and impact What did it mean to write the petition for women s admission or to become the first woman student at an all male university To be a woman of color on a predominantly white campus To balance work studies and commuting entering college as a non traditional student How did women contribute to their academic fields and departments How did they tap opportunities confront barriers and forge networks of support to achieve their goals Women at Indiana University not only opens the door to a more inclusive and accurate understanding of IU s past and future but also offers greater visibility for Hoosier women in our larger understanding of women in American higher education

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