

A HISTORY OF BLACK WOMEN FACULTY AT MICHIGAN STATE UNIVERSITY,
1968 - 2009

By

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ABSTRACT

A HISTORY OF BLACK WOMEN FACULTY AT MICHIGAN STATE UNIVERSITY, 1968 - 2009

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This dissertation examines the careers of African American women faculty at Michigan State University from the 1960s through 2009. In mid-1960s, during the height of the Civil Rights Movement and the Women's movement, the first generation of African American females gained employment as faculty members at Michigan State University. This study illuminates the obstacles which African Americans confronted and overcame in East Lansing during this tumultuous period. Moreover, this dissertation examines the coping mechanisms employed by some Black female faculty who encountered institutional racism and sexism on multiple levels at MSU. Finally, I highlight the careers and intellectual women who broke through racial, sexual, and class barriers to become successful scholars in the academy.

Black women faculty members worked towards equality of opportunity and social justice accomplishments of African Americans in and out of the classroom. They contributed to changing curriculum and created diverse approaches to learning about race, class, gender and the experiences of other ethnic groups. Outside of the walls of the ivory tower, a number of Black women professors participated in community building by working in social, civic and religious organizations. It is important to note that several scholars published books and essays that sought to assist the African American community on local, national and international levels. Some of the works include books on the African Diaspora by Ruth Simms Hamilton, African

American Women's History by Darlene Clark Hine, African American Language by Geneva Smitherman, the Black Family by Harriette Pipes McAdoo, Children's Literacy by Patricia Edwards and Religion by Jualynne Dodson.

The data used for this study include: essays of Black female faculty; Affirmative Action Records; Board of Trustees Minutes; examination of Almanacs of the *Chronicle of Higher Education*; Association of Academic University Professors (AAUP) documents and reports; examination of local and regional newspapers - *Lansing State Journal*, *The State News*, *The Michigan Chronicle*, and *Detroit Free Press*; unpublished writings, and other relevant historical materials relating to the MSU community during the 1960s to 2009. This dissertation illuminates some of the concerns, challenges as well as barriers broken down by MSU's Black women faculty. Implications for future research suggest that Michigan States' climate, race relations, and the institutionalized mentoring of junior scholars must improve in order to increase retention of Black women faculty. This historical study of the life stories and professional experiences of Black female faculty may inspire other scholars of marginalized groups, institution leaders, and students to take note and devise measures that will ensure their survival, retention, and success within the academy.

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Dedication

My dissertation is dedicated to my late Grandmother, Mrs. Juanita Smith, my guardian angel.

Acknowledgements

I would like to take this time to pay homage to the late Dr. Ruth Simms Hamilton, who paved the way for Black female faculty to be where they are on MSU's campus today. I recognize the many Black women faculty members who inspired this search for me to know more about their history at Michigan State University. It has been an honor and a blessing for you all to allow me to share some of your stories with others. I have had a rare opportunity to study under so many renowned scholars who are truly dedicated to their scholarship as well as helping young scholars-in-training through their undergraduate and graduate programs at Michigan State University.

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I give honor and offer thanks unto God for His goodness and bountiful blessings. On Sunday, August 19, 2012, Bishop T. D. Jakes reminded me that “nothing that I have been through shall be wasted; it was only a training ground to launch me into a higher dimension.” I thank God for His amazing grace. Andraé Crouch reminded me that “I Can” do all things, through Christ for He gives me strength. So, in the words of the Reverend Charles Jenkins and Fellowship Chicago, I have to tell the world that “My God is AWESOME!!!

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Introduction: Origins of Women in Higher Education

In 1821, James Monroe became the third President of the United States and Congress passed the Missouri Compromise, a year prior to white women gaining some access to higher education. In *Before Vassar Opened*, James Monroe Taylor declared, “Nothing in those early days compares in influence for women, with the noble appeal which Emma Willard issued from Middlebury, in 1819, to the general public, and especially to the legislature of the State of New York her desire to open a female seminary.”¹ According to Taylor, ‘*Proposing a Plan for Improving Female Education* (1819)’, written by Willard, was an “enlightened, skillful document, aiming in the spirit of a true statesmanship at the best possible in existent conditions, pleading for a consistent and continuous course of education, and emphasizing ably the physical and intellectual, moral and spiritual conditions essential to it.”² Although some well-known members of the New York Legislature supported Mrs. Willard’s endeavor, including Governor Clinton, the New York Senate did not pass the bill with her request for funds to build her school. Still determined to pursue her goals, Willard raised the necessary money, with the support of the community in Troy, New York to build the Troy Female Seminary, which opened in 1821. This institution of higher education was considered to be the first “Normal School” in the United States for women and ninety girls enrolled in the first class. “Emma Willard, who served as an instructor and wrote many of the textbooks, taught courses in mathematics, science, foreign language, and literature. With science classes that were more advanced than many of those offered at comparable men’s colleges, the seminary proved it was a serious educational

¹ James Monroe Taylor. *Before Vassar Opened: A Contribution to the History of Higher Education of Women in America* (Boston: Houghton Mifflin Company, 1914), p. 5.

² James Monroe Taylor. *Before Vassar Opened*. p. 5-6.

institution deserving of respect.”³ Willard’s desire was to provide women with an education, which would equip them with skills and credentials to achieve whatever goals and aspirations they desired.⁴ Troy Female Seminary has since been renamed to the Emma Willard School. It is now a college-preparatory boarding and day school for girls from 9th grade through the post-graduate year.⁵

When Oberlin Collegiate Institute opened its doors on December 3, 1833, it encompassed two departments: the Academic and the Primary, both below the college level. The Figureer, approved by the Ohio Legislature on February 28, 1834, gave to the Trustees of the Institute “power to confer on those whom they may deem worthy, such honors and degrees as are usually conferred in similar institutions.”⁶ Oberlin was the first college in America to adopt a policy to admit students of color (1835). In 1837, Oberlin College admitted the first group of women to its campus. Mary Kellogg, Mary Caroline Rudd, Mary Hosford and Elizabeth Prall, enrolled in the Collegiate Department.⁷ In 1841, Rudd, Hosford and Prall were the first women granted bachelor degrees in a coeducational program. Kellogg left school due to lack of finances,

³ The unsung heroines. *History’s Women*.

<http://www.historyswomen.com/1stWomen/EmmaHartWillard.html>

⁴ For more information on life and career of Emma Willard, see Murry R. Nelson’s “Emma Willard: Pioneer in Social Studies Education” A Paper presented at the Annual Meeting of the American Educational Research Association (69th, Chicago, IL, March 31-April 4, 1985); C. L. Butterfield’s “Pioneer Women Educators: Challenges and Contributions” – a paper 8/25/2000; Margaret Smith Crocco and O. L. Davis, Jr, editors *Building a Legacy: Women in Social Education, 1784-1984* NCSS Bulletin 100, (Washington, D. C. : National Council for the Social Studies, 2002); and Emma Willard School’s website : <http://www.emma.troy.ny.us/> .

⁵ The unsung heroines. *History’s Women*.

<http://www.historyswomen.com/1stWomen/EmmaHartWillard.html>

⁶ See Appendix 2 for *First Annual Report of the Oberlin Collegiate Institute*.

⁷ “Beyond Coeducation: Oberlin College and Women’s History” Electronic Oberlin Group (EOG) Oberlin Through History <http://www.oberlin.edu/external/EOG/womenshist/women.html>

however, when she returned she would become the wife of future Oberlin president James Fairchild.⁸

Oberlin fused its commitment to coeducation with its support for the education of Blacks. In 1842, Sarah J. Watson Barnett became the first Black female student to enroll.⁹ Then Lucy Stanton Sessions became the first Black female student to complete a four-year college course in 1850, she graduated with a Literary Degree from the Ladies' Literary Course.¹⁰ Many Oberlin women became famous educators. Mary Jane Patterson who was from Raleigh, North Carolina, studied one year in the Oberlin College Preparatory Department and another four years in the College before graduating in 1862 with a AB degree. Patterson was the first Black female in the United States to earn a Bachelor's degree. After graduation she taught in the Institute for Colored Youths for seven years in Philadelphia. In 1869, she started teaching in Washington, D. C., and in 1871, became the first Black principal of the newly founded Preparatory High School for Colored Youth, which became known as M Street School and in 1916, the name was changed to Paul Laurence Dunbar High School.¹¹ Patterson taught at the school until her death in 1894.¹²

Anna Julia Cooper graduated from Oberlin in 1884 with a bachelor's degree in mathematics. She later earned advanced academic degrees, and was one of the 20th century's

⁸ About Oberlin – Fast Facts. <http://new.oberlin.edu/about/fast-facts.dot>

⁹ Timeline of Oberlin History. <http://www2.oberlin.edu/175/timeline.html> and RG 5/4/3 - Minority Student Records "A History of Recording Black Students at Oberlin College and the Story of the Missing Record" by Ronald M. Baumann <http://www.oberlin.edu/archive/holdings/finding/RG5/SG4/S3/2002intro.html#1>

¹⁰ *The Encyclopedia of Cleveland History*. <http://ech.case.edu/ech-cgi/article.pl?id=SLA>

¹¹ "Famous Women in Oberlin History" <http://new.oberlin.edu/events-activities/womens-history/oberlin-women.dot>

¹² Timeline of Oberlin History. <http://www2.oberlin.edu/175/timeline.html>

most influential educators. Cooper followed Mary Jane Patterson to Dunbar High School, where she spent nearly 40 years as a teacher and principal, educating many of its famous African Americans graduates. She was a prominent essayist and advocate for the rights of women and African Americans.¹³

Moreover, Mary Church Terrell earned a bachelor's degree in the "Classics" or "Gentlemen's Course" from Oberlin in 1884 and a master's degree four years later. She was among the first Black female students to graduate from Oberlin, and while there she made her mark, writing for and editing the *Oberlin Review*.¹⁴ Oberlin has graduated remarkable women of passion, commitment, and achievement.¹⁵

Black women played a critical role in improving black education. Even during the era of slavery, Black women operated underground schools and found ways of teaching enslaved children how to read and write.¹⁶ Frances Ellen Watkins Harper was absorbed with what she could do to improve the circumstances of her race....she was serving in a productive role as a teacher, one of many feminized and socially acceptable professions for women. However, she was well acquainted with abolitionism and recognized that she could utilize her literary ability to

¹³ Ibid.

¹⁴ *The Source: Oberlin's Resource for Campus News* "Alumnae Featured on Postage Stamp" by Lillie Chilen and Aisha Hadlock, February 4, 2009.

¹⁵ "Beyond Coeducation: Oberlin College and Women's History Postings in Honor of Women's History Month 1998" <http://www.oberlin.edu/external/EOG/womenshist/women.html>

¹⁶ Gerda Lerna. *The Majority Finds its Past: Placing Women in History* (Chapel Hill: University of North Carolina Press, 2005), 67.

impact the social reform of slavery.¹⁷ On March 29, 1870, Frances E. W. Harper wrote a letter, “A Private Meeting with the Women”, where she planned on lecturing to a group of Black women in Greenville, Georgia about the well-being of the race. She challenged the women to become more involved in racial uplift. She wrote:

After all whether they encourage or discourage me, I belong to this race, and when it is down I belong to a down race; when it is up I belong to a risen race . . . Oh, if some more of our young women would only consecrate their lives to the work of upbuilding the race!¹⁸

The opinions of Harper and others persuaded Black women throughout the country and abroad to create and become members of women’s suffrage groups, civic and religious organizations, as well as sororities. While being involved, Black women carried out ‘uplifted the race’ during the course of these memberships and worked to foster the collective progress of all women.¹⁹ While racial discrimination hindered Blacks’ entrance into white schools, Black

¹⁷ Archives of Maryland (Biographical Series) Frances Ellen Watkins Harper (1825-1911) <http://www.msa.md.gov/megafile/msa/speccol/sc3500/sc3520/012400/012499/html/12499bio.html>

¹⁸ Frances Smith Foster, ed., *A Brighter Coming Day: A Francis Ellen Watkins Harper Reader* (New York: The Feminist Press at The City University of New York, 1990), 128; Gerda Lerna. *The Majority Finds its Past: Placing Women in History*, 52.

¹⁹ The role that these organizations played in assisting all Black women in their effort to prevail over racism, sexism, and economic unrest is examined in Angela Y. Davis, *Women Race & Class* (New York: Random House, 1981), 99-137. Davis looks at Education, as a means of liberation, Black women clubs and Black women’s involvement in the Suffrage movement. Paula Giddings *When and Where I Enter: The Impact of Black Women on Race and Sex in America* (New York: HarperCollins, 1996), 95-119, focuses on the Black women club movement and quest for women’s rights and read Cynthia Neverdon-Morton, *Afro American Women of the*

women did not passively accept this exclusion. At risk were the lives of their children, who were viewed as the hope for the future. Paula Giddings quoted Mary Church Terrell's thoughts from 1898: "The real solution of the race problem lies in the children . . . both so far as we who are oppressed and those who oppress us are concerned."²⁰

Since Blacks from the outset were unable to occupy the white classroom during the nineteenth century, 'Colored' classrooms became the location for preparing others to lift up the race. Black women were excluded from the job market and many were not allowed to do 'white women's work, such as becoming a secretary. The best way for Black women to get out of doing domestic work and possibly being raped or working in unbearable conditions in the white household was to become school teachers. Teaching was considered a noble occupation for the Black woman and she earned respect throughout the Black community. Women such as Fanny Coppin Jackson in Pennsylvania, Lucy Craft Laney in Georgia, Anna Julia Cooper in Washington, D.C., Mary McLeod Bethune in Florida, Charlotte Hawkins Brown in North Carolina, and Nannie Helen Burroughs in Washington, D.C., became founders and administrators of schools with a common goal of uplifting the race. Historian, Sharon Harley maintains,

For black women, a teaching position was highly desirable for the following reasons: (1) it represented an acceptable, even admirable, public extension of their domestic roles in the home; (2) it represented one of the few opportunities in which educated black women could perform duties commensurate with their professional training; (3) it provided one of the best salaries available to blacks in general; and, finally, (4) it carried considerable social prestige and status in the black community.²¹

South and the Advancement of the Race, 1895-1925 (Knoxville: The University of Tennessee Press, 1989), 78-103, which specifically place emphasis on teaching.

²⁰ Paula Giddings *When and Where I Enter*, 100.

²¹ Sharon Harley. "Beyond the Classroom: The Organizational Lives of Black Female Educators in the District of Columbia, 1890-1930". *Journal of Negro Education*, 51 (3), 255-256.

Fanny Marian Jackson Coppin (1837-1913)

Fanny Jackson Coppin conquered overwhelming obstacles and became the beacon by which future generations would set their courses. A teacher, lecturer, missionary to Africa, and unyielding warrior against oppression, she holds the distinction of being one of the greatest educators who ever lived.²² “According to *Ringwood’s Journal*.... Mrs. Fannie Jackson Coppin has probably attained more fame as a teacher than any of the noble Afro-American women of her age.”²³

Fanny (Frances) Jackson was born into slavery in Washington, D.C. on October 15, 1837. Her mother’s father, Henry Orr, a mullato [sic], purchased his freedom for \$500 in 1825. Being a landowner, a waiter and caterer, Orr was held in high esteem by rich Washingtonians. Several year later, Orr, purchased his three sons freedom, leaving his three daughters enslaved. Later, Sarah and Rebecca would become free – the oldest daughter, Sarah at age thirty due to her engagement to be married in 1840 and then Rebecca was freed via her father’s will in 1845 after his passing.²⁴ Fanny’s mother, Lucy, remained in bondage. Coppin’s Aunt Sarah, being very fond her little niece, worked for six dollars a month and saved \$125 to purchase “little Frances” freedom.²⁵ Sarah Orr Clark sent Frances to another aunt that was married into the family,

²² Coppin State University, “Coppin State College to Hold Centennial Finale Coppin Street Signs and Fanny Jackson Coppin Bust to Be Unveiled.” <http://www.coppin.edu/OUR/News.aspx?author=ubattle&story=20001219054521> (accessed November 8, 2010).

²³ Monroe Alphus Majors, MD., *Noted Negro Women: Their Triumphs and Activities* (Chicago: Donohue & Henrieberry, 1893), 171.

²⁴ Linda M. Perkins, *Fanny Jackson Coppin and the Institute for Colored Youth, 1865-1902*, (New York: Garland Publishing, Inc., 1987), 14-15.

²⁵ Fanny Jackson Coppin, *Reminiscence of School Life and Hints on Teaching, African-American Women Writers*, 1910-1940 eds. Henry Louis Gates, Jr. and Jennifer Burton (New York: G.K. Hall & Co., 1995), 10. Being grateful for what her aunt had done, Coppin dedicated

Elizabeth Orr, in New Bedford, Massachusetts who would see that she had a place to stay and also obtain some education.²⁶

Spending her teenage years working for George H. and Elizabeth Stuart Calvert's family, Fanny had an opportunity to receive private tutelage a few times a week as well as attend the public school for "colored" people. She went on to study her basics at Rhode Island State Normal School (now known as Rhode Island College). Pleased with her education at Rhode Island, she declared, "Here, my eyes were first opened on the subject of teaching. I said to myself, is it possible that teaching can be made so interesting as this! But, having finished the course of study.... I felt that I had just begun to learn; and, hearing of Oberlin College, I made up my mind to try and get there."²⁷

Coppin enrolled into Oberlin in 1860. During her junior year at Oberlin, the faculty selected Fanny along with some white students to become a student teacher. She became the first Black student-teacher to ever hold this position at Oberlin. She reminisced,

The faculty did not forbid a woman to take the gentleman's course, but they did not advise it. There was plenty of Latin and Greek in it, and as much mathematics as one could shoulder. Now, I took a long breath and prepared for a delightful contest. All went smoothly until I was in the junior year in College. Then, one day, the Faculty sent for me—ominous request—and I was not slow in obeying it. It was a custom in Oberlin that forty students from the junior and senior classes were employed to teach the preparatory classes. As it was now time for the juniors to begin their work, the Faculty informed me that it was their purpose to give me a class, but I was to understand distinctly that if the pupils rebelled against my teaching, they did not intend to force it. Fortunately, for my training at the normal school, and my own dear love of teaching, tho there was a little surprise on the faces of some when they came into the class, and saw the teacher,

her book to her aunt Sarah, "This book is dedicated to my Beloved Aunt Sarah Orr Clark who, working at six dollars a month saved one hundred and twenty-five dollars, and bought my freedom."

²⁶ Coppin, *Reminiscence*, 11.

²⁷ Ibid.

there were no signs of rebellion. The class went on increasing in numbers until it had to be divided, and I was given both divisions.²⁸

Historian, Linda Perkins, who is one of the leading authorities on Mrs. Fanny Jackson Coppin's life and career, wrote:

Fanny's competence and dedication to her students resulted in the original class of 40 students, which had increased to nearly 100 students, being divided into two sections. Undoubtly, Fanny Jackson was the choice teacher among the Preparatory students. Moreover, the success of her class drew widespread publicity. Visitors were in attendance almost daily to observe her teaching, and newspapers often carried accounts of the observations of travelers.²⁹

In the recorded documents, Jackson talked about the obstacles there were before her; however, she did realize that she had been given an important assignment which was a way to help "educate and uplift the race" and so she persevered. The nature of her writings shows modesty as well her passion for teaching.

Prior to graduating, Ms. Fanny Jackson was contacted by the Religious Society of Friends (Quakers) to come to the Institute for Colored Youth in Philadelphia to work as a teacher. She graduated from Oberlin College in 1865 with honors. Within a year, she was promoted to principal of the Ladies Department and taught Greek, Latin, and higher Mathematics.³⁰

At a meeting of the Board of Managers on April 13, 1869, "Fanny Jackson was promoted to the position of principal of the Institute and to have charge of the Library, at a salary of \$1200

²⁸ Coppin, *Reminiscence*, 12.

²⁹ Perkins, *Fanny Jackson Coppin and the Institute for Colored Youth*, 33.

³⁰ "History of Teacher Education at Oberlin College"

<http://www.oberlin.edu/teachereducation/history/>

annum and the free occupancy of the house No. 921 Shippen St. for her own residence.”³¹

Jackson’s appointment was an unprecedented event for the Black race. In 1881, Fanny Jackson married an AME preacher, Rev. Levi J. Coppin, who would later become a Bishop of the African Methodist Episcopal Church in 1900.³² The Coppin’s traveled to South Africa and set-up Bethel Institute, a “school and mission house” that stressed self-help programs in Cape Town.³³ Fanny Jackson served as Principal for 33 years until she retired in 1902. The Institute for Colored Youth moved from Philadelphia to West Chester, Pennsylvania shortly after Fanny Jackson Coppin retired and is known today as Cheyney University.³⁴

³¹ O.V. Catto “Board of Managers, Institute of Colored Youth Minutes, 1855-1884” Transcribed from records of the Institute for Colored Youth at Friends Historical Library, Swarthmore College http://archives.pacscl.org/catto/resources/Octavius_V._Catto_Transcription.pdf

³² Coppin, *Reminiscence*, 122.

³³ Coppin, *Reminiscence*, 126.

³⁴ Michelle Howard-Vital, Paying it Forward – Women and Progress Recently” President’s Blog, entry posted May 23, 2009, <http://www.cheyney.edu/president/blog/5667/2009/3> (accessed November 8, 2010). A brief summary of the founding of Institute for Colored Youth: “Founded in 1837 as the Institute for Colored Youth, Cheyney University of Pennsylvania is the oldest of the Historically Black Colleges and Universities in America. The founding of Cheyney University was made possible by Richard Humphreys, a Quaker philanthropist who bequeathed \$10,000, one tenth of his estate, to design and establish a school to educate the descendants of the African race.” “Born on a plantation in the West Indies, Richard Humphreys came to Philadelphia in 1764. Having witnessed the struggles of African Americans competing unsuccessfully for jobs due to the influx of immigrants, he became interested in their plight. In 1829, race riots heightened and it was that year Richard Humphreys wrote his will and charged thirteen fellow Quakers to design an institution: “...to instruct the descendants of the African Race in school learning, in the various branches of the mechanic Arts, trades and Agriculture, in order to prepare and fit and qualify them to act as teachers....” The school began in Philadelphia as the Institute for Colored Youth and successfully provided free classical education for qualified young people. In 1902, the Institute moved to George Cheyney’s farm, 25 miles west of Philadelphia. The Cheyneys (aka Cheyne, Choney, Cheney, Chainy, and Chonnoy) have their origins in Berkshire, England. An early family member, Sir Thomas Cheyne, was shield bearer to King Edward III, the “Black Prince.” During the 1700’s, it was the grandfather (or great-grandfather) of Squire Thomas Cheyney who purchased the plot of land in Thornbury County, PA that bears the family name. In 1902, George Cheyney sold the family farm to officials of the

Fanny Coppin made the following assertions about her school and missionary work,

After having spent thirty-seven years in the school room, laboring to give a correct start in life to the youth that came under my influence, it was indeed, to me, a fortunate incident to finish my active work right in Africa, the home of the ancestors of those whose lives I had endeavored to direct.³⁵ My stay in Africa was pleasant, for I did not count the deprivations, and sometimes hardships. We were graciously kept from disease, even the bubonic plague that came to our very door....If some seed was sown that took root, and will never be entirely uprooted, the visit to Africa was not in vain.³⁶

Coppin returned to Philadelphia because of failing health, after doing missionary work for a decade. On January 21, 1913, Fanny Coppin died at the age of 76. Twelve years later, a teacher training school in Baltimore, Maryland, was named the Fanny Jackson Coppin Normal School to “honor the outstanding African-American woman who was a pioneer in teacher education.”³⁷ It is now Coppin State University.

Lucy Craft Laney (1854-1933)

Fanny Jackson Coppin, Lucy Craft Laney, and Anna Julia Cooper were pioneering Black women who established schools or who became administrators in educational institutions

Institute for Colored Youth. In 1914, in order to better reflect the school’s mission, ICY became the Cheyney Training School for Teachers. In 1921, name was changed to the State Normal School at Cheyney and in 1959, Cheyney State College. In 1983, Cheyney joined the State System of Higher Education as Cheyney University of Pennsylvania.”

<http://www.cheyney.edu/about-cheyney-university/> (accessed November 8, 2010) and <http://www.cheyney.edu/library/FAQ.cfm>.

³⁵ Coppin, *Reminiscence*, 122.

³⁶ Coppin, *Reminiscence*, 133.

³⁷ “About Coppin State University” <http://www.coppin.edu/About/History.aspx>

(principals) with the common goal of advancing the race through education of the “colored” youth.³⁸

Lucy Craft Laney was born a slave in Macon, Georgia, April 13, 1854. Her father, David Laney, was a Presbyterian preacher and carpenter. Her mother, Louisa Laney, was employed as a domestic in the Campbell’s household. Her parents not only reared their immediate family but also, often, took in other family members and acquaintances. Laney, a member of the first graduating class at Atlanta University with the highest honors, received her teacher certificate from the Higher Normal Department on June 23, 1873.³⁹ For the next ten

³⁸ Bert James Lowenberg and Ruth Bogin, eds. *Black Women in Nineteenth-Century American Life: Their Words, Their Thoughts, Their Feelings* (University Park, PA: The Pennsylvania State University Press, 1976), p. 281-331. Chapter five “To Get an Education and to Teach My People, focuses not only on Laney, Coppin and Cooper, but also the life and career of Charlotte Forten Grimké.

³⁹ Titus Brown, *Faithful, Firm & True: African-American Education in the South* (Macon, GA: Mercer University Press, 2002), p. 138. Robert J. Douglass, “Haines Institute Embodies Spirit of Miss Lucy Laney,” *The Chicago Defender (National edition)*, (May 27, 1933), p. 10. There is a great body of literature on the life and career on Lucy Craft Laney: James T. Haley and Booker T. Washington. *Afro-American Encyclopedia, Or, The Thoughts, Doings, and ...* (Nashville: Haley & Florida, 1895), pages 108-112 discusses Laney and Haines Institute; *Home Mission Monthly* published by the Women’s Executive Committee of the Home Missions of the Presbyterian Church (New York, 1885), was a journal that gave updates of Laney’s progress through the religious organization. Henry F. Kletzing and William Henry Crogman, *Progress of a Race..or..The Remarkable Advancement of the Afro-American* (Atlanta: J. L. Nichols & Co, 1903), pages 525-526. Also see: Ann Short Chirhart and Betty Wood, eds. *Georgia Women Their Lives and Times- Volume 1* (Athens: The University of Georgia Press, 2009); Audrey Thomas McCluskey and Elaine M. Smith, eds. *Mary McLeod Bethune: Building a Better World: Essays and Selected Documents* (Bloomington: Indiana University Press, 1999); Gerda Lerner. *Black Women in White America: A Documentary History* (New York: Vintage Books, 1972); Anne Firor Scott. *Making the Invisible Woman Visible* (Urbana: University of Illinois Press, 1984); Lacey C. Warner. *Saving Women: Retrieving Evangelistic Theology and Practice* (Waco, TX: Baylor University Press, 2007); John Dittmer. *Black Georgia in the Progressive Era, 1900-1920* (Urbana: University of Illinois Press, 1977); Walter C. Parker, ed. *Educating the Democratic Mind* (Albany: State University of New York Press, 1996); Charles W. Wadlington and Richard F. Knapp. *Charlotte Hawkins Brown and Palmer Memorial Institute: What One Young African American Woman Can Do* (Chapel Hill: University of North Carolina Press, 1999); Jacqueline Anne Rouse. *Lugenia Burns Hope: Black Southern Reformer* (Athens:

years, she taught in the state of Georgia, including her hometown of Macon.⁴⁰ Laney's parents were committed to helping their Black community; they motivated Laney to become one of the prominent educators of her era.

In 1886, with very little money Laney started a school, by renting a room in the basement of Augusta's Presbyterian Church, to educate black children in Augusta, Georgia. Three years later, the school became known as Haines Normal and Industrial Institute and was chartered by Georgia. It was named to honor Mrs. Francine E. H. Haines, president of the Women's Department of the Presbyterian Church, USA, who was Laney's financial supporter.

Haines soon established as its primary mission the training of black teachers. Though her original plan was to cultivate a place of learning for young women, the school developed as a co-educational facility. The school graduated its first class in 1888. The following year, they erected the first building. Lucy Laney felt that women were the "regenerative force" to uplifting

University of Georgia Press, 1989); Sara M. Evans. *Born for Liberty: A History of Women in America* (New York: Free Press, 1989); Anastatia Sims. *The Power of Femininity in the New South: Women's Organizations and Politics in North Carolina, 1880-1930* (Columbia: University of South Carolina, 1997); Glenda Elizabeth Gilmore. *Gender and Jim Crow: Women and the Politics of White Supremacy in North Carolina, 1896-1920*. (Chapel Hill: University of North Carolina Press, 1996); Deborah G. Felder. *A Century of Women: The Most Influential Events in Twentieth-Century Women's History*. (Secaucus, NJ.: Carol Pub. Group, 1999); Anne Ruggles Gere. *Intimate Practices: Literacy and Cultural Work in U. S. Women's Clubs, 1880-1920* (Urbana: University of Illinois Press, 1997); Cynthia Neverdon-Morton. *Afro-American Women of the South and the Advancement of the Race, 1895-1925* (Knoxville: University of Tennessee Press, 1989); Barbara Dianne Savage. *Your Spirits Walk Beside Us: The Politics of Black Religion* (Cambridge: Belknap Press of Harvard University Press, 2008) and Jacqueline Jones. *Labor of Love, Labor of Sorrow: Black Women, Work, and the Family, from Slavery to the Present* (New York: Basic Books, 2010).

⁴⁰ Brown, *Faithful, Firm & True*, p. 138.

the black race.⁴¹ On June, 21, 1890, the *Freeman* Newspaper out of Indianapolis, Indiana, ran an article about Haines Institute and Laney:

“The Haines Normal and Industrial School is an institution that deserves to be placed upon the highest pinnacle of educational endeavor Miss Lucy C. Laney, the principal and president is one of the most progressive, energetic, and successful Negro women in the south. Her educational experience is wide and varied, and the influence exerted by her teaching is felt all over the land... humble and modest were her first efforts....The future is bright and promising. If we are to judge by the past, we have another Fisk situated in our midst.”⁴²

In the January, 23, 1897 edition of *The Washington Bee*, Mrs. E.V.C. Williams had indicated that, “There is no young woman in the South who, single handed, has done more for the education of the race than Miss Lucy C. Laney.... not only founded a school but raised enough money to build the present magnificent building now occupied by the school. Miss Laney is a power for good among our people in this section. We would that there were thousands of such women.”⁴³

During a missionary society meeting at the First Presbyterian Church on May 23, 1903, Laney spoke to the women at the meeting, “Do not be afraid of giving the negro [sic] higher training, for he is not getting too much of any sort. We are isolated. The negro must be taught

⁴¹ Bert James Loewenberg and Ruth Bogin, *Black Women in Nineteenth-Century American Life: Their Words, Their Thoughts, Their Feelings* (University Park, Pa: The Pennsylvania State University Press, 1976), p. 296.

⁴² “Commencement at Haines, A Description of Its Work and Worth. Miss Lucy C. Laney an Honor to her Sex” *Freeman* (June 21, 1890), p.7.

⁴³ Mrs. E. V. C. Williams, ed. “Our Women,” *The Washington Bee* Vol. XV, Issue 34, (Jan. 23, 1897), p.5.

by the negro teacher, and then that negro teacher must make a place in life for his negro pupil, who in turn must help some one [sic] else.”⁴⁴

Robert Douglass of the *Chicago Defender* wrote this about Laney,

“Miss Laney realized early that all men are not born to lead. Some must be willing to serve by following and the earlier an individual realize this, the surer progress in putting over programs of construction will be. She sought the best prepared men and women to aid her in the work;women like Mary McLeod Bethune are proud to tell you that their candles were lighted at the feet of Lucy C. Laney, with whom they labored.”⁴⁵

Between 1890 and 1892, Laney established the first kindergarten for black children in Augusta and an instructional program to train black women nurses.⁴⁶ In 1909, the Lamar Hospital for “Negroes” was built with the generous funds from banker and philanthropist, Gazaway Bugg Lamar, where the nursing school was housed. For several years, Laney used one of her buildings on Haines campus to teach the medical professionals and care for the sick, when Lamar Hospital burned down in 1911. The Augusta City Hospital (founded in 1818) which serviced white patients, and the Lamar Hospital and Lamar School of Nursing, which serviced Black patients were brought under one facility with the opening of a replacement hospital in 1915, which was named University Hospital to honor the ongoing clinical association with the

⁴⁴ “Eloquent Negress at Missionary Meeting: Lucy Laney Pleads for Her Race to White Sisters,” *Los Angeles Times* (May 23, 1903), p. A2. See also “Young Negress Thrilled the Presbyterian Women,” *Los Angeles Times* (May 23, 1903), p. A1.

⁴⁵ Robert J. Douglass, “Haines Institute Embodies Spirit of Miss Lucy Laney,” p. 10.

⁴⁶ Edward J. Cashin and Glenn T. Eskew, editors, *Paternalism in a Southern City: Race, Religion, and Gender in Augusta, Georgia* (Athens: University of Georgia Press, 2001), p. 127. Note: Laney convinced a white nurse, Virginia Borden, from Canada to be the director and ten young women were selected to enroll in the Nursing School. About thirty-five years later, African American professionals ran the nursing school. Gazaway Bugg Lamar, gave money to build hospitals specifically for Blacks in Savannah and Augusta, Georgia; Kent Leslie. “Lucy Laney and Early Black Professional Nursing in Augusta, GA” *Georgia Nursing*, Vol. 70, No. 2, (May, June, July 2010), p14.

Augusta Medical College. According to an observer, “There, the Black students trained in the Lamar Wing, while the white students were trained in the Barrett Wing, on opposite sides of the building.”⁴⁷

Within four years, Laney’s school went from five students enrolled to 234. While the principal at Haines, Laney took graduate courses at the University of Chicago, but did not complete her graduate studies. She received a number of honorary degrees from Lincoln University (1905), Atlanta University (1923) and South Carolina College (1925).⁴⁸ Laney was involved in community service activities and social uplift and was a Figureer member of the Augusta Chapter of the National Association for the Advancement of Colored People (NAACP). Throughout her life, Laney advocated for justice, racial harmony, and upward social mobility for blacks. Moreover, she played a significant role in the Women’s Federated Club movement, the Inter-Racial Movement.⁴⁹

The Haines School continued to thrive throughout Laney’s lifetime with the continued support of the Presbyterian Church; she saw her institution grow into a community college status, having over 900 students, a teaching staff of thirty-four teachers and a physical plant.⁵⁰ “Lucy Craft Laney occupies a place in American life as one of the pioneers in the development of the Race.”⁵¹ *The New York Amsterdam News* observed that, “She built up an institution as

⁴⁷ CSRA African American Association “Augusta History”
<http://my.att.net/p/s/community.dll?ep=87&subpageid=9497&ck=>

⁴⁸ Ibid.

⁴⁹ Ibid., p. 139.

⁵⁰ Ibid.

⁵¹ Robert J. Douglass, “Haines Institute Embodies Spirit of Miss Lucy Laney,” p. 10.

high as 800 students, many doing junior college work....a member of the Interracial Commission and influential throughout the state and nation.”⁵²

Lucy Craft Laney died on October 23, 1933 at the age of seventy-nine. According to the “Weekly Bulletin of Urban League” in *The Atlanta Constitution*, “The passing of Lucy Laney brings widespread grief and universal sorrow. It has been given to few women of any race or generation to so largely enhance the welfare fortune of as many people as was true of Miss Laney. Her scholastic fidelity, moral integrity, creative imagination, spiritual enthusiasm, courageous devotion to the cause of human uplift was a benediction to us all.”⁵³ During 1949, Haines Institute merged with Augustus R. Johnson High School, becoming Lucy Craft Laney High School. Moreover, the segregated nursing schools (Lamar and Barrett) joined forces to become the University Hospital’s School of Nursing in Augusta, Georgia. Lucy C. Laney’s legacy still continues to thrive in the present day.

Anna Julia Haywood Cooper (1858-1964)

Anna Julia Cooper was one of the most influential African-American educators of the late 19th and early 20th centuries. She was born in Raleigh, North Carolina, graduated with classmate Mary Church Terrell from Oberlin College in 1884, receiving her bachelor’s degree and master’s degree in Mathematics in 1887. Recognized as a community activist, author, and scholar, Cooper committed her life to the education and empowerment of African-American youth and adults. Her dedication and fervent belief in the command of education as a means to economic and political freedom was a driving force in her life.

⁵² “Leaders Pay Honors to Miss Lucy Laney: Haines Institute Founder Stayed on Job 47 Years – Built Big School,” *The New York Amsterdam News* (November 1, 1933), p. 16.

⁵³ “Weekly Bulletin of Urban League,” *The Atlanta Constitution* (October 29, 1933), p. 3C.

Anna Julia Cooper was a teacher with a mission, and a strong sense of urgency to meet the educational needs of black people, and especially those needs of black women. She believed not only that individuals, men and women alike, deserved and required education, but that the future of the black race, degraded and deprived for centuries, depended on the development of black women working together with the men. There was a broader social argument relating to the needs for higher education of all women regardless of race. The world, she maintained, needed the education of women to unlock the feminine side of truth, and to make their women's perspectives as valid as the masculine perspective in importance.⁵⁴

From early on, Cooper possessed an unrelenting zeal for knowledge and an unshakable belief that Black women must be prepared to pursue intellectual training and employment as teachers. Cooper wrote her first book, *A Voice from the South: By a Woman from the South*, published in 1892, which is considered as one of the first publications of Black Feminism.⁵⁵ The book advanced a vision of self-determination through education and social uplift for African American women. Its central argument was that the educational, moral, and spiritual progress of Black women would improve the general standing of the entire African American community. Cooper advanced the view that it was the duty of educated and successful Black women to support their underprivileged peers in achieving their goals.

At age sixty-six, in 1925, she was awarded the degree of doctor of philosophy by the Sorbonne University in Paris, France. She taught Latin, mathematics, and science; ... and

⁵⁴ Bert James Loewenberg and Ruth Bogin, eds. *Black Women in Nineteenth-Century American Life: Their Words, Their Thoughts, Their Feelings* (University Park, PA: Pennsylvania State University Press, 1976), p. 318.

⁵⁵ Cooper, Anna Julia. *A Voice from The South: By a Black Women of The South*. (Xenia, Ohio: The Aldine Printing House, 1892).

instilled in her pupils high ideals of scholarship, racial pride, and self-improvement.⁵⁶

According to physician, Monroe Majors, “Mrs. Cooper’s book, *A Voice from the South*, received positive press reviews throughout the country, and she is in daily receipt of clippings from areas where least expected.” One example comes from the *Chicago Inter Ocean*:

It is not often that the question here raised has been discussed more candidly, more earnestly and intelligently, and in better spirit than in the volume before us. The argument is keen, seldom the least shade of vindictiveness, and yet so pointed and honest as to be convincing for its justice. She claims that the best hopes of the race rest upon the higher education of black women. That only as the woman is educated and lifted up and refined and the home made pure, will the black man advance to an honored position.⁵⁷

A writer from the Detroit *Plaindealer* declared: “There has been no book on the race question that has been more cogently and forcibly written by either white or black authors. The book is not only a credit to the genius of the race, but to woman whose place and sphere in life men have so long dictated.”⁵⁸ Moreover, the Kingsley (Iowa) *Times* reported that *A Voice from the South* is “One of the most readable books on the race question of the South....written by Mrs. A. J. Cooper, of Washington, D.C., a colored lady with the brain of a Susan B. Anthony, George Eliot, or Frances Willard. The volume is attracting wide attention, owing to its being worthy of careful perusal and because of its originality and great literary strength.”⁵⁹

⁵⁶ Henry S. Robinson. “The M Street High School, 1891-1916.” Records of the Columbia Historical Society, Washington, D.C., Vol. 51, Historical Society of Washington, D.C. (1984), p. 122.

⁵⁷ Monroe Alphus Majors, MD., *Noted Negro Women: Their Triumphs and Activities* (Chicago, Donohue & Henrieberry, 1893), p. 285. More reviews of Anna Julia Cooper’s *A Voice from the South* were also included in this collection and were written in elite African American newspapers of that era: New York *Independent*, Philadelphia *Public Ledger*, Boston *Transcript*, *Public Opinion*, Detroit *Plaindealer*, Kingsley (Iowa) *Times*, and Albion Wineager Tourgee.

⁵⁸ *Ibid.*, 286.

⁵⁹ *Ibid.*, 286.

After retiring from the Washington D. C. public school system in 1930, Dr. Cooper became the second president of the Frelinghuysen University of Employed Colored Persons.⁶⁰ At the gentle age of 105, after a lifetime of educating Black youth, Dr. Cooper passed away peacefully in her home in Washington, D.C.

Mary McLeod Bethune (1875-1955)

Mary McLeod Bethune was the most prominent Black woman in the twentieth century. Her legacy spans the fields of education, government, politics, economics, social activism, and women's rights. Bethune, an educator, founded the Daytona Educational and Industrial Training School for Negro Girls in Daytona Beach, Florida in 1904; today the school is known as Bethune-Cookman University.⁶¹ She served as president for thirty-eight years. As college president until 1942, her efforts gained tremendous recognition. Bethune became a national leader and united all major black women's organizations across the nation into one powerful group, the National Council of Negro Women (NCNW) in 1935, which still exists today. During Bethune's 14 year presidency of NCNW, she led campaigns against segregation and discrimination.⁶²

According to Mary Frances Berry, Bethune's "reputation as an educator and school founder first brought her to the attention of the White House during the Coolidge administration in

⁶⁰ Sharon Harley. "Beyond the Classroom", p. 263.

⁶¹ Bethune-Cookman University History.
http://www.cookman.edu/about_BCU/history/index.html

⁶² "Black Republican History" National Black Republican Association.
<http://www.nbna.info/index.cfm?fuseaction=pages.blackgop>

1928.”⁶³ President Franklin D. Roosevelt appointed Bethune to the Advisory Board of the National Youth Administration (NYA) in 1935.⁶⁴ After reporting back to the White House for a meeting about the NYA, the President decided to add an office of minority affairs and appoint Bethune as the head of the office.⁶⁵ Bethune’s leadership helped open educational opportunity for many people. In 1942 she was special assistant to the Secretary of War for Selection of Candidate for the First Officer Candidate School for Women’s Army Auxiliary Corps (WACS).⁶⁶ Presidents Coolidge, Hoover, Roosevelt and Truman sought her advice on issues concerning Black Americans.

Nannie Helen Burroughs (1879-1961)

Nannie Helen Burroughs was born the eldest daughter to John and Jennie Burroughs on May 2, 1879 in Orange, Virginia. Her widowed mother took her to Washington, D.C. at an early age in pursuit of a better education. She studied business and domestic science in high school and graduated with honors in 1896.

⁶³ Mary France Berry, “Twentieth-Century Black Women in Education” in *Journal of Negro Education*. Volume 51, Issue 3, ‘The Impact of Black Women in Education: An Historical Overview’ (Summer 1982), p. 288.

⁶⁴ See Emma Gelders Sterne’s *Mary McLeod Bethune* (New York: Knopf, 1957), Audrey Thomas McCluskey and Elaine M. Smith’s editors, *Mary McLeod Bethune: Building a Better World: Essays and Selected Documents*, (Bloomington: Indiana University Press, 1999), Joyce A. Hanson’s *Mary McLeod Bethune and Black Women's Political Activism* (Columbia: University of Missouri Press, 2003), and Nancy Ann Zrinyi Long’s *The Life and Legacy of Mary McLeod Bethune* (Cocoa, FL: Florida Historical Society Press, 2004) for more information on the life and career of Mary McLeod Bethune.

⁶⁵ Ibid, p. 291.

⁶⁶ Joyce A. Hanson. *Mary McLeod Bethune and Black Women's Political Activism* (Columbia: University of Missouri Press, 2003), p.4.

Miss Burroughs was a prolific writer, educator, orator, businesswoman and Christian leader. She contributed much toward bringing about the recognition of the power and influence of the Black woman in all of the important issues in American life. In her travels in this country and abroad, her forceful utterances and charming personality left a lasting impression upon all with whom she came in contact.

“Believing that black females were ultimately to provide the major support system for the race, black and white intellectuals and educators founded schools to meet what they considered to be the special needs of black women.”⁶⁷ In 1907, with the support of the National Baptist Convention, Miss Burroughs began coordinating the building plans for the National Trade and Professional School for Women and Girls located in Washington, D.C. The school opened its doors in 1909 with Dr. Nannie Helen Burroughs as Founder and First President under the motto, “We specialize in the wholly impossible.” Its creed, stressed by Miss Burroughs, emphasized the value of the “three B’s – the Bible, the Bath and Broom: clean life, clean body and clean house.”⁶⁸

Charlotte Hawkins Brown (1883-1961)

Brown was born in Henderson, North Carolina but educated in Cambridge, Massachusetts. As a teenager, she met Alice Freeman Palmer, the second president of Wellesley College, while serving as Palmer’s babysitter. Palmer mentored Brown and encouraged her to start her own school. In 1902, at the age of nineteen, having very little money, Brown founded the Palmer Memorial Institute (PMI) with a handful of rural students.

⁶⁷ Cynthia Neverdon-Morton. *Afro-American Women in the South and the Advancement of the Race, 1895-1925* (Knoxville: The University of Tennessee Press, 1989), p. 41.

⁶⁸ About Nannie Helen Burroughs <http://www.nhburroughs.org/id1.html>

She continued to seek support and donations from some of New England's wealthiest families; Dr. Brown assembled a Board of Trustees of black and white leaders from both the North and South. Galen Stone of Boston became one of the largest contributors to the school in the 1910s and 1920s. He is reputed to have told Dr. Brown, "I am not interested in educating and advancing Negroes, but in making American citizens." With this encouragement and Stone's financial backing, Dr. Brown began to move PMI away from the agricultural focus of its early years.

In Europe she shared ideas with black educators Mary McLeod Bethune and Nannie Helen Burroughs. Together, these three women were known as the "Three Bs of Education." The Three Bs believed in combining a holistic triangle of ideas and lessons to achieve racial equality: Brown's triangle combined education, religion, and deeds; Bethune's triangle was "the head, the heart, and the hand"; Burroughs's was "the book, the Bible, and the broom." By the mid-1920s Brown was a nationally known speaker who stressed teaching these concepts through culture and liberal arts for racial uplift.⁶⁹

By the late 1930s, the Palmer Institute had evolved into a college preparatory school widely known for rigorous academics, strict discipline and character development. Over 90% of its graduates attended college, and many became leaders in communities and organizations across the nation. Dr. Brown's school became the nation's renowned preparatory school for Blacks and the school of choice for wealthy Blacks in the age of Jim Crow. During the 1940s, Brown was increasingly in demand as a lecturer and speaker. She gave talks to college students, church goers, and others on numerous topics, including education, race, and even social graces.

⁶⁹ Charlotte Hawkins Brown Museum: "What One Young African American Woman Could Do" <http://www.nchistoricsites.org/chb/chb-pmi.htm>

She was also a writer and one of her books, *The Correct Thing to Do, to Say and to Wear* (1941) was on polite behavior.⁷⁰ In 1952, Dr. Brown retired after 50 years as president of PMI.⁷¹ Yet through exceptional personal courage, perseverance, powers of persuasion, faith in God, intellect, and some good luck at times, she succeeded, and she and her school became nationally known. Her formula for success was based on a shrewd, timely, and changing mix of accommodation, activism, education, hard work, propriety, and social graces. More than one thousand students graduated from Palmer Memorial Institute before it closed its doors in 1971 and later turned into the Charlotte Hawkins Brown Museum.

A memorial plaque honoring the life and legacy bears the following inscription:

Dr. Charlotte Hawkins Brown Founder and Builder of the Alice Freeman Palmer Memorial Institute Leader of Women in their quest for finer and more productive living – Mentor, by her writings, of those seeking to live more graciously – by her Eloquence, inspired youth to nobler achievements – by her Vigor of Mind and Force of Character, championed a disadvantaged race in its striving for human rights and adult responsibilities. She gave 58 years completely of her unique energies and talents to the building of this Institute from its humblest of beginnings in an old blacksmith shop. Her Vision, Dedication, Singleness of Purpose, and Undaunted Faith made this school possible in her native state – North Carolina. May her memory in turn lend inspiration always to this place and its people.⁷²

The cumulative work of these six pioneers, gave African American women an enviable reputation as important with the educators of the black communities as in the larger society. They all received considerable support from Black clubwomen in establishing and maintaining their educational institutions.⁷³ The primary work of these ladies was achieved though coming

⁷⁰ Biography: “Charlotte Hawkins Brown” <http://www.biography.com/people/charlotte-hawkins-brown-206525>

⁷¹ Charlotte Hawkins Brown and the Palmer Memorial Institute: Teacher Materials for the Charlotte Hawkins Brown Museum, p. 10.

⁷² Teacher Materials for the Charlotte Hawkins Brown Museum, p. 11.

⁷³ Anne Ruggles Gere. *Intimate Practices: Literacy and Cultural Work in U. S. Women’s Clubs, 1880-1920* (Urbana: University of Illinois Press, 1997), p. 125.

up against many obstacles. They met race prejudice, and successfully vanquished it, at least to so large a degree that in the cities in which they taught no Afro-American woman was denied a position as teacher on account of her race.⁷⁴

⁷⁴ Monroe Alphas Majors, MD., *Noted Negro Women*, p. 171.

Chapter 1:

Literature Review on Black women faculty in the Academy

What factors promote the study of Black women as a distinct topic in American history? What types of questions do such studies raise and answer? How is the field of Black women's studies related to Black history and traditional United States history? These questions remain important and the answers are being revealed and addressed.

Changes in the structure of the American academy inspired some researchers, particularly African American female scholars to research the lives of Black women, not only in the academy, but also to look at their lives within both the African American culture and in mainstream society. Black women face a multiplicity of issues, at the crossroads are the areas of race, class and gender. The field of Black women's history is three decades old. When women are focused on in mainstream history of the United States, Black women were rarely portrayed in the manner as white women. African American women are typically described in many history books in stereotypical ways that date back to the time of slavery. Several Black women who appear in most American history textbooks are Phillis Wheatley, Sojourner Truth, Harriet Tubman and Rosa Parks. Yet, there is an abundance of great Black men who appear in these textbooks, like: Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Dr. Martin Luther King, Jr., and Malcolm X. What about the rest of the African Americans who made history and those who continue to make their contribution to history in his or her own way? The goal of historians is to tell the truth and to ensure that the historical record is inclusive. For the time being it is important to place Black women in the center of history, especially of the modern academy.

This chapter discusses the literature written mostly by Black women scholars. A chronological approach is used in examining key monographs, edited collections and essays on Black women in higher education.

The first book on the experiences of Black college women was written by Jeanne L. Noble in 1956. Noble's *The Negro Woman's College Education*, presented for the first time, a massive amount of data describing the education of collegiate Negro women. Noble declared that Negro women had distinctive needs that were quite different from other women. Noble insisted, that "Negro women specifically on the college level had little or perhaps no voice, when it came down to matters that concerned their livelihood and survival at a college campus and matters that concerned the education of women in society."⁷⁵ The author suggested that very information existed on middle-class Negro women and especially those who had attended an institution of higher learning.⁷⁶ She called for more exploration and analysis of Negro college women so to better understand their distinct needs. Noble indicated that her motivation for writing the book was to help make college education "a more personally meaningful experience" for black women.

Jean Noble distributed a questionnaire to one thousand Negro women graduates. The major requirement to participate in Noble's research, was that the Negro woman had to have graduated from college at least five years prior to filling out the survey. She gathered the list of four sororities in order to collect the voices of certain middle-class Negro women. Her findings of the survey were revealing in that the answers to the questionnaire varied based upon the types of educational institutions from which these women matriculated from. Of those interviewed, 104 of

⁷⁵ Jeanne L. Noble, *The Negro Woman's College Education*, (New York: Garland, reprinted 1987, 1956), p. 3.

⁷⁶ For further research on Middle-class Black women in higher education, see Elizabeth Higginbotham's book *Too Much To Ask: Black Women in the Era of Integration*, (Chapel Hill: The University of North Carolina Press, 2001).

them went to white coeducational colleges, while 16 attended white women's colleges, another 412 attended Negro coeducational colleges, and 29 attended Negro women's colleges. According to Noble, "Most of the graduates of this study seem to be more concerned with the practical aspects of an education and less with a personal or liberal arts kind of education."⁷⁷ She maintains that, "Graduates of white colleges showed more preference for liberal and cultural education than did graduates of Negro colleges. The graduates of women's colleges showed more preference for liberal arts than graduates of coeducational colleges did."⁷⁸ Many of the respondents felt that college made either a "noticeable" or "exceptional" contribution to them in their occupations. Some black women surveyed stated that an education was self-filling, yet, Noble shows that many were concerned about personal aspects of their college education.⁷⁹ In a concluding portion of her book, Noble appeals for more sisterhood among Negro and white women, hoping the women who recognize their differences and similarities, in order to fight for improvement in collegiate education that benefit all women. "The more education helps the Negro woman to realize her own identity as a woman, as a human being, the nearer she is to all people, to all women...the more the white woman identifies some of her problems with those of Negro women, the more kinship she feels with all women and the more similar will the educational process and provisions need to be."⁸⁰

The *Journal of Negro Education*, nearly thirty years later, published an essay by Mary Frances Berry, in 1982, on the contributions of twentieth-century black women in education. Berry notes that, "throughout the history of blacks in America, numerous black women have made

⁷⁷ Ibid., p. 67.

⁷⁸ Ibid., p. 68.

⁷⁹ Ibid., p. 119.

⁸⁰ Ibid., p. 141.

contributions to education through schools, colleges, community and civil rights organizations and groups.”⁸¹ Berry zeroed in on five black women for this essay who had significant positions of power to “influence significantly the education of millions of students (and particularly black students) in the twentieth century and have been successful in their endeavors.”⁸²

Berry examines the work and career of educational pioneer Mary McLeod Bethune. Berry resolves, she’s in a “class by herself.” Bethune is known for helping to educate more than “150,000 black youths who went to high school and 60,000 black youths attended college or graduate school under her student aid program that was established under the Presidency of Franklin Roosevelt.”⁸³ Bethune’s leadership helped open educational opportunity for many people. According to Berry, Bethune would say that “The drums in Africa beat in my heart,... I cannot rest while there is a single Negro boy or girl lacking a chance to prove his worth.”⁸⁴

One of the outstanding black women educators after Bethune’s death was Barbara Sizemore. She gained national attention, as the Director of the Woodlawn Experimental School Project in Chicago, from 1969 to 1972.⁸⁵ Sizemore persuasively argued that black students could indeed learn if they were taught by the use of examples of that “reflected the reality of their lives.”⁸⁶ She felt that teachers should educate students based on their cultural experiences and backgrounds. Though publicly condemned and later fired from her job, Sizemore remained

⁸¹ Mary France Berry, “Twentieth-Century Black Women in Education” in *Journal of Negro Education*.

Volume 51, Issue 3, ‘The Impact of Black Women in Education: An Historical Overview’ (Summer 1982), p. 288.

⁸² Ibid.

⁸³ Ibid., p. 290

⁸⁴ Ibid.

⁸⁵ Ibid., p. 291

⁸⁶ Ibid.

committed to her cause. As a powerful school superintendent of D.C. public schools, “Sizemore views concerning the appropriate education and the destructiveness of non-culturally based methods of teaching black children influenced a whole generation of teachers and administrators.”⁸⁷ In spite of everything that was negatively portrayed with the way Sizemore ran her administration, she left an indelible mark on the lives of people who dared to help educate poor Black students. She was in Berry’s words, “one of the most significant role models for blacks ad a contemporary embodiment of the historic strength of black women.”⁸⁸

Berry discussed the contributions of lawyer, Constance Baker Motley, who served with Supreme Court Justice, Thurgood Marshall, during the *Brown v. Board of Education* case. Between 1961 and 1964 Motley argued ten, and won nine, major civil rights cases involving education before the U. S. Supreme Court.”⁸⁹ Then the life of Willa Beatrice Player, who implemented the Federal Government’s Title III Developing Institutions program to focus resources on black colleges and universities while serving as the director at the Division of College Support in the Bureau of Higher Education in the U. S. Office of Education (OE) was examined.⁹⁰ Player, president of Bennett College from 1955 to 1969, was a major figure in the role in the civil rights direct action struggles in Greensboro, North Carolina.⁹¹ She strongly supported students who participated in the sit-ins and showed her support by visiting them in jail as a means of encouragement.⁹² As the Director of the Division of College Support program, Willa Player made

⁸⁷ Ibid., p. 292

⁸⁸ Ibid.

⁸⁹ Ibid., p. 293.

⁹⁰ Ibid.

⁹¹ Ibid.

⁹² Ibid.

sure that the committee “emphasized awarding of funds to black institutions that were the intended beneficiaries of the program.”⁹³

Berry expounded on the contributions of the Children’s Defense Fund (CDF) President, Marian Wright Edelman. Berry describes how Edelman sought to meet the needs of children in a political arena while working as a lawyer in Mississippi, by establishing an organization to respond swiftly to the kinds of needs addressed by Head Start and those of all children.⁹⁴ In the closing segment of Berry’s essay, she looks at the contributions of other contemporary black women educators of 1960s through the late 1970s. To best sum up the accomplishments of these women, Berry asserts:

“Most of these women were persistent and held strong beliefs about the importance of education and the roles they could play. They were courageous and did not surrender when attacked. Each woman discussed in this survey made a significant contribution in her own way as black women have always played a key role in the survival and development of the black community.”⁹⁵

Bettye Collier-Thomas, increases our understanding of the lives of successful Black women educators, in her essay, “The Impact of Black Women in Education: An Historical Overview.” Collier-Thomas’s essay differs from Berry’s in that she presents the reader with an overview on the history of Black women in U.S. education, highlighting the need to “establish an historical context for understanding the very basic struggle in which black women have been engaged to acquire an education and to utilize that education as a professional.”⁹⁶ The voices of these educated African American women are not used in Collier-Thomas’s essay as they are

⁹³ Ibid., p. 294.

⁹⁴ Ibid.

⁹⁵ Ibid., p. 300.

⁹⁶ Ibid., p. 174.

quoted throughout Berry's essay. What does come across, however, are the nice bio snippets of such known scholars like Mary McLeod Bethune and Fanny Jackson Coppin, as well as some women are unfamiliar to the readers. In her conclusion, Bettye Collier-Thomas declares, "In order to determine more fully the impact of black women in education, we must know more about who they were and what they did, as well as the issues and movements that characterized the different periods of time during which they lived."⁹⁷

While Collier-Thomas examines the struggles of Black women in education, Carol Hobson Smith's essay, "Black Female Achievers in Academe," zoom in on achievements of group of Black women. Smith asserts that her goal is, "to highlight the accomplishments" of a few such women. The article describes their contributions and aspirations, how they worked to achieve them, the problems encountered en route to their goals, and relates how their presence has made a difference in higher education. The author also sought to find out if the assistance of a mentor was a source of inspiration and facilitator for career advancement, and if, as a result, these women in turn served as mentors."⁹⁸ Smith uses biographical sketches of Black women to show how they survived and achieved a place of excellence in their various field.

In 1993, Elizabeth L. Ihle's edited an anthology, *Black Women in Higher Education: An Anthology of Essays, Studies and Documents*. Ihle's book draws heavily upon primary sources like oral interviews and personal narratives of Black women from the 19th and 20th centuries. Chronicling the college careers of black female students to the highest rank of the professoriate,

⁹⁷ Ibid., p. 178.

⁹⁸ Carol Hobson Smith, "Black Female Achievers in Academe" in *Journal of Negro Education*. Volume 51, Issue 3, 'The Impact of Black Women in Education: An Historical Overview' (Summer 1982), p. 319.

she allows the readers to hear each woman's voice. The anthology has fifty-six essays and four sections. The first essay in the manuscript, set the tone for what was to follow. Ihle uses the work of Fannie Coppin, the second Black woman to graduate from Oberlin College, as a case study. She discusses how Coppin, despite severe economic hardship, sought to get a good education, while Coppin's contemporaries came from more affluent households.

Similarly, present-day Black women scholars express Black women's concerns about society's treatment or opinions of educated Black females on the whole. They focus attention on topics like conflicts between education and marriage, competition in the workforce, and segregation. The editor, Elizabeth Ihle, reveals in selecting the essays in her volume, that sexism and racism have dogged black women's lives throughout their quest for higher education. One example is of Eva D. Bowles's struggle to become a teacher. This is one of many requirements ". . . must be graduates from Northern colleges of first standing and have at least two years' experience in teaching."⁹⁹ Black women often encountered racism. When Lena Beatrice Morton talks about her college experience at the University of Cincinnati in 1918. She declared that when she wanted to take a certain course, the instructor advised her, "Your people don't do well in this course."¹⁰⁰

Also in 1993, Joy James and Ruth Farmer edited a volume entitled '*Spirit, Space and Survival*' in *White Academe*. Both of the editors are Black women who teach at Predominantly White Institutions (PWI). The essays in this collection point towards reflect their personal experiences and scholarship. Throughout the anthology, the contributors were very outspoken about their struggles as Black women in white colleges and universities. James and Farmer

⁹⁹ Elizabeth L. Ihle, Editor, *Black Women in Higher Education: An Anthology of Essays, Studies, and Documents* (New York and London: Garland Publishing, Inc., 1993), p. 107.

¹⁰⁰ Ibid., p. 131.

remarked that it is true that they struggle more when the persons in charge are white males and that the 'old boy network' still exist. The book shows that Black women are frequently isolated faculty members and desire to associate with their black communities. Bonding with outside communities provided to be basically good positive reenforcement.

The editors interweave the voices of different Black women to present how some challenge the authorities at predominately white institutions in order to create space for themselves and to excel in their careers. The book is divided into three parts: spirit, space, and survival. In part one, the first two writers deal with spiritual connectedness and how they call on the Lord for guidance and their ancestors. Editor Joy James has an essay in part one that focuses on Black women's culture and women's political activism entitled, "African Philosophy, Theory, and Living Thinkers". In part two book, 'Space', the first contributor, Elizabeth Hadley Freydborg notes how there is a lack of black women in many fields of study, more specifically she refers the void in her field of American Studies. There is no representation of people of color in her department.¹⁰¹ Helán E. Page gives a comparative approach of space by looking at people in the Caribbean and the United States as they talk about women.¹⁰²

The first essay in part three – "Survival", examines the misrepresentation of black women in literature. James, looks at the way in which Black women are portrayed by examining the ways they are misrepresented in the academic curriculum. "Since academia recognizes neither the intellectual nor moral authority of the (African) communities it dissects, and African communities

¹⁰¹ James Joy and Ruth Farmer, Editors, *Spirit, Space & Survival: African American Women in (White) Academe* (New York and London: Routledge, Inc., 1993), p. 49-63. The essay's title is 'American Studies: Melting Pot or Pressure Cooker?', written by Elizabeth Hadley Freydborg.

¹⁰² Ibid., p. 63-83. The title of the essay is "Teaching Comparative Social Order and Caribbean Social Change," written by Helán E. Page.

do not determine how African people are to be ‘studied,’ our misrepresentation seems the rule.”¹⁰³ Recommendations are given in the concluding chapters for current and future actions to ‘advance the cause’ of black women in academe. What makes this work valuable is the section with syllabi and proposals, in which the editors provide a sample grant proposal and a listing of audio-visual resources to guide those interested in incorporating a focus of black women into women’s studies programs. The syllabi range from undergraduate to graduate level courses and they also have quite an impressive bibliography.

Sheila T. Gregory wrote in 1995, *Black Women in the Academy: The Secrets to Success and Achievement*. In the foreword, senior scholar on the American Council on Education, Reginald Wilson, declares that “black women have struggled in the academy against the twin forces of sexism and racism. Some have prevailed, others have not.”¹⁰⁴ Gregory conducted a thorough study on black women who are currently in the academy, have returned to the academy, or who have left the academy. In each case, she gives solid reasons for the choices they have made with their careers in the academy. *Black Women in the Academy*, according to Wilson, “recaptured the history of Black women’s odyssey in academic and the forces that have acted upon her, from the church and the community.”¹⁰⁵

The goal of the book for Gregory was to explore the history of Black women and their families. She wanted to identify the common barriers to success and achievement as a whole, while exploring their careers as well as life choices. Gregory asked three fundamental questions that were important to her research. “How can Black women faculty and higher education

¹⁰³ Ibid., p. 121.

¹⁰⁴ Sheila T. Gregory, *Black Women in the Academy: The Secrets to Success and Achievement* (Lanham: University Press of America, Inc., 1995), p. xii.

¹⁰⁵ Ibid.

institutions help to create opportunities for success and achievement? How can colleges and universities better attract and retain talented Black women scholars? Why is this necessary?”¹⁰⁶

In 1997, Lois L. Benjamin edited, *Black Women in the Academy: Promises and Perils*, which is divided into seven parts. The contributors are from colleges and universities around the United States. Four parts of the book are extremely important to this research. In part three, ‘Black Women Faculty: Issues in Teaching and Research’, the scholars discuss their dilemma against being demographically and intellectually challenged at white institutions. Rose M. Brewer asserts that “as a result of the demographic shift, larger numbers of black women are entering white higher educational institutions, and this pattern has contributed to the current intellectual critiques of Anglo-male paradigms.”¹⁰⁷ Part five, ‘The Social Dynamics of Academic Life,’ concentrates on the most important factor in the academy: tenure. Professors Vernellia R. Randall of University of Dayton and Vincene Verdun of Ohio State University, openly discuss the issues that Black women face in legal academia, as they try to achieve tenure at predominately white institutions. The law professors agree that there is a need for support between other Black women and men in the academy. They said, “By whatever means available, we talk, we share, we support each other in the pursuit of our professional and personal goals.”¹⁰⁸ Professor Norma Burgess talks about issues and strategies to gaining tenure at white institutions. She comments that “tenure brings on power, privilege, and prestige.”¹⁰⁹ Faculty fight so hard to gain tenure because it “insures job security, more money, eligibility for sabbatical leaves, and institutional support for

¹⁰⁶ Ibid., p. xiv.

¹⁰⁷ Lois Benjamin, Editor, *Black Women in the Academy: Promise and Perils* (Gainesville: University Press of Florida, 1997), p. 65.

¹⁰⁸ Ibid., p. 213.

¹⁰⁹ Ibid., p. 227.

research.”¹¹⁰ Part six, ‘Black Women in Diverse Academic Settings,’ deals with gender and race exclusion. Professor Saliwe M. Kawewe makes an important observation:

“Black women encounter both racism and sexism at white institutions, while they face sexism in black institutions of higher education. In both settings, misconceptions and stereotypes about race and sex lead to the treatment of and interaction with the black woman as a label, thus mystifying the real person behind the stigma and encouraging self-fulfilling prophesies by the sex and race that hold power.”¹¹¹

The final section, ‘The Future of Black Women in the Academy,’ offers thoughts on the outlook for Black women in the academy. Darlene Clark Hine, reflects upon becoming a John A. Hannah Professor and discusses the struggles that accompany the endowed position. Hine brings to light that some of her colleagues were troubled by her presence. Yet, she declares, “The surest way to a productive and fulfilling future for black women in any profession is paved with understanding of the experiences of those who went before.”¹¹² Hine’s essay provides a roadmap for future black women scholars to follow.

In 1999, Sheila T. Gregory published a revised and updated edition of *Black Women in the Academy: The Secrets to Success and Achievement*. A major point in this edition was that, “African American women faculty continued to be concentrated among the lower ranks, primarily non-tenured positions, promoted at a slower rate, paid less than their male and white female counterparts, located in traditional disciplines, and primarily employed by two-year colleges.”¹¹³

¹¹⁰ Ibid.

¹¹¹ Ibid., p 263.

¹¹² Ibid., p 327.

¹¹³ Sheila T. Gregory *Black Women in the Academy: The Secrets to Success and Achievement*, Revised and Updated Edition (Lanham, Maryland: University Press of America, Inc.), p. 11.

A wealth of new scholarship has emerged between the years 2000 to 2009 on Black women in higher education. In 2000, Caroline Sotello Viernes Turner and Samuel L. Myers, Jr. wrote *Faculty of Color in Academe: Bittersweet Success*. They compared the experiences of African Americans, Asian Pacific Americans, American Indians, and Latino faculty with those of White faculty at eight Midwestern universities located in Illinois, Kansas, Michigan, Missouri, Minnesota, Nebraska, Ohio, and Wisconsin. Documenting the sustained underrepresentation of faculty of color in American colleges and universities, their data showed the understated but insidious influence of a “decidedly chilly work environment.”¹¹⁴ Moreover, the study pinpointed a number of barriers, including racial and ethnic prejudice, that ends in an “unwelcoming and unsupportive work environment.”¹¹⁵ Certainly, such an environment affects the productivity and career satisfaction of ethnic minority faculty in the academe and discourages others from trying to enter the professoriate.

An edited collection by Reitumetse Obakeng Mabokela and Anna L. Green, *Sisters of the Academy: Emergent Black Women Scholars in Higher Education* (2001), shed some light on experiences of Black women whose educational range covers “All But Dissertation” (ABD) graduate students to the rank of Associate Professors. Contributor Alicia C. Collins had concerns about the work environment. She declares, “the academy provides a chilly environment for Black women students, faculty, and administrators. The environment of the academy for the most part, is unreceptive, unsupportive, and lacks in understanding and sensitivity to issues that

¹¹⁴ Caroline Sotello Viernes Turner and Samuel L. Myers, Jr. *Faculty of Color in Academe: Bittersweet Success* (Boston : Allyn and Bacon, 2000), p. x.

¹¹⁵ Ibid.

affect Black women.”¹¹⁶ This book is quite useful for those who wish to begin to understand the experiences of a select group of Black women scholars in the Academy.

In 2002, *Our Stories: The Experiences of Black Professionals on Predominately White Campuses* was edited by Mordean Taylor-Archer and Sherwood Smith. This collection of essays was written by people with BA degrees to Ph.D. Two chapter stands out: Chapter 5 by Sheila T. Gregory “Creating Our Own Success: A Bird’s-Eye View of the Journey Towards Tenure from One African American Faculty Woman’s Perspective and Chapter 10 by LaJuana K. Williams “An African American Woman Working for a Negro”.¹¹⁷ The essay by Williams another example of how sometimes working for other people of color, including people of your own race can be problematic. It was very enlightening. There was at least one senior Black woman professor at MSU who experienced some of the same problems as Williams did, to the point where she almost had to take legal actions against her supervisor.

In 2005, Gail L. Thompson and Angela C. Louque wrote *Exposing the “Culture of Arrogance” in the Academy: A Blueprint for Increasing Black Faculty Satisfaction in Higher Education*. The book has eight chapters. Four chapters are important this study: Chapter 1 To Remain or To Leave? That is the “Question”: Factors Affecting Black Faculty’s Satisfaction and Dissatisfaction Levels at Their Current Institutions – this is one of the questions that some of the assistant professors hired between 2000 to 2009 pondered, if they should remain or leave MSU. Chapter 2 All I’m Asking is for a “Little” Respect at Work: The Importance of Feeling Valued and Respected – this chapter is relevant to the entire Black women faculty at MSU. Chapter 4

¹¹⁶ Reitumetse Obakeng Mabokela and Anna L. Green , *Sisters of the Academy: Emergent Black Women Scholars in Higher Education* (Sterling, VA: Stylus, 2001), p. 38.

¹¹⁷ Mordean Taylor-Archer and Sherwood Smith, eds., *Our Stories: The Experiences of Black Professionals on Predominately White Campuses* (Cincinnati: John D O' Bryant National Think Tank, 2002), p. 58-78, 130-140.

Did this Package Come with Instructions? How the Unwritten “Rules” of the Academy can Affect Black Faculty – some of MSU’s Black women faculty cases, they felt that there were some “unwritten rules” which led to problems of gaining tenure, promotion and collegiality among some of their peers. Chapter 7 The Bright Side of the Academy: Sources of Satisfaction and Recommendations from Black Faculty - this chapter is a good tool for those who are pursuing the professoriate and gives suggestions to navigating the academy as a Black faculty member. In an interview about *Exposing the “Culture of Arrogance”*, Thompson states:

Black faculty, especially those in predominantly white institutions (PWIs), do have unique experiences, because as members of a historically oppressed group, they have often found themselves marginalized, stereotyped, treated less respectfully by students, their colleagues, and administrators, and subjected to cultural insensitivity and racism at work. Moreover, in addition to the duties that other faculty performs, they also are expected to mentor black students and other students of color, even if these students have not taken courses with them. Furthermore, the lack of a critical mass of black faculty in most departments at PWIs contributes to a great sense of loneliness and isolation for some black faculty who may find it difficult to find mentors at these institutions. Another difference is that in African American culture, black professionals are expected to “give back” to the community outside of the university. This adds to the workload and may make it difficult for black faculty to find enough time to devote to their research interests.¹¹⁸

In 2007, Stephanie Y. Evans wrote *Black Women in the Ivory Tower, 1850-1954: An Intellectual History*. Evans chronicles the stories of the first generation of Black women to earn college degrees, and sheds light on the various trials as well as accomplishments of their higher academic experience. She declares, “overall, Black women’s reflections on their collegiate days reveal a sense of appreciation for having access to higher education and a frustration at the social

¹¹⁸ *Inside HigherEd* “Culture of Arrogance” by Scott Jaschik, September 13, 2005
<http://www.insidehighered.com/news/2005/09/13/black>

limitations they continued to face despite that access”¹¹⁹ The women in her book reported numerous cases of racial discrimination and public embarrassment by professors and peers. They were often the victims of verbal abuse, negative attitudes, and physical attacks. Prohibited from sororities and left out from other aspects of campus life, Evans contends they were, “conspicuously invisible: shunned, ignored, treated as exotic, or silently despised.”¹²⁰ The fact that many Black women could not even secure campus housing on White campuses speaks to how the well-intentioned, hierarchical decision to provide access academically did not prevent these women from falling through the cracks socially. To make matters worse, there were few, if any, Black women professors or administrators available on campus to counsel and provide social support for these isolated students.

Conclusion

During the past four decades scholars have studied the experiences of black women educators. The 1990s, however, witnessed a great outpouring of new scholarship. There is a considerable growing historiography about Black women educators and the history of the quest for education. Still more work is to be done as we try to “shatter the silences” and give voice to these women, who too often remain unnoticed and little celebrated. This study provides insight into the strength of black women’s belief in the importance of education as a means for uplifting the race and ensuring better lives for themselves. Education in their perspective was the most powerful antidote to race, class, and gender oppression. This is a rich historical legacy that provide the foundation for Black women at MSU.

¹¹⁹ Stephanie Y. Evans *Black Women in the Ivory Tower, 1850-1954: An Intellectual History* (Gainesville, FL: University Press of Florida, 2007), p. 104.

¹²⁰ Ibid.

Chapter 2:

Paved the Way: Pioneering Groups of Black Students, Staff and Faculty arrive to MSU

In 1855, the Michigan State Legislature passed Act 130 which provided for the establishment of the Agricultural College of the State of Michigan and appropriated “twenty-two sections of Salt Spring Lands for its support and maintenance . . . ” along with \$40,000 to carry the college through its first two years of operation. The college was dedicated on May 13, 1857. Michigan State University in East Lansing became the first agricultural college in the nation, and the prototype for seventy-two land-grant institutions later established under the Morrill Act of 1862.¹²¹

In 1899, MAC admitted its first African American student, Mr. William O. Thompson. After graduation in 1904, he taught for a while at what is now called Tuskegee University and later returned to the Lansing area and served the congregation of the African Methodist

¹²¹ Information was collected on the Michigan State University website about the establishment of this institution of higher learning. There are two books that specifically speak to the history of land-grant institutions. The first book edited by Chase Going Woodhouse is titled, *After college—what? A study of 6665 land-grant college women, their occupations, earnings, families, and some undergraduate and vocational problems*. (Greensboro, N.C. : Published by The North Carolina College for Women, 1932.) The second work written by B. D. Mayberry is entitled, *A Century of Agriculture in the 1890 land-grant institutions and Tuskegee University, 1890-1990*. (New York: Vantage Press, 1991). For further research on Michigan State University’s history see: *A Short History of Michigan State*, by Lyle Blair and Madison Kuhn (East Lansing, MI: Michigan State College Press, 1955); Reprinted: (East Lansing, MI: Michigan State University Press, 1990). *The pioneer land-grant college: The formative years of Michigan State University as revealed by excerpts from the issues of the Michigan farmer, January 1, 1845- June 1864* by Herbert Andrew Berg (East Lansing, Michigan, 1965). *College to University: the Hannah years at Michigan State, 1935-1969* by Paul L. Dressel (East Lansing, MI: Michigan State University, University Publications, 1987).

Episcopal Church until his death in 1923.¹²² In 1902, Ms. Myrtle Craig, became the first African American woman to enter MAC. Jonathan Snyder was the president of the college at the time. Craig graduated on May 31, 1907, and received her diploma from the hand of President Theodore Roosevelt, honored guest at the College's Semi-Centennial Jubilee.¹²³ She taught African American youths in Kansas and Missouri and later at Lincoln Institute, currently Lincoln University in Kansas, a historical black college founded under the second Morrill Act, the land-grant philosophy of 1890.

Another first happened when on June 15, 1900, Booker T. Washington spoke at the MAC commencement ceremony. He was the first African American to ever speak at the MAC commencement. He regularly wrote MAC President Snyder and asked him about the training of black men at the college. Mr. Washington accepted MSU's alumnus William Thompson to teach at the Tuskegee Institute in Alabama after graduation.

Justin Morrill's land-grant act of 1862 was the catalyst to eventually provide access to public higher education to people from all backgrounds. The second Morrill Act of 1890 that established black land-grant colleges further opened that access.¹²⁴

More Blacks arrived at the land grant institution in the 1890s, since the college's goal was to "promote liberal and practical education of the industrial classes in the areas of

¹²² "From the President's Desk" Office of the President Michigan State University, February 7, 2005. http://president.msu.edu/desk/index.php?/site/february_7_2005/

¹²³ "The African American Presence at Michigan State University: Pioneers, Groundbreakers and Leaders, 1900-1970." Michigan State University, 1996-1997. <http://www.msu.edu/unit/msuarhc/africanpresence1.htm> p. 1.

¹²⁴ "From the President's Desk" Office of the President Michigan State University, February 7, 2005. http://president.msu.edu/desk/index.php?/site/february_7_2005/

agriculture and mechanical arts.”¹²⁵ The second Black male to graduate from Michigan Agricultural College was Gideon Smith in 1916. He was a talented athlete and one of the first two Blacks to play college football in the United States and one of the first to play professional football.¹²⁶ Only a year later another Black male to graduate named Delbert McCulloch Prillerman graduated. It took ten years before another Black female was graduated from Michigan Agricultural College. Mabel Jewell Lucas of Lansing, Michigan received her Bachelor of Science degree in 1927.

The first black woman to be hired at Michigan State University was a housekeeper in 1923, more than sixty years after it opened.¹²⁷ Between the years 1923 to 1948, six more African Americans graduated from Michigan Agricultural College, two of whom were women. In 1948, approximately ninety years MSU after its founding the college hired its first black woman staff member.¹²⁸

Pioneering Black Male Faculty at MSU

In 1948, Michigan Agricultural College hired Dr. David W. Dickson in the Department of English. He became the first African American MSU faculty member.¹²⁹ Between 1948 to

¹²⁵ “The African American Presence”, p. 1.

¹²⁶ Ibid., p. 2.

¹²⁷ Minutes presented to the Office of the President, “Presentation to the Board of Trustees, Michigan State University, East Lansing, Michigan, Pertaining to Employment of Black Women at Michigan State University.” February 25, 1972, p. 2. The identity of the black female housekeeper remains unknown. Perhaps a reason was to protect the person from racial and sexual discrimination. Another reason could possibly be that no one from the Board of Trustees was interested in knowing who this person was and therefore her name was not mentioned at this particular hearing.

¹²⁸ Presentation to the Board. p. 2. No information was given as to who the person was.

¹²⁹ “The African American Presence at Michigan State University.” p. 7.

1956, six more students became alumni of Michigan Agricultural College. Ramona Porter graduated with honors with a Spanish degree in 1950. Myrtle Pless received her Masters of Arts degree in Education, in that same year. In 1956, the name of this institution was changed to Michigan State University of Agriculture and Applied Science. Also in that same year, the first clerical black woman employee was hired.¹³⁰

The next year, 1957, Dr. William Harrison Pipes joined the faculty of Michigan State University, teaching speech and literature. Pipes was the first African American in the United States to earn a Doctorate of Philosophy in Speech as well as the first African American to be granted a Full Professorship at Michigan State University. Not only was Pipes an outstanding scholar on Michigan State's campus, but his daughter Harriette Pipes McAdoo later joined the faculty at Michigan State University.

Black Women Faculty Make Their Arrival to Campus

One hundred and ten years after MSU was founded, on September 1, 1968, Ruth Simms Hamilton became the first Black woman faculty member. The way in which she was hired is quite significant in that she and her husband, Dr. James B. Hamilton were both faculty members on the campus. She was hired first and the next year he was hired. There is no prior data that reveals other Black faculty members who had spouses that were professors, until the Hamiltons came in the late 60s. Ruth Hamilton was hired as a visiting assistant instructor in Sociology. She received her undergraduate training from Talladega College. Hamilton then earned her Doctorate of Philosophy from Northwestern University in 1966; her dissertation was entitled, "Urban Social Differentiation and Membership Recruitment among Selected Voluntary

¹³⁰ Presentation to the Board. p. 2. The person's identity remains unknown.

Associations in Accra, Ghana.” She arrived on campus as the spouse of Dr. James B. Hamilton. It was also a moment when MSU captured national attention as the only Big Ten school to have an African American President.

The legendary President John A. Hannah ended his tenure at Michigan State in 1968, after having served for twenty-eight years. MSU to Black Americans were stunned by the assassination of their leader, Rev. Dr. Martin Luther King, Jr. Detroit as well as other cities experienced devastating race riots and uprisings. Students and other Blacks rioted because of frustration, anger, and the weight of injustice. It was at this juncture that James B. Hamilton, husband of Ruth Simms Hamilton, joined the teaching staff in the chemistry department. James Hamilton played a pivotal role in the lives of the black student population. Hamilton served as a faculty mentor to Black students as well as a consultant to the office of the President on racial issues.

Under the tenure of Michigan State’s new president, Walter Adams, African American and African students made their concerns known about Michigan State’s future and its response to people of color. In 1969, physician, Georgia A. Johnson joined MSU’s faculty on an equal status with white males and white female colleagues. She was hired as an assistant professor, a few years after the College of Human Medicine was formed. Johnson received her Doctorate of Medicine Degree from the University of Michigan in Ann Arbor.¹³¹ In addition, she became the only other Black female faculty member, besides Dr. Ruth Hamilton, to come in under what I consider to be the “inaugural cohort” of Black women faculty at Michigan State University.

¹³¹ Dr. Georgia A. Johnson, self-published a book, *Black Medical Graduates of the University of Michigan (1872-1960 inclusive) and Selected Black Michigan Physicians*, (East Lansing: G. A. Johnson Publishing Co., 1994). The book features biographies of black physicians that attended medical school at the University of Michigan as well as other well-known black physicians in the state of Michigan.

Johnson remained on the staff of Olin Health Center as a physician until she retired in the mid-1980s.

According to James B. Hamilton, two major demonstrations by African American and African students occurred during Walter Adams's tenure and led to new commitments to expand access for African American students, faculty, staff, and administrators at Michigan State University.¹³² First, African American students began their sit-ins and protested at MSU's Wilson Hall cafeteria on April 29, 1969. The *State News* headlines read: "BSA holds Wilson cafeteria; claims harassment of blacks." The article stated that "Over 100 black students shut down Wilson Hall cafeteria Monday to protest the alleged harassment of three full-time black employees."¹³³ The students of Black Student Alliance (BSA) took matters into their own hands after hearing that three black women employees walked off their jobs because of racial remarks made by their managers. According to the newspaper, "shortly before 5 p.m., the black students took over the cafeteria and refused to allow dinner to be served. 'If those who rule or govern the operations of this University cannot control their racist employees [sic] who are in positions of management, black students will do their job for them,' the statement said."¹³⁴ Another headline featured that day was "Wilson hearing airs charges; BSA stays; decision pending." President Walter Adams responded quickly. He appointed Dr. Robert L. Green and Dr. James Hamilton to a committee to investigate the Wilson Hall incident.

¹³² James B. Hamilton, *What A Time To Live: The Autobiography of James B. Hamilton*. (East Lansing: Michigan State University Press, 1995) p. xx.

¹³³ "BSA holds Wilson cafeteria; claims harassment of blacks," a clipping from the *State News*, 29 April 1969, in the Vice President For Student Affairs Student Protest Files, Michigan State University Archives and Historical Collections, East Lansing, Michigan.

¹³⁴ Ibid.

Then on October 22, 1969, another black student organization, Black Liberation Front (BLF), and other black students took over Holden Hall because black students were being mistreated in the cafeteria. A *State News* article read, “....Tom Haring, a cafeteria employe [sic], told the blacks to use the main entrance. Sam Riddle, BLF representative, presented a pass that allows him admittance into any residence hall cafeteria. Haring informed them that passes were only honered [sic] at the main entrance. A fight ensued.”¹³⁵ Moreover, another version of the story stated that, “Riddle asked Haring to get a supervisor to confirm Riddle’s right of admittance. Haring refused and allededly [sic] pushed Riddle out of the cafeteria.”¹³⁶ The article goes on to give more explicit details of the events that occurred that night at Holden Hall. The Black students let the people who were spectators in the cafeteria know that they were coming back and they were not going to keep them out of the cafeteria. So the Black students met. The climax of the story was when the “Black students milled around the cafeteria, a few swinging billy clubs and informing the residents that their dinner was over.”¹³⁷ The management of cafeteria closed it and told the residents to eat at Wilson Hall cafeteria instead. There were some minor altercations between some white and black students. “One white student said, ‘It’s my cafeteria and I’m not going to leave.’ A black student informed him, ‘You ain’t got no God damn cafeteria.’ The black students had a short meeting after the whites dispersed and left Holden to regroup at the Wilson Auditorium.”¹³⁸ The next day, President Adams went to visit Holden Hall

¹³⁵ “Black students force cafeteria shutdown,” a clipping from the *State News*, 29 April 1969, in the Vice President For Student Affairs Student Protest Files, Michigan State University Archives and Historical Collections, East Lansing, Michigan.

¹³⁶ Ibid.

¹³⁷ Ibid.

¹³⁸ Ibid.

in hopes to calm all parties involved and to get some understanding of what happened.¹³⁹ Adams' tenure was only a year and he was replaced as president in 1970.

Dr. Clifton R. Wharton, Jr., an African American became the 14th president of Michigan State University in 1970. Wharton was the only Black president in Michigan State's history and the first at a major, predominantly white university. Dr. Wharton was born in Boston, Massachusetts on September 13, 1926. He entered Harvard University at the age of sixteen and graduated in 1947 with a Bachelor of Arts Degree in history. Wharton went on to receive a Masters Degree in the Johns Hopkins University School of Advanced International Studies in 1948. Additionally, he became the first Black to earn a Ph.D. in Economics from the University of Chicago in 1958. According to Hamilton, Wharton "saw the need immediately to set MSU on a new direction in the recruitment, admission, and enrollment of a more diverse student body."¹⁴⁰ Wharton first established the 'President's Commission on Admissions and Student Body Composition'. Hamilton took special interest in the report which the committee produced. The report focused on the need for Michigan State to become a more accessible institution to various student groups, including adults, handicappers, the disadvantaged, and minorities.¹⁴¹

Dr. L. Eudora Pettigrew started the "1970s cohort" of new Black women faculty during the 1970s. She was an associate professor at the time of hire and became a member of the Metropolis Studies Department in 1970. In 1966, Pettigrew earned her doctorate of Philosophy from the University of Southern Illinois at Carbondale in the field of Educational Psychology. She was appointed as chair of the Urban Metropolis Studies program during the 1970s.

¹³⁹ "Adams Eases Hall Incident", a clipping from the *State News*, 22 October 1969, in the Vice President For Student Affairs Student Protest Files, Michigan State University Archives and Historical Collections, East Lansing, Michigan.

¹⁴⁰ *What A Time to Live.*, p. xx.

¹⁴¹ Ibid.

Pettigrew left Michigan State University as a Full Professor in 1980 to receive the highest position that a Black has ever held at the University of Delaware as Associate Provost. She would later leave Delaware to become the first African American president of the nation's largest university system, New York (SUNY) at Old Westbury, an undergraduate college of 3,600 students located on the north shore of Long Island in 1986; she later retired in 1998. Additionally, Dr. Patricia Barnes-McConnell, the fourth Black woman faculty member, joined the College of Agriculture faculty in 1970 as an instructor. McConnell received her Doctorate of Philosophy from Ohio State University in 1972; her dissertation was entitled, "Studies of Cognitive Development in Early Infancy." She served for twenty years as the Director of the Bean/Cowpea Collaborative Research Support Program and retired as a Professor in the Department of Resource Development in the College of Agriculture and National Resources in 2001.

In 1971, Dr. Gloria Smith joined the faculty of the Department of Education. Smith received her undergraduate training from Miami University in Ohio and her Doctorate of Education Degree at the University of Massachusetts. In 1972, Smith served as a member of the steering committee for the Black Women Employees Association of Michigan State University. She along with others, met with the President and Board of Trustees at Michigan State University to discuss the issue of Black women under representation at an institution of MSU's magnitude and stature. (See Appendix 4. for a copy of the transcript of the oral presentation, which was given by Josephine Wharton). In Smith's opinion, demands for more Black women professors fell on deaf ears. She served as the second Director for the African American & African Studies Ph.D. Program and retired as Professor of Department of Department of Counseling, Educational Psychology, and Special Education, and Special Education in 2007.

In 1976, with the support of President Wharton, June Manning Thomas joined the Geography Department as an instructor in 1976 and Margaret I. Aguwa joined the faculty in the Department of Family and Community Medicine. June Thomas earned a Ph.D. in Urban and Regional Planning from the University of Michigan (Ann Arbor) in 1977. Her dissertation was “Blacks on the South Carolina Sea Islands: Planning for Tourist and Land Development.” In 2007, she retired from MSU as Professor of Urban and Regional Planning and moved to Ann Arbor, Michigan to take on a newly endowed professorship as the first Centennial Professor in Urban + Regional Planning at the University of Michigan. Moreover, Dr. Aguwa earned her Doctor of Osteopathic Medicine Degree from the University Health Sciences College of Osteopathic Medicine in Kansas City, Missouri, in 1973. She is Professor and Associate Dean for Community Outreach and Clinical Research and director of the OsteoCHAMPS Program at MSU. In 2007, Dr. Aguwa was named one of the *Detroit News* “Michiganiaan of the Year.”

Now, the Affirmative Action Report at Michigan State University revealed that Black women were grossly under-represented during the year of 1977. As a result, MSU hired Dorothy Harper Jones and Frankie J. Brown. Jones taught in the Department of Social Work. She received her Ph.D. from Smith College School for Social Work in 1990, with a dissertation titled “Synchrony in the Separation-Individuation Experience of Mothers and Their ‘Practicing’ Infants: A Comparative Analysis of African Mothers and Their Infants and African-American Mothers and Their Infants.” She went on to work with Michigan State’s then Provost Lou Anna K. Simon on special projects, including being the chairperson of the Committee Commemorating the Life of the late, Civil Rights Leader, Rev. Dr. Martin Luther King, Jr. until she retired from the university in 2001. Then Brown was hired by the university after receiving her Ph.D. in 1981 from the Department of Zoology at Michigan State University. The topic for

her dissertation was “Genetic Studies of Taste Perceptions of Antidesma and Phenylthiocarbamide”. She worked in an administrative capacity for most of her tenure in the University Undergraduate Division (UUD) as an advisor and retired in 2008.

The following year, 1978 two more Black women came aboard as faculty, Wanda D. Lipscomb and Bonita Pope Curry. Lipscomb received her Ph.D. from Michigan State University in 1978. She wrote her dissertation on “The Effect of an In-Service Training Program in Systemic Management on the Decision Making Skills of Counselors Supervisors in the Detroit Public Schools.” She is currently the Assistant Dean for Student Affairs in the College of Human Medicine and the Director of Center of Excellence and an Associate Professor of Psychiatry. Additionally, Bonita Pope Curry came from Southern Illinois University at Carbondale, having written a dissertation and receiving her Ph.D. in 1978; her research was entitled “The Relationship of Race, Racial Attitudes, and Need for Approval Interracial Intimacy.” Curry being hired in 1978 ended the “1970s cohort” of black women faculty. She is the Associate Dean and Director of the Undergraduate University Division Office (UUD) and is a Full Professor.

It would be two years after Wharton’s presidency that the next black woman would arrive. Becoming an Assistant Professor in 1981, Carrie B. Jackson started the “1980s cohort”. Jackson received her Ph.D. from Michigan State University in 1979 from the Department of Family, Child Ecology. Her dissertation was titled “Family Life Satisfactions and Job Satisfaction as Predictors of Perceived Well-Being.” Jackson was an Assistant Professor in Pediatrics and Human Development. She did not pursue a higher rank within the university tenure system; she preferred to do administrative work, so she became the Assistant Dean of Student Affairs in the College of Human Medicine until she retired from the university in 2001.

Only a year later would MSU see the arrival of two more African American women scholars, Eunice F. Foster and Linda S. Beard. Foster came from the University of Arkansas at Fayetteville. She wrote her Ph.D. dissertation in 1982 on “Nitrogen Assimilating Enzymes, Foliar Nitrogen Loss, and Ethylene Evolution in Soybeans (*Glycine Max L.*).” She is a Full Professor and works in the Department of Crop, Soil, and Science. Similarly, Linda S. Beard made her journey from Columbia University, having earned a Ph.D. in Literature. Her dissertation title is “Lessing’s Africa: Geographical and Metaphorical Africa in the Novels and Stories of Doris Lessing.” She was an Associate Professor in the English Department until she left the university in 1995 to accept a position at Bryn Mawr College.

Next, two more women joined the faculty in 1983. Dr. Ida J. Stockman entered MSU with a Ph.D. from Pennsylvania State University. She graduated in 1971 in the field of Speech-Language Pathology. Her dissertation title was “Heterogeneity as a Confounding Factor When Predicting Change in Articulation Development.” Stockman is a Full Professor in the Department of Audiology and Speech Sciences. She received a special honor at the New Ways of Analyzing Variation (NWAV) conference held at MSU in October 2000; the conference “cited her pioneering work on language and development in African-American English.” NWAV is the world’s premier meeting for sociolinguists who study language varieties in relation to social context.¹⁴² Dr. Barbara Ross Lee entered MSU as Professor and Chairwoman of Family Medicine. She graduated from the Michigan State University College of Osteopathic Medicine in 1973. Ross Lee is the sister of musical legend, Diana Ross. She served on the faculty for ten years. In 1983, she became the first African American woman dean of a United

¹⁴² “Stockman Honored at Conference,” a website from the College of Communications Arts and Sciences, 24, April 2001. <http://cas.msu.edu/about/newsevents/show/71>

States medical school. She remained dean of the College of Osteopathic Medicine of Ohio University until 2001. Three years went by before the next Black female faculty hire. In 1986, Dr. Denise Troutman came to the university. She earned her Ph.D. from Michigan State University in 1987, with a dissertation in Linguistics. The title was “Oral and Written Discourse: A Study of Feature Transfer (Black English).” Troutman is an Associate Professor in the Departments of Writing, Rhetoric, & American Cultures as well as Linguistics.

Within the next year, three Black women faculty joined the group of “1980s generation”: Lauren S. Young, Julia R. Miller and Darlene Clark Hine. Young’s tenure at MSU was short; she was an Associate Professor in Teacher Education. She earned an Educational Doctorate (Ed.D.) from Harvard University in 1984, writing a dissertation titled “In Time of Silver Rain: The Case of Five Urban High School Interventions (Minority, Inner-City, Alternative Schools).” She left MSU in 2001 to later become the Director of Spencer Foundation. Next, Julia Miller took her seat in the College of Human Ecology as the Dean. She earned her Ph.D. from the University of Maryland at College Park in 1974, writing a dissertation entitled “Family Communication and Academic Achievement of Black Adolescent Females.” She came to MSU as a Full Professor; her accomplishments have made her one of the shining stars within her “1980s cohort.”

Something that was rare happened in the year of 1987 for the status of Black women faculty. One of their colleagues was not only hired as a Full Professor, but she also received an Endowed Professorship. Dr. Darlene Clark Hine, former Vice-Provost of Purdue University, became the John A. Hannah Distinguished Professor of American History. Hine was the only Black professor to be given a Hannah Professorship named in honor of former president John Andrew Hannah. The Hannah professors, of whom there are six, represents the highest honor

bestowed on a faculty member. The John A. Hannah Distinguished Professorships were established in 1969 to expand and maintain excellence in the faculty across broad areas of Michigan State University. The Hannah professorships are awarded to preeminent scholars to honor John Andrew Hannah's twenty-five years as president of Michigan State University. A Hannah professor has an academic appointment in their respective college at the level of full professor, a nationally competitive salary, and an endowed fund for research expenses. Hine earned her Bachelor's Degree from Roosevelt University in 1968, Masters Degree from Kent State University in 1970 and a Doctorate of Philosophy with a major in American History from Kent State University in 1975. Her dissertation, which later turned into her first book was entitled, "The NAACP and the Destruction of the Democratic White Primary, 1924-1944." In 2004, Hine left MSU to become the Board of Trustees Professor of African American Studies and Professor of History at Northwestern University.

Moreover, two more women joined the sophomore class: Ruby L. Perry and Georgia Padonu. These two women work in the medical profession. Ruby L. Perry received her Doctorate of Veterinary Medicine from Tuskegee University in 1977. She was an Associate Professor in the Department of Small Animal Clinical Science. In 2008, Felton left MSU to become Associate Dean for Academic Affairs in the School of Veterinary Medicine at Tuskegee University. Still, Georgia Padonu received her Doctor of Public Health Degree from the John Hopkins University, School of Public Health. She is an Associate Professor in the College of Nursing.

Additionally in the year 1989 two more black women entered the sophomore class: Patricia A. Edwards and Geneva Smitherman. Dr. Edwards is a Full Professor of Language and Literacy and a Senior Researcher at the National Center for the Improvement of Early Reading Achievement at Michigan State University. She earned her Ph.D. from the University of

Wisconsin-Madison in 1979. Her area of research was in Reading Education; she wrote her dissertation on “An Investigation of English Teachers’ Knowledge of Reading Techniques and Their Observed Teaching Methods.” She is also the recipient of the prestigious Michigan State University 2001 Distinguished Faculty Award. On February 15, 1994, Dr. Edwards was the recipient of the prestigious Michigan State University Teacher-Scholar Award and on April 28, 1994, the Michigan State University Lilly Teaching Fellows Scholarship Program honored Dr. Edwards for her outstanding teaching.

Moreover, Dr. Geneva Smitherman came to the Department of English in 1989 as a Full Professor. Smitherman earned her Doctorate of Philosophy Degree from the University of Michigan in Ann Arbor in 1969; her dissertation was on “A Comparison of the Oral and Written Styles of a Group of Inner-City Black Student.” Before coming to MSU, she was a founding faculty member of the Department of Afro-American Studies at Harvard University and taught at Wayne State University. In 1992, she became a University Distinguished Professor of English. She was the last professor in the “1990s cohort” to come to MSU. The criterion for becoming a University Distinguished Professor is:

The title, University Distinguished Professor, will be conferred on elected members of the Michigan State University faculty to recognize distinguished achievement in teaching, research and public service. A University Distinguished Professorship Emeritus will be conferred upon retirement. Individuals holding a University Distinguished Professorship will receive, in addition to salary, an average stipend of five thousand dollars for five years to support professional activities. Assignments for University Distinguished Professors will be arranged with the dean, chairperson/director and the Provost. The designation will be highly honorific and consequently very exclusive. Membership in this category will reflect the diverse scholarly dimensions of Michigan State University.¹⁴³

¹⁴³ Michigan State University, Office of the Provost, *Faculty Handbook*. February 2002. Section IV, under Academic Personnel Policies, University Distinguished Professorship.
<http://www.msu.edu/unit/facrecds/FacHand/udistingprof.html>

There are only slight differences between the Distinguished Hannah Professorship and the University Distinguished Professorship. The Hannah Chaired professors have a large endowment starting at \$100, 000, which increases over time. They also have the opportunity to take more research time than University Distinguished and regular faculty members. Most of the Hannah Chairs have a staff comprised of administrative assistants and graduate students, which aid in research collecting and book projects. Dr. Smitherman is the only Black female faculty member to become a University Distinguished Professor. She is a founding member of the African American & African Studies Ph.D. program, having served a year as interim director. In December 2011, Smitherman retired from MSU.

The first member of the “1990s cohort” arrived in 1990, Dr. Yevonne R. Smith. She received her Ph.D. from the University of Michigan in Ann Arbor in Physical Education in 1981. Her dissertation title was “Analysis of Selected Processes Associated with Physical Education Student Teachers’ Experiences.” She was an Associate Professor in the Department of Kinesiology and Associate Dean of Michigan State University Graduate School. Smith retired from MSU in 2009. In 1991, Joyce M. Grant joined the faculty in the College of Education. She graduated from Harvard University with a Doctorate of Education (Ed.D.) in 1979, having written a dissertation entitled “Harvard University: A Partner in Urban School Desegregation.” Grant was an Associate Professor in Teacher Education and retired in 2007.

Later in the 1991-1992 school year, the daughter of Dr. William Pipes, Harriette A. Pipes McAdoo, took her seat as a Full Professor in the Department of Family and Child Ecology and in the 2000s, she joined the faculty of Sociology. Dr. Harriette McAdoo earned both her Bachelor’s Degree in 1961 and Masters Degrees in 1963 from Michigan State University and began her doctoral work in 1963-1964. She left Michigan State University and later received her Doctorate of

Philosophy Degree in Educational Psychology, Child Development in 1970. Her dissertation focused on “Racial Attitudes and Self Concepts of Black Preschool Children.” McAdoo, in 1996, won a Distinguished Faculty Award for her outstanding service to Michigan State University. McAdoo retired from MSU in 2008 and passed away after a lengthy illness in 2009.

At the demand for having another Black female scholar hired, Wilma King was recruited to join the faculty in the Department of History in 1991. Her dissertation title was “Coming of Age: Hollis B. Frissell and the Emergence of Hampton Institute, 1893-1917 (Virginia).” Her research focus was on Black History. King left the History Department as a Full Professor in 1999 to accept an Endowed Chair, Arvah Strickland Distinguished Professor, at the University of Missouri, Columbia. She was the author of a prize winning path-breaking study on the history of slave children, *Stolen Childhood: Slave Youth in Nineteenth-Century America*. Still, another Black woman faculty would grace the College of Education, Lynette Y. Overby. Dr. Overby received her Ph.D. from the University of Maryland at College Park in 1986, with a dissertation title “A Comparison of Novice and Experienced Dancers’ Imagery Ability with Respect to Their Performance on Two Body Awareness Tasks.” She taught in the Department of Theatre; she left MSU in 2008 to become the Faculty Director for Undergraduate Research and Service at the University of Delaware.

In 1992, Dr. Robbie J. Steward joined the Department of Educational Psychology. She matriculated in 1984 from the University of Oklahoma with a Ph.D. in Education Psychology. Her dissertation was on “Black Freshmen: A Study of Academic Success and Persistence on Predominately White University Campuses.” Steward is Professor in Counseling Educational Psychology in the College of Education. Additionally, Stephanie Heard, Marquita Chamblee and Sonya Gunnings-Moton were hired. Dr. Heard received her MD from the University of Michigan,

Ann Arbor in 1986. She was hired in the Psychiatry Department and left MSU in 2007 to start her own practice in Kalamazoo, Michigan. Dr. Chamblee earned her Ph.D. in Agricultural Education from the Pennsylvania State University in University Park, Pennsylvania in 1983. Her dissertation is “A Profile of Black Agriculture Students at Selected 1862 and 1890 Land Grant Institutions.” She was hired in the Department of Agriculture and Natural Resources. She left MSU in 2007 to become the Director of Dismantling Racism Program at Pacific School of Religion in Berkeley, California. Dr. Gunnings-Moton received her Ph.D. from Michigan State University in 1989. Her dissertation is “An Examination of Dual-Career Marriage, Family, and Career Street Expectations of Undergraduate Students at Michigan State University.” She is an Associate Professor in the Counseling, Educational, Psychology Department and serves as Assistant Dean of Student Support Services and Recruitment in the College of Education.

Only one Black female faculty member was hired in 1993, Dr. Patricia Herring Jackson. She joined the faculty of the Department of Microbiology. She is a Research Assistant Professor in the Department of Microbiology and Molecular Genetics. In 1994, Margo S. Holland, Gloria T. Randle, Jeanette Gassaway, and Cynthia Jackson-Elmoore were hired. Dr. Holland received her Ph.D. from Michigan State University in 1994. Her dissertation is “Molecular Aspects of Turkey Herpesvirus Latency in Chickens: Identification and Localization of Latent Infections.” She was hired in the Department of Pathology and in 2000, took a job at the University of Tennessee. Dr. Randle earned her Ph.D. from the University of Chicago in 1994. Her dissertation is “Good-enuf Mothering: The African American Woman in 19th- and 20th-Century Literature.” She was hired in the English Department, where she taught African American Literature. Randle left MSU due to some health and personal challenges in 2002. Dr. Gassaway graduated from Michigan State University in 1994 with her Ph.D. She wrote a dissertation on “The Combined Effects of School

Environment, Preschool Experience, and the Head Start/Early Childhood Transition Program upon the Academic Achievement of Young School Children.” She worked in the Psychology Department and in 2000, she left the university. Dr. Jackson-Elmoore earned a Ph.D. in Public Administration from the University of Southern California in 1994. Her dissertation is “Production and Financing Choices for Municipal Services: Contracting and Franchising.” She was hired in the Department of Social Work and carries a dual appointment now in the Department of Political Science as well. She is a Professor and serves as the Dean of the Honors College.

Two years went by before another Black female faculty member was hired. In 1996, Francesca Dwamena and Teresa C. Jones joined MSU. Dr. Dwamena received her MD from Howard University College of Medicine in 1989. She is an Associate Professor in the Department of Medicine. Dr. Jones earned her Ph.D. from the University of Washington in 1996. Her dissertation is “Adoption decision-making in the African-American community.” She was hired in the School of Social Work and left in 2002 to work at the University of Washington. Two more Black women were brought to East Lansing as faculty members in 1997, Alifée M. Breland and Ihuoma U. Eneli. Dr. Breland earned her Ph.D. from the University of Wisconsin-Madison in 1997. Her dissertation is “Airing Dirty Laundry: Reasons and Processes by which Skin Tone Stratification continues to be a Pervasive Aspect of the African-American Community.” She was hired in the Department of Counseling, Educational Psychology, and Special Education, and Special Education, and Special Education and in 2002; Breland left MSU to take a position at Duke University. Dr. Eneli received her MD degree in 1989 from the University of Nigeria in Pediatrics. She was an Assistant Professor in the Department of Pediatrics and Human Development. She left MSU in 2006 to become the Associate Director for Clinical Programs at

the Center for Healthy Weight and Nutrition at Nationwide Children's Hospital and an Associate Professor of Clinical Pediatrics at The Ohio State University College of Medicine.

During the 1998 school year, three Black women joined the faculty, Elaine Mason, Lorraine Weatherspoon, and Karen P. Williams. Dr. Mason was hired in the Department of Psychiatry as an Assistant Professor; however, she left the university after one year of service. Dr. Weatherspoon earned her Ph.D. from Pennsylvania State University in 1992. Her dissertation is "The epidemiology of glycemic control in a black and white patient population with non-insulin-dependent diabetes mellitus in north central Florida." She was hired in the Department of Food Science & Human Nutrition. Weatherspoon is an Associate Professor and the Director of the Didactics Program in Dietetics. Dr. Williams graduated from Michigan State University with a Ph.D. in Human Development in 1998. Her dissertation is "An Analysis of Community Development Approaches to Cardiovascular Disease Prevention Projects for African-Americans." Williams was hired in the Department of Obstetrics, Gynecology and Reproductive Biology and is an Associate Professor who specializes in community-based research and health services for medically underserved women of color.

Another four women would take their seats as faculty members in 1999 – Deborah J. Johnson, Debreena L. Agbenyiga, Karen D. King and Reitumetse O. Mabokela. Dr. Johnson was hired by Department of Family, Child Ecology after leaving the University of Wisconsin-Madison as a Professor. She wrote a dissertation "Identity Formation and Racial Coping Strategies of Black Children and their Parents: A Stress and Coping Paradigm" and received her Ph.D. degree in Human Development and Social Policy from Northwestern University in 1987. Johnson is Professor of Family, Child Ecology in the Department of Human Development and Family Services. Dr. Agbenyiga earned her Ph.D. from Michigan State University in 2005 from

the School of Social Work. Her dissertation is “An Organizational Culture Assessment: Does Understanding Provide Implications for Effective Services for Children in Foster Care?” Agbenyiga is an Associate Professor and is Assistant Dean for Equity, Diversity, and Inclusive Academic Affairs in the College of Social Science. Dr. King became the first Black female faculty in the Department of Mathematics. She received her Ph.D. degree from the University of Maryland College Park in 1997. Her dissertation is “Instructor Decision-making in Reform-oriented Undergraduate Mathematics Classes.” King remained on the faculty at MSU until 2005, where she took another position at New York University. Dr. Mabokela was hired in the Department of Educational Administration. She earned her Ph.D. from the University of Illinois at Urbana-Champaign in 1998. Her dissertation is “Black Students on White Campuses: Responses to Increasing Black Enrollments at Two South African Universities.” Mabokela is Professor of Higher, Adult, and Lifelong Education.

The first members of the “2000s cohort” arrived in 2000, Adesuwa Olomu, Coretta C. Patterson, Kimberly M. Ellis and Daina L. Ramey Berry. Dr. Olomu earned her MD degree from the University of Benin, Nigeria. She is an Associate Professor in the Division of Internal Medicine. Dr. Patterson earned her Doctor of Veterinary Medicine Degree from the University of Illinois at Urbana-Champaign in 1995. Before coming to MSU, she served as Outpatient Clinician at University of Georgia College of Veterinary Medicine from 1998-2000. She became a member of MSU’s faculty in 2003. Patterson is an Assistant Professor and Associate Dean for Professional Academic Programs and Student Affairs in the Department of Small Animal Clinical Sciences. Dr. Ellis became the only Black female faculty in the Department of Management. She received her Ph.D. from Florida State University in 2000. Her dissertation is “Outcomes in Related Acquisitions of Similar-sized Firms: The Effects of Integration Approach

and Process Management.” After serving for eight years, Ellis left Michigan State University to pursue other opportunities. Dr. Berry came to MSU from Arizona State University, after serving in the History Department. She received her Ph.D. from the University of California, Los Angeles in 1998. Her dissertation is “‘A Place of Our Own’: Labor, Family and community among Female Slaves in Piedmont and Tidewater Georgia, 1820-1860.” Berry left MSU in 2008 to accept a position in the Department of History at the University of Texas at Austin.

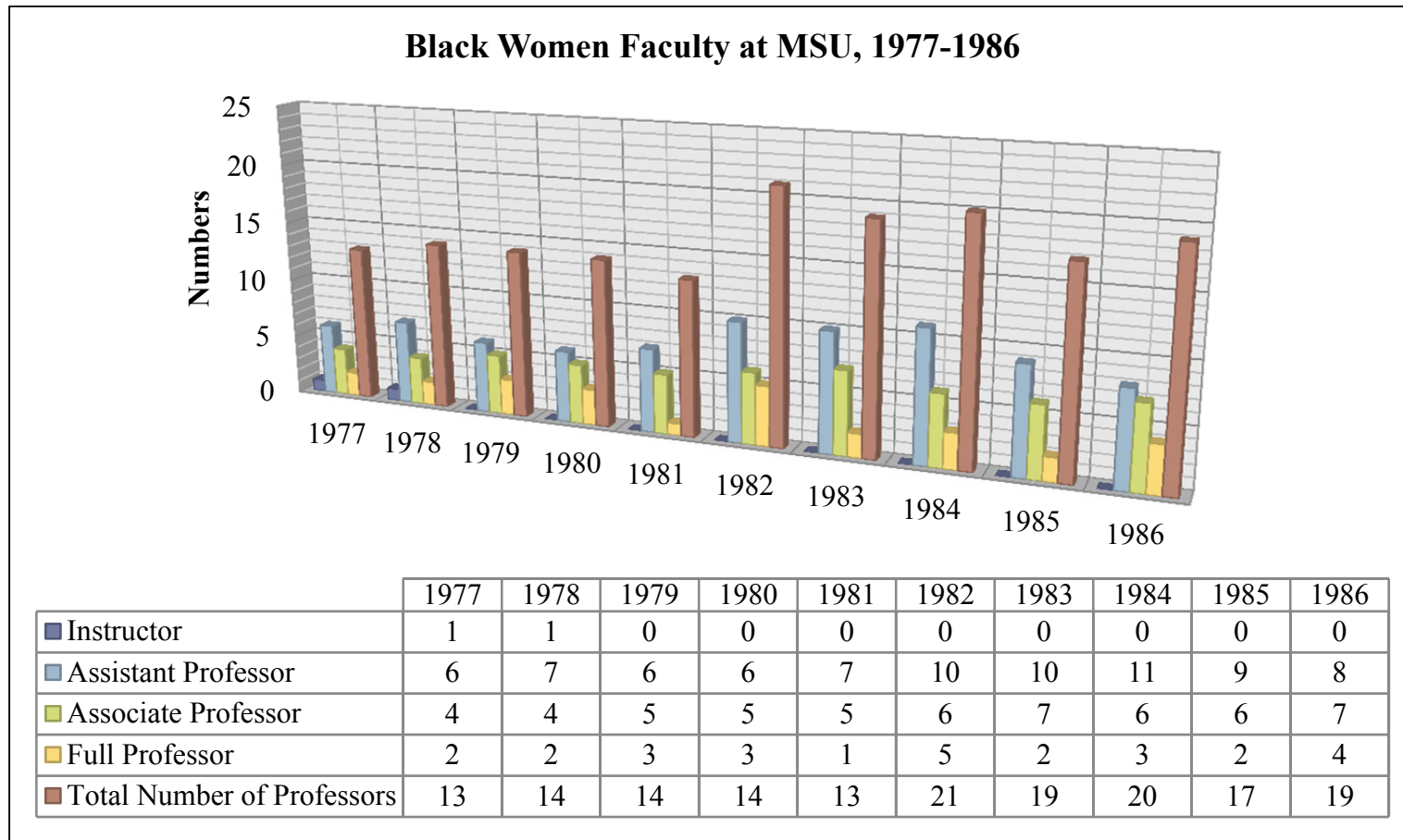
From 2001 to 2009, twenty Black women faculty members began new careers at MSU as Assistant Professors. There were three exceptions Dr. Jualynne Dodson, came to from the University of Colorado at Boulder in 2002, with the rank of Professor in Sociology, Dr. Nwando Achebe, who came from the College of William & Mary at the rank of Associate Professor to the Department of History, and Dr. Brenda Alston-Mills from North Carolina State University in 2000. Alston-Mills joined the Department of Animal Science with the rank of Professor. Seven of the “2000s cohort” has left MSU to pursue other academic and civic careers. These faculty members are located in the College of Arts and Letters, College of Business, College of Social Science, College of Human Medicine and College of Education.

Statistical profiles and findings

While no data exists for the years prior to 1971 at Michigan State University, current data shows that Black faculty are largely under-represented in proportion to the size of the Black student population and its percentage of the student population at large.

In this section, I present a statistical profile of Black women academicians. Black women faculty ages range from 30-68. Many of them received their doctorate degrees from highly accredited institution, including ivy league schools such as Harvard University. The majority of the faculty who are discussed are still members of the teaching body at MSU. There are, however, some exceptions, of those who left MSU have either retired or accepted positions at another institution. They earned tenure and promotion at their new locations. Some images in the dissertation are presented in color. To interpret the data, Figures and graphs are used throughout this chapter, so that the reader can further understand the scope of the limited numbers of black women faculty on the campus of Michigan State University.

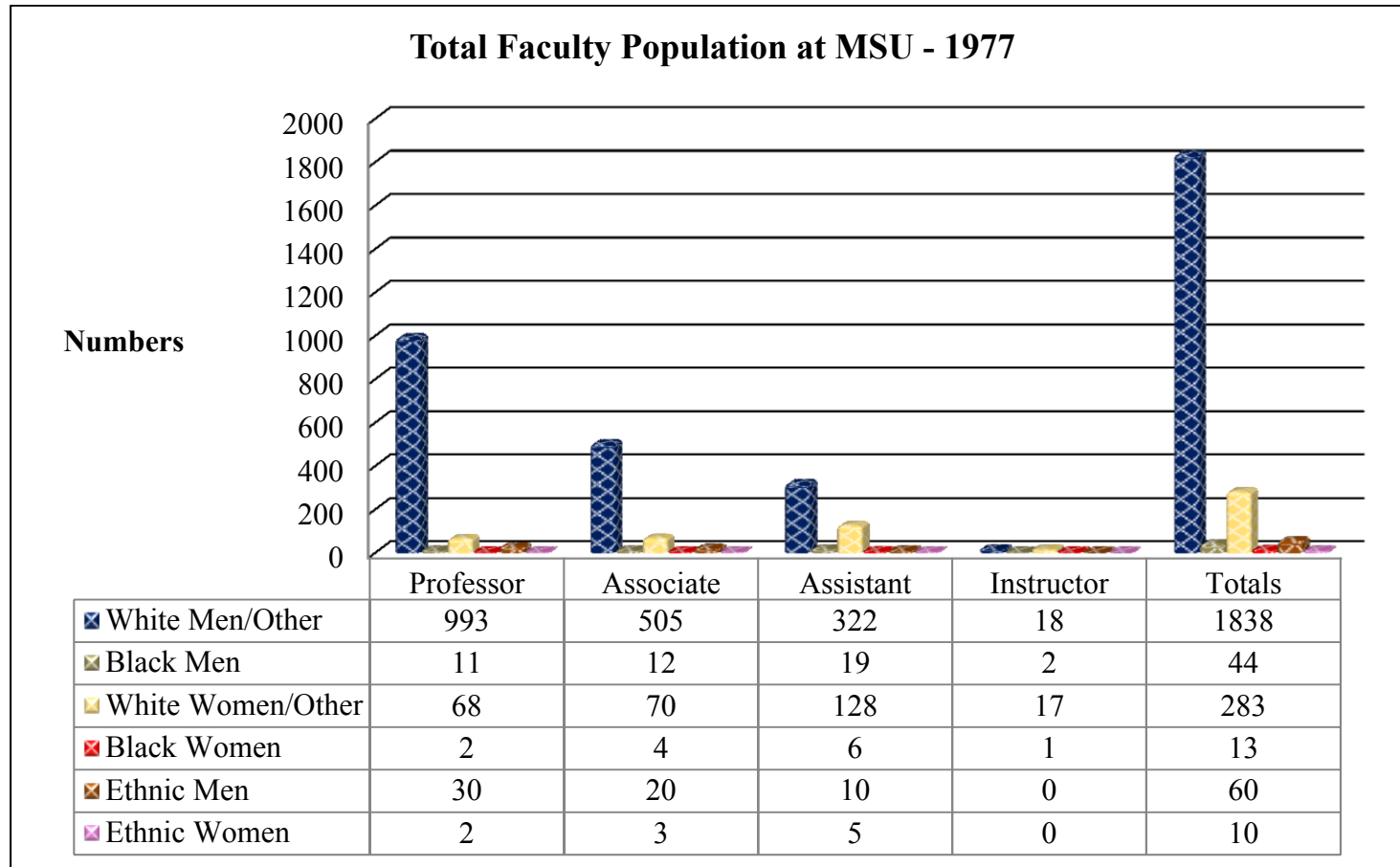
Figure 1.



For interpretation of the references to color in this and all other figures, the reader is referred to the electronic version of this dissertation.

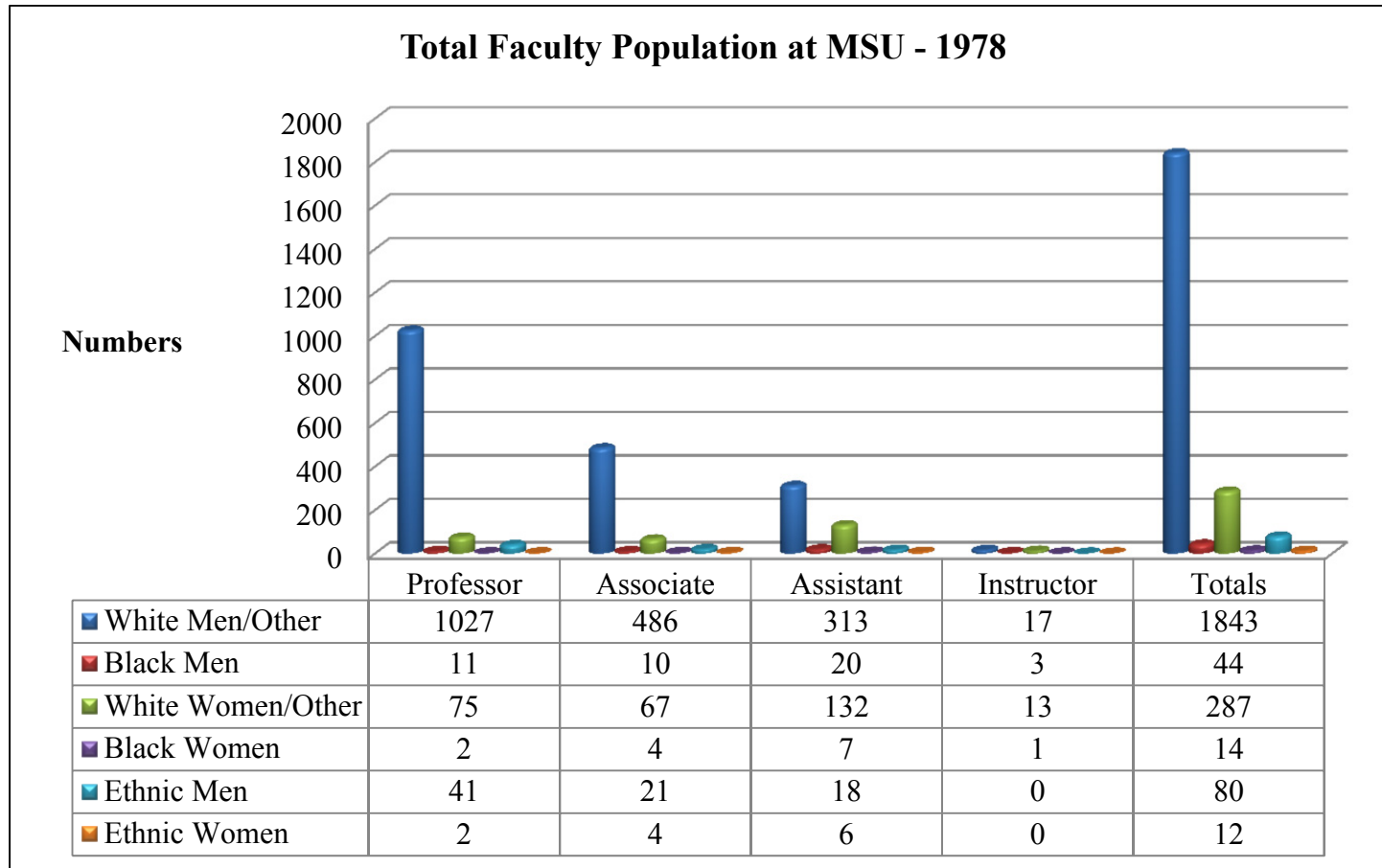
Figure 1. Gives an overview of numbers of Black women faculty at MSU from the rank of Instructor to Professor (1977-1986).

Figure 2.



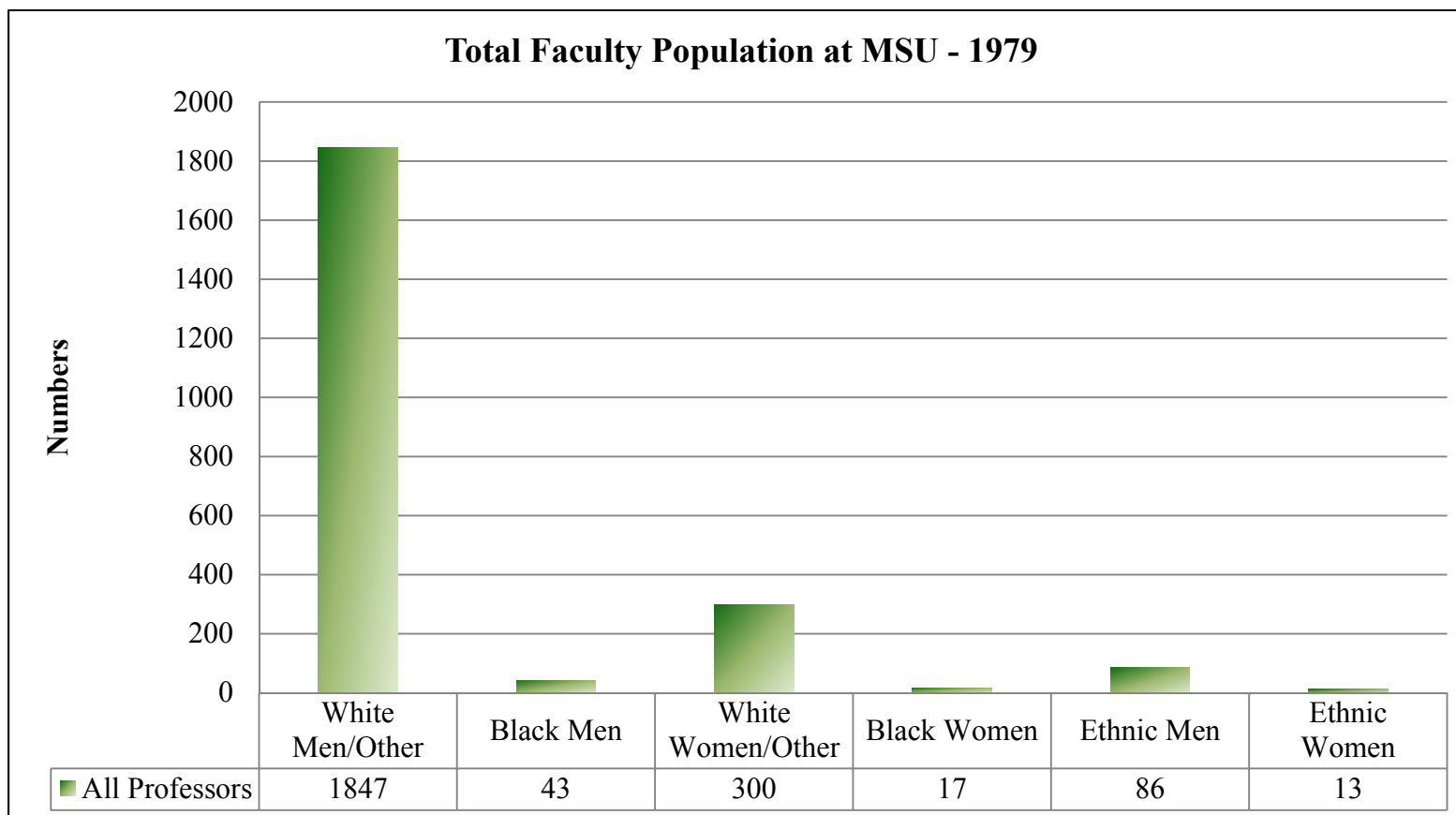
Affirmative Action Data on Tenured Faculty as of October 1977.

Figure 3.



Affirmative Action Data on Tenured Faculty as of October 1978.

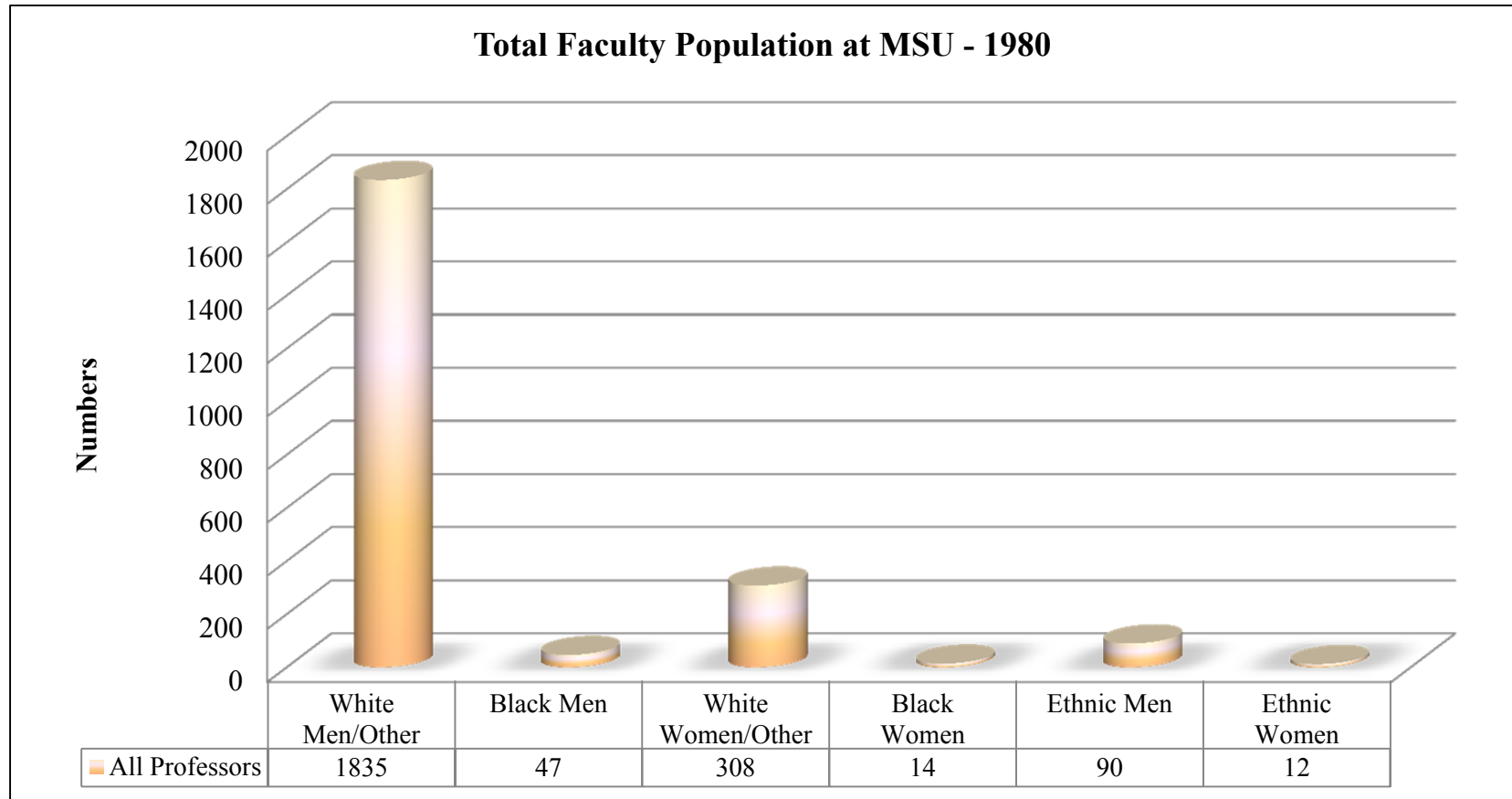
Figure 4.



White men/other were 80.1% of the population, Black men were 1.9% of the population, White women/other were 13% of the population, *Black women made up only 0.7% of the population, while Ethnic Men were 3.8% of the population followed by Ethnic women making up the last 0.6% of the total faculty population in 1979.

Affirmative Action Data on Tenured Faculty as of October 1979.

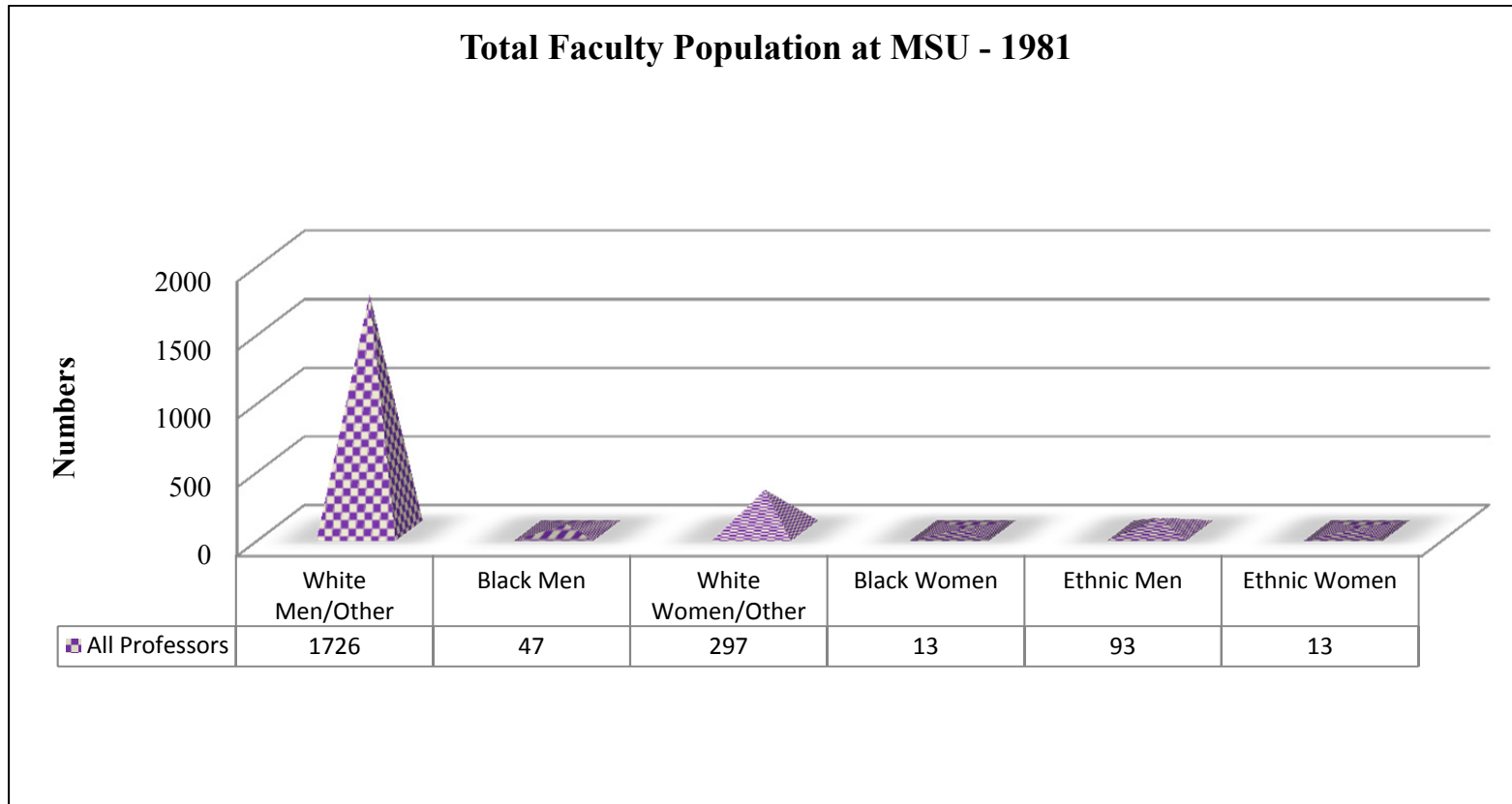
Figure 5.



White men/other were 79.6% of the population, Black men were 2.0% of the population, White women/other were 13.4% of the population, *Black women made up only 0.6% of the population, while Ethnic Men were 3.9% of the population followed by Ethnic women making up the last 0.5% of the total faculty population in 1980.

Affirmative Action Data on Tenured Faculty as of October 1980.

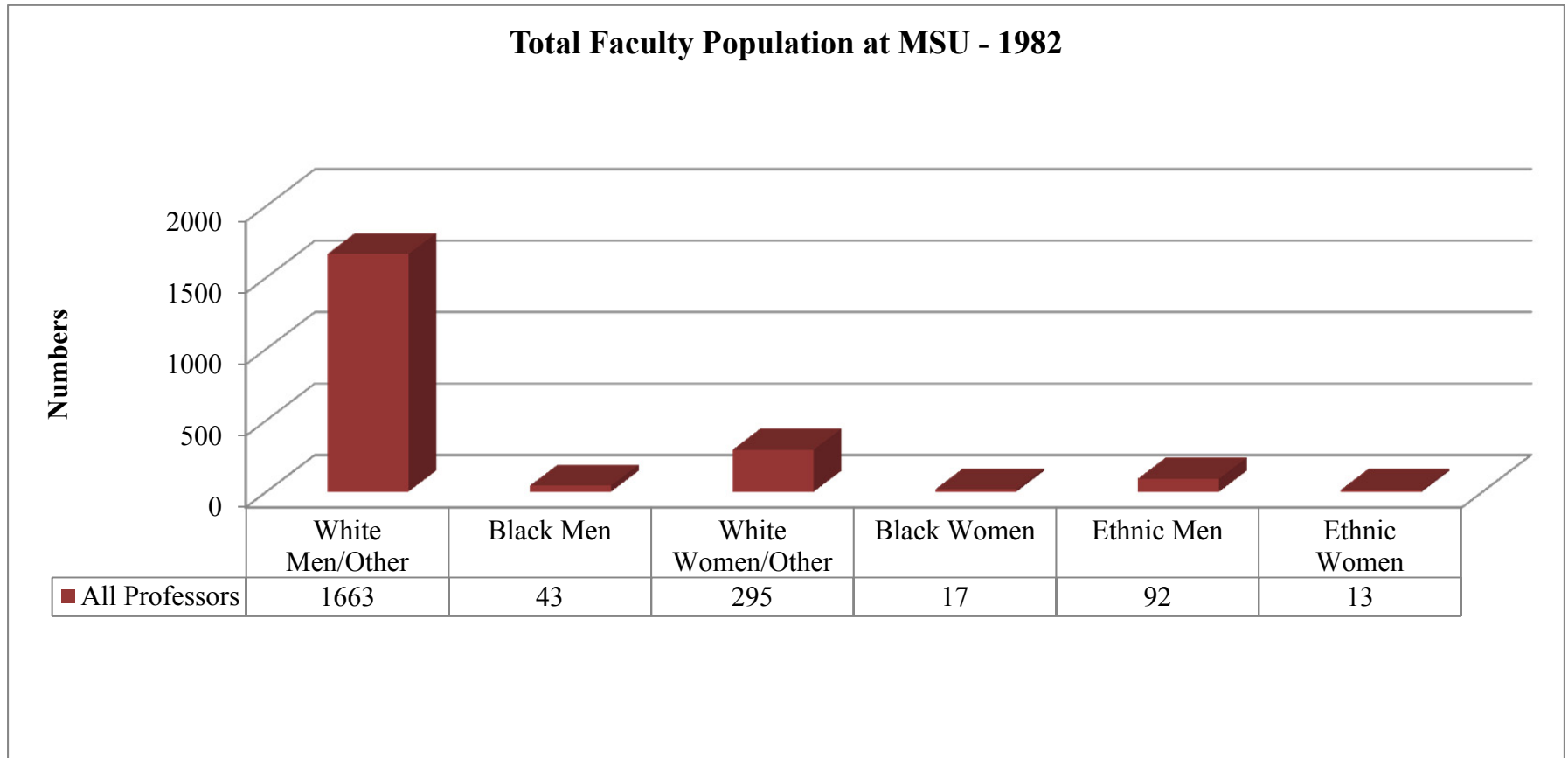
Figure 6.



White men/other were 78.8% of the population, Black men were 2.1% of the population, White women/other were 13.6% of the population, *Black women made up only 0.6% of the population, while Ethnic Men were 4.3% of the population followed by Ethnic women making up the last 0.6% of the total faculty population in 1981.

Affirmative Action Data on Tenured Faculty as of October 1981.

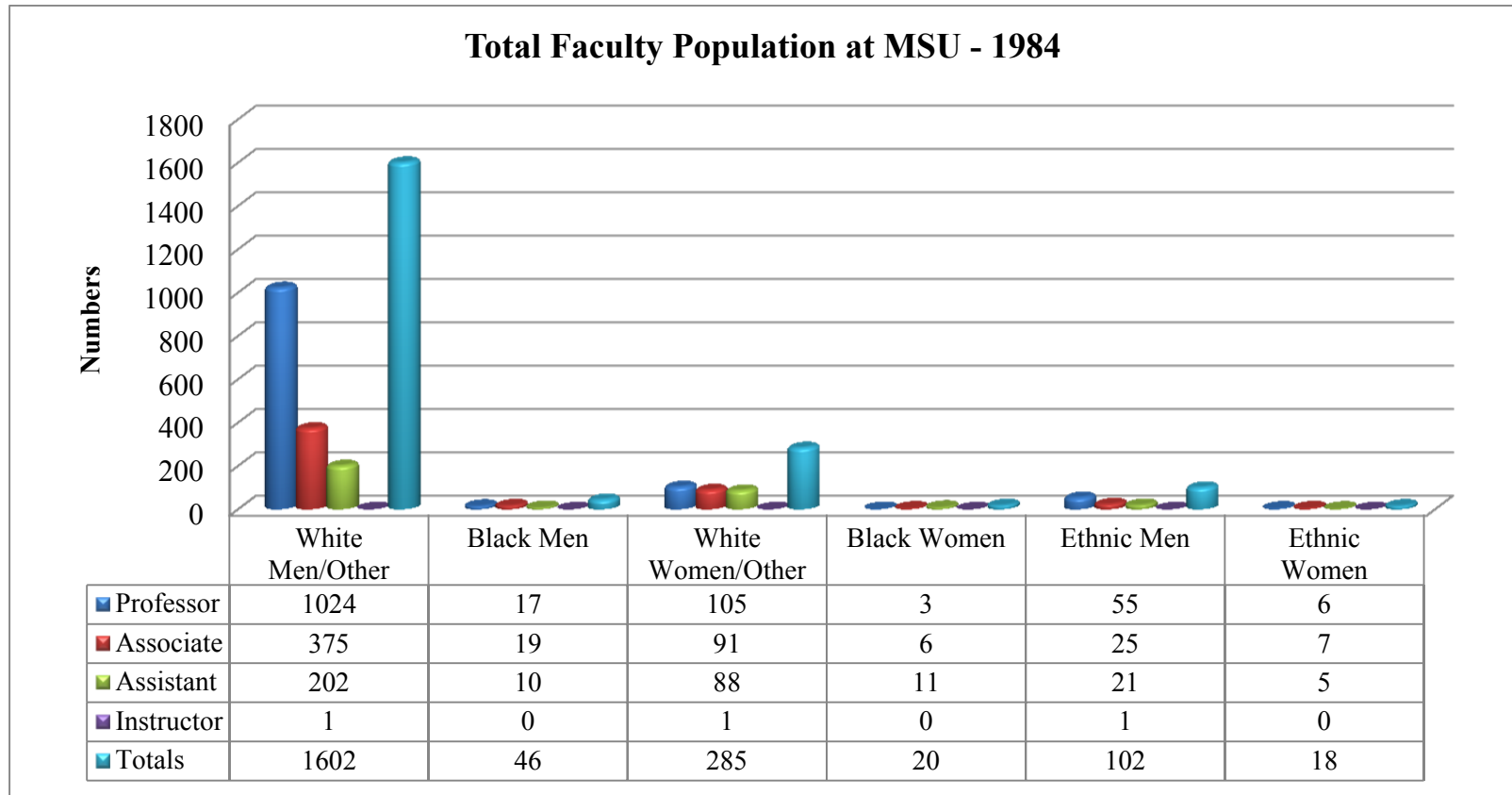
Figure 7.



White men/other were 78.3% of the population, Black men were 2.0% of the population, White women/other were 13.9% of the population, *Black women made up only 0.8% of the population, while Ethnic Men were 4.4% of the population followed by Ethnic women making up the last 0.6% of the total faculty population in 1982. There was no Affirmative Action data available for 1983.

Affirmative Action Data on Tenured Faculty as of October 1982.

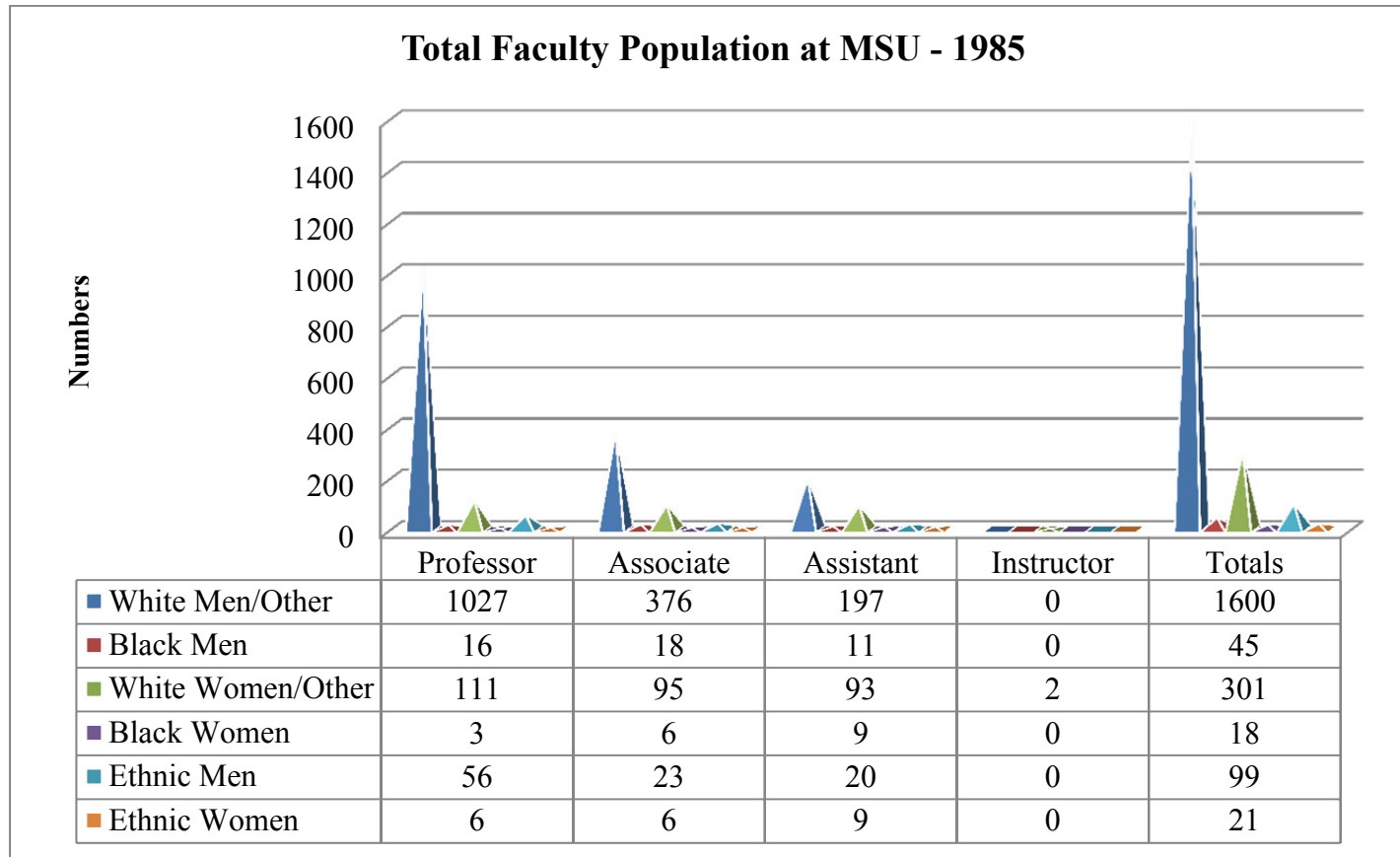
Figure 8.



White men/other were 77.3% of the population, Black men were 2.2% of the population, White women/other were 13.7% of the population, *Black women made up only 1.0% of the population, while Ethnic Men were 4.9% of the population followed by Ethnic women making up the last 0.9% of the total faculty population in 1984.

Affirmative Action Data on Tenured Faculty as of October 1984.

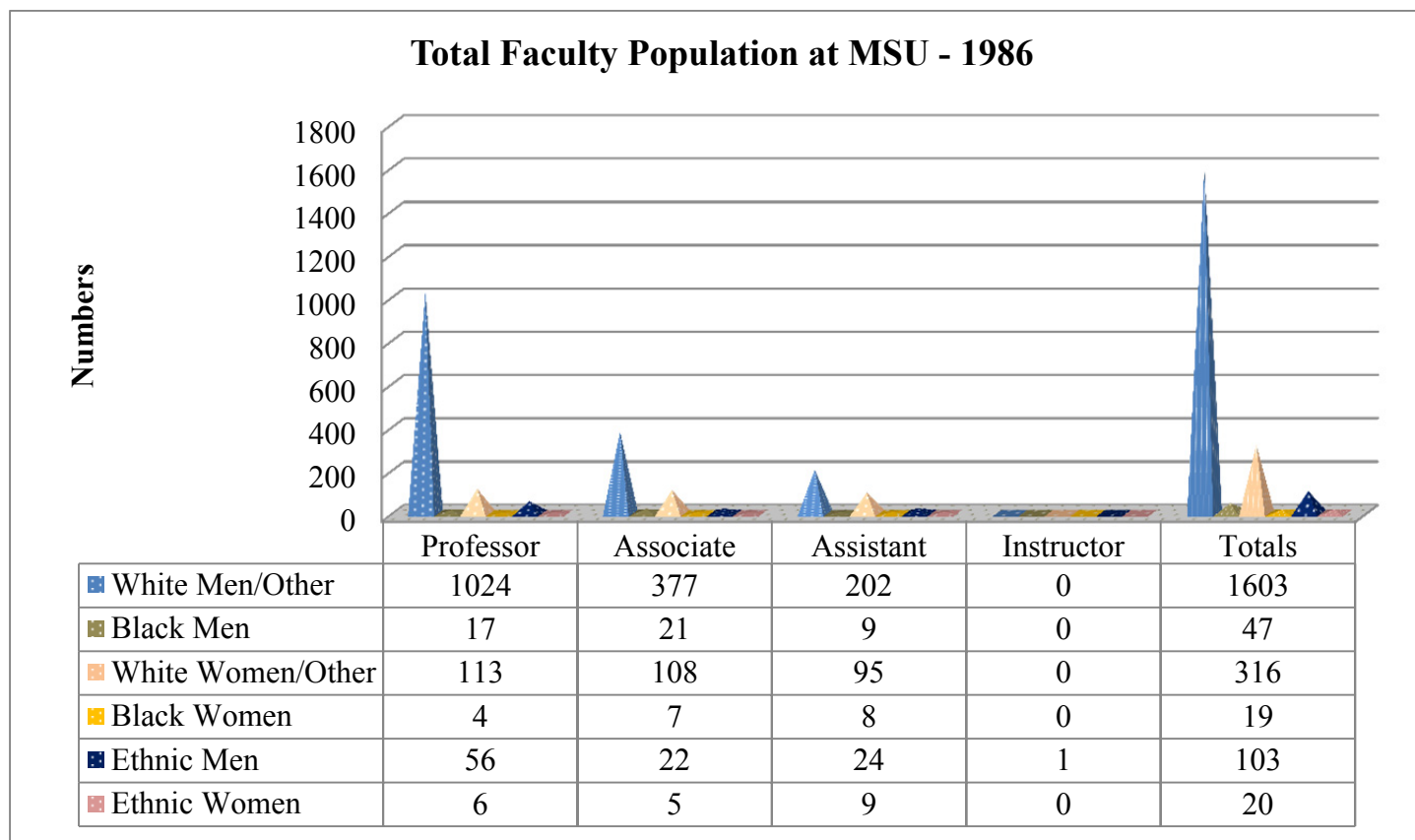
Figure 9.



White men/other were 76.8% of the population, Black men were 2.2% of the population, White women/other were 14.4% of the population, *Black women made up only 0.9% of the population, while Ethnic Men were 4.7% of the population followed by Ethnic women making up the last 1.0% of the total faculty population in 1985.

Affirmative Action Data on Tenured Faculty as of October 1985.

Figure 10.



White men/other were 76.0% of the population, Black men were 2.2% of the population, White women/other were 15.0% of the population, *Black women made up only 0.9% of the population, while Ethnic Men were 4.9% of the population followed by Ethnic women making up the last 1.0% of the total faculty population in 1986.

Affirmative Action Data on Tenured Faculty as of October 1986.

Figure 11.

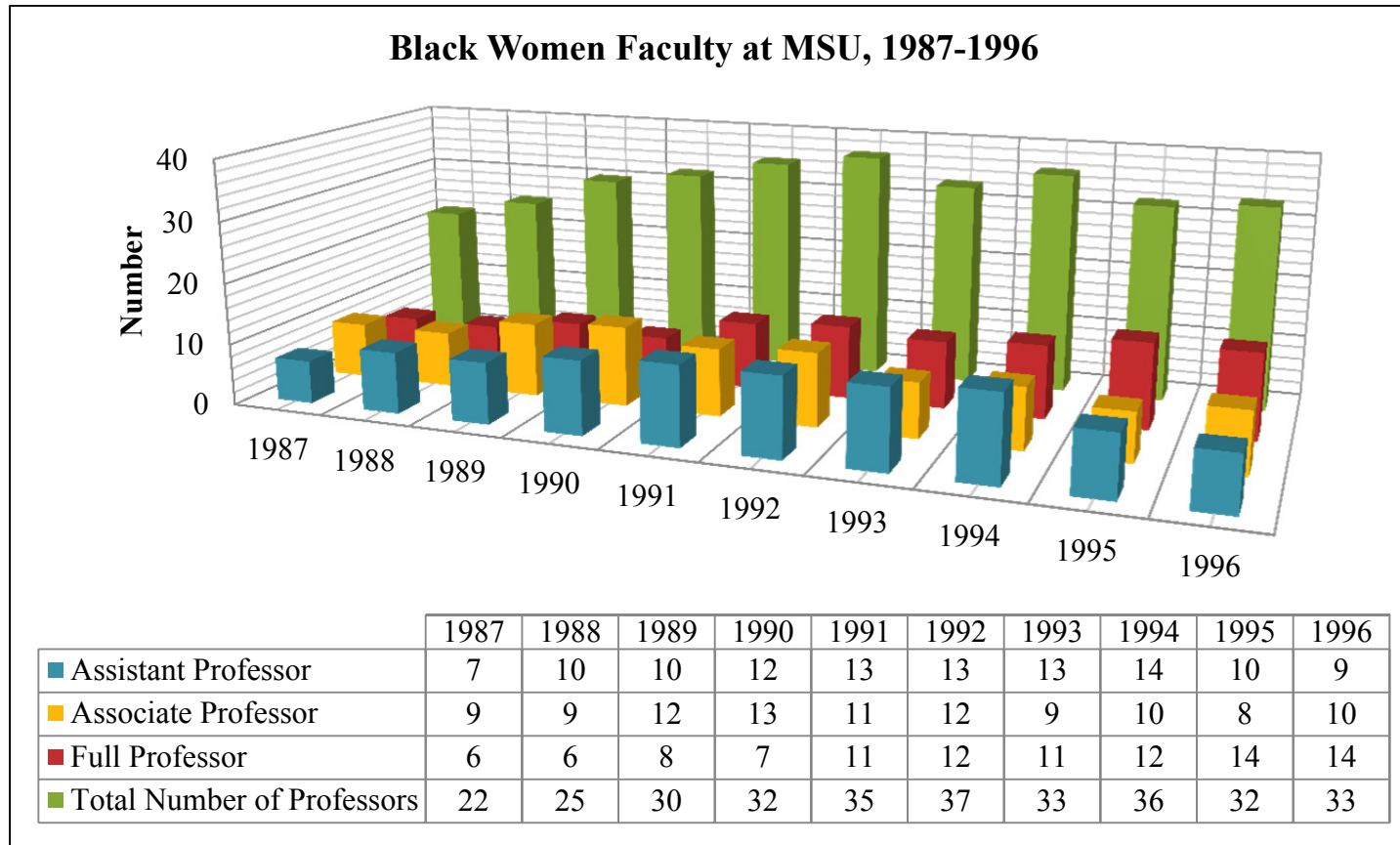
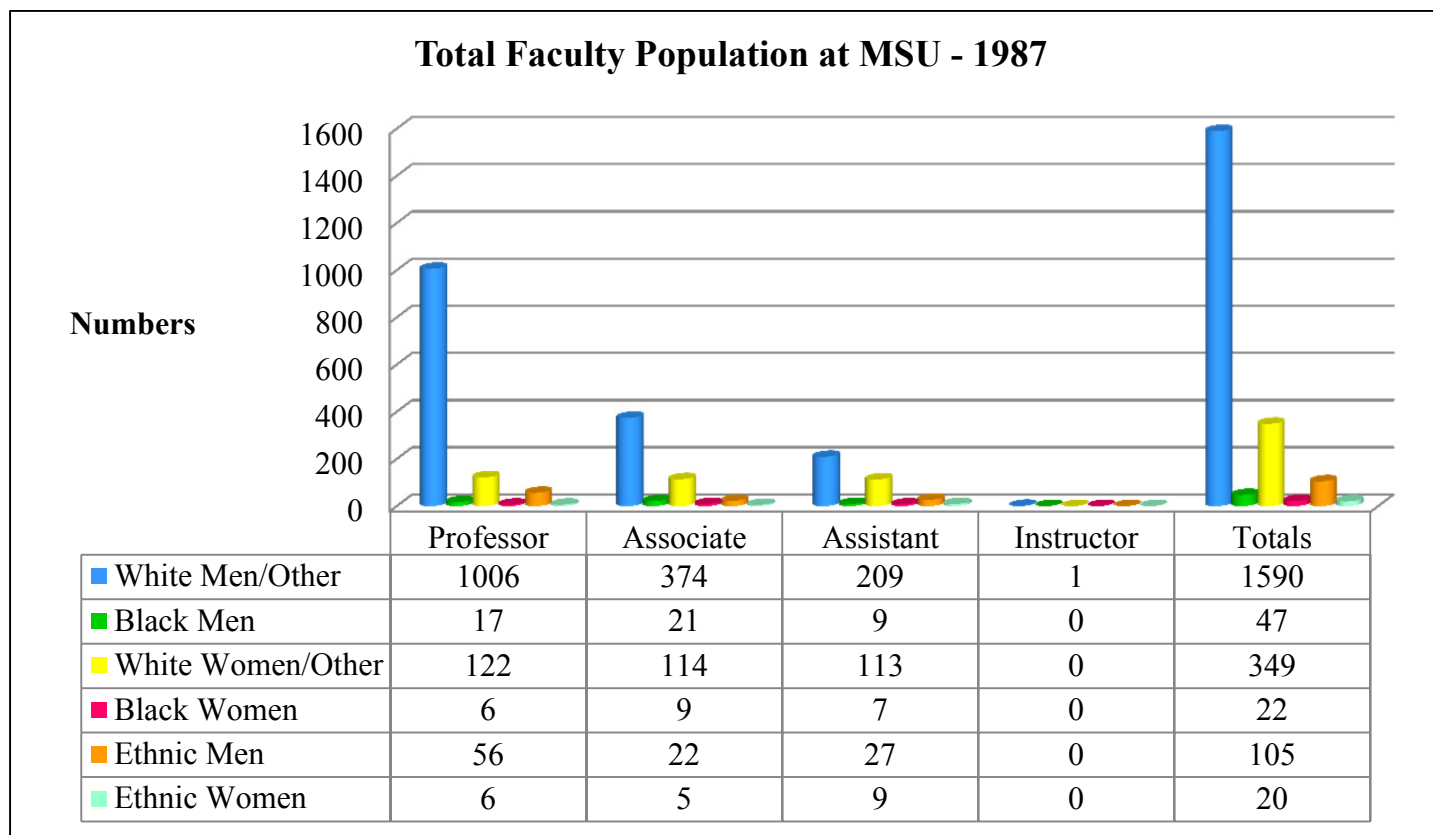


Figure 11. Gives an overview of numbers of Black women faculty at MSU from the rank of Instructor to Professor (1987-1996).

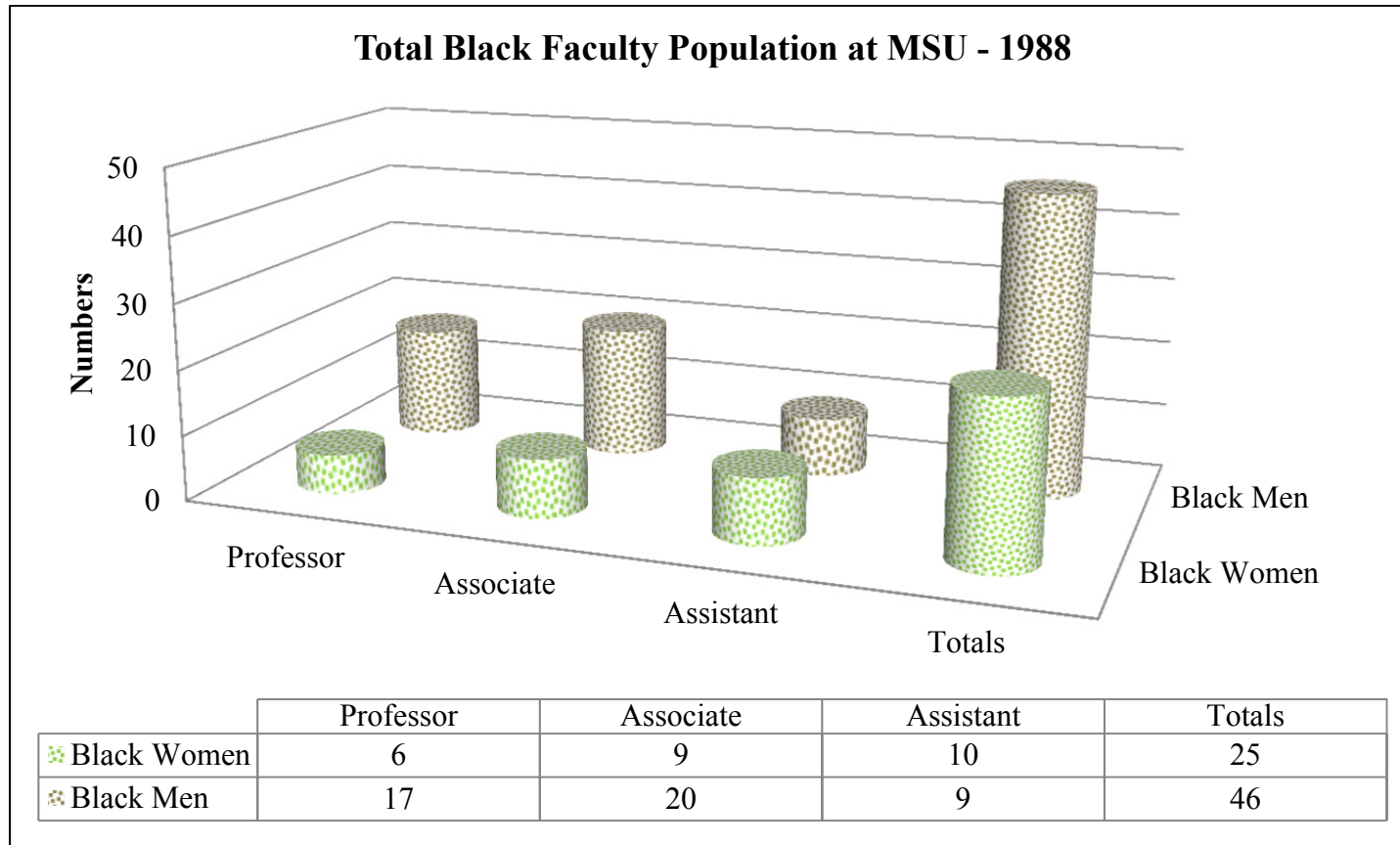
Figure 12.



White men/other were 74.5% of the population, Black men were 2.2% of the population, White women/other were 16.4% of the population, *Black women made up only 1.0% of the population, while Ethnic Men were 5.0% of the population followed by Ethnic women making up the last 0.9% of the total faculty population in 1987.

Affirmative Action Data on Tenured Faculty as of October 1987.

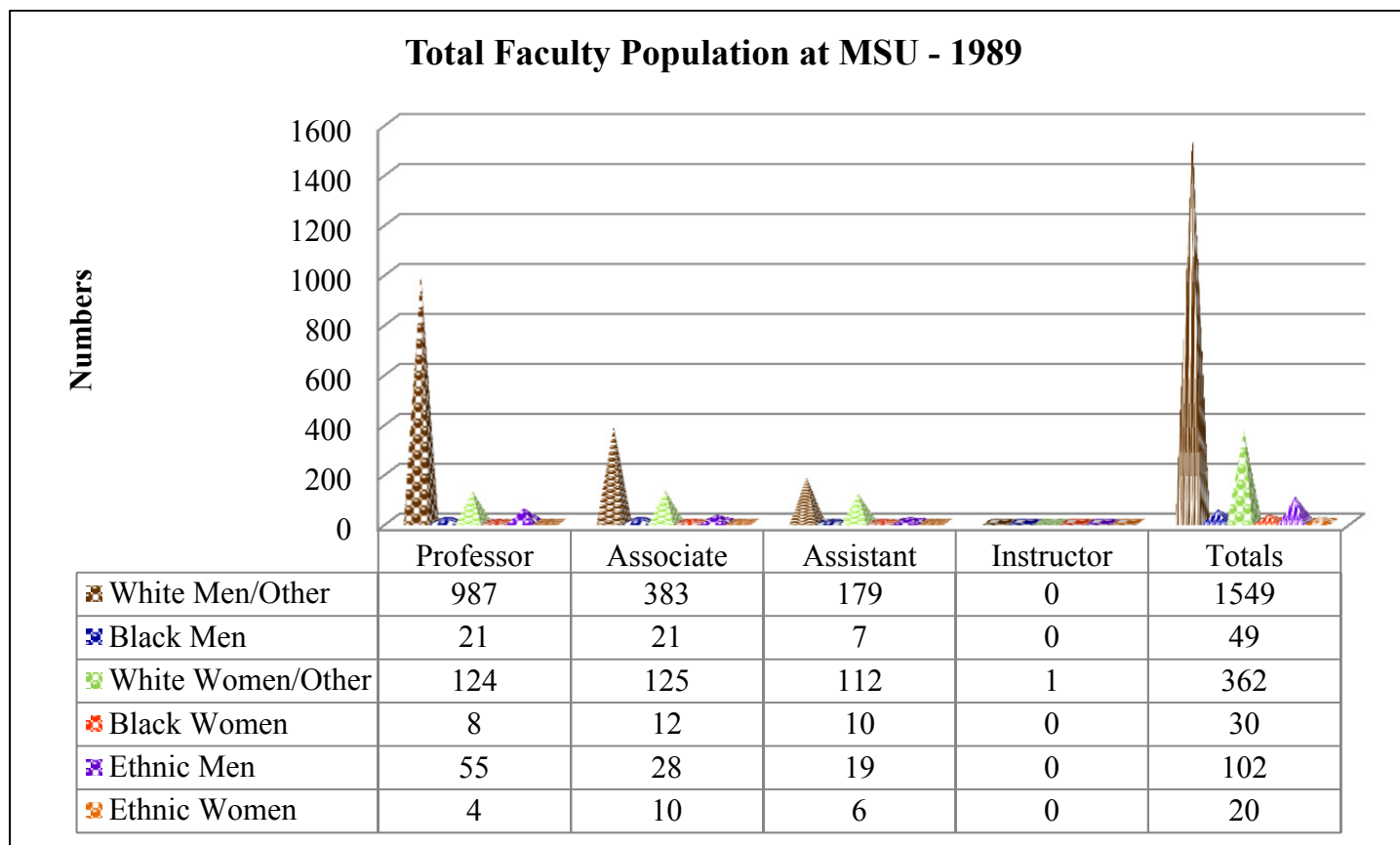
Figure 13.



Data was not available for entire faculty population at MSU in 1988.

Affirmative Action Data on Tenured Faculty as of October 1988.

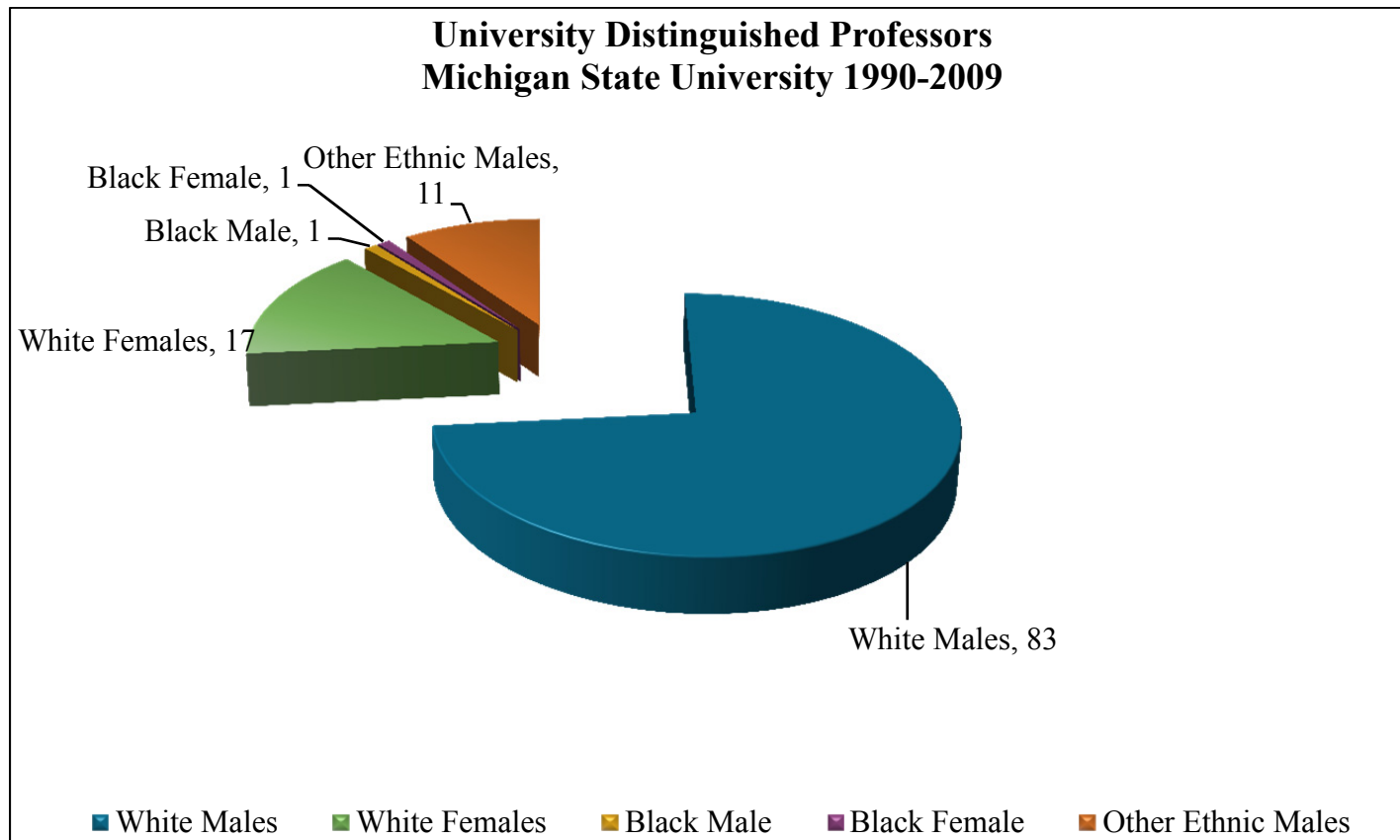
Figure 14.



White men/other were 73.3% of the population, Black men were 7.1% of the population, White women/other were 17.1% of the population, *Black women made up only 2.4% of the population, while Ethnic Men were 4.8% of the population followed by Ethnic women making up the last 0.9% of the total faculty population in 1989.

Affirmative Action Data on Tenured Faculty as of October 1989.

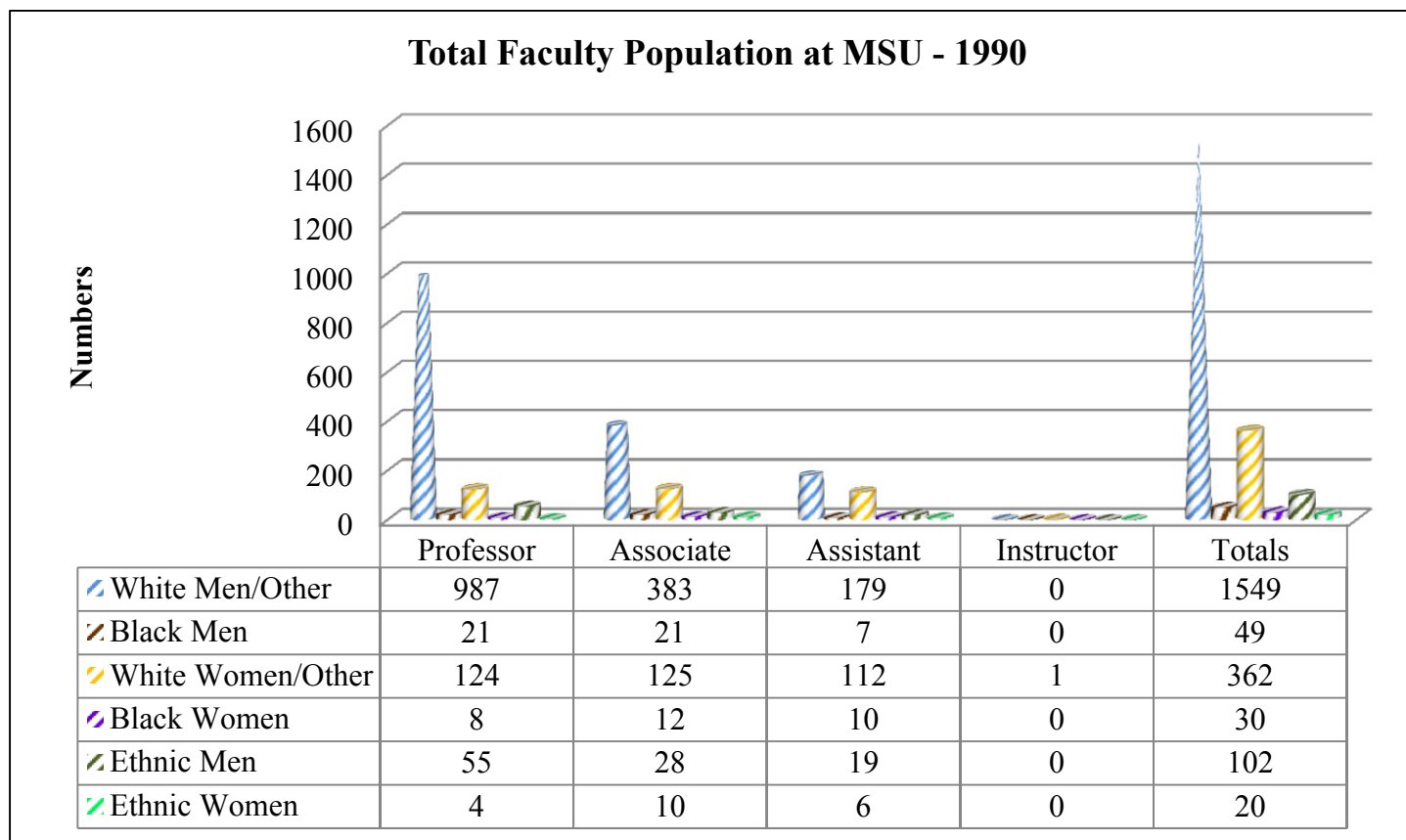
Figure 15.



Michigan State University | Academic Human Resources Office of the Provost
<http://www.ahr.msu.edu/awards/university-distinguished-professors>

Out of 113 University Distinguished Professors, there is only one Black Woman Faculty Member – Dr. Geneva Smitherman.

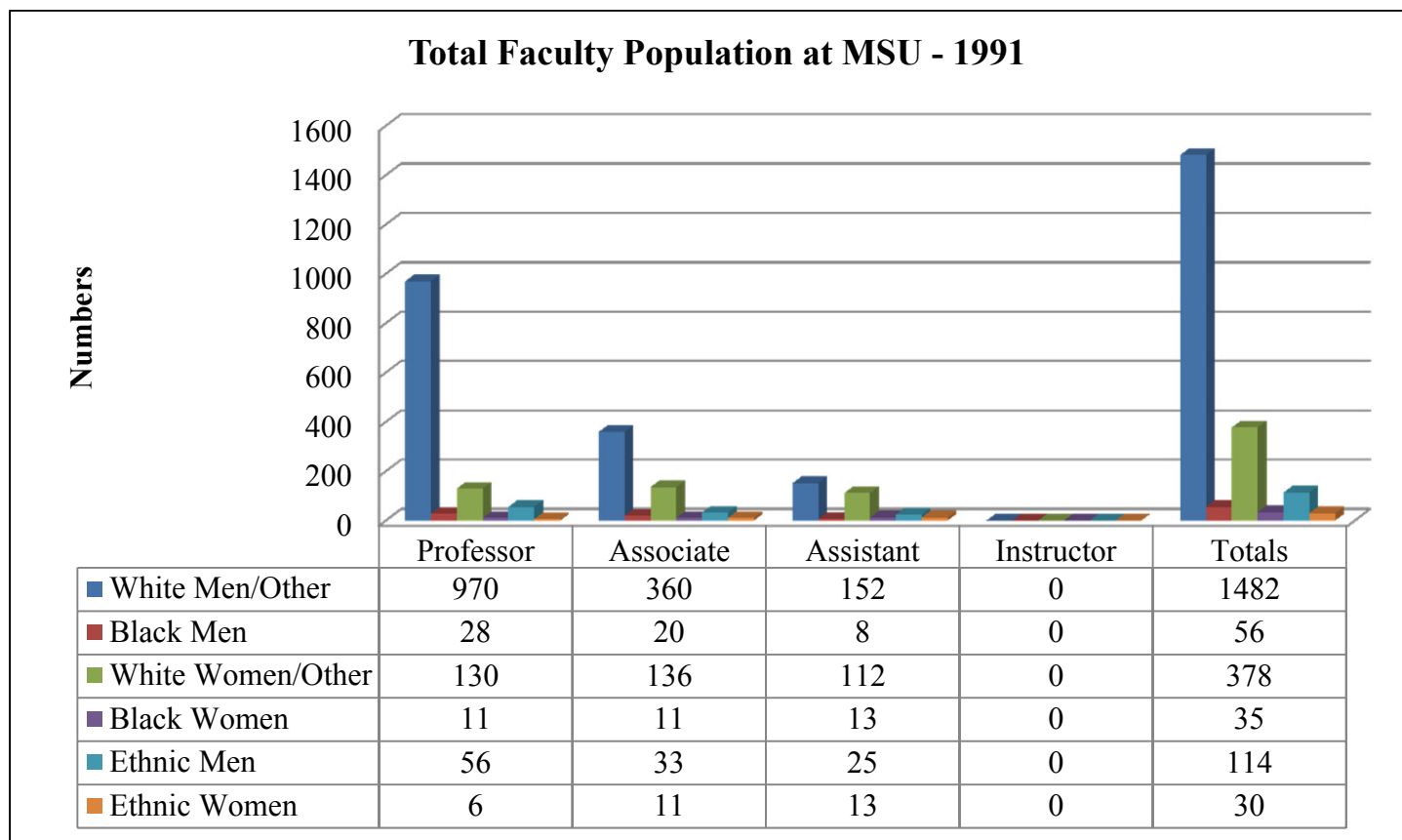
Figure 16.



White men/other were 72.0% of the population, Black men were 2.5% of the population, White women/other were 17.3% of the population, *Black women made up only 1.5% of the population, while Ethnic Men were 5.2% of the population followed by Ethnic women making up the last 0.9% of the total faculty population in 1990.

Affirmative Action Data on Tenured Faculty as of October 1990.

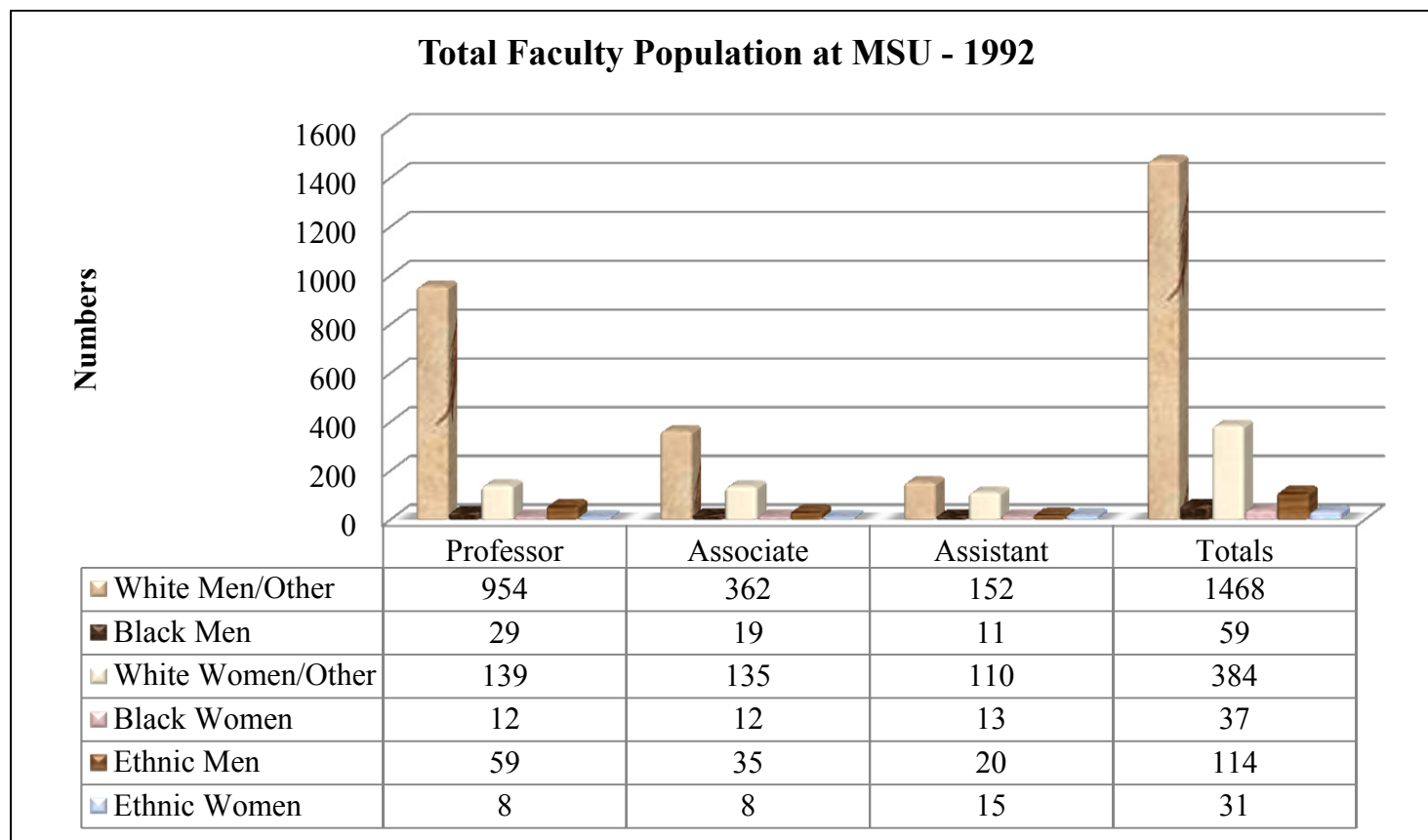
Figure 17.



White men/other were 70.7% of the population, Black men were 2.7% of the population, White women/other were 18.0% of the population, *Black women made up only 1.7% of the population, while Ethnic Men were 5.4% of the population followed by Ethnic women making up the last 1.4% of the total faculty population in 1991.

Affirmative Action Data on Tenured Faculty as of October 1991.

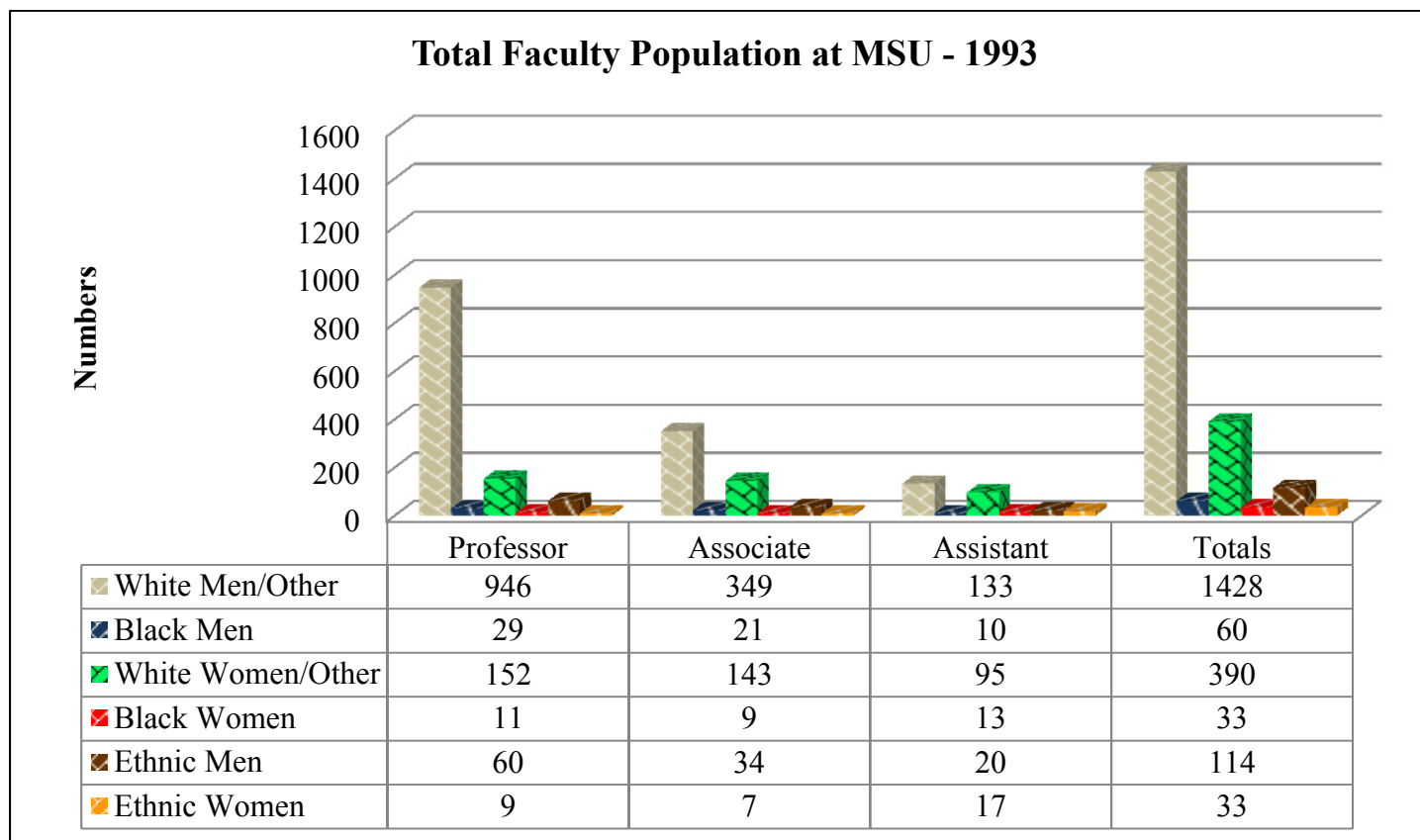
Figure 18.



White men/other were 79.0% of the population, Black men were 1.0% of the population, White women/other were 12.0% of the population, *Black women made up only 1.0% of the population, while Ethnic Men were 5.0% of the population followed by Ethnic women making up the last 1.4% of the total faculty population in 1992.

Affirmative Action Data on Tenured Faculty as of October 1992.

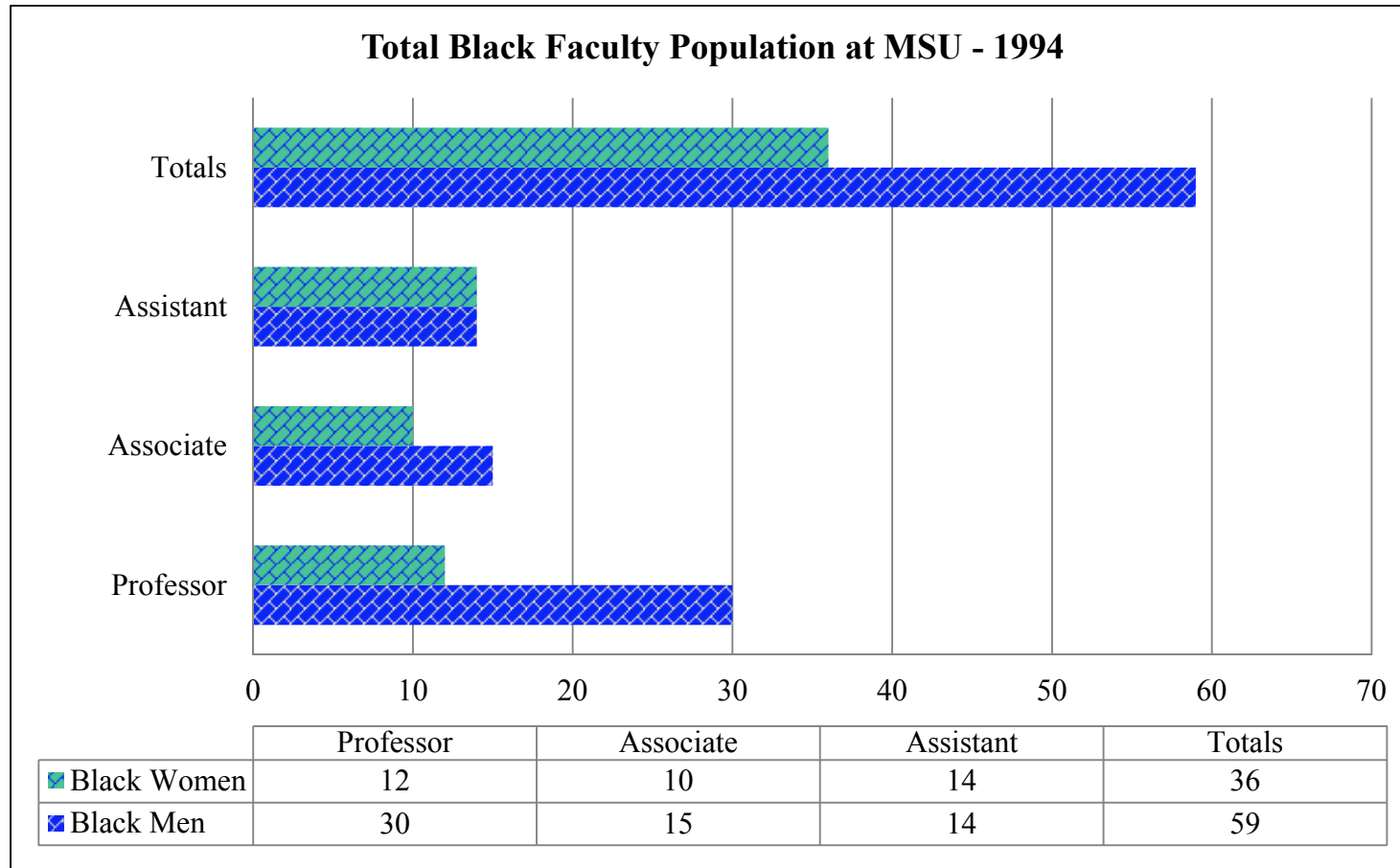
Figure 19.



White men/other were 69.4% of the population, Black men were 2.9% of the population, White women/other were 19.0% of the population, *Black women made up only 1.6% of the population, while Ethnic Men were 5.6% of the population followed by Ethnic women making up the last 1.6% of the total faculty population in 1993.

Affirmative Action Data on Tenured Faculty as of October 1993.

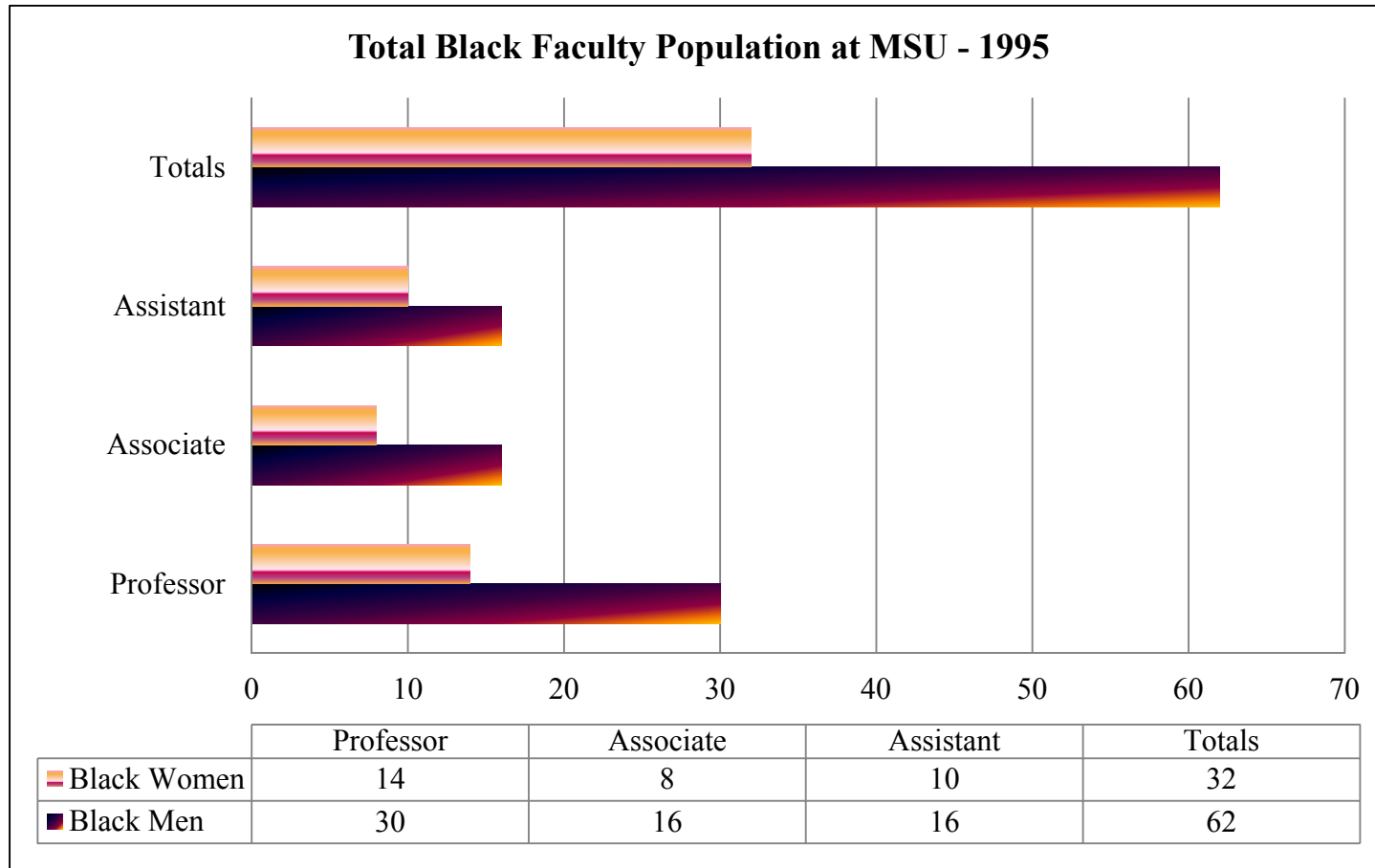
Figure 20.



*Note: The years 1994 – 2009, the only academic population available to researcher was of Black faculty members only. No percentages were calculated for this body of data.

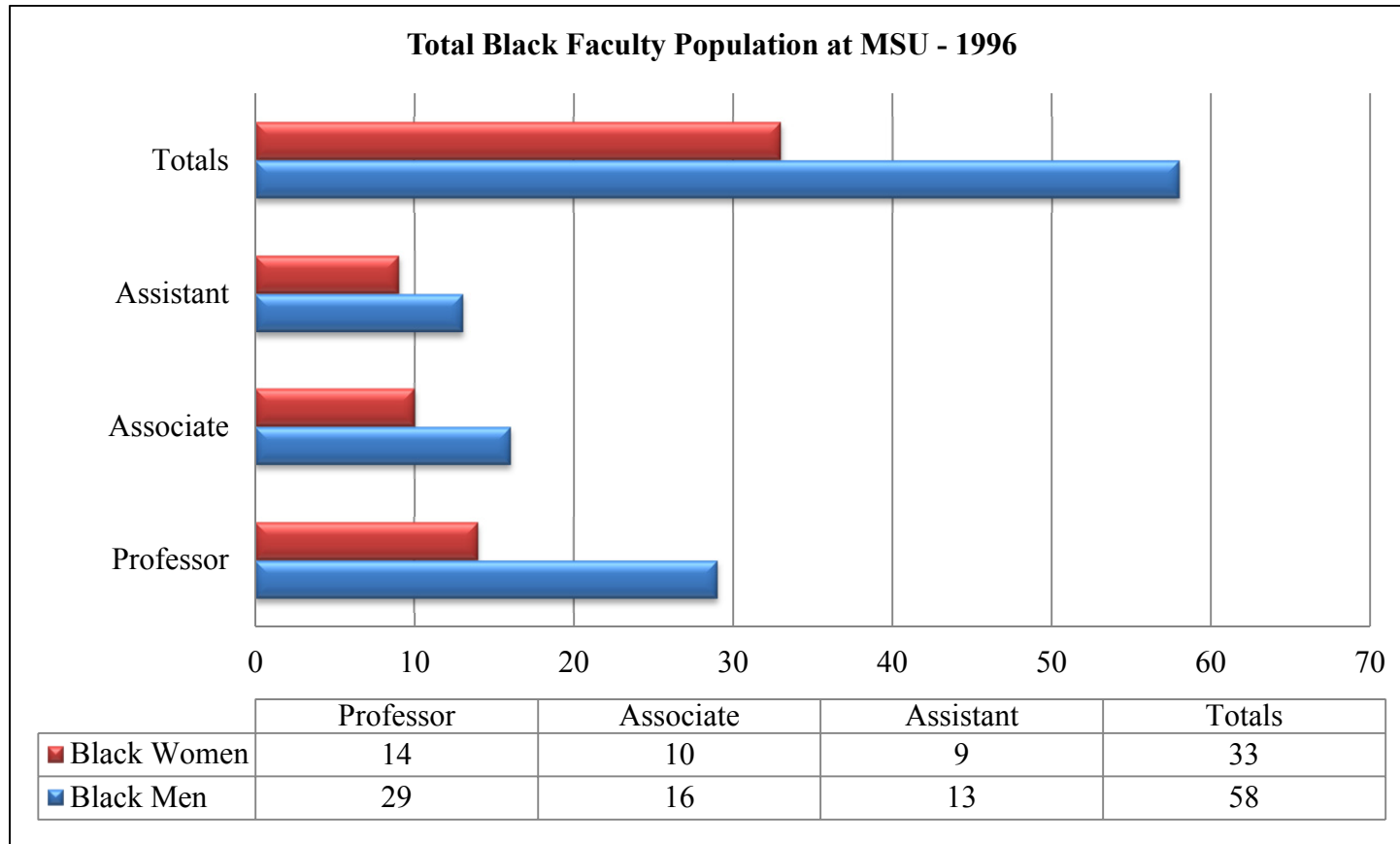
Affirmative Action Data on Tenured Faculty as of October 1994.

Figure 21.



Affirmative Action Data on Tenured Faculty as of October 1995.

Figure 22.



Affirmative Action Data on Tenured Faculty as of October 1996.

Figure 23.

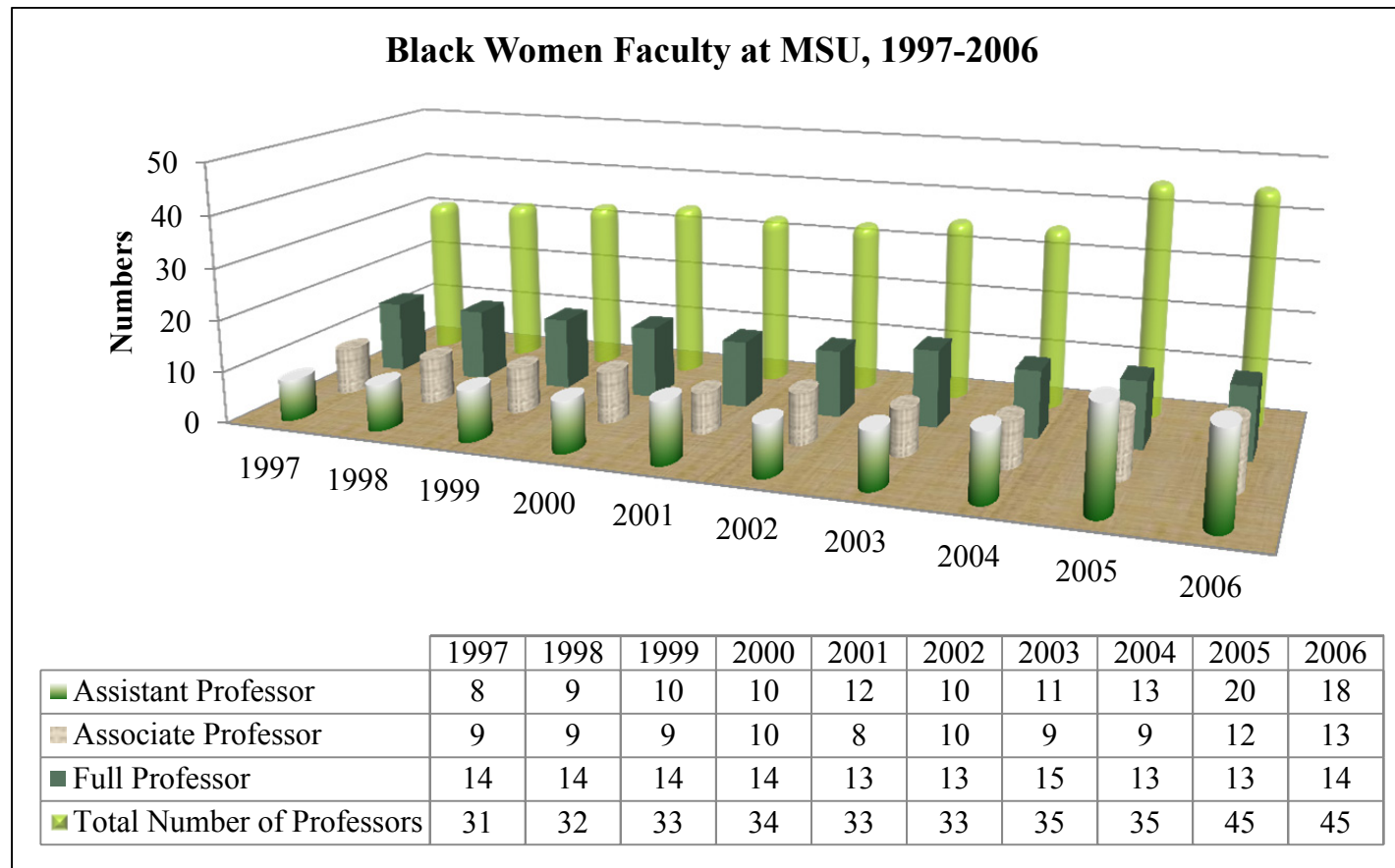
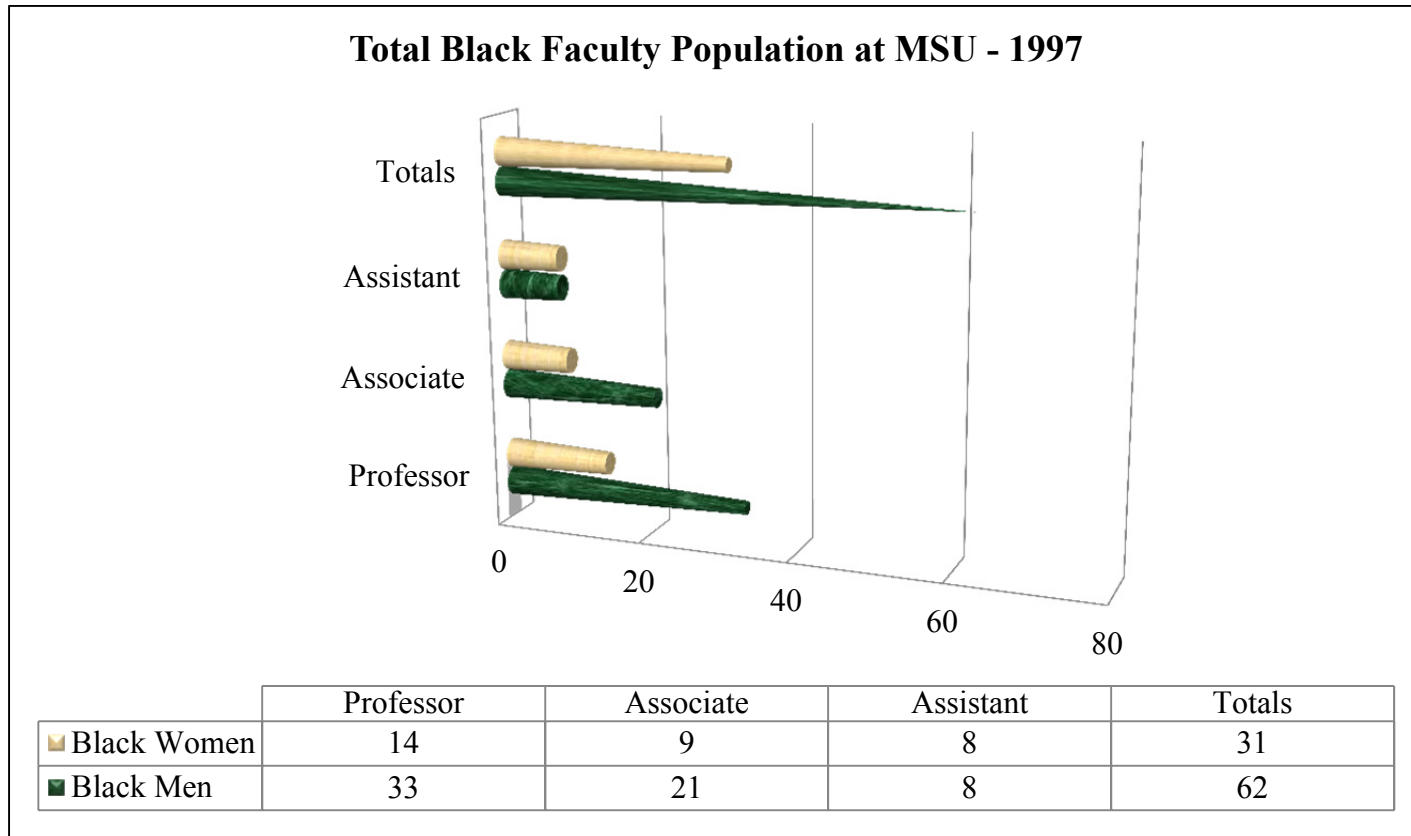


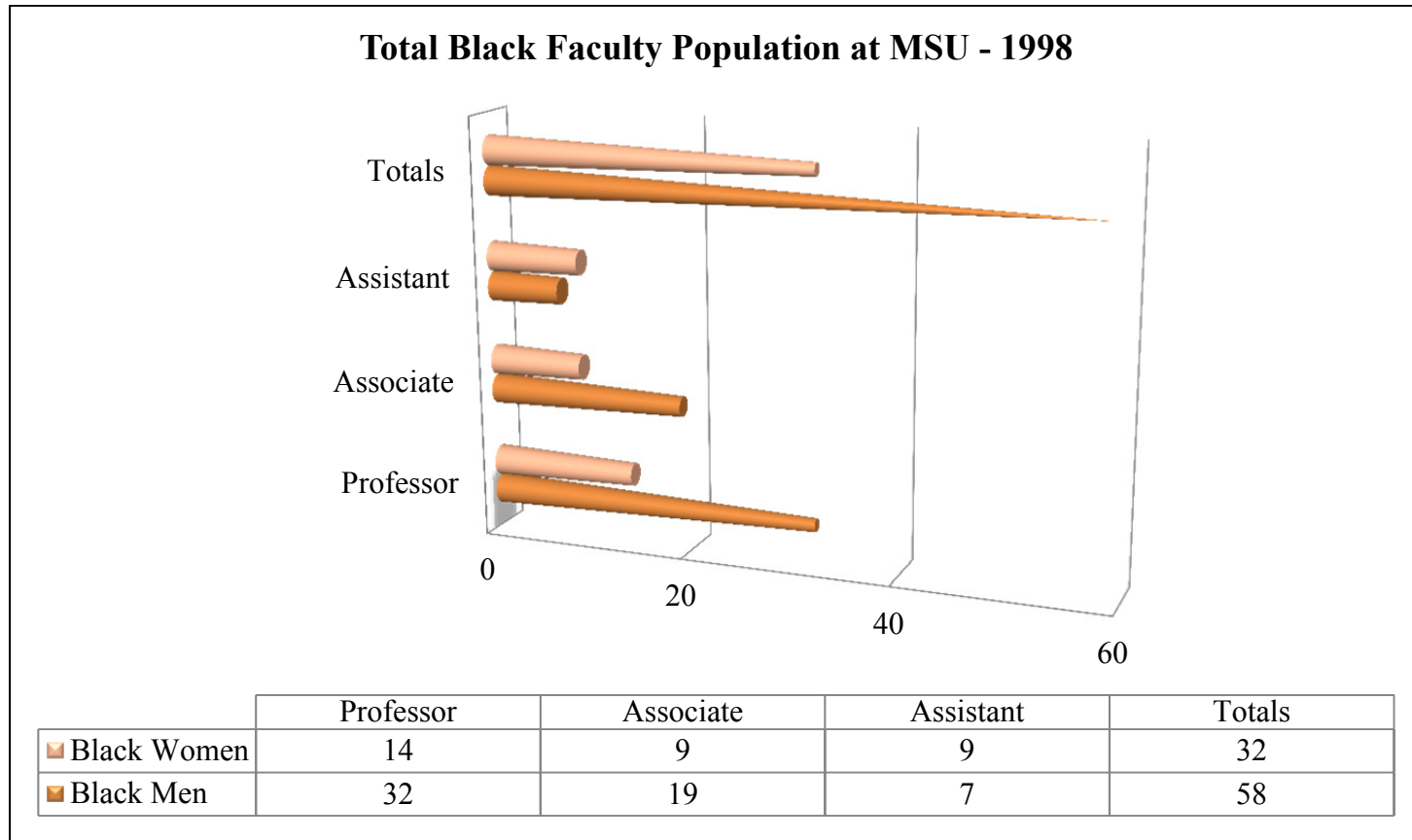
Figure 23. Gives an overview of numbers of Black women faculty at MSU from the rank of Assistant Professor to Professor (1997-2006).

Figure 24.



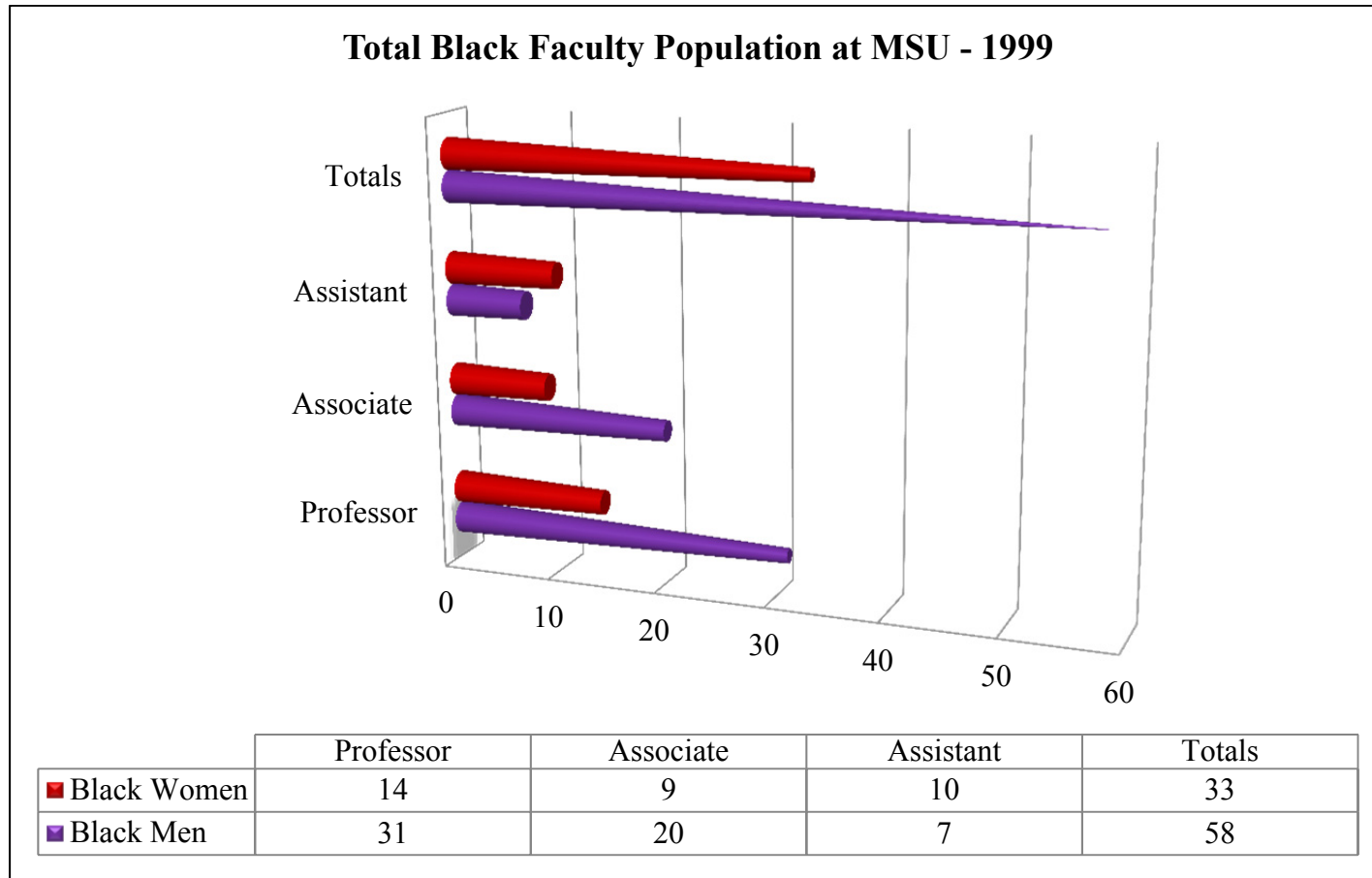
Affirmative Action Data on Tenured Faculty as of October 1997.

Figure 25.



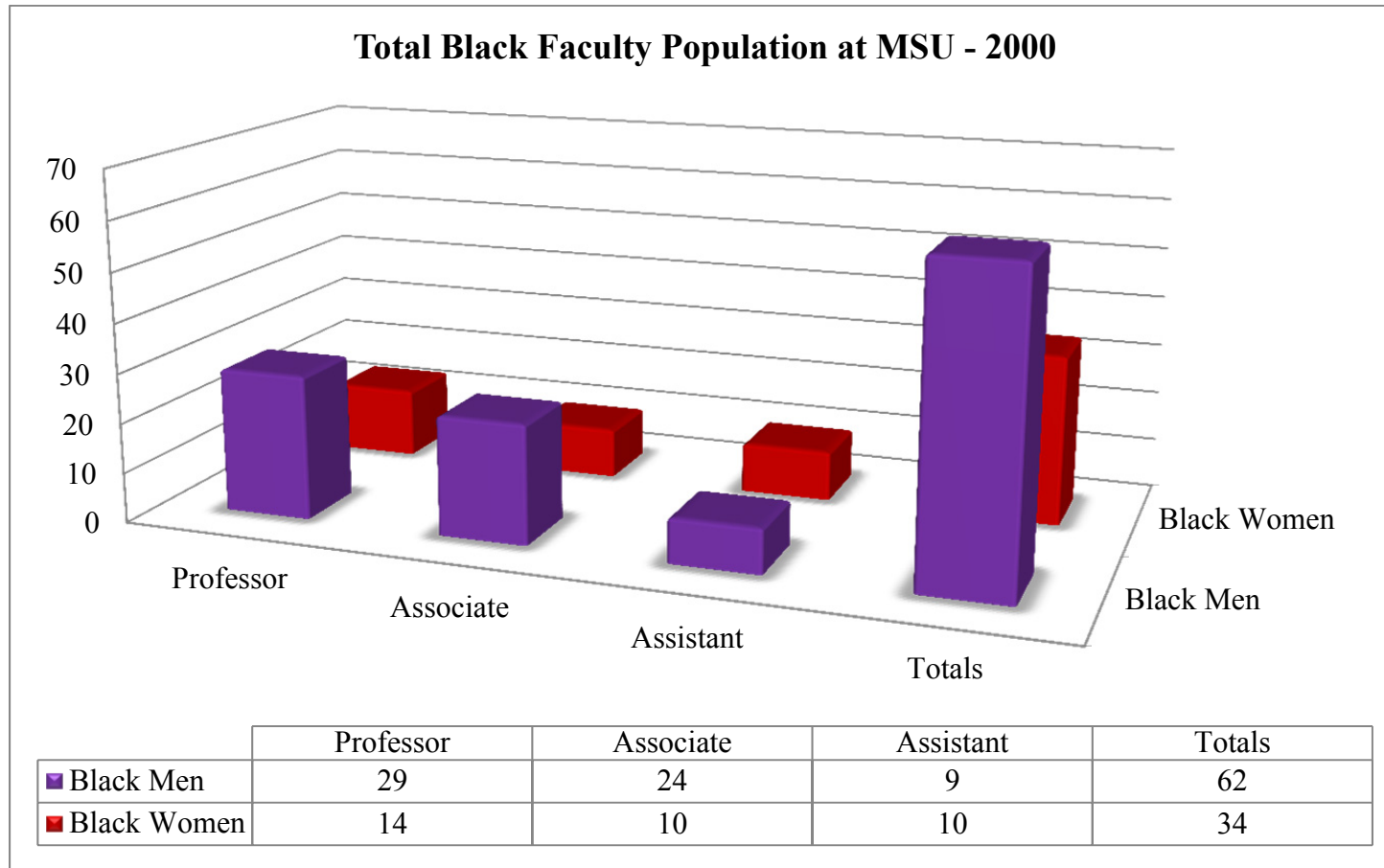
Affirmative Action Data on Tenured Faculty as of October 1998.

Figure 26.



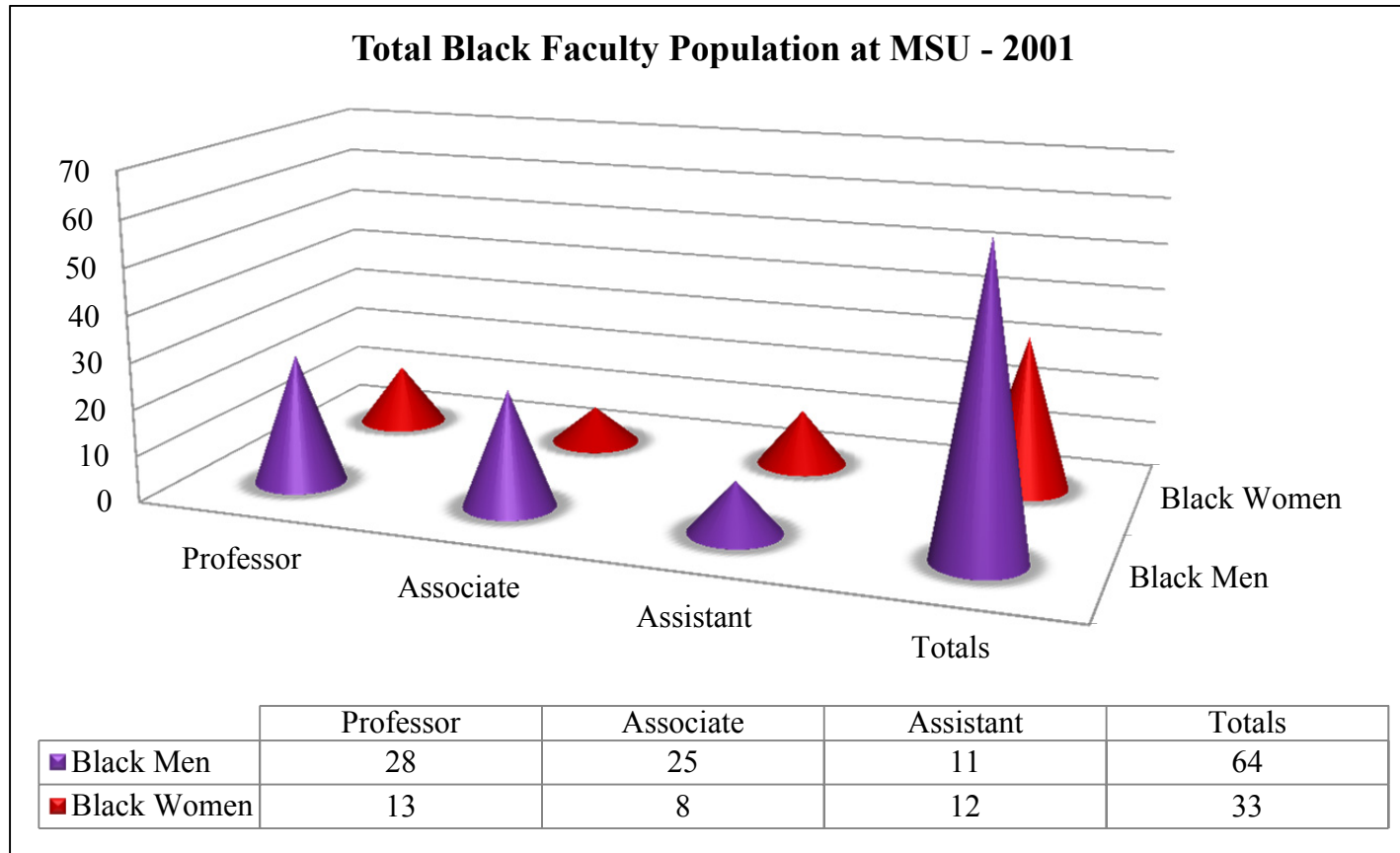
Affirmative Action Data on Tenured Faculty as of October 1999.

Figure 27.



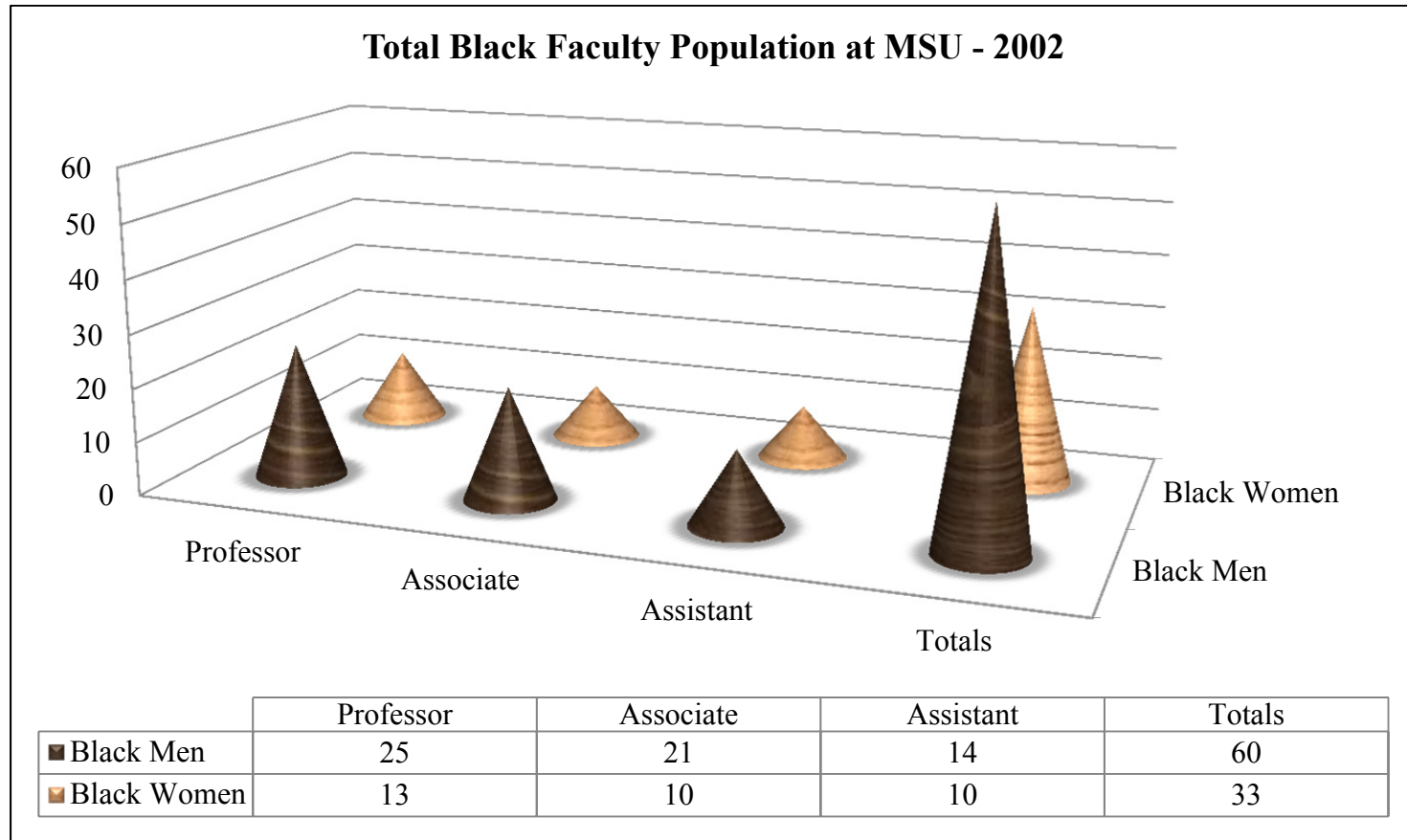
Affirmative Action Data on Tenured Faculty as of October 2000.

Figure 28.



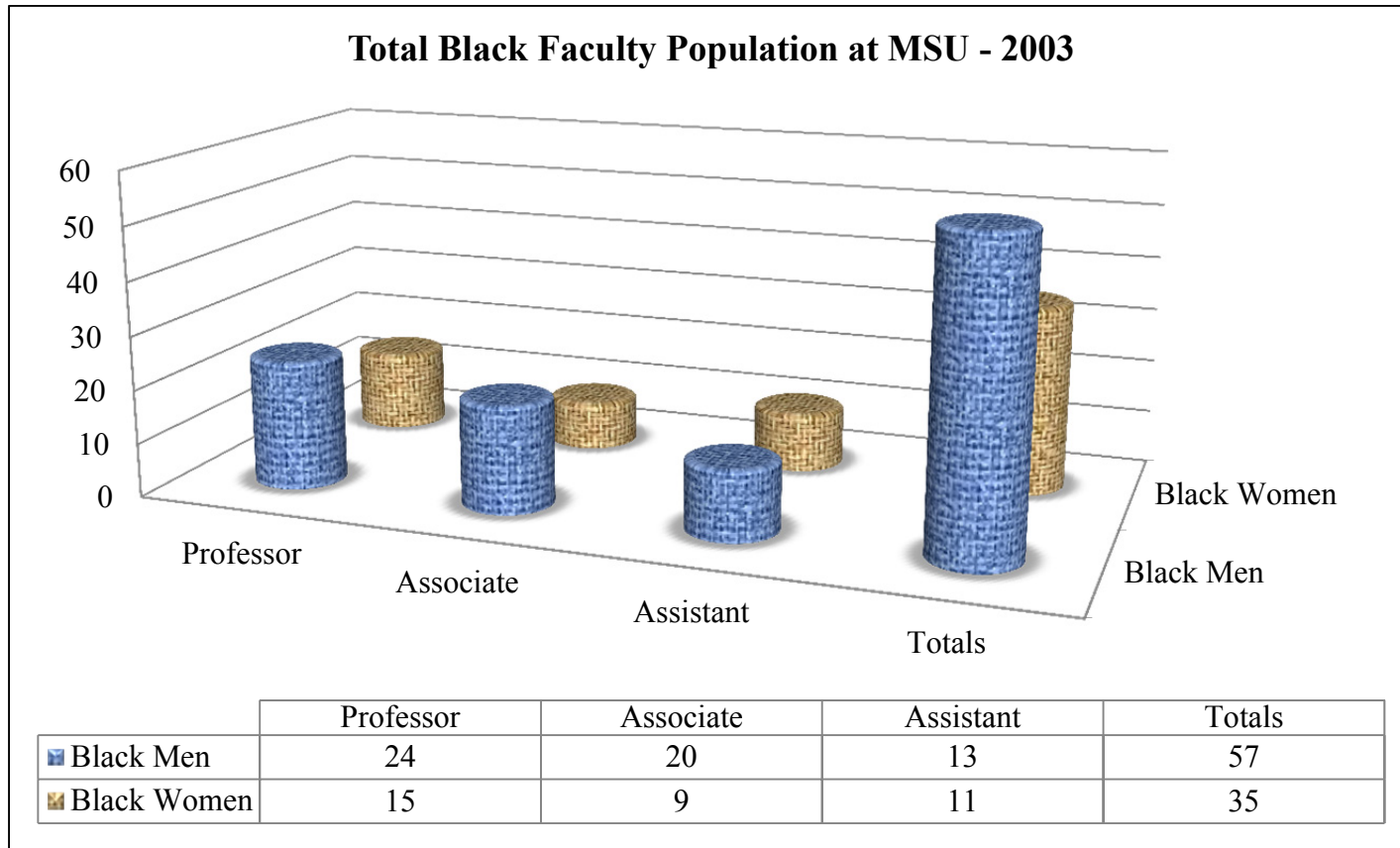
Affirmative Action Data on Tenured Faculty as of October 2001.

Figure 29.



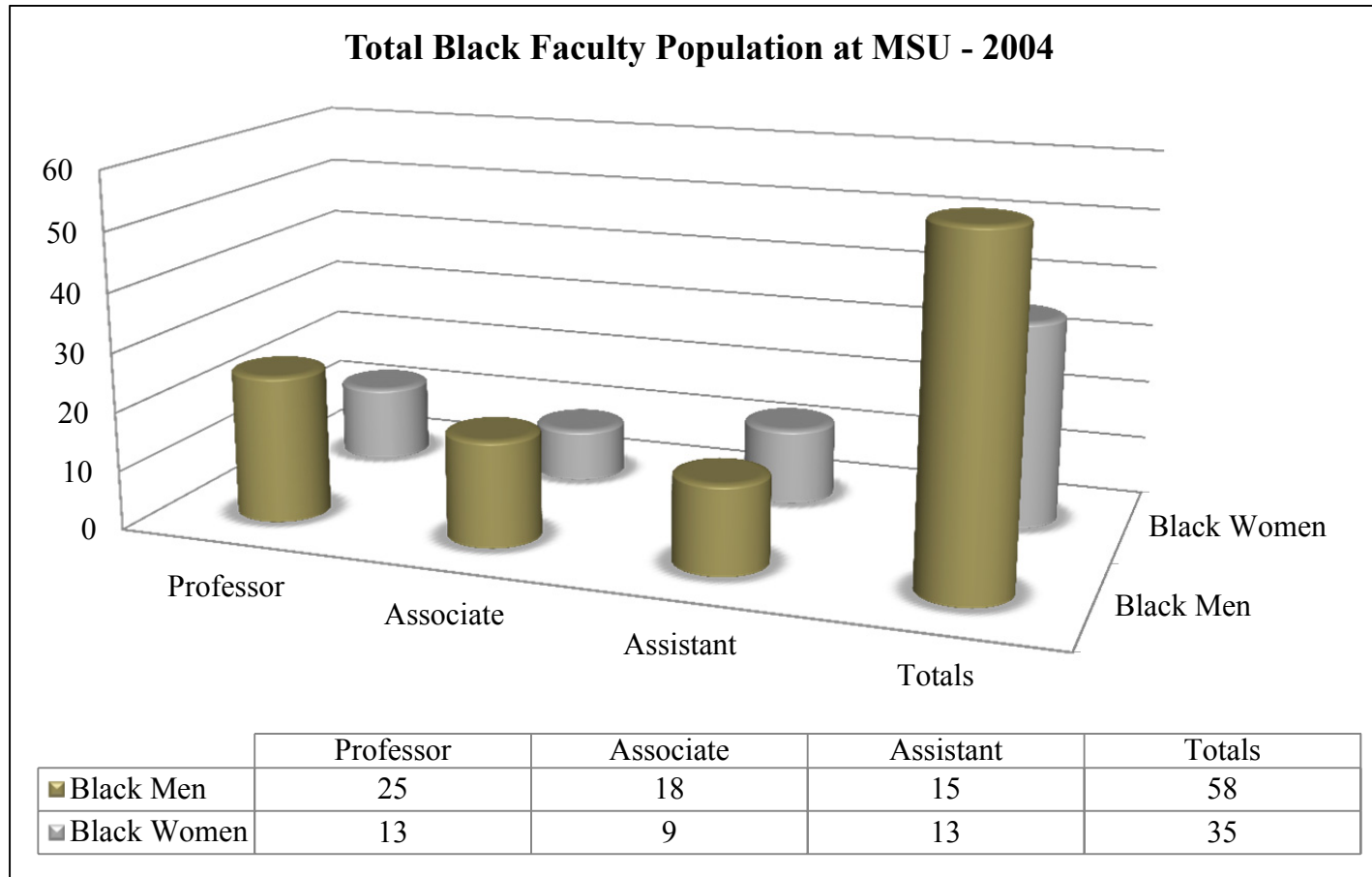
Affirmative Action Data on Tenured Faculty as of October 2002.

Figure 30.



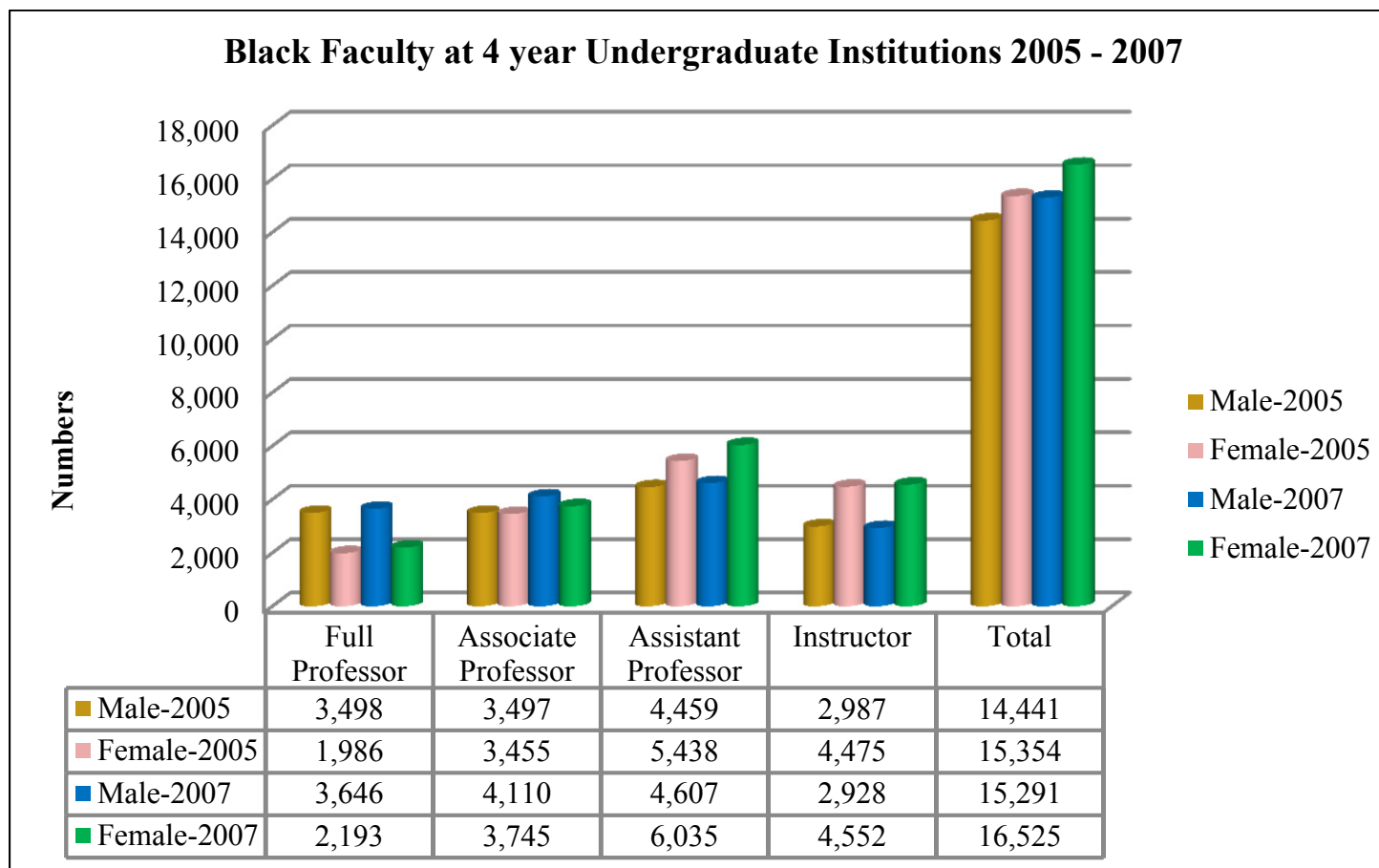
Affirmative Action Data on Tenured Faculty as of October 2003.

Figure 31.



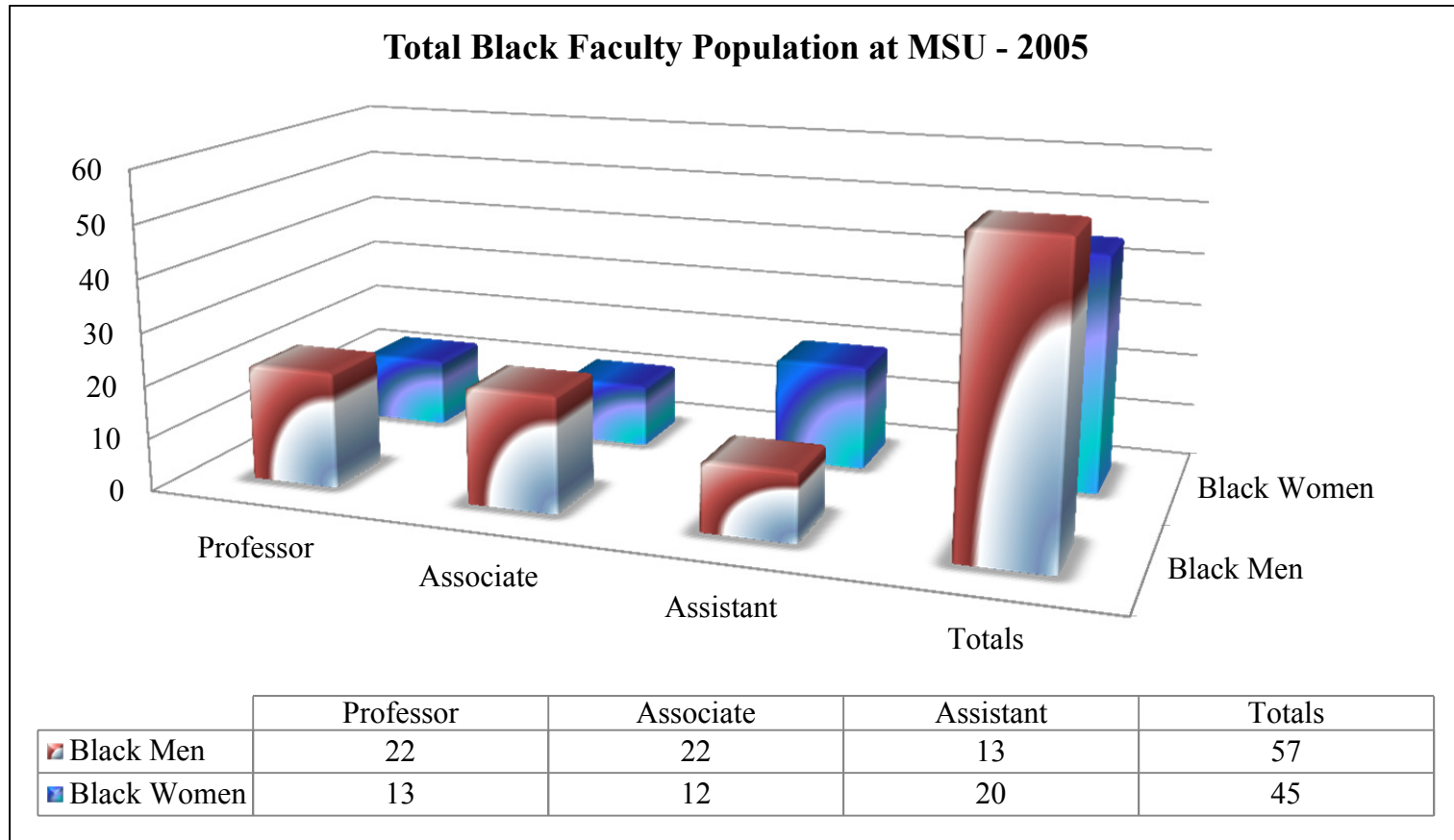
Affirmative Action Data on Tenured Faculty as of October 2004.

Figure 32.



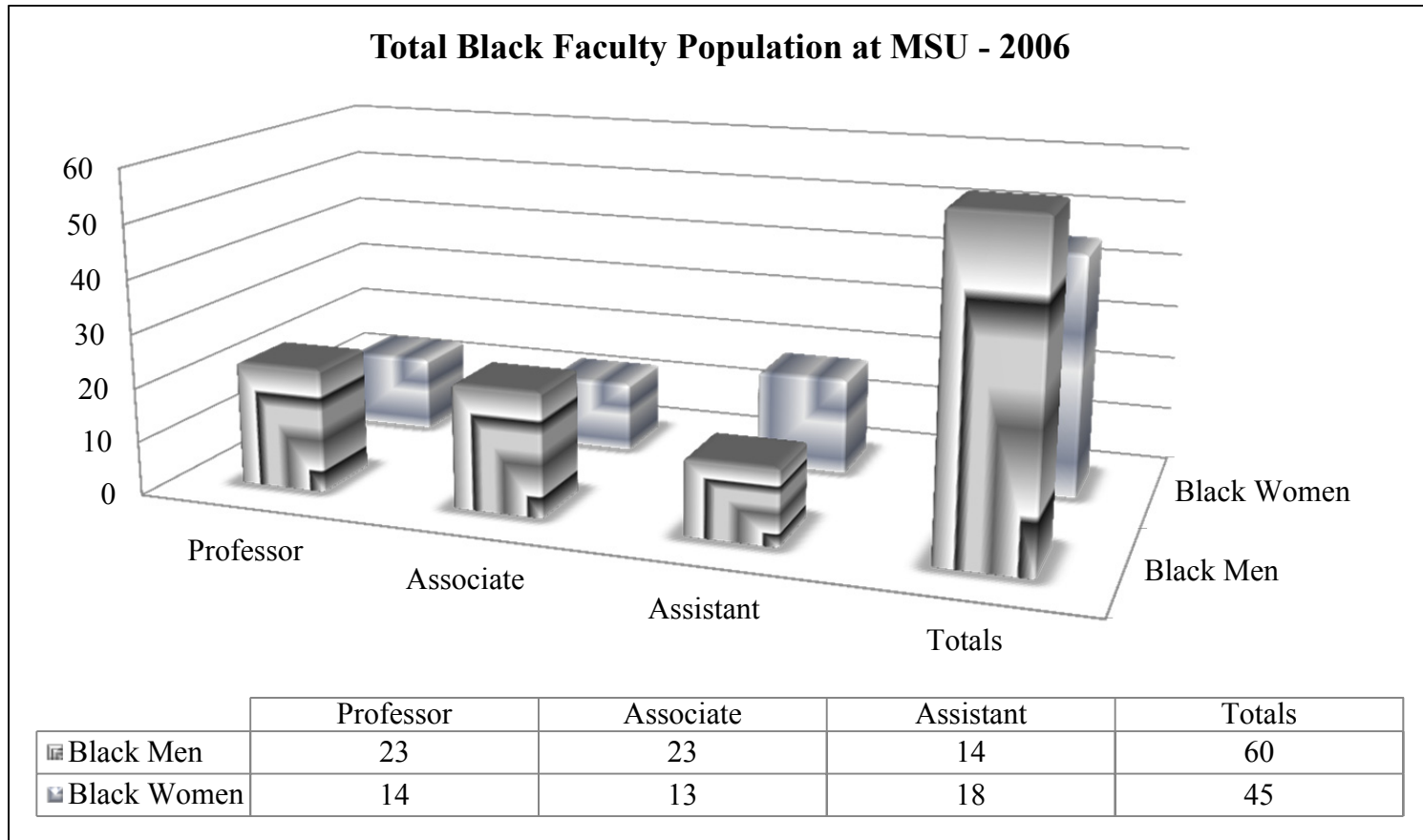
Almanac of *The Chronicle of Higher Education*.

Figure 33.



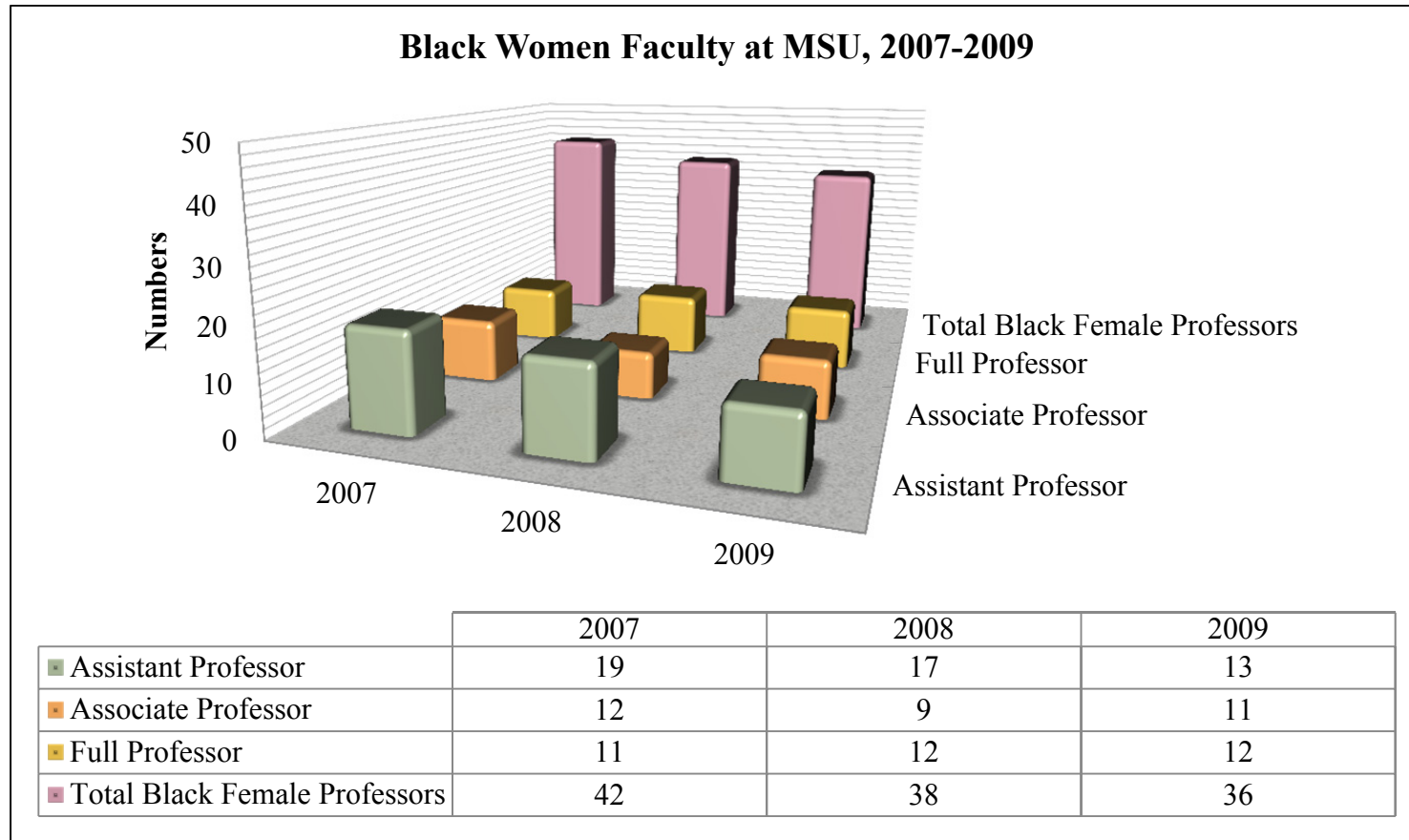
Affirmative Action Data on Tenured Faculty as of October 2005.

Figure 34.



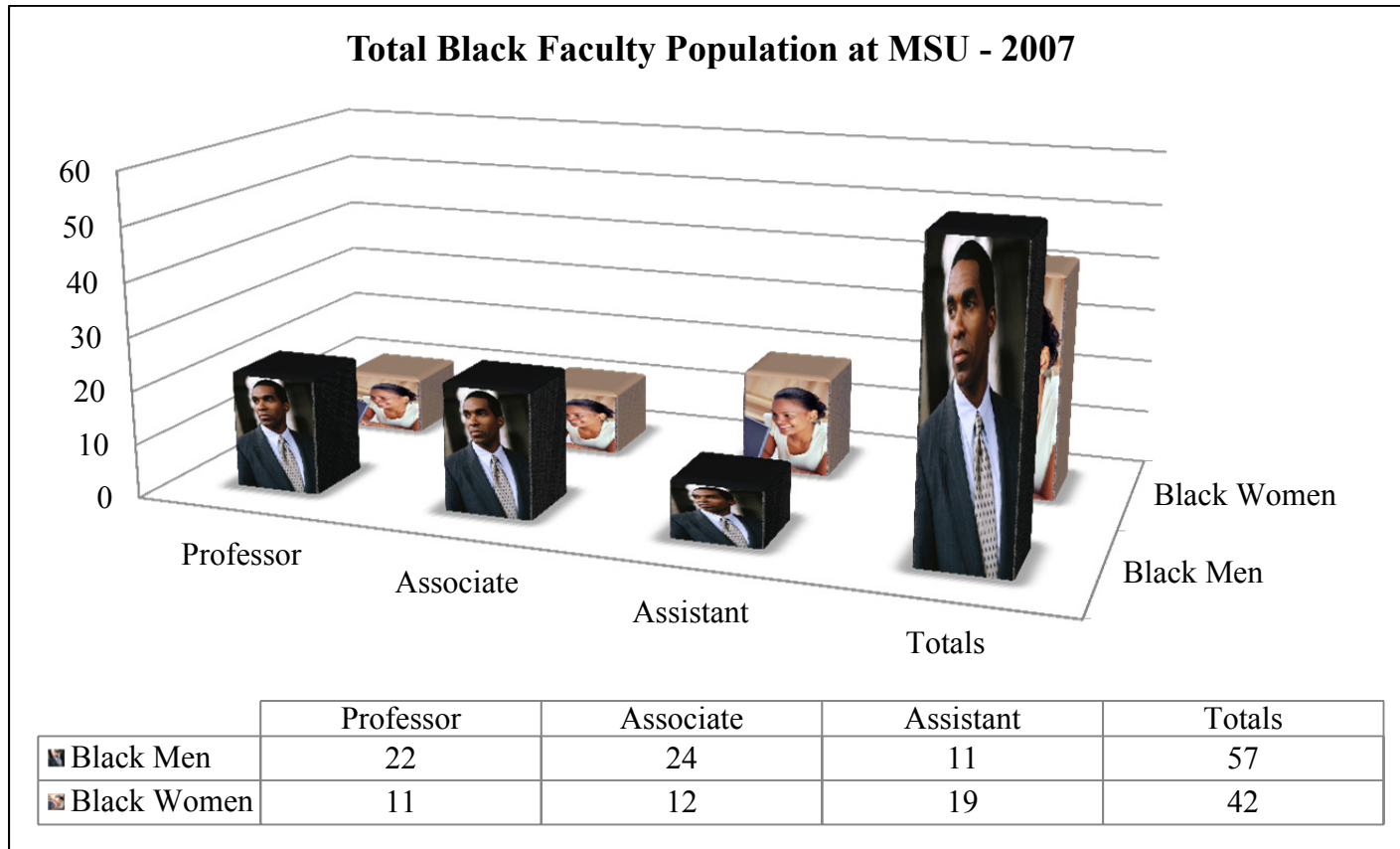
Affirmative Action Data on Tenured Faculty as of October 2006.

Figure 35.



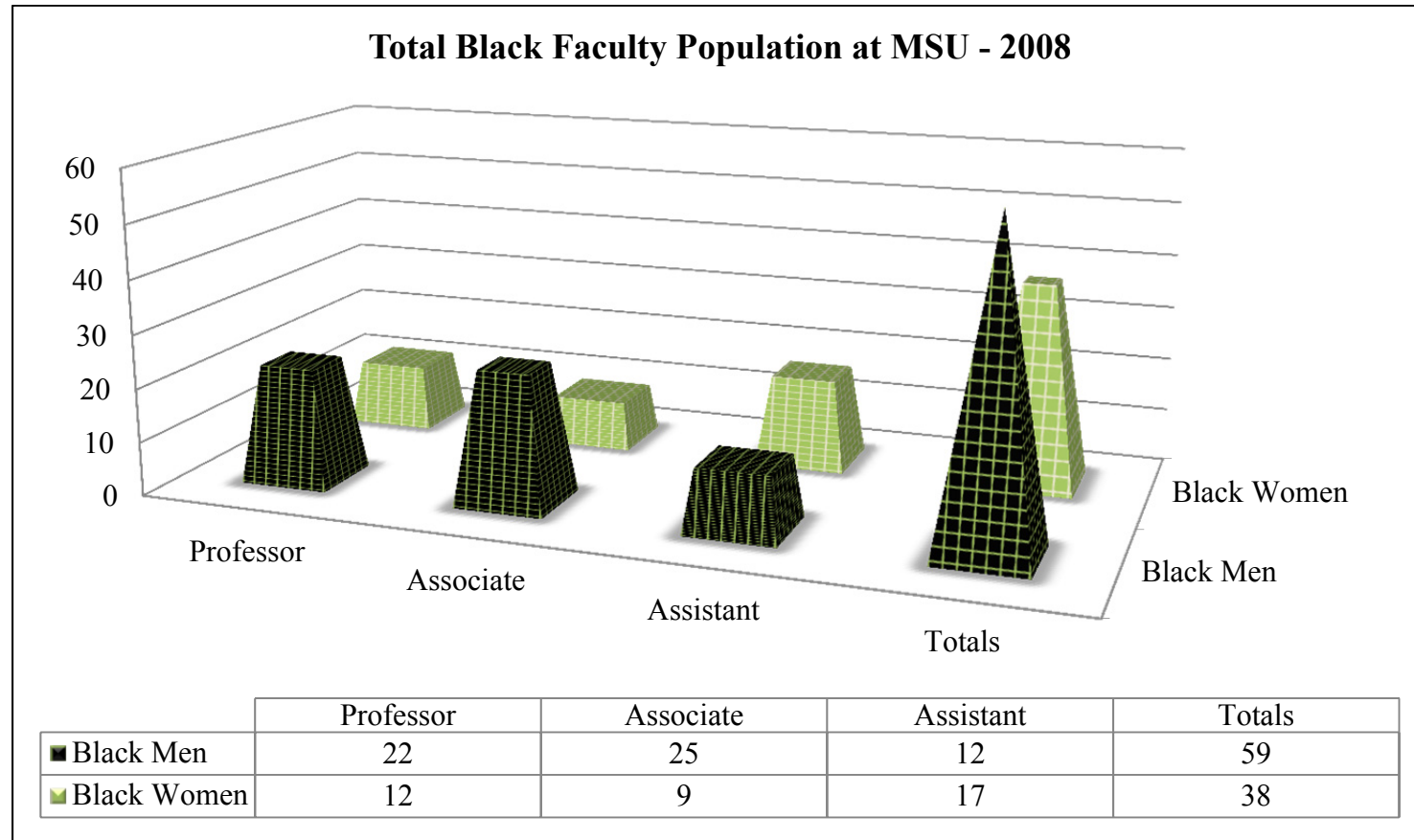
Affirmative Action Data on Tenured Faculty as of October 2009.

Figure 36.



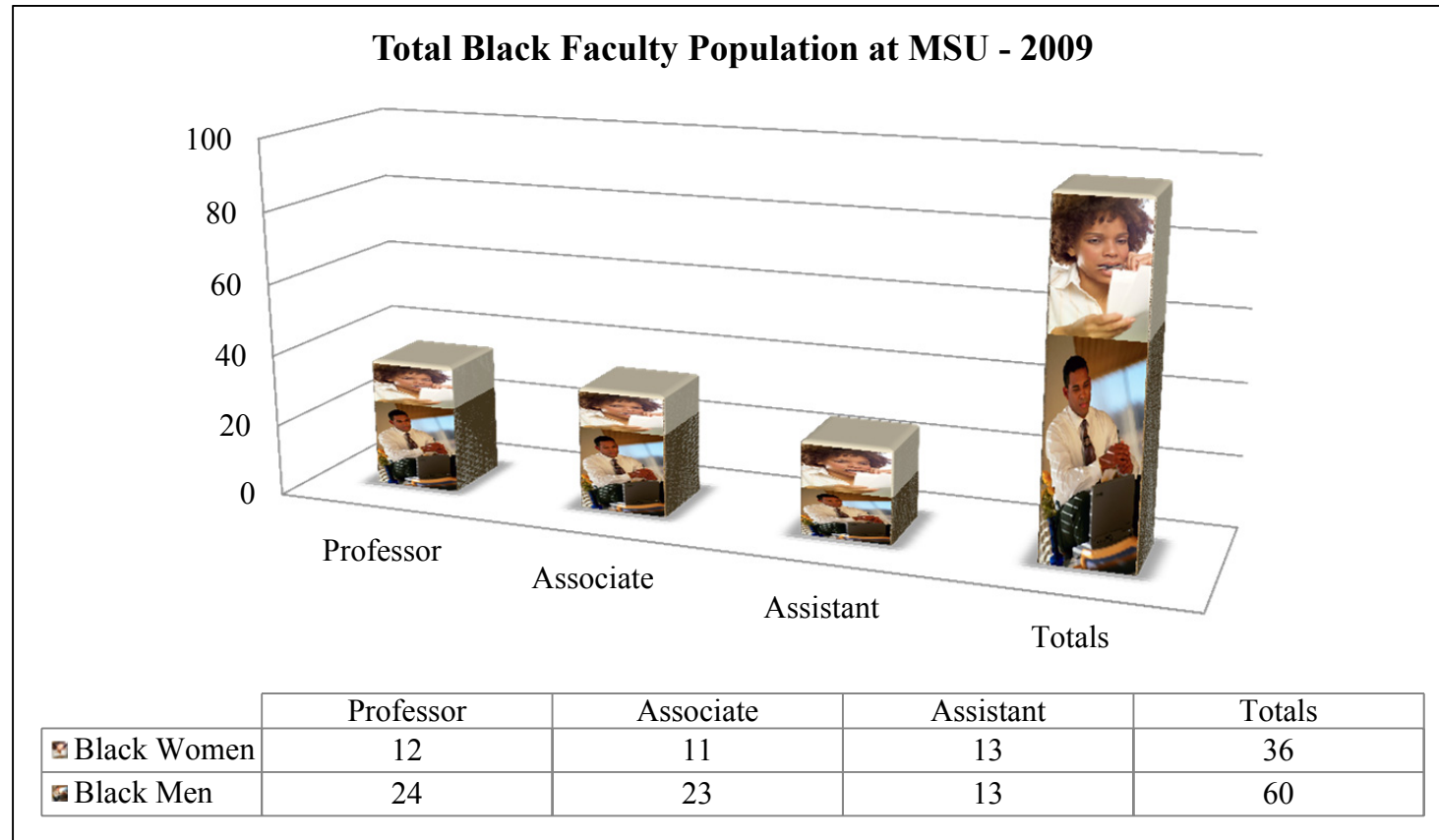
Affirmative Action Data on Tenured Faculty as of October 2007.

Figure 37.



Affirmative Action Data on Tenured Faculty as of October 2008.

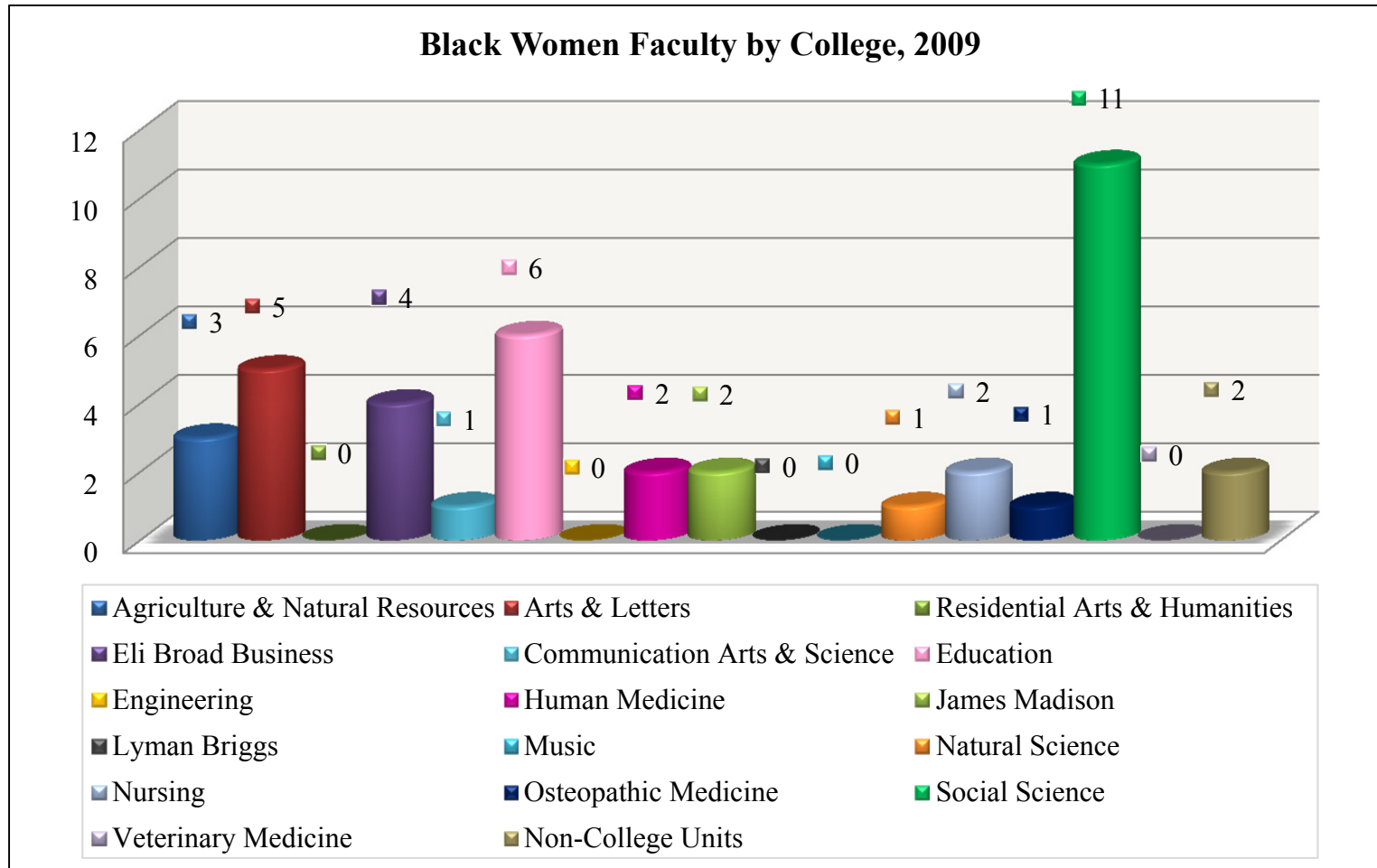
Figure 38.



This graph provides a glimpse of the distribution of the Black women faculty on campus. The numbers are inclusive of all Black women faculty on the campus in the tenure system. At present, 2009, the numbers of tenured Black women faculty stands at 36 out of 60 Black faculty members.

Affirmative Action Data on Tenured Faculty as of October 2009.

Figure 39.



Academic Human Resources Black Women Tenured Faculty March 2009.

Figure 39 displays the total number of black women faculty where they are located by college on MSU's campus during the year 2009. Sixteen academic colleges are central to MSU's academic makeup. The College of Law's information is not available as to the status of Black women faculty. The college of Social Science (11) and the college of Education (6) have the highest concentration of Black women faculty members. The College of Engineering, Residential Arts & Humanities, Lyman Briggs, Music and Veterinary Medicine have no Black women faculty members represented that are in the tenure system. According to historian, David Bailey, these colleges were considered to be "academic desserts." This chapter was to show readers with first hand information, by using graphs to demonstrate that still is a need for more Black women faculty members to be hired on the campus of Michigan State University.

Chapter 3:

The Work We've Done Speaks for Us: Distinguished Scholars Break Glass Ceilings in the Academy

It is of no use for us to sit with our hands folded, hanging our heads like bulrushes, lamenting our wretched condition; but let us make a mighty effort, and arise; and if no one will promote or respect us, let us promote and respect ourselves. ~ Maria W. Stewart¹⁴⁴

PROFESSOR RUTH SIMMS HAMILTON

Ruth Simms Hamilton earned a Ph.D. degree in 1966 in Sociology from Northwestern University. In 1968, she joined the Michigan State faculty as an Assistant Visiting Instructor. A year later, she became an Assistant Professor. In 1971, MSU awarded Professor Hamilton a Teacher-Scholar Award. During the Winter Quarter of 1987, Ruth Hamilton (Distinguished Professor of Sociology), served as commencement speaker. She was also presented with the Ralph H. Smuckler Award for Advancing International Studies and Programs in 1995. Lastly, in 2000 she received the A. Wade Smith Award for Outstanding Teaching, Mentoring and Service provided by the Association of Black Sociologists.

Research

At the time of her passing, in November 2003, Hamilton was preparing for publication an 11 volume set of books on the African Diaspora, *Routes of Passage*, by Michigan State University Press.

¹⁴⁴ Maria W. Stewart and Marilyn Richardson, editor. *Maria W. Stewart, America's First Black Political Writer: Essays and Speeches*, (Bloomington, Indiana University Press, 1987), p. 37.

In a review of the first of the eleven volumes, A. F. Roberts at University of California, Los Angeles noted that, “the present volume is the first in a posthumous series that will offer readers a sense of the eclectic voices Hamilton assembled, and, indeed, if the collection hangs together at all, it is by dint of the legacy of Hamilton's activism, insight, and gumption. Aside from seven papers by Hamilton on topics ranging from African descent people in Germany to global Africa and WW I, equally pioneering scholars such as Joseph Harris and Edward Alpers are represented. So are a good mix of early and mid-career scholars, several of whom trained with Hamilton. Michael Thornton has four articles, and the book's topics include Africans in the Middle East, the historical kingdom of Judah, the Indian Ocean world, East Asia, Australia, Yugoslavia, Great Britain, and ‘Indo-Afro-Ibero-America.’” Roberts highly recommended this volume and insisted that it would be most useful in upper-division undergraduate courses and to those in higher educational classes.¹⁴⁵

Teaching

Ruth Simms Hamilton was Professor of Sociology and Urban Affairs, Director of the African Diaspora Research Project, and a core faculty member of the African Studies Center and Center for Latin American and Caribbean Studies at Michigan State University. She taught courses about the sociology of international inequality and development. She specialized in the areas of comparative race relations, international migration and Diasporas, Third World urbanization and change, and sociological theory.¹⁴⁶

¹⁴⁵ A. F. Roberts. *Choice*. Middletown: Nov 2007. Vol. 45, Iss. 3; p. 524.

¹⁴⁶ <http://msupress.msu.edu/editorbio.php?editorID=18>

As reported in the *Northwestern Magazine* (Spring 2004), Hamilton was a “founding member of Michigan State’s African Studies Center. Hamilton examined issues of race and power years before her academic peers. She pioneered the study of African urbanization and focused on cross-cultural studies of peoples of African descent. She believed slavery created not a class of victims but a resilient people with a distinct African identity.”¹⁴⁷

Professor Ruth Simms Hamilton’s unexpected and tragic death elicited remembrances and testimony about her contributions in research and pedagogy to Michigan State. “Ruth was more than an example of the ‘total scholar,’ she was a model,” said MSU Provost Lou Anna K. Simon. “A distinguished researcher, a master teacher, a service-directed faculty member and a beloved mentor, Ruth Hamilton truly was a person of significant influence and impact. She brought academic prestige to this university time and again, and her widely admired leadership of the African Diaspora Research Project will influence scholars and many policy-makers for decades to come.”¹⁴⁸

David Wiley, the director of the African Studies Center at MSU, knew Hamilton for 25 years. He said she was a professor who required a lot of her students. “Her feeling was that Americans and American scholars are a privileged group to have the resources that we do and we owe it to the world to use those resources wisely,” Wiley declared. “I know few faculty members who have

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<http://www.northwestern.edu/magazine/northwestern/spring2004/classnotes/inmemoriam.htm>

¹⁴⁸ “In Memoriam: Ruth Simms Hamilton (1937-2003). *Black Issues in Higher Education* 20, no. 22 (December 18, 2003), p. 22.

had as big an impact and are so systematically serious for a long period of time about bringing Africa and African Diaspora into the consciousness of people.”¹⁴⁹

In the last two decades of her career Hamilton was best known and highly regarded for her work as the Director of the African Diaspora Research Project. This project was composed of an international team of graduate research assistants and was funded by the Ford Foundation, the Carnegie Corporation, and Michigan State University. It was a big wide-ranging multi-faceted investigation of key topics in what is now known as Diaspora Studies. She was an early pioneer of research concerning the African Diaspora, the dispersion and settlement of African people once they left Africa. She was particularly interested in the social construction of race and identity formation; collective action, consciousness, and human agency. Moreover, she looked at intersections of race, class, gender and nationality; geo-social displacement and emigration. She examined the impact of major global changes such as economic, political, military and socio-cultural on in Diaspora communities.

MSU President Peter McPherson put it succinctly when he spoke of Hamilton. “Ruth Hamilton was not only a cherished and honored member of the MSU community, but a widely respected member of an international community of scholars. He continued, “Her commitment to scholarship and to global understanding won her the admiration of students, faculty, researchers and so many others over the years. Surely, the impact of her work and service lives on in her

¹⁴⁹ Shannon Murphy. “MSU Professor Killed in Okemos Woman Found Dead at Home; Man in Custody” *Lansing State Journal*. Nov 12, 2003. p. 1a-2a.

publications, in her example and in the many students now located throughout the world she so profoundly impressed inside and outside the classroom.”¹⁵⁰

Service

Hamilton participated in programs, advised students, served on committees, and consistently intervened with artfully expressed advice when most needed. She was unfailingly pleasant, cooperative, and generous with her time. Her colleagues considered her to be a model of excellence in faculty citizenship. She was an engaged and committed leader in the effective governance and smooth functioning of the department of sociology. “Dr. Hamilton was a valued member of our community for more than 30 years,” added Dr. Marietta Baba, dean of the MSU College of Social Science. “Her visionary work--most recently in leading a team in the design of a new urban studies initiative at Michigan State University--contributed greatly to our understanding of modern social processes. She was a highly regarded professional as well as a good friend to many of us.”¹⁵¹

Without question, Ruth Simms Hamilton was one of the most gracious and trustworthy of colleagues, at once energetic and enthusiastic, and admirably fair and balanced in all interactions with colleagues, staff, and students. She was a highly regarded sociology professor and a faculty

¹⁵⁰ Ibid.

¹⁵¹ Ibid.

member of the African Studies Center, the Center for Latin American and Caribbean Studies and the Center for Advanced Study of International Development.¹⁵²

¹⁵² <http://www.tiaa-crefinstitute.org/awards/hamilton.html>

PROFESSOR PATRICIA BARNES-McCONNELL

In 1983 she received an Outstanding Faculty Award from the Faculty-Professional Women's Association. Since 1983 Barnes-McConnell has been the director of the Bean/Cowpea Collaborative Research Support Program where she organized and implemented the development of collaborative research between U.S. scientists and scientists from developing countries. She received her Ph.D. degree in developmental psychology from The Ohio State University. She is a member of the Board on Science and Technology for International Development.¹⁵³ In 1993, she received the Ralph H. Smuckler Award for Advancing International Studies and Programs.¹⁵⁴ Later in Barnes-McConnell was awarded a Phi Kappa Phi Honor Society Excellence Award in Interdisciplinary Scholarship from the Michigan State University Chapter.¹⁵⁵

Dr. Patricia Barnes-McConnell, Professor, Department of Resource Development, College of Agriculture and Natural Resources, Michigan State University, has provided distinguished leadership to the Bean/Cowpea Collaborative Research Support Program from its inception. She contributed to the formulation of the initial vision of the program by serving as the Assistant Planning Coordinator for Development of the Bean/Cowpea CRSP in 1979-80. As a social scientist with an interest in the impact of international development on women, she participated in the Malawi project during the early years with Dr. M. Wayne Adams. In 1981, she was

¹⁵³ National Research Council. "Authors." *Toward Sustainability: A Plan for Collaborative Research on Agriculture and Natural Resource Management*. (Washington, DC: The National Academies Press, 1991), p. 144. http://pdf.usaid.gov/pdf_docs/PNABP913.pdf

¹⁵⁴ "International Studies and Programs Awards" <http://www.isp.msu.edu/awards/award.htm>

¹⁵⁵ The Honor Society of Phi Kappa Phi http://pkp.msu.edu/awards_eais_recipients.asp

appointed as Deputy Director of the Bean/Cowpea CRSP while at the same time providing leadership in the capacity of Director (1981-83) to the expanding Women in International Development (WID) Program at MSU. Dr. Barnes-McConnell assumed the CRSP Director role in 1983 and remained in that position for nearly 17 years.

Under Dr. Barnes-McConnell's leadership, the Bean/Cowpea CRSP has not wavered from its mandate of strengthening health and nutrition in developing countries by improving the availability and utilization of beans and cowpeas. During the past 20 years, a total of 14 institutions in Latin America, the Caribbean, and in West and East Africa, plus 16 U. S. institutions have participated in collaborative research and training activities as part of the CRSP community. To date, approximately 475 students have participated in degree training programs with full or partial support from the CRSP. When the Bean/Cowpea CRSP completes its current extension in FY 2002, nearly \$60 million will have been obligated to the Bean/Cowpea CRSP by the U.S. Agency for International Development.

On June 1, 2000, she began her consulting year at MSU, during which time she will be focusing on writing about the successes and impacts of the Bean/Cowpea CRSP over the past 20 years. Dr. Barnes-McConnell's contributions to the success of the Bean/Cowpea CRSP were best summed up by a CRSP trainee and current HC Principal Investigator. "Dr. Pat Barnes-McConnell is an extremely wonderful person who expertly led this CRSP to new heights each year of its existence. We all (HC CRSP scientists) loved to work with her. As CRSP graduates,

we regarded her as our mother too. We wish her a retirement with many more years of joy to her family.”¹⁵⁶

¹⁵⁶ “Proceeding: Midcourse 2000 Researchers Meeting of the Bean/Cowpea Collaborative Research Support Program”, April 9-14, 2000. http://pdf.usaid.gov/pdf_docs/PNACL472.pdf

PROFESSOR BARBARA ROSS LEE

Barbara Ross Lee earned a MD degree in 1973 in Osteopathic Medicine from Michigan State University. In 1983, she joined the Michigan State faculty as Professor and Chair of the Department of Family Medicine. In 2000, MSU's College of Osteopathic Medicine awarded Professor Ross Lee a Distinguished Alumna Award and a Walter F. Patenge Medal of Public Service in 2002¹⁵⁷ and was honored in 2008 as "one of 37 Great Pioneers in Osteopathic Medicine" by the American Osteopathic Association."¹⁵⁸

Dr. Barbara Ross Lee, dean of the Ohio University of Osteopathic Medicine (OU-COM), is the first African-American woman to head a medical college in the United States and the first woman dean of a college of osteopathic medicine. According to Physician Fitzhugh Mullan, "Barbara Ross Lee, D.O., has been a one woman civil rights movement, coming from modest roots in Detroit to become the first African American woman to serve as dean of an American

¹⁵⁷ MSUCOM Awards Ceremony, Wednesday, June 14, 2000. Distinguished Alumni/a Award is "given to a MSUCOM alumnus whose commitment to the osteopathic profession is exemplified by the practice, leadership, teaching, and research of osteopathic principles."
http://www.com.msu.edu/pub-rel/awards/Award_ceremony_june2000.html

MSUCOM Awards Ceremony, June 12, 2002. College Awards. The Walter F. Patenge Medal of Public Service is "awarded to individuals for osteopathic medical practice exemplifying the best tradition of family medicine, for osteopathic hospital administration exemplifying the best tradition of humane, concerned administration and public involvement, and for public policy leadership exemplifying the best tradition of democratic concern for the public good and public welfare."
http://www.com.msu.edu/pub-rel/awards/CollegeAwards_june2002.html

¹⁵⁸ Michigan State University College of Osteopathic Medicine Alumni News. Class of '73.
<http://www.com.msu.edu/alumni/news/1970s.html>

medical school. Along the way she has broken many color and gender barriers.”¹⁵⁹

Ross Lee had this to say about an experience at MSU:

I got a call from *my* alma mater, Michigan State College of Osteopathic Medicine, asking if I would be interested in being considered for the position of chair of the Department of Family Medicine. I asked if I would be considered as a serious candidate or did they just need some affirmative action representation. I was told that I would indeed, be a competitive candidate, so I went ahead and submitted my application. Ultimately, I was offered the job, although it was not an easy process. Early in the interview process, the dean himself, my old mentor, Mike Megan, told me that I was not qualified to be a chair because I didn't have research and academic experience and that I was wasting my time. At that point I had nothing to lose, and so I completed the interviews. Others thought differently of my credentials, and subsequently the university provost said they couldn't give the position to anybody else until I turned it down. So I started my academic career working for a dean who really did not want me to have the position. One of the things I liked least about my time at Michigan State was the politics of the profession. It truly was an “old boys” club. It's changing now, but it's not all the way there yet.....While I was learning some lessons about faculty politics, we did wonderful things in the Department of Family Medicine. I thoroughly enjoyed including students more effectively in the department, designing a new curriculum, and bringing a more scholarly focus to the department.¹⁶⁰

She was the first osteopathic physician to participate in the Robert Wood Johnson Health Policy Fellowship, and is a captain in the U.S. Naval Reserve Medical Corps. She has a strong background in health policy issues and serves as an advisor on primary care, medical education, minority health, women's health and rural health care issues on federal and state levels.

Under Ross Lee's leadership, OU-COM has been instrumental in creating the Centers for Osteopathic Regional Education statewide education consortium. She directs the OU-

¹⁵⁹ Fitzhugh Mullan, M.D., *Big Doctoring in America: Profiles in Primary Care* (Berkeley: University of California Press, 2002), p. 179.

¹⁶⁰ *Ibid.*, p. 200.

COM/American Osteopathic Association Health Policy Fellowship and is the executive director of the Institute for National Osteopathic Medical Association.

In 1997, Ross Lee was selected by the Pew Charitable Trusts to serve on the Americans Discuss Social Security National Advisory Board. She was a member of the National Advisory Committee on Rural Health of the U.S. Department of Health and Human Services, the American Association of Colleges of Osteopathic Medicine Board of Governors, the National Health Services Corps' Association of Clinicians for the Underserved and the Ohio Corporation for Health Information.¹⁶¹

Her awards include the Distinguished Public Service Award, Oklahoma State University College of Osteopathic Medicine; Honorary Doctor of Science Degree, New York Institute of Technology, New York College of Osteopathic Medicine; "Magnificent 7" Award, Business and Professional Women/USA; and the Women's Health Award, Blackboard African-American National Bestsellers.¹⁶² She was inducted into the Ohio Women's Hall of Fame in 1998 in the category of Education. Dr. Ross Lee's reputation stretches far beyond NYCOM and touches osteopathic physicians throughout the nation. "Barbara Ross Lee is one of the most dynamic leaders we have in the osteopathic profession today," says John B. Crosby, J.D., executive director of the American Osteopathic Association (AOA). "If she is able to accomplish in New

¹⁶¹ Jacqueline Jones Royster. *Profiles of Ohio Women, 1803-2003*. (Athens: Ohio University Press, 2003), p. 96.

¹⁶² Ohio Women's Hall of Fame
<http://www.odjfs.state.oh.us/women/halloffame/bio.asp?ID=262>

York half of what she achieved in Ohio, I am certain NYCOM will prosper and grow as never before.”¹⁶³

Barbara Ross Lee is Professor of Family Medicine and Vice President for Health Sciences and Medical Affairs, New York Institute of Technology and Director of the AOA Institute for Health Policy and Research. Dr. Ross-Lee formerly served as Dean of the New York College of Osteopathic Medicine and Dean of the School of Health Professions, Behavioral and Life Science of NYIT, and prior to that she was Dean of Ohio University College of Osteopathic Medicine.¹⁶⁴

Returning to her *alma mata* in 2005, Dr. Barbara Ross Lee gave the convocation address for the College of Osteopathic Medicine at the Wharton Center for Performing Arts. According to the Michigan State University College of Osteopathic Medicine *Communiqué*, “Ross Lee gave a stirring address to the assembled students” declaring, “At no time in history has medicine had to absorb and respond to so much change. We have to prepare for a future that no one can predict.”

¹⁶³ Kathi Vieser. “Medical Mentors” in *NYIT Magazine*, p. 8.

http://www.kathiwrites.com/website_graphics/NYCOM_deansprofile.pdf

¹⁶⁴ “Physicians and their Practice under Health Care Reform: A Report to the President and the Congress”, September 9, 2009, p. 2.

http://www.physiciansfoundation.org/uploadedFiles/Physicians_and_their_Practices.pdf

PROFESSOR DARLENE CLARK HINE

Darlene Clark Hine earned a Ph.D. degree in 1975 in History from Kent State University. In 1987, she joined the Michigan State faculty as the John A. Hannah Distinguished Professor of American History. She is a leading historian of the African American experience and a pioneer of African American women's history. She began her teaching career in 1972 as Coordinator of Black studies at South Carolina State College in Orangeburg. Between 1974 and 1986, Professor Hine taught, and served Purdue University in various administrative capacities, including Vice Provost.

In February 1979, Hine was invited to serve on the steering committee of Black Female Historians United, which would later become the Association for Black Women Historians.¹⁶⁵ She was the first editor of the newsletter, *TRUTH*.

Hine serving as Interim Director of Africana Studies and Research Center, convened three of the most important conferences on Black women and Afro-American Studies at Purdue University: March 1979 “Conference on the Black Woman: Her Past, Present, and Future” – Keynote address given by Dick Gregory and one of the most prominent scholars on black feminism, Patricia Hill Collins, graced the program.

Her first book, *Black Victory: The Rise and Fall of the White Primary in Texas*, was published by KTO Press in 1979. According to the promotional brochure:

¹⁶⁵ “Letter to Darlene Hine from Eleanor Smith.” Papers of Darlene Clark Hine, January 3, 1979.

“In the first in-depth study of the subject, Darlene Clark Hine describes the black attack on the white primary, critically delineating the role of the NAACP in the struggle and the relationship of the national organization to conflicting elements within the black community; her detailed explanation of the constitutional questions involved in each of the cases that led to the final decision demonstrates the continuity of the legal process.”¹⁶⁶

Serving as the project director a conference and workshop was held in March 1983 on “Black Women in the Middle West: The Past of the Future”, this conference was comprised of ordinary and professional women from Illinois, Indiana, Michigan, Ohio and Wisconsin, which was facilitated by Mrs. Shirley Herd and Mrs. Virtea Downey – these women challenged Hine to take on the task of telling the histories of women in the mid-west, which would produce *Black Women in the Middle West* volume; lastly while Vice Provost and Associate Professor, “American Historical Association: Conference on the Study and Teaching of Afro-American History” in October 1983 – Keynote address given by renowned historian, John Hope Franklin – out of this conference an edited volume, *The State of Afro-American History: Past, Present and Future* was produced.¹⁶⁷

Hine left Purdue University to join the faculty of Michigan State University in 1987. President John DiBiaggio announced the appointment of Dr. Darlene C. Hine which appears in the Personnel Actions of the agenda and is particularly pleased that “*Michigan State was able to attract this distinguished scholar who is considered to be one of the brightest, young historians in the nation. Dr. Hine’s appointment is the first female Hannah Professor, the first appointment in the Humanities, and one of a few women appointed to endowed professorships anywhere in*

¹⁶⁶ KTO Press Brochure on *Black Victory: The Rise and Fall of the White Primary in Texas*. Papers of Darlene Clark Hine, 1979.

¹⁶⁷ “Conference brochures.” Papers of Darlene Clark Hine, 1979 and 1983.

this nation.”¹⁶⁸ In the late 1980s, early 1990s Hine developed the Comparative Black History Ph.D. Program within the History Department, which graduated the highest number of Ph.D.s to African American students. During a twenty-year period, she trained over thirty students, all of whom are now professors around the world. In late 1990s, Hine along with Professors Geneva Smitherman, Dorothy Harper Jones, and Curtis Stokes, began dialog with then- Provost Lou Anna K. Simon about starting a Ph.D. program in African American and African Studies. Professors Gloria Smith and Harriette McAdoo came aboard the formation committee at a later date. The Ph.D. program was successfully launched in 2002.

Hine has been influential in shaping the field of African American women's history and the study of the black professional class. She is the author and/or co-editor of more than fifteen books. She co-authored with William C. Hine and Stanley Harrold, *The African American Odyssey* (2007). In collaboration with David Barry Gaspar, Hine co-edited, *Beyond Bondage: Free Women of Color in the Americas* (2004). She co-edited, with Earnestine Jenkins, *A Question of Manhood: A Reader in Black Men's History and Masculinity* (Vol. I, 1999, and Vol. II, 2001); and co-edited with Jacqueline McLeod, *Crossing Boundaries: Comparative History of Black People in Diaspora* (2000). She won the Dartmouth Medal of the American Library Association for the reference volumes co-edited with Elsa Barkley Brown and Rosalyn Terborg-Penn, *Black Women in America: An Historical Encyclopedia* (1993). Hine is editor-in-chief of *Black Women in America*, 3 vols. (2005). In 1990, her book *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950* (1989) was named Outstanding Book by the Gustavus Myers Center for the Study of Human Rights, received the Lavinia L. Dock Book

¹⁶⁸ Michigan State University Board of Trustees Minutes, June 12, 1987.

Award from the American Association for the History of Nursing, and was awarded the Letitia Woods Brown Book Award from the Association of Black Women Historians.

Darlene Clark Hine, in reviewing black women's historiography, calls for an examination of the employment of theories that, rather than centering black women, treat them as "Other." Masculinist bias and white women's complicity in the exploitation of black women need to be uncovered, and the veil of dissemblance, which black women have historically used for protection, lifted.¹⁶⁹

According to MSU Board of Trustees Minutes, "Professor Darlene Hine, introduced by President Guyer at the February Board meeting, has been noted in several national and international papers for her accomplishments. People are aware that she is at MSU."¹⁷⁰ In 2001, Hine joined a group of distinguished honorees to become one of *The Detroit News* Michiganians of the Year. She became the third Black president of the Organization of the American Historians (2001-2002) and in (2002-2003), she served as president of the Southern Historical Association; these are the two major historical organizations in the United States.

History has its own power, and Black women, more than ever before, need its truths to challenge hateful assumptions, negative stereotypes, myths, lies, and distortions about our own role in the progress of time. Black women need to know the contradictions and ironies that our unique status presents to a country founded on the proposition that all men are created equal and endowed with the inalienable rights of life, liberty, and

¹⁶⁹ Christie Anne Farnham. "Beyond the Household: Women's Place in the Early South, 1700-1835 / Taking Off the White Gloves: Southern Women and Women Historians." *The Journal of American History* 86, no. 3 (December 1, 1999):1317.

¹⁷⁰ "MSU Board of Trustees Minutes." <http://spartanhistory.kora.matrix.msu.edu/files/3/15/3-F-1E-56-APRIL%2009%201993.pdf> April 20, 1993.

opportunity to pursue happiness. Yet it is not enough to only know about the injustices and exploitation Black woman endured. We also owe it to ourselves to experience the thrill of knowing about the heroism of Harriet Tubman, share in the pride of Madame C. J. Walker's business acumen, and delight in the tremendous creative artistry of a pantheon of Black women writers, performers, and thinkers. As we garner the inspiration contained in the past and present Black women's lives, we acquire the power to take history further and the will to use the power of history to construct a better future. What Black women really need today is power. Although there are many kinds of power, I have learned in the past decade of working with and listening to thousands of Black women from all walks of life that special kinds of power exist in our history.¹⁷¹

In 2004, Hine left MSU to become the Board of Trustees Professor of African American Studies and Professor of History at Northwestern University (NU) in Evanston (2004 to the present). During her first year, she served as Interim Chair of the Department of African American Studies and was instrumental in developing the new Ph.D. program in African American Studies. She was inducted into the American Academy of Arts and Sciences in October 2006. From 2008 through 2011, Hine served another three years as Chair of NU's Department of African American Studies. She is a Fellow at W. E. B. Du Bois Institute of African and African American Research at Harvard University (2011-2012). Throughout Hine's career she has been dedicated to teaching, research and community service.

¹⁷¹ Hine, Darlene Clark. "THE LAST WORD: Black Women Need The Power of History to Fuel the Future." *Black Issues in Higher Education* 16, no. 7 (May 27, 1999): 80.

PROFESSOR GENEVA SMITHERMAN

Geneva Smitherman earned a Ph.D. degree in 1969 in English with a specialization in Socio-Linguistics and Education from the University of Michigan. In 1989, she joined the Michigan State faculty as a Professor of English. She became a University Distinguished Professor of English in 1991; Smitherman is the only African American female faculty member to the present date holding such an esteemed position.¹⁷² Dr. Smitherman holds the 1999 College on Conference and Composition Communication (CCCC) Exemplar Award. In 2001, she received the National Council of Teachers of English (NCTE) David H. Russell Research Award for her book, *Talkin That Talk: Language, Culture and Education in African America*.¹⁷³

Research

A MSU's University Press Release announced in 2001, that "Geneva Smitherman is a scholar of world-renown in the study of African-American language. She is described by peers as a "doyen among academics." Smitherman's work has been influential in the scholarly world and has also had political impact on language and social policy in the United States and South Africa. Moreover, she has mentored scores of students who are now engaged in the same issues that have consumed her for three decades. She states: "I am honored to be a member of the MSU community. I thank my students and colleagues for this recognition."¹⁷⁴ In 2005, she received

¹⁷² MSU List of University Distinguished Professors.

¹⁷³ <http://www.ncte.org/college/awards/russell>

¹⁷⁴ MSU News Release, "Faculty, Staff to be Honored at Convocation; President to Deliver Eight Annual Address," 2/9/2001.

the NCTE James R. Squire Award, making her only the tenth person to receive this Award.¹⁷⁵

The James R. Squire Award was established in 1967 to recognize a scholar who has had a “transforming influence” and has made a “lasting intellectual contribution” to the field of English Studies.¹⁷⁶ Smitherman was grateful for the honor, she states:

“I am genuinely moved by this recognition, which came as a complete surprise. As a daughter of the sharecropping South, whose parents were part of that great twentieth-century migration of Blacks to the urban ‘Promised Land’ of the North, I am honored that the National Council of Teachers of English is recognizing my work. For nearly three decades, I have been laboring in the vineyards, holding up the bloodstained banner of Black Linguistics, language education, and social change. My hope is that a new generation of scholar-activists will be inspired by my example to ‘keep on keepin’ on’ in the struggle for linguistic liberation, educational equity, and social justice throughout the global community.”¹⁷⁷

Smitherman, (aka “Dr. G.”), is best known for her advocacy of Black English. She has written over 7 books on the history and significance of African-American English and Language. She has at least 36 chapters and over 41 articles on the subject of Black Americans and the English language. Some of her key publications include: *Talkin That Talk: Language, Culture and Education in African America* (2000); *Black Talk: Words and Phrases from the Hood to the Amen Corner*. Revised Edition (with 300 new entries and new introduction), (2000); *Educating African American Males: Detroit's Malcolm X Academy Solution* with Dr. Clifford Watson (1996); and *African American Women Speak Out on Anita Hill-Clarence Thomas*, edited with an introduction and article (1995).

¹⁷⁵ <http://www.ncte.org/awards/service/squire>

¹⁷⁶ Quoted from Geneva Smitherman’s curriculum vitae.

¹⁷⁷ “Professor Honored for Her ‘Transforming Influence’ on the Field of English Studies” November 10, 2005.

Smitherman most seminal work is *Talkin and Testifyin: The Language of Black America*.

According to Daniel C. DoBell,

“Talkin and Testifyin grew out of the sociolinguistic theoretical foundations established by a host of scholars and its publication in 1977 is regarded by many as a milestone in the field of sociolinguistic scholarship. Smitherman went on to influence an entire generation of scholars, policymakers and practitioners and her influence is still being felt today. To more fully understand the impact of Smitherman’s work this author will show how Talkin and Testifyin was received in general terms as a scholarly work, followed by a closer examination of its effect on a select group of disciplines.”¹⁷⁸

Talkin and Testifyin has been cited within Google Scholar 1171 times. Keith Gilyard maintains, “Talkin and Testifyin is arguably the most pivotal statement about African American Language, the one source to which everyone in the field refers.”¹⁷⁹ The book has been cited numerous times in legal and policy literature, and has been used as a foundation for establishing the legitimacy of African American English in both case law and policy initiatives; for example in *King v. Ann Arbor* (1979), this case included testimony from Geneva Smitherman who served as the principal consultant for the plaintiffs during the proceedings. With Smitherman’s help, the court ruled in favor of the plaintiffs and ordered the school board to develop a program that would provide its teachers with readily available information about Black English, “and to help them use that knowledge in teaching the plaintiffs to read standard English.”¹⁸⁰ The metaphor of the ‘bridge’ is a useful way to view the impact and influence of Smitherman’s *Talkin and Testifyin* more than 30 years later. Through her work, Smitherman not only bridged different disciplines, but she also built

¹⁷⁸ Daniel C. DoBell “Thirty Years of Influence: A Look Back at Geneva Smitherman’s *Talkin and Testifyin*” *The Journal of Negro Education*, 2008, Vol. 77, No. 2, p. 160.

¹⁷⁹ Keith Gilyard “African American Contributions to Composition Studies” *College Composition and Communication*, Vol. 50, No. 4, A Usable Past: CCC at 50: Part 2 (Jun., 1999), p. 639.

¹⁸⁰ Daniel C. DoBell “Thirty Years of Influence,” p. 164.

a scholarly bridge extending the understanding of Black English beyond the cognitive deficiency models.¹⁸¹

Dr. Smitherman has lectured and conducted workshops throughout the U.S. and abroad—including Germany, England, Ghana, France, (the former) Yugoslavia, the Caribbean, and South Africa. Her current work focuses on language and politics in South Africa where she has worked with scholars and activists since 1995.

Smitherman's research includes a national study of Black student writing over a twenty-year span (funded by the National Council of Teachers of English [NCTE] Research Foundation), a language research training program for English faculty at Northwest University-Mafikeng, South Africa (funded by the Spencer Foundation), and a demonstration project on Black child abuse and neglect (funded by the U.S. Department of Health and Human Services).

Service

She is founder and Director of Michigan State University's partnership outreach program, My Brother's Keeper, a male mentoring program for middle school students at the Detroit Public Schools's Malcolm X Academy. She is Affiliated Faculty of Writing, Rhetoric and American Cultures and Core Faculty, African Studies Center. She is a co-founder of the doctoral program in African American and African Studies (one of only eight such programs in the Nation) and continues to serve on its Executive Committee.

¹⁸¹ Ibid., p. 165.

She has an international reputation for her work on African American Language and Culture. She is nationally recognized as a pioneer in African American Studies, having begun her work in the vineyards of Black Studies in the early 1970's at Harvard University in what was then called the "AfroAmerican Studies" Department. She is a former Detroit Public Schools teacher of English and Latin. She served on the faculty of Wayne State University where she was Director of Black Studies, Director of Linguistics and Interim Associate Dean of Liberal Arts.

From 1977-79, she was the chief advocate and expert witness for the children in *King* (known internationally as the "Black English" Federal court case) and subsequently convened a Rockefeller Foundation-funded national symposium on *King* and edited a publication on the court case (1981).

Universities, school districts and the media often call upon Dr. Smitherman for her expertise. Recently, these have included the Los Angeles Unified School District, Syracuse University, the National Center for Culturally Responsive Educational Systems, Emory University, University of California-Los Angeles, the Detroit Public Schools, and *New York Times* language columnist, William Safire. She has appeared on some of the most recognized media venues such as the *Oprah Winfrey Show*, *Phil Donahue Show*, *CNN*, *The Today Show* and *National Public Radio*.

Smitherman is a founding member of the African American and African Studies (AAAS) Ph.D. program. She served as Interim Director for AAAS in 2009. Dr. G is truly a scholar-activist who has dedicated her life to the Black Intellectual Tradition and the struggle for language rights.

In 2009, Smitherman received the MSU's Excellence in Diversity Lifetime Achievement Award. She recently retired from MSU as University Distinguished Professor Emerita in 2011. In 2012, she received the National Conference for Research on Language and Literacies (NCRL) Lifetime Distinguished Researcher Award. The award recognizes Smitherman's outstanding and distinguished contributions in research, teaching, and service to the fields of applied linguistics and African and African American Studies through her analysis of and prolific writing about the creative genius, and legacies of AAE in American culture and language policies in South African society.¹⁸²

¹⁸² College of Arts & Letters "Faculty News" <http://www.cal.msu.edu/faculty/faculty-news/>

PROFESSOR HARRIETTE PIPES MCADOO

Harriette Pipes McAdoo earned a Ph.D. degree in Educational Psychology at the University of Michigan where she was specialized in Child Development in 1970. In 1991, she joined the Michigan State University faculty as a Professor in the Department of Family, Child Ecology after serving as acting Dean and Professor of Social Work at Howard University in Washington, D.C. In 1995, she received The American Family Therapy Academy Award for Distinguished Contributions to Family Systems Research. In 1996 she was inducted into the Phi Kappa Phi National Honor Society and was awarded a Distinguished Faculty Award from MSU. Later she joined the Department of Sociology. She was a founding member of the African American and African Studies Ph.D. program.

Dr. Harriette McAdoo has written 13 books, most of them focus on Black children and Black family welfare. Some of her current monographs include: McAdoo, H. P. (Ed.). (2001). *Black children: Social, educational, and parental environments* (2nd ed.). Thousand Oaks, CA: Sage; McAdoo, H. P. (Ed.). (1999). *Family ethnicity: Strength in diversity* (2nd ed.). Thousand Oaks, CA: Sage; McAdoo, H. P. (1998). *African-American families: Strengths and realities*. (1997, 3rd edition). *Black families*. Thousand Oaks, CA: Sage; Burlew, A. K., Banks, W. C., McAdoo, H. P., & Azibo, D. A. (Eds.). (1992). *African American psychology: Theory, research and practice*. Thousand Oaks, CA: Sage.

She has 44 articles in refereed journals and 46 chapters in books pertaining to the Black family and health issues. Her research grants are numerous. Dr. McAdoo has been a principal and co-

principal investigator in securing over a million dollars for researching Black and African women's issues and health concerns for children.

She has served as National Advisor to President Carter on the White House Conference on Families and was President, in 1994, of the National Council on Family Relations (NCFR). Dr. McAdoo was the first person honored by NCFR with the Marie Peters Award for Outstanding Scholarship, Leadership, and Service in the Area of Ethnic Minority families in 1984. She was Director of the Groves Conference on Marriage and the Family, and has been a member of the Governing Council and Publication Committee of the Society for the Research in Child Development (SRCD). She was the recipient of the Helms Award from Columbia University Teachers College.

She served on the Social Science Advisory Board of The Poverty & Race Research Action Council (PRRAC) which is a civil rights policy organization convened by major civil rights, civil liberties, and anti-poverty groups in 1989-90.

She was a recipient of the Ernest Burgess Award in 2004, the highest honor given by NCFR. McAdoo retired after serving 20 years on the faculty of MSU in 2009; she passed away after a lengthy illness in 2010.

PROFESSOR IDA J. STOCKMAN

Ida J. Stockman earned her Ph.D. in Speech Pathology and Audiology from Pennsylvania State University in 1971. Stockman, who came to MSU in 1983, was cited for her pioneering work on language and development in African-American English as one of the first honorees, along with Professor Geneva Smitherman at the New Ways of Analyzing Variation Conference in 2000. According to Walter Wolfram “Ida’s research,” he said, “provided the empirical groundwork for establishing developmental norms for African -American English speakers that diagnosticians could turn to in assessing whether vernacular dialect speakers were developing normally within their community dialect.”¹⁸³

Stockman and her colleague began their seminal research in the late 1970s and early 1980s on preschoolers learning African-American English in Washington, DC. Their longitudinal study -- the first of its kind – allowed them to observe young children interacting with their parents in the natural home setting. Previous studies had concentrated on older children and then only in comparison to white children using negatively biased standardized tests.¹⁸⁴

She joined the faculty of Michigan State University in 1983, in the Audiology and Speech Science Department. Her work has focused on multicultural issues generally and on speech-language acquisition and assessment of African American children, specifically. A founding member of National Black Association for Speech, Language and Hearing (NBASLH), she

¹⁸³ College of Communications Arts & Sciences: News & Events “Stockman Honored at Conference” News Date: April 24, 2001.

¹⁸⁴ Ibid.

created its annual scholar-mentor award and student research scholarship award competition. In recognition of her research, teaching, and service contributions to the profession, Dr. Stockman has received the teacher-scholar and professional services awards from NBASLH; Distinguished Faculty Awards from Michigan State University and the State of Michigan's Governing Board of Higher Education and the multicultural award from American Speech-Language-Hearing Association (ASHA). Dr. Stockman is also an ASHA Fellow and a recipient of the ASHA Honors.¹⁸⁵

Michael Casby, chair of the Department of Communicative Sciences and Disorders, said that Stockman is the second MSU faculty member to receive the distinguished honor, the first being former Dean Herbert Oyer.

Stockman's distinguished career has interwoven groundbreaking research, teaching and professional service. She expanded the multicultural frontiers of communication sciences and disorders, beginning with pioneering work on the language development of black children. Stockman also has expanded the knowledge base of autism spectrum disorders as a collaborator with a clinical research team in Switzerland that focuses on the role of tactile-kinesthetic perception in developmental disorders and intervention.

Stockman has received more than a dozen awards for professional contributions. She is a distinguished writer with more than 50 publications. An ASHA Fellow, Stockman is a trailblazer whose distinguished contributions to teaching, research and professional service have had cross-

¹⁸⁵ Brief Biography of Ida Stockman. In author's possession, 2012.

disciplinary impact on speech-language pathology and the fields of education, sociolinguistics and developmental psychology.¹⁸⁶

She has dedicated her career to the profession of childhood communication disorders, focusing specifically on typical and atypical spoken language use and acquisition. Her work has focused on multicultural issues generally and on speech-language acquisition and assessment of African American children, specifically. A founding member of National Black Association for Speech, Language and Hearing (NBASLH) she created its scholar-mentor award and student research scholarship award competition. In recognition of her research, teaching, and service contributions to the profession, Dr. Stockman has received NBASLH's teacher-scholar and professional services awards. She is also a recipient of a Distinguished Alumna award from Pennsylvania State University - College of Health and Human Services and Distinguished Faculty Awards from Michigan State University and the State of Michigan's Governing Board of Higher Education. Dr. Stockman is a Fellow of the American Speech Language and Hearing Association, and a recipient of its multicultural award and an Editor's award. In 2006, she received the Honors of the Association, the highest award given to its members and she was the 6th African American to be so honored. In 2007, Ida J. Stockman, Ph.D., CCC-SLP became Professor Emerita at Michigan State University.¹⁸⁷

¹⁸⁶ MSU Faculty Bulletin "Professor received highest honor from national association: ASHA Honors of the Association Award recognizes contributions, service" by Kirsten Khire.

¹⁸⁷ Brief Biography of Ida Stockman. In author's possession, 2012.

Table 1.

Academic Life with and without Race and Gender Privilege¹⁸⁸

<i>With Race and Gender Privilege</i>	<i>Without Race and Gender Privilege</i>
1. In an academic life automatically advantaged with race and gender privilege, it is difficult for a White male professor to come up with a list of what academic life is like with race and gender privilege.	In an academic life without race and gender privilege, Black women professors are considered outsiders and are viewed with the stereotypical societal lens that characterizes them as hostile, emasculating, and intimidating.
2. The credentials and merit of White male professors are mostly taken at face value when they are nominated for promotions and awards; race and gender do not enter the discussion.	The credentials and merits of Black women professors are often questioned when they are nominated for promotions or awards; race and gender are implicit factors in the discussion.
3. White male professors are considered intellectual and well-suited for the professoriate.	Black women professors are not seen as intellectuals who are well-suited for the professoriate, and their membership in the academy is seen as a credit to their gender and their racial group.
4. White male professors are seen as competent, and it is only their individual actions that can disprove their competency.	Black women professors are often viewed as incompetent, and it is only their individual actions that can lend them the aura of competency.
5. White male professors at a research university are expected to conduct research, publish, and teach.	Black women professors at a research university are expected to conduct research, publish, teach, and support the university's diversity initiative through service.
6. The positive actions of a White male professor are seen as normal indicators of excellence.	The positive actions of a Black woman professor are seen as exceptional manifestations of excellence, only representing this unique individual.

¹⁸⁸ Juanita Johnson-Bailey and Ronald M. Cervero. "Different Worlds and Divergent Paths: Academic Careers Defined by Race and Gender" in *Harvard Educational Review* Vol. 78, No. 2, Summer 2008, p. 321.

Chapter 4:

Are We There Yet?: Hearing What the Black Female Professoriate Has to Say

To tell the flat-footed truth means to offer a story or statement that is straightforward, unshakable, and unembellished. This kind of truth-telling, especially by and about Black women, can be risky business because our lives are often devalued and our voices periodically silenced. – Patricia Bell-Scott¹⁸⁹

Tuesday L. Cooper in *The Sista' Network: African-American Faculty Successfully Negotiating the Road to Tenure* declares that “African-American women faculty are overworked and serve on a multitude of committees. They do more than their share of mentoring and mothering minority and majority (students). Yet there is still the expectation that they will conduct research and publish at the same rate as their white colleagues, both male and female, who don’t have the same hypervisibility due to race and gender.”¹⁹⁰ Moreover, the Black female faculty population at Michigan State University, though silenced for several decades, has in their own extraordinary way, helped to cultivate, maintain, and strengthen the African American academic community.

To be sure, several key themes will emerge from this chapter: networking, affirmative action, tenure and promotion, levels of mentorship and overall feelings of the women’s

¹⁸⁹ Patricia Bell-Scott and Juanita Johnson-Bailey. *Flat-Footed Truths: Telling Black Women's Lives*. (New York: Henry Holt, 1998), xix.

¹⁹⁰ Tuesday L. Cooper, *The Sista' Network: African-American Women Faculty Successfully Negotiating the Road to Tenure*. (Bolton, MA: Anker Publishing Company, Inc., 2006), 1.

experiences at MSU. Now, the methodical approach was straight forward. From previous research, an eleven question survey was sent to the entire African American female faculty population, tenured or on the tenure-track. Several of the “Seasoned” faculty members were interviewed.¹⁹¹ For the purposes of this research, I have used names of famous African American female singers who have made national and international milestones, just as these women have. Pseudonyms were deemed appropriate because in my original research, confidentiality was the upmost concern and was upheld to the fullest form. The goal of this chapter is to “listen” to what the women had to say and see if their responses were synonymous to each other. It is my hope to show that some of their concerns were documented and to highlight the fact that the same issues are still so ever pressing on the national academic scene in the larger US academy. Nevertheless, in order make MSU a better place for the Black female professoriate, we must start by listening to those who were voiceless. Holla if you hear them!

Networking

MS: What department or college has the greatest number of black women faculty members?

Albertina: I don’t know what department or college has the greatest number of Black women faculty members. I would like to know such information; how do I find this out?

Roberta: Don’t Know.

¹⁹¹ Marshanda Ann Latrice Smith. “Black Women in the Academy: The Experience of Tenured Black Women Faculty on the Campus of Michigan State University, 1968--1998.” M.A. Thesis. Michigan State University, 2003, p. 57-115.

Willie Mae: I have no ideas of the department or college with the greatest number of black women, but I suspect it's arts and letters at the college level. But you should know this by your own research.

Eartha: I don't know what department has the greatest number.

Inez: The response is a "perceive" answer and not based on actual data. It depends on the year & personnel - at one time Comm Arts had the most. College of Education (6).

Dorothy: Don't know.

Jill: ?

Cassandra: I have no idea.

Lena: I don't know what department has the greatest number of Black women. Tokenism is a problem, you know.

Diana: I am not sure of the number by academic units, but I have seen more in supportive services.

Gladys: I really don't know.

Vickie: Without checking the data, I would assume that there is no one University unit that stands out as having a critical mass of Black Tenured Women. Family and Child Ecology, Detroit College of Law at MSU, History and Urban Affairs readily come to mind as disciplines and contexts that attract many person of color.

Patti: College of Education.

CeCe: Arts and Letters.

Aretha: Don't Know.

Koko: Not answered.

Shirley: Education?

Dionne: Not answered.

Lalah: History.

Whitney: The College of Education has the largest number of Black women faculty members.

Ella: As far as I know five in College of Education.

Tramaine: I do not have specific information/data about this item, but based on historical numbers and areas in which African American females have typically earned Ph.D.s, I would guess Arts & Letters or Education.

MS: **How many do you know on campus?**

Albertina: A few years ago, there were three of us (Black women professors), which was probably a "first" for the Department. However, now there is only me. One Sista left MSU due to racial conflicts within the Department at that time, and the other just recently resigned due to a medical disability. (The racial/racism issues have been resolved.) I know of six other Black women professors on campus.

Roberta: Most of them, on sight.

Willie Mae: I know many black professors and some I do not know.

Eartha: I know about 10 women.

Inez: 30.

Dorothy: If you mean women faculty, About 20.

Jill: Most of them.

Cassandra: Possibly, 10-15.

Lena: Personally I know about 12 women.

Diana: I am aware of most and know many personally.

Gladys: 10.

Vickie: In my position within the Office, I had the opportunity to convene the Faculty Women of Color, so that I knew most of them by sight. I also participated in some programs sponsored by the Women's Resource Center that addressed concerns of Faculty of Color and I met many in that venue.

Patti: About 10.

CeCe: Approximately between 10-15.

Aretha: I know at least 2 from Human Ecology, 4 from Human Medicine, 1 from History, 1 from Education, 1 from Vet. Medicine and 3 from Osteopathic Medicine.

Koko: I've worked closely with 3 in my college.

Shirley: 18-20.

Dionne: Approximately 20.

Lalah: 15.

Whitney: I know 10 Black women faculty members on campus.

Ella: I know all in the College of Education, but other than that about four or five around campus; so about a total of ten Black women.

Tramaine: 8-10.

MS: Is there an organization for Black women professors?

Albertina: There is no organization of Black women professors that I know of.

Roberta: No.

Willie Mae: Not answered.

Eartha: I am not aware of any organization for Black women faculty.

Inez: Not anymore.

Dorothy: No, there used to be, but no time.

Jill: Not really.

Cassandra: I don't think so. There used to be an organization for Minority women on campus.

Lena: There is no organization to my knowledge.

Diana: I am not aware of an organization, but have met in small groups with Black women on and off campus.

Gladys: If there is an organization for Black women professors, I am unaware of the organization.

Vickie: None has existed in the past as a formal organization, but informal efforts have occurred through impetus of the Women's Resource Center, and some through the Affirmative Action Office.

Patti: None that I am aware of, but such a group would be beneficial.

CeCe: Organization for Black women professors: Not solely for Black women professors. Perhaps different interest groups and the administration at MSU would be envious of such an organization. Also, African American women, perhaps, have been so dispersed that such an organization has not been discussed amongst us. There is an organization coordinated by WRC for Women of Color. Usually, a majority of Black women attend, yet the organization is not the same as if there were one solely for Black women faculty.

Aretha: Organization for black women professors: Black Nursing Faculty in Higher Education.

Koko: I believe so.

Shirley: Multicultural women and BFSAA only.

Dionne: BFSA.

Lalah: No, for women of color academics.

Whitney: I do not know of any organization for Black women professors on MSU's campus, but I am a member of the Association of Black Women which is a national organization of faculty.

Ella: I was recently made aware of Women's Resource Center's Faculty of Color group.

Tramaine: Not formally. There is an informal group through the Women's Resource Center known as the "Women of Color" that sponsors various activities. However, this group is not exclusively for African American professors.

MS: **In what ways would you find useful to getting to know them if you are unfamiliar with Black women professors?**

Albertina: Not answered.

Roberta: Would be a good sounding board; would be place to vent, etc. I have been having small groups of Black faculty over to my house. It has been really a good experience. It has also been very helpful to younger female faculty who have to go through tenure review. We have vented and have had a lot of fun.

Willie Mae: Professionally, I am not sure how useful it would be.

Eartha: I don't see a need to socialize. I give the university 250% of my time. When there is a need, however, to come together as sisters to help, then that's when I come in to gather with other Black women faculty for support.

Inez: Meetings surround conferences held on campus.

Dorothy: Regular planned get-togethers.

Jill: Focus group and printed biographical sketches.

Cassandra: I don't think I'd have time for another organization. There is a Black Faculty & Administrators Organization on campus and a national organization called Minorities in Agriculture, Natural Resources, and Related Sciences.

Lena: There would be no other reason than networking to get to know these women. It would be a mistake to only socialize with just Black women. One should establish links with other groups as well.

Diana: Establishing greater networking opportunities.

Gladys: It would be great if we could have monthly luncheons for Black women professors to get to know each other. Or, when a new Black woman professor is hired we could have a reception for her.

Vickie: On a regular basis, I would attend the formal receptions for new faculty sponsored by the University. I would also attend the welcoming receptions for the various groups of color, where many would be present. Informal and social contacts resulted in more awareness than any organized opportunity.

Patti: Personal contact with black women faculty by telephone or invitations to attend forums, discussions, etc. that impact their academic survival or just issues in general. The Annual Women's Health Forum at MSU is a perfect instrument to use. There is one segment of the

conference that target health issues of black women. This specifically is another avenue where black women can get together and develop associateships and/or friendships. Social events, I think, have the least impact, because they tend to bring about separatism. However, group activities might be useful where all black women faculty receive notice to participate, such as organized group travels (in/out of state, organized group attendance to promote black theater performances, etc.

CeCe: Useful ways in getting to know my sisters: an organizational body, similar to Black Faculty, where mentoring and monitoring could occur (although such an organization does not replace or deny the need for a Black faculty association); social events, indubitably; Christian/religious events, definitely. Of course, Black women have always taught other Black women how to win, interact, dress, speak, strategize, become empowered, use power effectively, and so on. This organizational body could be a driving force to insuring the reality of the “Survive and Thrive” (a la Provost Simon) mechanism operating at MSU. Many aspects related to MSU and personal life could be addressed within an organization of Black women professors: MSU appointments, promotion, tenure, committee service, politics (departmental, college and university); babysitting, shopping, Christian/Religious services; traveling, etc.

Aretha: There are some organizations related to the university that encourage our knowing each other: Women’s resource center. Also Black Faculty and Administrators Association... I’m not sure. Would you like to know the purpose? I interact with many of my black colleagues in campus activities, research activities...maybe some social activities.

Koko: ?????

Shirley: Women, Race & Privilege Workshops, Luncheon Meetings, Research Meetings.

Dionne: Informal social gatherings.

Lalah: Discussing personal & professional issues; institutional politics.

Whitney: In order to get to know other Black women on campus, it would be useful if some organization sponsored a social event or informal meeting for people to get acquainted with one another. The Women's Resource Center has organized women of color across campus for a myriad of activities and often, the majority of those who attend are African American.

Ella: It is very important and critical to have a support network. Some of us feel isolated and need to be reinforced so we won't feel that we are going crazy. Networks of those who's been here for a while to contextualize their experience; there is a need to be connected and validated . . . it's so competitive here and it becomes difficult for folks to appreciate you. It's wonderful to have a community of scholars.

Tramaine: Various social events.

Affirmative Action

"Michigan State University's stated policy of non-discrimination was established long before state and federal actions required such policies by regulation and law. The State Board of Agriculture governing Michigan State College adopted its first non-discrimination policy in 1935 when discrimination based on race or color were prohibited."¹⁹² Twenty-nine years later, President Lyndon B. Johnson signed the Civil Rights Act of 1964. To put pressure on employers

¹⁹² Michigan State University, "Assuring Equity and Non-Discrimination" Brochure. Office of Affirmative Actions, Compliance and Monitoring, East Lansing, MI.

who refused to uphold the laws of the Civil Rights Act, Johnson issued Executive Order 11246 on September 24, 1965, which ordered government contractors, including educational institutions, to abide by Title VII of the Civil Rights Act of 1964, “Equal Employment Opportunity”, that banned employment discrimination practices based on race, creed, color, and sexual orientation.¹⁹³ Moreover, Michigan State University has updated their non-discriminatory policies:

The University’s non-discrimination policy has since been revised and expanded over the years to include protection based on age, gender, disability, height, marital status, national origin, political persuasion, religion, sexual orientation, veteran status and weight. Approved by the Board of Trustees on April 9, 1993, the MSU Anti-Discrimination Policy also prohibits harassment of any University community member on the basis of these characteristics, as well.¹⁹⁴

Out of twenty-two respondents, only three did not really know of MSU’s Affirmative Action policy. On the other hand, nineteen had critical responses to Affirmative Action, maintaining that nothing is really being done to uphold the policy that’s in place. Because of the political climate within the state of Michigan, MSU changed the name of the Affirmative Action Compliance and Monitoring Office (AACM) to the Office for Inclusion and Intercultural Initiatives (I-3).

MS: How is the Affirmative Action mandate on Michigan State’s campus viewed as it relates to black women faculty -- what are your perceptions on this issue?

Albertina: Sorry, but I don't have the factual knowledge to respond to these questions.

¹⁹³ Please see title VII of the 1964 Civil Rights Act in the appendices of the dissertation.
<http://www.eeoc.gov/laws/statutes/titlevii.cfm>

¹⁹⁴ Michigan State University, “Assuring Equity and Non-Discrimination” Brochure. Office of Affirmative Actions, Compliance and Monitoring, East Lansing, MI.

Roberta: AA is ignored by most departments. They give lip service and then proceed as usual to hire white men, mostly. Even when you get Opportunity Hire chances it is a difficult process that has many pit falls. We had one a couple of years ago and it took all of the efforts of me and my dean [. . .] to get . . . hired. Comments that was made by faculty member that “We have too many Blacks already.” We had two at that time, one male and one female [me]; now it is three. I had to be sure to go to every meeting and casual conversation, if it was public, to avoid further more comments of that type. You could tell that they felt restrained by my presence. We now have three Black professors.

Willie Mae: What is the affirmative action mandate? I have no idea, thus no response.

Eartha: Affirmative Action mandate, not very good (probably). MSU is no more racist than as any other place. Black women have to be better to get a job. Retention is a problem -- get here, stay here.

Inez: Many department state they are supportive but are really not.

Dorothy: Don’t know what the mandate is.

Jill: Ineffective – so many characteristics are “potential.” Black women don’t usually even show up in the pool of candidates.

Cassandra: MSU says it is committed to recruiting minorities and this includes women. Affirmative Action is to give equal hiring opportunities to groups who have been and are still denied equal access. It is extremely positive and necessary.

Lena: I just take the Affirmative Action mandate as the way it is presented. It’s the idea of inclusion. Some of the concerns are no different for Black women than other women.

Affirmative Action was put in place to break up the patterns of hiring people; INCLUSION is what the policy produce. It's also a form of tokenism. You may be the only "Black" in your department, and that is considered to be good (you are here as a number to say that we have at least one.) Affirmative Action is a game. You're on a list because they need to have one. It serves as a wakeup call and it should be in place.

Diana: From my view, Affirmative Action at Michigan State is implemented in a contingency manner depending on the situation. Sometimes it is implemented in a favorable manner, other times it is not favorable, nor implemented at all.

Gladys: I believe strongly in Affirmative Action. Everyone should be given the opportunity to seek employment and not be judged by their ethnicity, religious beliefs or sexual orientation, etc.

Vickie: There are mixed impressions. Some see it as a requirement to get around, e.g. some units would advertise in the "tried & true" publications for persons of color, and when no qualified applicants were identified, and they could then focus on applicants of majority backgrounds.

Patti: I am not in a central location where I am exposed to the viewpoints of MSU faculty/students relative to Affirmative Action and black women faculty. In my college, faculty/students have not had a stage where their viewpoints can be expressed. There are so few black women faculty (2), that we are not a threat to anyone. However, I believe that if the numbers increased, there would be some negative dialog to AA. There is an alarming number of women completing advanced degree programs and therefore they will be in a position for recruitment into major universities. Although these women are qualified, a support platform is also needed to channel them into and success through a majority university.

CeCe: Affirmative Action at MSU relative to Black women faculty is dead! A pretense, I believe, is put forward, yet the full importance and essence of AA and the need for Black women professors is not comprehended. Perhaps the university and departments hide behind a cloak instead of boldly upholding AA policy. Hopefully, we will see AA more firmly upheld with our new advisor to the provost & AA officer. As I written earlier, many MSU departments seem to skirt following AA policies. Whether they like this statement or not, I believe that it is true; people are not honest.

Aretha: Not sure. In my college, there is specific activity directed toward recruiting minority faculty.

Koko: None.

Shirley: Many try to not focus on this. Many hope that other women and men of color continue to have opportunities. Others may wonder about campus continuing commitments if the courts rule against it.

Dionne: Not taken seriously. The Affirmative Action mandate needs to provide more structure and accountability from the various units.

Lalah: Don't really know much. It does not come up much in my department.

Whitney: I know nothing about the Affirmative Action mandate at MSU because I am relatively new to the university. I do however, have the impression that some members of the MSU faculty believe that the ONLY reason Black faculty are on this campus is BECAUSE OF Affirmative Action.

Ella: I came here first as a visiting professor for two years through Affirmative Action monies. I only had a two year temporary contract, but I later was offered a tenure-track position. I believe this was the result of my level of PRODUCTIVITY; so my work allowed me to remain at MSU.

Tramaine: I am not aware of any specific university-wide goals/mandates relative to the hiring of black women faculty. If such an initiative does exist, then its effectiveness and how individuals perceive it will be based on how the mandate is communicated and implemented.

Promotion, Tenure, and Salary

MS: How do you view the promotion and tenure process at MSU as it relates to black women faculty?

Albertina: Sorry, but I don't have the factual knowledge to respond to these questions.

Roberta: It is almost impossible to get tenure here. The problem is not at the Provost level, but at the department level. The Provost level has worked with faculty members who did not get tenure, sure as moving to another department.

Willie Mae: This question depends on departments and concrete evidence. I have none.

Eartha: Tenure is HARD, because so many more expectations placed on you. You have to be every Black student's advisor, serve on every committee as a token person. Activities are more scrutinizing ("let me see your stuff" kind of attitude). An example, if a white woman professor,

said she got great reviews of her works, compared to what you have said about your work, people want you to prove yourself to them by showing your stuff.

Inez: Not Answered.

Dorothy: Somewhat sluggish.

Jill: Every department is different but in many, research types of interest (to)? Black women are out (rejected)?

Cassandra: I'm only aware of my own experience. There are, I believe, on two African American women in the tenure stream in my College. As far as I know, it has been positive for both of us. I think there are only three African American males in tenure stream in my College.

Lena: Some issues affect all people. Our legacy is that our people get through the system. It's like a double-headed sword. Black faculty may not have mentors and for gaining tenure, it's essential to have one. Black faculty members are no different, they need good mentors. Maybe the scholars of today, their children will thrive in the academy. Some scholars stop fighting and playing the game because they are tired. Many go as far as ABD (All but dissertation) and stop; they don't strive to finish their goal. Research and scholarship hangs people up. Mentoring makes connections. People mature very slowly and unless you are a person that thrives, you will not survive in the academy nor gain tenure.

Diana: The Promotion and Tenure process can be most complex for people of color. Sometimes it depends on the academic unit. African American women and men needs advocates and mentors to work with them throughout the tenure stream process to provide guidance.

Gladys: I guess I am not clear about what you are looking for in this answer. When I went up for promotion and tenure I didn't view the process as being different for Black women faculty. I was evaluated in terms of my research, service, and teaching.

Vickie: The history has shown that it is difficult if you do not have an extensive portfolio of funded research with publications in referred journals. The clock starts ticking as soon as you arrive on campus. Technically, it is the same for all incoming faculty, but others frequently have better support systems in place.

Patti: The promotion and tenure process at MSU is a system that all faculty members must struggle through to become successful and achieve the award. This system does not make any exceptions to black women faculty nor any other race or ethnic group, and I don't think that the process should be less for black women faculty. What I do think, is that a support group should be available for guidance as the black women faculty member goes through the process.

CeCe: The promotion and tenure process here relative to Black women faculty appears to be divide and conquer. For people of color, especially those who do not network, the promotion and tenure process can be very tenuous. Mentorship from 2 or 3 knowledgeable, experienced, tenured full professors can make the process less tenuous – But! One critical need at MSU is a system of insuring that new & untenured Black faculty, especially Black women [including women color], receive mentoring for academic success [beginning from day one] in the three designated university areas: scholarship, teaching, service.

Aretha: Black women faculty is sorely represented in the tenure system. My observations have been that black women tend to be in the Specialist category.

Koko: We are held to the **strictest** of guidelines whereas white peers are not. We must have more publications, in referred journals with stronger professional reputations, more presentations at national conferences, etc. Our narrative must be organized more comprehensively and creatively with every “I” dotted and “t” crossed. Any student’s negative evaluations in teaching or advisement carries greater weight than that of white peers. This not what should be, but is what I expected.

Shirley: Difficult to be supported with few tenured African American or other supportive faculty and administrators in departments and colleges during these times.

Dionne: I cannot speak for all black women faculty. My experience was not positive.

Lalah: Not too different than others. Not a problem for me personally, but may be in other fields.

Whitney: I am learning about the promotion and tenure process at MSU, but do not know enough about the history of promotion and tenure as it relates to Black women on this campus. From my short time here, I can say that this university discourages people from going up for promotion and tenure early. This is a message that has been made very clear to me over the last two years, and I find it disturbing. I would think that universities would welcome their faculty members advancing at accelerated rates because it adds to the notoriety and prestige of their home institutions.

Ella: I was hired as a visiting (non-tenure track) faculty member. The department has never had a tenured person that’s black.

Tramaine: I have no direct knowledge or insight that would allow me to effectively evaluate this question. In my department, I strongly believe that I will be evaluated based on the same criteria as any other junior faculty member submitting materials for promotion and tenure.

The American Association of University Professors (AAUP), defines *Tenure* in the “1940 *Statement of Principles on Academic Freedom and Tenure*” as a “means to certain ends; specifically: (1) freedom of teaching and research and of extramural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence, tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.”¹⁹⁵ The majority of the respondents resolved that getting tenure for them was “Hard” or tenuous process.”

In *A Broken Silence: Voices of African American Women in the Academy* by Lena Wright Myers, a question is posed. “Are they making the rules as they go along, depending on the person who is up for tenure and promotion?”¹⁹⁶ One of the professors shares her testimony about her struggles through her tenure and promotion process.

My tenure experience perhaps most clearly crystallizes the complex interaction of race and gender on my campus. I was the first. In 1995, my fourth year there, I submitted a case that had unqualified backing from the department and the dean. The campus ad hoc committee, in its wisdom, felt that tenure could not be granted right away. The latter, which was retained, indicated that my case was excellent and worthy of tenure. No additional documentation was required. However, the rank of associate and the actual status of tenure would be deferred for a year. No reason was given for the decision to

¹⁹⁵ *AAUP Policy Documents and Reports (American Association of University Professors)*, 10th edition, (American Association of University Professors, 2006), p. 3.

<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm>

¹⁹⁶ Lena Wright Myers, *A Broken Silence: Voices of African American Women in the Academy* (Westport, Connecticut: Bergin & Garvey, 2002), p. 91.

defer, and when my dean made inquiries through channels, he was told that it was “too soon” for me to receive tenure. I should mention that my publication record exceeded that of some full professors (white males) and many associate professors (males).¹⁹⁷

MS: What is tenure based on in you your opinion?

Albertina: In a research university, such as MSU, publication and research count strongly in tenure and promotion deliberations. Teaching is purported to be important, but I have the distinct impression that publication and research are valued more than teaching.

Roberta: Publications, the politics of the department, and good luck. Knowing what I now know, I would never advise someone to come here without a full professorship.

Willie Mae: This depends on department criteria. I do not think there is a universal. Unless under extraordinary conditions it is usually research and publications as the top criteria- no matter what is spoken.

Eartha: Tenure is based on a lot of things. PUBLICATIONS. It is also based on ‘belonging in the group’. If you must goto faculty meetings outside of the normal settings do it. If it means going to some silly parties, that you care less about do it. Tenure is also based on professional performance and working well within a group of people.

Inez: Research, Teaching and how the department perceive you as a professional.

Dorothy: Performance and production (merit).

¹⁹⁷ Lena Wright Myers, *A Broken Silence*, p. 91.

Jill: Being different is not an asset in tenure process. Mainstream research and whether you are seen as “like” or similar to other faculty.

Cassandra: I'm not sure what your mean, but I'll respond with regard to what I think you mean. Tenure is based upon the Department's, College, and University perception of one's scholarly contributions to the institution. Of course, this means that others are using their judgment, reference, biases, etc. to evaluate what you're doing.

Lena: Tenure is based on RESEARCH. Tenure is also based on ‘Club Membership’ – you have to bring something to the table in order to gain the status deserved.

Diana: Flexible and privileged criteria.

Gladys: Teaching, research, and service as well as having a national reputation and visibility in your chosen field of study.

Vickie: Tenure is basically reflective of external funded research and publications in referred journals. Teaching is weighted but not as high as research. Public service in the modern university environment is lauded, but not awarded in most tenure instances.

Patti: Tenure is based on different criteria depending on the college/department. Generally, tenure is a long-term commitment to an academic institution where the faculty member shows steady proof of scholarly achievements over a six-year period of time. The scholarly achievements are those that are beneficial to the department/college and ultimately increases the worth or value of the faculty member.

CeCe: Tenure is based on publications--bottom line. Teaching and service, unfortunately, at MSU have **NOT** been given equal weight to publications.

Aretha: Tenure is based on funded research and publications, not teaching and service.

Koko: Scholarship in referred journals and national reputation/exposure in field of study and of course some degree of **likability**.

Shirley: A network of ideological agreement among dominant representatives in departments and colleges; and or publications in the “right” journals, research support and productivity that is acknowledged and valued.

Dionne: Tenure is primarily based on numbers of publications in top refereed journals.

Lalah: Politics, research, grant money.

Whitney: I think tenure is based on scholarship more than it is on teaching, but that this university is serious about teaching and it weighs student evaluations heavily.

Ella: The challenge of tenure: there are rules written but there are also the unwritten rules. There are rules on how people do things, which are more important like publishing. I have currently 14 articles, with 4 more in the works, some of which will be published soon. I also have three books published. So you are told to publish, but the culture is somewhat different. Service is important. Collegiality is important too! Do they like you??? — that’s what it boils down to. If people are not comfortable with you, then there could be problems. . . . the intangible problems.

Tramaine: Very heavy weighted toward research productivity in my department.

MS: Do you feel that your salary is equal to white faculty members at the same rank and experience?

Eight out of twenty two maintained that their salaries were “Equal” or “Higher”, while twelve resolved that “No” theirs were lower than their white colleagues.

Albertina: Yes. However, throughout Academe, the doctors and lawyers in the professional schools generally make quite a bit more than those of us in other areas of Academe. This tends to be true regardless of the doctor's or lawyer's gender and race.

Roberta: Mine is higher than most white faculty. This is a real issue of difficulty for the whites. This was done because I was offered an endowed chair at another university and the Dean and Provost gave me what I was offered there. So I stayed. . . . I was selected as a -----
-- Faculty in 19- -. I received the award only because of overtime actions of two faculty members after there were attempts to sabotage my nomination within the department! My typed papers disappeared for three days. No one knew where they were! They reappeared at the last minute. Then the many copies that were required were deliberately put together in random order. It was only because the two faculty members caught it and they stayed to reassemble it late into the night. . . . I did not know that the last things were going on. They did not tell me until later. There are whites here who are really good, so they should be given credit. It is just the majority of the people who have been here for a long time that cannot deal with me.

I have also been one of the few persons who has been able to get a large Federal grant, a five year grant for \$---, --- . . . So I only hired people of color. The department chair went to the Dean twice and complained that I was not hiring whites! There is jealousy, along with blatant racism. There is no person to do research with here, so I work alone. This is only an example of

the racism that is so apparent within my department. This is something that has caused friction for them. . . . I just have to ignore them; know what is behind their behavior; and be able to write and do research mainly with myself. I frankly would prefer them being honest. But this is too much to expect!

Another example: My course had to be taught as a Topics class for three years. No professor's name is placed in the course book. Then people across campus called me and complained that they could not find my class. I went to the Graduate Committee twice asking that it be taught as a regular class, with my name on it. It was denied. They said things like this was not a mission of our department, etc. . . . [We are ----- Department]. So I ran for the committee, won, and the next year when the request was resubmitted [surprise, surprise] it was approved without a word. It is always oversubscribed and this class has more persons from all over class than any other graduate course in the department.

Willie Mae: In general, I think my faculty is equal (and perhaps even higher) than faculty at the same rank and experience IN MY DEPARTMENT. Beyond that I have no idea. Salaries vary by departments and colleges.

Eartha: Salary, I don't care. Greed is a problem. I don't need to be greedy. Salaries are based on percentages 2%, 3% and so on. Faculty get raises about every year based on their performances.

Inez: No.

Dorothy: No.

Jill: No.

Cassandra: It is probably a little lower. Part of that is because I do a lot of teaching, service, and student-related activities and those types of activities are not valued as much as research.

Lena: Salaries are not equal.

Diana: I am sure that it is not. After being an administrator for years, my salary was decreased substantially and I have been discriminated against by most chairs since returning back to the faculty. White administrators most times their salaries are not decreased when returning to the faculty. I can assure you that this issue has been a nightmare of injustices for me.

Gladys: Yes, my department chair has been fair and equitable in terms of making sure that I have received salary increases annually.

Vickie: My early salary was not at the same level as others within the unit at the beginning. I believe it was influenced by the lower allocation to the School and I was willing to work less than full time. It continues to be one of the units which does not have extensive and externally funded grants.

Patti: Yes.

CeCe: Salary equal to white faculty of the same rank and experience: Absolutely not! Thanks to a pro-active chair, my salary falls within a reasonable range, yet disparities have entered into the dynamics.

Aretha: Yes, based on the information in the university publication on salaries.

Koko: No, lower.

Shirley: Some yes and no.

Dionne: I do not know the salary of other faculty members outside of my department.

Lalah: Yes.

Whitney: I have no idea how much my white colleagues or any other colleagues in my department make for their annual salary.

Ella: My salary is comparable. Other Black women's are not comparable. Black faculty are not numerated. I had an offer at UCLA so I used it to bargain. I had options and that helped. Marketability and competition is very important.

Tramaine: I am aware of a slight difference in my salary and that of a white faculty member that started in my department at the same time and rank as me. The department chairman provided me with the same option selected by my colleague during his salary negotiation process. (My starting salary level and the 3rd summer of support at 22% or \$2000-\$2500 more in starting base salary and the 3rd summer of support at \$10,000) I chose the 1st option and my colleague elected the 2nd option.

MS: Do you find yourself being challenged by your students (both white and black) in your classes you teach?

Thirteen of the professors found themselves being challenged at various stages in their academic carriers, while others "Demanded Respect."

Albertina: Occasionally, I find myself being challenged by some of my students, but this probably has little to do with my race, and gender. Rather, the challenge is due to my politics--perceived as “radical” and “left-leaning” and therefore “problematic” for some students. For example, when I teach about African American in (so-called) “Sub-Saharan” Africa, my approach promotes African and Africanized languages and challenges the hegemony of “English-Only.”

Roberta: Sometimes in undergraduate classes. The bigoted ones will wait until SIRS to put in negative comments. . . such as: You must be an Opportunity Hire; You do not know anything about families, etc. . . The graduate students are much better. They really seem to look up to me, Black, white and foreign.

Willie Mae: Yes I am challenged. It depends on the subject matter. This is not a question I can answer without specifics and I do not have the time. As a senior faculty member, I am not bothered by it. That's part of the work of being a professor.

Eartha: I don't teach, so I'm not challenged by students. I have done guest lecturing and wasn't challenged. I am not challenged by white students.

Inez: No - but I think it has to do with the fact that I have a history of being fair with students.

Dorothy: Yes.

Jill: Not applicable – primary administration now.

Cassandra: That occurred when I began here at MSU, but over the years I have communicated to students that I don't tolerate such things. I am approachable and caring, but I have no qualms in letting people --students and others- know what I will and will not tolerate.

Lena: Overall, my experiences have been positive. Only 2 or 3 instances, where I have disrespected by students.

Diana: Sometimes there are challenges with undergraduates.

Gladys: Do you mean have students negatively challenged me because they don't view me as competent? Or, do you mean that my students make the assumption that because I am a Black female and that gives them the right to challenge me? If that's what you mean, I have not had that experience. I came to MSU in 1989 as an associate professor with national visibility and numerous publications. Two years later, I was promoted to full professor. Consequently, I receive a great deal of respect from both my Black and White students as well as international students.

Vickie: The challenge is often more apparent in small classes where students know that they can ask questions, differ with the Instructor and feel that they are learning. The resulting discussion can make all involved move to a different level of knowing. In large classes, the challenge is to try to connect and have each student get something of value from the class.

Patti: No, I don't have that problem in my college.

CeCe: This question is one of my "pet peeves" because I have been challenged by whites students, particularly (though some African American students have surprised me due to the lack of home training [= disrespect] they have displayed in my classes).

Aretha: Yes, I find myself being challenged by young students in my classes.

Koko: Yes. Some members from groups.

Shirley: Probably more by white students. But I generally do not tolerate this behavior in class. White students who are predominantly represented can increase negative evaluations due to their numbers and biases.

Dionne: Not answered.

Lalah: No.

Whitney: Both Black and white students constantly challenge me in my classes.

Ella: I only have graduate students. I have earned a reputation of being hard and I have fairly high standards. I dress professionally, not like some other professors I am more formal with my students. I don't get challenged. Maybe the first year, people tried to push my buttons.

Tramaine: No.

MS: **In what ways they are similar and different?**

Roberta: Not answered.

Willie Mae: Sometimes black students are harder on black professors than white students. I have experienced all in the course of my teaching career.

Eartha: Not answered.

Inez: Not answered.

Dorothy: Expectations are for excellence.

Jill: Not answered.

Cassandra: Basically, all people are quite similar. We have the same basic needs for love, food, shelter, self-confidence, etc. Many people might disagree, but I think people are more alike than different.

Lena: Not answered.

Diana: The criteria that I have for my courses are often different from what the students expect. However, they have the choice to meet them with my assistance or drop the course.

Gladys: Not answered.

Vickie: The students differentiate themselves by their level of enthusiasm, the desire to learn, and preparation for the class work. I have not focused on the students' racial identification and expect readiness for learning. For the most of the students, this has worked well, with a few exceptions where the readiness for college level work was in question.

Patti: Not answered.

CeCe: White students challenge the course content and my approach to teaching, sometimes even grades. They assume, until shown otherwise, that I do not have the knowledge base to teach It's unreal! As mentioned above, the African American students--and I have encountered few instances of this one--show disrespect for me as an "elder" or they lack a sense of community and have not learned about giving other African American professionals some "props."

Aretha: The black students tend not to develop linkages that can facilitate success in the classes, i.e. they tend to use available resources, even when they see the white students taking advantage. Tend to ask fewer questions. However, when I initiate interaction with them, they

may accept suggestions. On the other hand, white students will acquire about my teaching, research interests. Often they will come back and ask for independent studies, ask me to serve on their research committee.

Koko: Both expect special accommodations and challenge my expectations in way white male colleagues do not experience. However, these are often for very different reasons. (You asked about experiences with students, but you must also not the issues with colleagues which impact job satisfaction a great deal. This at times can certainly be a point of contention and stress in such highly competitive settings).

Shirley: Students of color are more thoughtful and respectful, appreciative.

Dionne: I enjoy teaching. I structure my classes to encourage active participation and critical thinking of all students.

Lalah: Don't understand question.

Whitney: However, my age plays a significant role in these interactions. I've had the most trouble with white males and older Black females. Both seem to question whether or not I am qualified to be a professor. I've had some rather unpleasant exchanges with people on this campus that I do not believe would have occurred if I were a white male.

Ella: Not answered.

Tramaine: Not answered.

Levels of Mentorship

MS: Do you think having a faculty mentor or sponsor is important? Explain.

Roberta: Yes. Only one who has gone through the mess can be of help.

Willie Mae: Depends on the individual, but it cannot hurt.

Eartha: Yes, one should have a faculty mentor. I had one. He was a white male who was very helpful when I was dealing with personal issues in my life (divorce and raising my children).

Inez: Yes. A mentor can help to identify opportunities as well of barriers to success in the academy.

Dorothy: Your mentor looks out for you, guides and assists with navigating the system as well as organizing future directions.

Jill: Yes- will help to avoid pitfalls of particular departments & for encouragement and support.

Cassandra: Are you asking from the student or faculty standpoint. For a faculty member, it is good to have someone you trust and to whom you can ask questions about how things work at an institution, discuss your frustrations, be a sounding board for your ideas, and lobby on your behalf.

Lena: Faculty mentors are extremely important. I had one.

Diana: Yes, a faculty mentor or sponsor can be invaluable, especially if they are knowledgeable of the system. This type of support can assist a new career faculty member to stay on target with the process and interpret how the process actually works.

Gladys: Yes, definitely. A faculty member can acquaint new faculty with new department politics, assist with publishing opportunities, etc.

Vickie: Yes. One must understand how the system functions, and it could take two years or more to understand, thus delaying the understanding of the realities of tenure beyond the written expectations. Two years is too much time to not be on the reality tenure clock. It also is helpful to have an ear to help one deal with such a large university. A mentor or sponsor is getting to be a necessity.

Patti: Having an effective faculty mentor or sponsor is critical for success in an academic institution. One of the factors that influence academic success is interaction and collaboration with other faculty members/researchers, or other scholars whether local, national or international. An effective mentor is very helpful as a faculty member move through each level of the tenure system. Most faculty members need some kind of guidance, not hand-holding, but supportive guidance as that person proceed to the next level. The process is made much easier and there is less trial and error. Therefore the product is better packaged and the faculty member is more productive.

CeCe: Having a faculty mentor/sponsor is CRUCIAL to survival of African American women faculty! Particularly, new faculty Black women require a senior faculty Black woman professor and one who is supportive of the new faculty member and sensitive to departmental issues in order that necessary and appropriate steps for acquiring tenure are mapped and followed from day one. Without a mentor to advise and direct, especially during a research sabbatical or summer, new faculty could easily pursue "unproductive" activities.

Aretha: Yes, a faculty mentor is important. The mentor must be savvy in research and the politics of research, i.e. Research priorities for funding, from your college's perspective, funding sources, and how to write a fundable proposal. How to help the new faculty manage time. Too often new faculty get too drawn into meetings, task forces, etc. that may be worthy but provide little in terms of tenure and promotion. New faculty must be helped to bring a balance.

Koko: Helpful. It makes career goal attainment easier but not essential.

Shirley: Yes. Particularly if the mentor has power and status and will support and advocate for faculty of color.

Dionne: I think a mentor is very important. A mentor is able to provide guidance in navigating an unfamiliar environment. A mentor also enables the mentee to focus efforts in the most important areas.

Lalah: Yes. But it has to be of your choosing & doesn't have to be Black or a woman.

Whitney: I think it is extremely important to have a faculty mentor because mentors can assist in an individual's professional development. This year, as a member of the Department Advisory Committee, I developed a mentor statement for the department, which will appear on the web to encourage potential faculty to attend MSU. Mentoring programs and mentoring in general indicate that a university unit or colleague is interested in your success. Mentors can provide advice about the particulars of your field, make recommendations on publishing decisions, and help you make contact with more senior scholars. I believe that mentoring is beneficial to all parties involved.

Ella: I haven't had a mentor at MSU. I have had support and mentorship outside of MSU. I have professional links, eight mentors outside of MSU. I came here with a clear agenda and having a good background from graduate school has been very helpful. I have published many articles in refereed journals in my field. I had one good example of how to do things – it's all it takes, this is how my mentor helped me.

Tramaine: Having a sponsor in the department can be important in meeting of senior level professors when that person can speak to my efforts that may not show up in formal annual review materials. Faculty mentors outside my department/college can be useful in helping to develop strategies for dealing with “office politics”, impression management, time management, etc.

MS: Do you see yourself as a role-model?

Albertina: Hmm. ..well, this is what students and younger scholars tell me. So I guess I must be.

Roberta: Yes.

Willie Mae: Others define me as role-model. Does that make me one? Not necessarily. It is always helpful to have individuals to look up to.

Eartha: Yes.

Inez: Yes!

Dorothy: Yes.

Jill: Yes.

Cassandra: Yes.

Lena: Yes.

Diana: I have been told that I am a role model for African Americans on campus and in my profession.

Gladys: Yes.

Vickie: Yes to first part of the question, not just what I did as a direct line faculty members, but also others opportunities that I have had. It meant being in the right place at the right time, and also being willing to try new things...

Patti: Yes.

CeCe: Yes.

Aretha: Yes, I am a role model. And mentor. The 2 roles have different components, in my view.

Koko: Yes.

Shirley: Yes!

Dionne: Not answered.

Lalah: Yes.

Whitney: I see myself as a role model primarily because when I grew up, I only had two African American teachers/professors. I remember thinking during high school assemblies that “it would be nice to see someone who looks like me” up on stage. As a child/adolescent, seeing

people "who look like you" in careers and fields that you aspire to enter provides additional motivation to pursue that career.

Ella: I really do in some ways.

Tramaine: Not answered.

MS: **Do you think it is important for Black female scholars to act as mentors to young Black scholars, especially young women in your field of study or profession?**

Albertina: Yes, it's important for Black women scholars to serve as mentors to young, developing Black scholars in the field. They can benefit from our experiences and mistakes; there's no point in re-inventing the wheel, as the saying goes.

Roberta: Yes.

Willie Mae: Yes, most young scholars can benefit from guidance and help from a more senior scholar.

Eartha: Not answered.

Inez: Because there are a limited number of faculty in our department willing to mentor students of color and/or students who are not considered "super stars".

Dorothy: Yes.

Jill: Absolutely.

Cassandra: Not answered.

Lena: Not answered.

Diana: Not answered.

Gladys: Yes, but I must say in the College of the untenured Black females have not sought my advice and guidance even though I have extended my services. This has puzzled me. Perhaps, they feel that they don't need any assistance. However, Black females from other departments on campus have sought my assistance.

Vickie: Yes, I do think it is important to mentor young Black scholars, and especially young women new in academia. The mentor should be objective about the process and to not think that the experiences of the new person will be exactly as was the case for the mentor. Objectively and reality should organize the factual nature of the advice/counsel.

Patti: Not answered.

CeCe: Mentorship is vital to the survival of scholars, regardless of race or gender. This is probably one of the reasons that the College of Arts & Letters requires that each new faculty member be assigned a mentor. Mentoring is one of the best vehicles available for new people, especially women, especially women of color [who are traditionally given less insights], to be successful in academia (publishing, teaching, serving on committees, being reappointed, receiving tenure).

Aretha: It is absolutely imperative for black female scholars to serve as mentors in my field.

Koko: Yes, however only to those who are willing to be mentored. This is true regardless of race.

Shirley: Yes! But they must not allow this important role to keep them from being productive if they want tenure, promotion and cost of living wage increases.

Dionne: I think becoming a mentor/role model for young women is very important.

Lalah: Yes, but also to young people in the field with similar interests, regardless of race or gender.

Whitney: I think it is extremely important for Black women faculty members to mentor young Black females in their profession. By doing so, you are bringing someone else along through a process that is familiar to you. Because of your experience, you can provide advice along the way and help them avoid some of the obstacles you faced in your academic Journey.

Ella: Yes. I always being and work with scholars of color – young groups of scholars to bring them into the fold. I try to do one panel and then grouped panels. I have an informal get together at my house to discuss rules of the game. I try to reciprocate.

Tramaine: Yes. However, I do not feel that mentor relationships should be forced. If individuals do not share research as well as more general interests and are not compatible in terms of work ethics as well as personality traits, then mentoring relationships based primary on common ethnic background may not be effective.

Representation

Out of twenty-two respondents, all of them agreed that the black women faculty are not well represented at all.

MS: Do you think that black women faculty are represented at an appropriate number at MSU?

Albertina: I don't have the factual knowledge necessary to respond to this question. That is, I don't know how many Black women professors there are at MSU. One thing I just recently learned, though, is that the number of Black faculty has declined since I first came here back in 1989. That is cause for grave concern.

Roberta: No!

Willie Mae: Of course not.

Eartha: No. I don't think Black women are represented equally. In fact, I'm the only one in my department.

Inez: No!

Dorothy: No.

Jill: No.

Cassandra: NO.

Lena: Yes, Black women are under-represented. If you are not proportionately ranked, stigmas are placed on you. The Black culture does not promote the academy. Life will change when people change. People play special roles in the academy.

Diana: In general, Blacks are not well represented on campus. The numbers may not show reality.

Gladys: Since I don't know exactly how many Black women on the faculty at MSU, I don't know whether Black women faculty are under-represented.

Vickie: No. However it is important to analyze the reasons such inequalities exist. Giving the choice of opportunities, Black women faculty may believe that the challenges outweigh the potential benefits.

Patti: I am going to assume not, since I can only come up with 10 faculty members that I know. I would need to know the total number of female faculty and the number of black female faculty for a percentage.

CeCe: No, I do not think that African American women faculty are appropriately (or proportionately) represented at MSU.

Aretha: No, black women faculty...in the tenure system, are poorly represented.

Koko: No.

Shirley: No and declining due to future retirements and tenure decisions.

Dionne: I do not know the exact numbers.

Lalah: No.

Whitney: I do not think Black women faculty are represented at an appropriate number at MSU, but I do not know that exact number of Black women on campus.

Ella: Under-represented! It's not enough.

Tramaine: No – I am the only black female faculty member in my college that has more than 125 faculty members.

Overall Experience

MS: How do you feel about your overall experience as a black tenured professor who is female at MSU?

Albertina: Over the years at MSU, there have been occasions where racism and sexism have reared their ugly heads, not only at me but also at colleagues and students. MSU is not alone in this respect; I have also encountered these evil “ism’s” at other universities. One thing that is important is to know what one’s rights are and the institutional procedures and processes for redress. It hasn't been easy. To paraphrase Langston Hughes, “life for me in Academe ain’t been no crystal stair.” But I’ve learned how to deal with racialized and genderized conflicts--and almost always, I have come out the winner .

Roberta: I am pissed off at the amount of racism I found here. But this is the situation all across the country. MSU is not special. But I am also very impressed with the number of whites who are sincere and helpful. Having a Dean has been a real blessing.

Willie Mae: I have had ups and down over the course of my career. It has not been easy to reach the point where I am now- doing the work that most interest me and that I define. Now I enjoy my work and find that I enjoy it. This is all too brief, but I have many example of the good and the bad: early, mid, and late career.

Eartha: My overall experience – very positive. There are some problems here at MSU. I’ve learned a lot, met some nice folks. I am burned out, but that’s good. I’m getting ready to retire soon, I’ve been here almost 30 years.

Inez: I have enjoyed working with students because they make it all worth while. Also, I’ve enjoyed being part of the struggle for women and African Americans.

Dorothy: Difficult at times, as the only one in my college.

Jill: Overall it’s been positive because I was in a supportive department.

Cassandra: I don't have any feelings about it. I’m proud that I’m African American and proud of the great heritage of strength, accomplishment, and like than different. Almost all of my students come from different ethnic and racial backgrounds; however, I try to always be myself. I believe in mutual respect and I try to follow my beliefs. American and proud of the great heritage of strength, accomplishment, and perseverance that African Americans and our African ancestors have shown. I think that we can and must do much more. I know that God is always there to guide us. I look to him for strength and pray that I follow the job that he has for me to do. I know He has a job for each of us, but often people do not do it. My goal is to get on and stay on God’s plan. If I do that, I don't have to worry about anything else. No matter what happens, if God is on our side, we are in the majority.

Lena: I’m a true academician. I’m not caught up in the “things” --- fashions, hairstyles, etc..... I feel that if people embrace the academy they may not have a problem surviving in it. By showing that I could play the game of the academy, I have added a lot to the scholarship of being at MSU. You could call it being confident!

Diana: I have made my experience work for me. There have been many trying and good times; however, I have taken advantages of the positive experiences and regardless of what has happened negatively, I refuse to take an attitude of defeat. On another note during my early years at MSU there was a different administration. I along with many faculty of color receive support to be successful. Changes in university administration can really make a difference.

Gladys: I have experienced some racism especially as it relates to me being considered for university awards (i.e., Teacher Scholar Award and Distinguished Faculty Award). I am proud to say that I won the Teacher Scholar Award in 19- - and the Distinguished Faculty Award in - - - -. Despite the racist treatment I received from my Dean and the College of Award's Committee; I was able to express my dissatisfaction to Dr. Bob Bank's office about the unfair evaluation of my materials. I was pleased that I received an objective response to the issues I raised about my Dean and the College of Award's Committee. The way this matter was handled communicated to me that there are people here at MSU that recognize unfairness and are able to respond appropriately. Consequently, I feel that my overall experience as a black tenured professor has been good.

Vickie: Overall, I feel that I have been supported by those who knew of my commitment to the academic success of students. If there were those who were not supportive, I distanced myself from them whenever possible. I think that it will not be as positive for some coming through system at this time, as there is no real mentoring system that helps in the negotiation of juggling service, research and teaching.

Patti: I have had a super experience here at MSU. I enjoy teaching and have benefitted from students, other faculty as well as staff members. I enjoy coming to work, meeting new

challenges, and being productive. This is because of the supportive environment that I have at this point in time. My tenure process was stressful, but I don't feel that it was any more than the other persons coming up for tenure in my department. I would like to see additional faculty in my section which would allow me to decrease the overwhelming number of work hours.

CeCe: It's very difficult and time-consuming work! Yet, this is the career I have selected, so "on with the show; this is it!

Aretha: My overall experience as a tenured professor has been essentially positive.

Koko: Satisfied overall, however, quite stressful at times.

Shirley: I feel good and respected. I serve as a mentor for women and men of color as well as international & domestic students. I feel valued. I am committed to helping students and faculty be successful.

Dionne: The experience has been very challenging - but not impossible.

Lalah: Don't have tenure. On the tenure track.

Whitney: Although I am not a tenured faculty member, my experiences at MSU have been good. Despite problems with a few students, this is an excellent environment for my particular field of research and I have the privilege of interacting with an impressive group of graduate students.

Ella: So far I have survived. It hasn't been a horrendous experience, but not a glaring one. But if I wasn't a go getter, then I wouldn't survive. It seems like hazing. The department wants you to fail.

Tramaine: Question as phrased is not applicable as I am not tenured. However, in general, I sometimes feel lonely and isolated as an African American female professor at MSU, especially within my college and department environment. To deal with this issue, I have friends from graduate school in similar work environments that I talk with on a regular basis.

Team MSU

MS: Do you think that your presence at MSU as a black woman professor has made a difference? Please Explain.

Albertina: I like to think that my being here at MSU has made a difference in campus climate, for example, in helping to carve out a space for non-mainstream ideas and politics. I also think that my presence has made a difference in students' perceptions about the role and responsibility of academic intellectuals on and off campus. Further, students have told me that they value my presence here because they know that there is at least one faculty person who understands their perspectives and concerns and is willing to go to bat for them if/when necessary.

Roberta: I think that the comments above should answer this question.

Willie Mae: Yes. It has made a difference for the students with whom I have had the pleasure to work and I am pleased about that. It has made a difference to students in the many classes I have taught - if for no other reason that to expose them to different ways of approaching subject matter given my training, but also given whom I am as a black woman. I have given much to MSU, over the years in service and outreach, theoretically/conceptually and in practice - it has made a

difference to many individuals in terms of their own ways of thinking and doing. Can I quantify it?
No. The footpaths, however, are present.

Eartha: My presence has been significant. I pushed scholarship. I pushed on the need to open up the dialog to include other ways of thinking and knowing. International work broadens the experience beyond. I encourage African American women that they are more than average. I teach people to understand the diversities and to encourage them to feel their roots (if you feel yourself grounded) it's like a paradox. We talk about our ancestors – people you will never know, if you have a religious base, then people look a lot for you as a source of inspiration.

Inez: Yes, I facilitated the first Black Female, Hispanic Female & Native American to obtain a doctorate in our department. These students served to open the doors in our department.

Dorothy: Yes, to all my students. They see me as a role model, a mentor, an advocate and a strong individual capable of high achievements.

Jill: To students possibly. But too many other Black women professors and administrators must continually prove their worth and are constantly put down in subtle ways. Many students don't truly believe that they belong here.

Cassandra: Yes.

Lena: Yes. I have tried to make a difference in the lives of the students that I teach.

Diana: Sometimes I wonder! Nevertheless, I have tried to be engaged in initiatives on and off campus that make a difference.

Gladys: I think my presence has made a significant difference to my students and colleagues. However, I am not in an administrative or leadership position so I would venture to say that my presence has not made a difference on MSU as a university. If I have made a difference, I guess it has been through the university awards I have received and through the national visibility I bring to MSU via my research and service.

Vickie: I do believe that my presence has made a difference. Many persons have sought me out for support, information and direction. My knowledge of the system and tenure did make a difference in what I could experience and accomplish.

Patti: I am not clear on this question! Scholarship - meaning that my scholarly contributions have made a difference? I believe that what I do daily has not only made a difference in my department, but I have proved to others that the quality of my scholarship has added to the quality/distinction of my department. I continue to set a daily example of excellence.

CeCe: Yes. Most of my impact has been on students and through committee service. A good number of students have enjoyed taking my classes, as they typically share with me, especially African American students. I believe my ethics and commitment to teaching have been taken note of by them and they take parts of my teaching style and course content with them. One African American female student in one of my previous course shared that she was proud to see a Black person standing in front of the class to teach. With committee service, I aim to do the best job and present the voice(s) and experiences of African Americans.

Aretha: I believe so, based on what some of the students have said to me; i.e. they feel more comfortable to see black faculty. Also I have served as a mentor to freshmen who are interested in my profession and they tell me that this was helpful.

Koko: Within my program, yes. At least I hope so.

Shirley: Yes! It has made other administrators, students and faculty understand that there are alternative views and perspectives on issues. It has been very helpful for students and faculty who reach out and receive my support; it is helpful for the University to have competent, dedicated and thoughtful scholars/persons such as myself in various research, faculty and administrative roles. The Strength of MSU lies in the Diversity of its Faculty and Students, Research Reputation & Program Excellence.

Dionne: Through mentoring, I have had a positive influence on several African American and international students at both undergraduate and graduate levels.

Lalah: Yes. I bring up issues that might otherwise not come up. I also bring a different perspective to certain discussions.

Whitney: I hope that my presence as a Black women professor at MSU has made a difference, but it is difficult to tell at this stage in my career.

Ella: I think I have made important presence for Black women students, if I can touch one or two then I have succeeded. If I can help with proposals, conference papers, guidance of professional and scholarly development, then I have been effective in a positive way.

Tramaine: Some students, especially those of African descent, have mentioned the fact that I was the only African American professor they had while at MSU. My presence at least lets African American students know that academia is a valid career option. In terms of making a tremendous difference in the lives of undergraduate students regardless of ethnic background, I typically meet them in their last semester or two which makes relationship building a challenge

as many are focused on finding a job or already have a job offer and are concerned with finishing the degree so that they can start to make money. Also, I must admit that based on the tenure process/requirements in my department, I have not actively sought opportunities to advise students and engage in other activities that would allow me to make a difference in their lives outside the classroom experience.

FIGURE 40.

According to Sheila T. Gregory, there are several ways to draw and keep successful Black women scholars; the quality of life at the institution and within the department should be properly assessed.

1. New faculty should be given clear guidelines, both oral and written regarding the expectations and requirements for tenure and promotion.
2. New faculty should be given supportive mentors of both genders inside and outside of the department.
3. Regular performances reviews should include input from mentors, and persons (minority and majority) who are familiar with the faculty members' research.
4. Accountability should be allocated on the parts of the department chairs, deans, and provosts to ensure active participation in the recruitment, support, and retention of faculty members.
5. Departments should consider providing supportive arrangements for faculty with families with regard to time and tenure.
6. Institutions should reassess how teaching, research, and service are defined and create new standards for research and pedagogy.
7. Colleges should offer faculty greater opportunity to become involved in their academic departments and institutions, as well as working with other African American, Ethnic, and women colleagues.¹⁹⁸



¹⁹⁸ Sheila T. Gregory. *Black Women in the Academy: The Secrets to Success and Achievement* (Lanham, University Press of America, Inc., Revised and Updated Edition, 1999), p. 138-139.

Conclusion

Retention, Recruitment and Re-evaluating: Larger Implications for Continued Success at Team MSU

Black women professors at Michigan State University shared similar experiences as reflected in the answers to the survey questions. 1. These women consider themselves role models. 2. Many acknowledge that getting tenure was difficult. They said getting tenure at MSU is hard. 3. Some of them felt that Affirmative Action was not what it should be and that they really didn't know what it actually did for them. 4. Most of them agreed that they were not challenged by the Black students and some of them had been questioned maybe at some point in their careers by white students. 5. Many of them said that they really did not know other Black women faculty outside of their own disciplines and they wished there was some type of organization implemented by the university to bring them all together, especially to network with one another. Lastly, all of the women felt that they have touched the lives of many students while teaching at MSU and they were satisfied with the choice they made to come to MSU to teach.

The Hannah, Wharton, DiBiaggio, McPherson and Simon years witnessed more hirings of African American women. The climate improved. More cultural activities and black performers were brought to campus. Many of the black women professors wrote books on the historical, social, cultural, and educational experiences of black people. The fact that they focused on black subject matter may have been a function of the Black Studies educational reform movement in the early 1970s. Why did it take so long for Black women to start writing about experiences in the academy? What have the officials in the academy done to improve the climate for Black women to be recruited to very isolated cities? New questions need to be answered as to why there are so few Black women faculty members at not only predominately white universities, but also in the

United States higher educational system period. This study of the history of Black women faculty at Michigan State University illuminates the issues and challenges they confronted and overcame. It also expands our understanding of the efforts that various higher level administrators initiated to recruit and to retain black women professors in the aftermath of the modern Civil Rights Movement. The many contributions of black women faculty in the area of research, teaching, and service demonstrate their value to the enrichment of the educational mission of Michigan State University and the advancement of academic excellence.

Appendices

Appendix 1.

Approved questionnaire

1. What department or college has the greatest number of black women faculty members? How many do you know on campus? Is there an organization for Black women professors? In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?
2. How is the Affirmative Action mandate on Michigan State's campus viewed as it relates to black women faculty -- what are your perceptions on this issue?
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
5. What is tenure based on in your opinion?
6. Do you think having a faculty mentor or sponsor is important? Explain.
7. Do you see yourself as a role-model? Do you think it is important for Black female scholars to act as mentors to young Black scholars, especially young women in your field of study or profession?
8. Do you think that black women faculty are represented at an appropriate number at MSU?
9. Do you find yourself being challenged by your students (both white and black) in your classes you teach? In what ways they are similar and different?
10. How do you feel about your overall experience as a black tenured professor who is female at MSU?
11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

Appendix 2.

The *First Annual Report of the Oberlin Collegiate Institute*, published in November, 1834,
contains the following paragraphs:

SYSTEM OF EDUCATION

This is comprehensive, including physical as well as intellectual and moral culture, adapted to both sexes, and all ages and attainments from the common school through a liberal education, inclusive, ultimately of a theological course. Infant and Primary Schools will be sustained by the Oberlin Colony in the neighborhood of the Institute. The several departments of instruction in the Institute are thus arranged: Preparatory or Academic School; Female Department; Teacher's Seminary; Collegiate Department, and Theological Department. The Preparatory School is designed, as its name denotes, to prepare pupils for the higher departments; or for business which does not require a more extended education.

The Female Department, under the supervision of a lady, will furnish instruction in the useful branches taught in the best Female Seminaries; and its higher classes will be permitted to enjoy the privileges of such professorships in the Teacher's, Collegiate, and Theological Departments as shall best suit their sex, and prospective employment....

The Collegiate Department will afford as extensive and thorough a course of instruction as other colleges; varying from some, by substituting Hebrew and sacred Classics for the most objectionable pagan authors....

The first Catalogue of the Institute, issued in the summer of 1835, contains the following brief account of the Female Department:

Young ladies of good minds, unblemished morals, and respectable attainments, are received into this department, and placed under the superintendence of a judicious lady, whose duty it is to correct their habits and mould the female character. They board at the public table, and perform the labor of the Stewards Department, together with the washing, ironing, and much of the sewing for the students. They attend recitations with young gentlemen in all the departments. Their rooms are entirely separate from those of the other sex, and no calls or visits in their respective apartments are at all permitted.

The first detailed statement of the content of the course of study followed in the Female Department appears in the Catalogue of 1838. This statement is reprinted below as Appendix I.

Despite the fact that the Female Department was not of college grade, the opening of that department in Oberlin marked an innovation in the education of women in that this was the first instance in which a ladies' seminary had been established as part of an institution in which the central department was a regular college.

A second innovation appeared in 1834 or by the following year at the latest: some of the young women in the Female Department attended classes in the Collegiate Department—the first instance of the attendance of women in college classes. The fact of this attendance is indicated by the statement quoted above from the *First Annual Report* to the effect that the higher classes of the Female Department will be permitted to enjoy the privileges of such professorships in the

Teacher's, Collegiate, and Theological Departments as shall best suit their sex, and prospective employment, and by the statement quoted above from the Catalogue of 1835:

They attend recitations with young gentlemen in all the departments.

The first young woman to graduate from the Female Department was Zeruiah Porter, who finished the course in 1838. She did not receive a degree, and the work she had completed was not that of a college course: but she was the first woman to graduate from a course carried on in a ladies' seminary associated with a college; and she was the first woman to graduate from a course as part of which she had attended college classes with men.

Meanwhile, a far more significant innovation had taken place.

The Collegiate Department, as has been said, was opened in October, 1834, its students being men only. Statements of the content of the course of study followed in this department appear in each of the early catalogues. The first such statement, which appeared in the Catalogue of 1835, is reprinted below as Appendix II. The corresponding statements in the next two catalogues are more elaborate. The fourth catalogue, published in September, 1839, ends with a detailed "Comparative View of the Oberlin and Yale College Courses of Study," which gives the content of the Oberlin course in great detail, and establishes its equivalence to the Yale course. This "Comparative View" is reprinted in full as Appendix III.

On or immediately after Commencement Day, September 6, 1837, four young women—Mary Hosford, Mary Fletcher Kellogg, Elizabeth Smith Prall, and Caroline Mary Rudd—presented themselves and were accepted for entrance into the regular course of the Collegiate Department. They were the first women to matriculate for a regular college course. *Their matriculation in*

September, 1837, was the beginning of actual college education for women; and it was, as well, the beginning of coeducation on the college level. College education for women thus began as coeducation.

Appendix 3.

Executive Order 11246 that President Lyndon B. Johnson presented to the United States concerning
Affirmative Action, on Friday, September 24, 1965.

Executive Order 11246

Equal Employment Opportunity

Under and by virtue of the authority vested in me as President of the United States by the
Constitution and statutes of the United States, it is ordered as follows:

PART I--NONDISCRIMINATION IN GOVERNMENT EMPLOYMENT

SECTION 101. It is the policy of the Government of the United States to provide equal opportunity in Federal employment for all qualified persons, to prohibit discrimination in employment because of race, creed, color, or national origin, and to promote the full realization of equal employment opportunity through a positive, continuing program in each executive department and agency. The policy of equal opportunity applies to every aspect of Federal employment policy and practice.

SEC. 102. The head of each executive department and agency shall establish and maintain a positive program of equal employment opportunity for all civilian employees and applicants for employment within his jurisdiction in accordance with the policy set forth in Section 101.

SEC. 103. The Civil Service Commission shall supervise and provide leadership and guidance in the conduct of equal employment opportunity programs for the civilian employees of and applications for employment within the executive departments and agencies and shall review agency program accomplishments periodically. In order to facilitate the achievement of a model program for equal employment opportunity in the Federal service, the Commission may consult from time to time with such individuals, groups, or organizations as may be of assistance in improving the Federal program and realizing the objectives of this Part.

SEC. 104. The Civil Service Commission shall provide for the prompt, fair, and impartial consideration of all complaints of discrimination in Federal employment on the basis of race, creed, color, or national origin. Procedures for the consideration of complaints shall include at least one impartial review within the executive department or agency and shall provide for appeal to the Civil Service Commission.

SEC. 105. The Civil Service Commission shall issue such regulations, orders, and instructions as it deems necessary and appropriate to carry out its responsibilities under this Part, and the head of each executive department and agency shall comply with the regulations, orders, and instructions issued by the Commission under this Part.

PART II--NONDISCRIMINATION IN EMPLOYMENT BY GOVERNMENT CONTRACTORS AND SUBCONTRACTORS

SUBPART A--DUTIES OF THE SECRETARY OF LABOR

SEC. 201. The Secretary of Labor shall be responsible for the administration of Parts II and III of this Order and shall adopt such rules and regulations and issue such orders as he deems necessary and appropriate to achieve the purposes thereof.

SUBPART B--CONTRACTORS' AGREEMENTS

SEC. 202. Except in contracts exempted in accordance with Section 204 of this Order, all Government contracting agencies shall include in every Government contract hereafter entered into the following provisions:

"During the performance of this contract, the contractor agrees as follows:

(1) The contractor will not discriminate against any employee or applicant for employment because of race, creed, color, or national origin. The contractor will take affirmative action to ensure that applicants are employed, and that employees are treated during employment, without regard to their race, creed, color, or national origin. Such action shall include, but not be limited to the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising; layoff or termination; rates of pay or other forms of compensation; and selection for training, including apprenticeship. The contractor agrees to post in conspicuous places, available to employees and applicants for employment, notices to be provided by the contracting officer setting forth the provisions of this nondiscrimination clause.

(2) The contractor will, in all solicitations or advertisements for employees placed by or on behalf of the contractor, state that all qualified applicants will receive consideration for employment without regard to race, creed, color, or national origin.

(3) The contractor will send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding, a notice, to be provided by the agency contracting officer, advising the labor union or workers' representative of the contractor's commitments under

Section 202 of Executive Order No. 11246 of September 24, 1965, and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

(4) The contractor will comply with all provisions of Executive Order No. 11246 of Sept. 24, 1965, and of the rules, regulations, and relevant orders of the Secretary of Labor.

(5) The contractor will furnish all information and reports required by Executive Order No. 11246 of September 24, 1965, and by the rules, regulations, and orders of the Secretary of Labor, or pursuant thereto, and will permit access to his books, records, and accounts by the contracting agency and the Secretary of Labor for purposes of investigation to ascertain compliance with such rules, regulations, and orders.

(6) In the event of the contractor's noncompliance with the nondiscrimination clauses of this contract or with any of such rules, regulations, or orders, this contract may be cancelled, terminated or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts in accordance with procedures authorized in Executive Order No. 11246 of Sept. 24, 1965, and such other sanctions may be imposed and remedies invoked as provided in Executive Order No. 11246 of September 24, 1965, or by rule, regulation, or order of the Secretary of Labor, or as otherwise provided by law. (7) The contractor will include the provisions of Paragraphs (1) through (7) in every subcontract or purchase order unless exempted by rules, regulations, or orders of the Secretary of Labor issued pursuant to Section 204 of Executive Order No. 11246 of Sept. 24, 1965, so that such provisions will be binding upon each subcontractor or vendor. The contractor will take such action with respect to any subcontract or purchase order as the contracting agency may direct as a means of enforcing such provisions including sanctions for noncompliance: Provided, however, That in the event the contractor becomes involved in, or is

threatened with, litigation with a subcontractor or vendor as a result of such direction by the contracting agency, the contractor may request the United States to enter into such litigation to protect the interests of the United States."

SEC. 203. (a) Each contractor having a contract containing the provisions prescribed in Section 202 shall file, and shall cause each of his subcontractors to file, Compliance Reports with the contracting agency or the Secretary of Labor as may be directed. Compliance Reports shall be filed within such times and shall contain such information as to the practices, policies, programs, and employment policies, programs, and employment statistics of the contractor and each subcontractor, and shall be in such form, as the Secretary of Labor may prescribe.

(b) Bidders or prospective contractors or subcontractors may be required to state whether they have participated in any previous contract subject to the provisions of this Order, or any preceding similar Executive order, and in that event to submit, on behalf of themselves and their proposed subcontractors, Compliance Reports prior to or as an initial part of their bid or negotiation of a contract.

(c) Whenever the contractor or subcontractor has a collective bargaining agreement or other contract or understanding with a labor union or an agency referring workers or providing or supervising apprenticeship or training for such workers, the Compliance Report shall include such information as to such labor union's or agency's practices and policies affecting compliance as the Secretary of Labor may prescribe: Provided, That to the extent such information is within the exclusive possession of a labor union or an agency referring workers or providing or supervising apprenticeship or training and such labor union or agency shall refuse to furnish such information to the contractor, the contractor shall so certify to the contracting agency as part of its Compliance Report and shall set forth what efforts he has made to obtain such information.

(d) The contracting agency or the Secretary of Labor may direct that any bidder or prospective contractor or subcontractor shall submit, as part of his Compliance Report, a statement in writing, signed by an authorized officer or agent on behalf of any labor union or any agency referring workers or providing or supervising apprenticeship or other training, with which the bidder or prospective contractor deals, with supporting information, to the effect that the signer's practices and policies do not discriminate on the grounds of race, color, creed, or national origin, and that the signer either will affirmatively cooperate in the implementation of the policy and provisions of this Order or that it consents and agrees that recruitment, employment, and the terms and conditions of employment under the proposed contract shall be in accordance with the purposes and provisions of the Order. In the event that the union, or the agency shall refuse to execute such a statement, the Compliance Report shall so certify and set forth what efforts have been made to secure such a statement and such additional factual material as the contracting agency or the Secretary of Labor may require.

SEC. 204. The Secretary of Labor may, when he deems that special circumstances in the national interest so require, exempt a contracting agency from the requirement of including any or all of the provisions of Section 202 of this Order in any specific contract, subcontract, or purchase order. The Secretary of Labor may, by rule or regulation, also exempt certain classes of contracts, subcontracts, or purchase orders (1) whenever work is to be or has been performed outside the United States and no recruitment of workers within the limits of the United States is involved; (2) for standard commercial supplies or raw materials; (3) involving less than specified amounts of money or specified numbers of workers; or (4) to the extent that they involve subcontracts below a specified tier. The Secretary of Labor may also provide, by rule, regulation, or order, for the exemption of facilities of a contractor which are in all respects separate and distinct from activities

of the contractor related to the performance of the contract: Provided, That such an exemption will not interfere with or impede the effectuation of the purposes of this Order: And provided further, That in the absence of such an exemption all facilities shall be covered by the provisions of this Order.

SUBPART C--POWERS AND DUTIES OF THE SECRETARY OF LABOR AND THE CONTRACTING AGENCIES

SEC. 205. Each contracting agency shall be primarily responsible for obtaining compliance with the rules, regulations, and orders of the Secretary of Labor with respect to contracts entered into by such agency or its contractors. All contracting agencies shall comply with the rules of the Secretary of Labor in discharging their primary responsibility for securing compliance with the provisions of contracts and otherwise with the terms of this Order and of the rules, regulations, and orders of the Secretary of Labor issued pursuant to this Order. They are directed to cooperate with the Secretary of Labor and to furnish the Secretary of Labor such information and assistance as he may require in the performance of his functions under this Order. They are further directed to appoint or designate, from among the agency's personnel, compliance officers. It shall be the duty of such officers to seek compliance with the objectives of this Order by conference, conciliation, mediation, or persuasion.

Sec. 206. (a) The Secretary of Labor may investigate the employment practices of any Government contractor or subcontractor, or initiate such investigation by the appropriate contracting agency, to determine whether or not the contractual provisions specified in Section 202 of this Order have been violated. Such investigation shall be conducted in accordance with the procedures established by the Secretary of Labor and the investigating agency shall report to the Secretary of Labor any action taken or recommended.

(b) The Secretary of Labor may receive and investigate or cause to be investigated complaints by employees or prospective employees of a Government contractor or subcontractor which allege discrimination contrary to the contractual provisions specified in Section 202 of this Order. If this investigation is conducted for the Secretary of Labor by a contracting agency, that agency shall report to the Secretary what action has been taken or is recommended with regard to such complaints.

Sec. 207. The Secretary of Labor shall use his best efforts, directly and through contracting agencies, other interested Federal, State, and local agencies, contractors, and all other available instrumentalities to cause any labor union engaged in work under Government contracts or any agency referring workers or providing or supervising apprenticeship or training for or in the course of such work to cooperate in the implementation of the purposes of this Order. The Secretary of Labor shall, in appropriate cases, notify the Equal Employment Opportunity Commission, the Department of Justice, or other appropriate Federal agencies whenever it has reason to believe that the practices of any such labor organization or agency violate Title VI or Title VII of the Civil Rights Act of 1964 or other provision of Federal law.

Sec. 208. (a) The Secretary of Labor, or any agency, officer, or employee in the executive branch of the Government designated by rule, regulation, or order of the Secretary, may hold such hearings, public or private, as the Secretary may deem advisable for compliance, enforcement, or educational purposes.

(b) The Secretary of Labor may hold, or cause to be held, hearings in accordance with Subsection (a) of this Section prior to imposing, ordering, or recommending the imposition of penalties and sanctions under this Order. No order for debarment of any contractor from further Government

contracts under Section 209(a)(6) shall be made without affording the contractor an opportunity for a hearing.

SUBPART D--SANCTIONS AND PENALTIES

Sec. 209. (a) In accordance with such rules, regulations, or orders as the Secretary of Labor may issue or adopt, the Secretary or the appropriate contracting agency may:

(1) Publish, or cause to be published, the names of contractors or unions which it has concluded have complied or have failed to comply with the provisions of this Order or of the rules, regulations, and orders of the Secretary of Labor.

(2) Recommend to the Department of Justice that, in cases in which there is substantial or material violation or the threat of substantial or material violation of the contractual provisions set forth in Section 202 of this Order, appropriate proceedings be brought to enforce those provisions, including the enjoining, within the limitations of applicable law, of organizations, individuals, or groups who prevent directly or indirectly, or seek to prevent directly or indirectly, compliance with the provisions of this Order.

(3) Recommend to the Equal Employment Opportunity Commission or the Department of Justice that appropriate proceedings be instituted under Title VII of the Civil Rights Act of 1964.

(4) Recommend to the Department of Justice that criminal proceedings be brought for the furnishing of false information to any contracting agency or to the Secretary of Labor as the case may be.

(5) Cancel, terminate, suspend, or cause to be cancelled, terminated, or suspended, any contract, or any portion or portions thereof, for failure of the contractor or subcontractor to comply with the

non-discrimination provisions of the contract. Contracts may be cancelled, be conditioned upon a program for future compliance approved by the contracting agency.

(6) Provide that any contracting agency shall refrain from entering into further contracts, or extensions or other modifications of existing contracts, with any noncomplying contractor, until such contractor has satisfied the Secretary of Labor that such contractor has established and will carry out personnel and employment policies in compliance with the provisions of this Order.

(b) Under rules and regulations prescribed by the Secretary of Labor, each contracting agency shall make reasonable efforts within a reasonable time limitation to secure compliance with the contract provisions of this Order by methods of conference, conciliation, mediation, and persuasion before proceedings shall be instituted under Subsection (a)(2) of this Section, or before a contract shall be cancelled or terminated in whole or in part under Subsection (a)(5) of this Section for failure of a contractor or subcontractor to comply with the contract provisions of this Order.

Sec. 210. Any contracting agency taking any action authorized by this Subpart, whether on its own motion, or as directed by the Secretary of Labor, or under the rules and regulations of the Secretary, shall promptly notify the Secretary of such action. Whenever the Secretary of Labor makes a determination under this Section, he shall promptly notify the appropriate contracting agency of the action recommended. The agency shall take such action and shall report the results thereof to the Secretary of Labor within such time as the Secretary shall specify.

Sec. 211. If the Secretary shall so direct, contracting agencies shall not enter into contracts with any bidder or prospective contractor unless the bidder or prospective contractor has satisfactorily complied with the provisions of this Order or submits a program for compliance acceptable to the Secretary of Labor or, if the Secretary so authorizes, to the contracting agency.

Sec. 212. Whenever a contracting agency cancels or terminates a contract, or whenever a contractor has been debarred from further Government contracts, under Section 209(a)(6) because of noncompliance with the contract provisions with regard to nondiscrimination, the Secretary of Labor, or the contracting agency involved, shall promptly notify the Comptroller General of the United States. Any such debarment may be rescinded by the Secretary of Labor or by the contracting agency which imposed the sanction.

SUBPART E--CERTIFICATES OF MERIT

Sec. 213. The Secretary of Labor may provide for issuance of a United States Government Certificate of Merit to employers or labor unions, or other agencies which are or may hereafter be engaged in work under Government contracts, if the Secretary is satisfied that the personnel and employment practices of the employer, or that the personnel, training, apprenticeship, membership, grievance and representation, upgrading, and other practices and policies of the labor union or other agency conform to the purposes and provisions of this Order.

Sec. 214. Any Certificate of Merit may at any time be suspended or revoked by the Secretary of Labor if the holder thereof, in the judgment of the Secretary, has failed to comply with the provisions of this Order.

Sec. 215. The Secretary of Labor may provide for the exemption of any employer, labor union, or other agency from any reporting requirements imposed under or pursuant to this Order if such employer, labor union, or other agency has been awarded a Certificate of Merit which has not been suspended or revoked.

Part III--Nondiscrimination Provisions in Federally Assisted Construction Contracts Sec. 301.
Each executive department and agency which administers a program involving Federal financial

assistance shall require as a condition for the approval of any grant, contract, loan, insurance, or guarantee thereunder, which may involve a construction contract, that the applicant for Federal assistance undertake and agree to incorporate, or cause to be incorporated, into all construction contracts paid for in whole or in part with funds obtained from the Federal Government or borrowed on the credit of the Federal Government pursuant to such grant, contract, loan, insurance, or guarantee, or undertaken pursuant to any Federal program involving such grant, contract, loan, insurance, or guarantee, the provisions prescribed for Government contracts by Section 202 of this Order or such modification thereof, preserving in substance the contractor's obligations thereunder, as may be approved by the Secretary of Labor, together with such additional provisions as the Secretary deems appropriate to establish and protect the interest of the United States in the enforcement of those obligations. Each such applicant shall also undertake and agree (1) to assist and cooperate actively with the administering department or agency and the Secretary of Labor in obtaining the compliance of contractors and subcontractors with those contract provisions and with the rules, regulations, and relevant orders of the Secretary, (2) to obtain and to furnish to the administering department or agency and to the Secretary of Labor such information as they may require for the supervision of such compliance, (3) to carry out sanctions and penalties for violation of such obligations imposed upon contractors and subcontractors by the Secretary of Labor or the administering department or agency pursuant to Part II, Subpart D, of this Order, and (4) to refrain from entering into any contract subject to this Order, or extension or other modification of such a contract with a contractor debarred from Government contracts under Part II, Subpart D, of this Order.

Sec. 302. (a) "Construction contract" as used in this Order means any contract for the construction, rehabilitation, alteration, conversion, extension, or repair of buildings, highways, or other improvements to real property.

(b) The provisions of Part II of this Order shall apply to such construction contracts, and for purposes of such application the administering department or agency shall be considered the contracting agency referred to therein.

(c) The term "applicant" as used in this Order means an applicant for Federal assistance or, as determined by agency regulation, other program participant, with respect to whom an application for any grant, contract, loan, insurance, or guarantee is not finally acted upon prior to the effective date of this Part, and it includes such an applicant after he becomes a recipient of such Federal assistance.

Sec. 303. (a) Each administering department and agency shall be responsible for obtaining the compliance of such applicants with their undertakings under this Order. Each administering department and agency is directed to cooperate with the Secretary of Labor, and to furnish the Secretary such information and assistance as he may require in the performance of his functions under this Order.

(b) In the event an applicant fails and refuses to comply with his undertakings, the administering department or agency may take any or all of the following actions: (1) cancel, terminate, or suspend in whole or in part the agreement, contract, or other arrangement with such applicant with respect to which the failure and refusal occurred; (2) refrain from extending any further assistance to the applicant under the program with respect to which the failure or refusal occurred until satisfactory assurance of future compliance has been received from such applicant; and (3) refer

the case to the Department of Justice for appropriate legal proceedings. (c) Any action with respect to an applicant pursuant to Subsection (b) shall be taken in conformity with Section 602 of the Civil Rights Act of 1964 (and the regulations of the administering department or agency issued thereunder), to the extent applicable. In no case shall action be taken with respect to an applicant pursuant to Clause (1) or (2) of Subsection (b) without notice and opportunity for hearing before the administering department or agency.

Sec. 304. Any executive department or agency which imposes by rule, regulation, or order requirements of nondiscrimination in employment, other than requirements imposed pursuant to this Order, may delegate to the Secretary of Labor by agreement such responsibilities with respect to compliance standards, reports, and procedures as would tend to bring the administration of such requirements into conformity with the administration of requirements imposed under this Order: Provided, That actions to effect compliance by recipients of Federal financial assistance with requirements imposed pursuant to Title VI of the Civil Rights Act of 1964 shall be taken in conformity with the procedures and limitations prescribed in Section 602 thereof and the regulations of the administering department or agency issued thereunder.

Part IV--Miscellaneous

Sec. 401. The Secretary of Labor may delegate to any officer, agency, or employee in the Executive branch of the Government, any function or duty of the Secretary under Parts II and III of this Order, except authority to promulgate rules and regulations of a general nature.

Sec. 402. The Secretary of Labor shall provide administrative support for the execution of the program known as the "Plans for Progress."

Sec. 403. (a) Executive Orders Nos. 10590 (January 19, 1955), 10722 (August 5, 1957), 10925 (March 6, 1961), 11114 (June 22, 1963), and 11162 (July 28, 1964), are hereby superseded and the President's Committee on Equal Employment Opportunity established by Executive Order No. 10925 is hereby abolished. All records and property in the custody of the Committee shall be transferred to the Civil Service Commission and the Secretary of Labor, as appropriate.

(b) Nothing in this Order shall be deemed to relieve any person of any obligation assumed or imposed under or pursuant to any Executive Order superseded by this Order. All rules, regulations, orders, instructions, designations, and other directives issued by the President's Committee on Equal Employment Opportunity and those issued by the heads of various departments or agencies under or pursuant to any of the Executive orders superseded by this Order, shall, to the extent that they are not inconsistent with this Order, remain in full force and effect unless and until revoked or superseded by appropriate authority. References in such directives to provisions of the superseded orders shall be deemed to be references to the comparable provisions of this Order.

Sec. 404. The General Services Administration shall take appropriate action to revise the standard Government contract forms to accord with the provisions of this Order and of the rules and regulations of the Secretary of Labor.

Sec. 405. This Order shall become effective thirty days after the date of this Order.

LYNDON B. JOHNSON

THE WHITE HOUSE,

September 24, 1965.

Appendix 4.

PRESENTATION TO THE BOARD OF TRUSTEES MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN

PERTAINING TO EMPLOYMENT OF BLACK WOMEN AT MICHIGAN STATE UNIVERSITY Presented by Josephine Wharton

February 25, 1972

President Clifton R. Wharton and Members of the Board of Trustees:

At the last Board of Trustees' meeting on November 18, 1971, black women presented a statement regarding the status of black women employees, which included Inequities in employment of faculty, administrative-professional and clericaltechnical personnel of Michigan State University.

You will recall I that of the seven (7) black females who have attained faculty status, the highest ranking female is an associate professor. With regard to the administrative-professional employees, which include ten (10) levels of appointment, all black females are employed at Levels I to 4. In the clericaltechnical staff, which includes twelve (12) levels of employment, no black female is employed in any of the three highest levels. Eighty-five (85) percent of these women are at the lower half of the scale.

The Board was charged to rectify these inequities at all levels of employment by;

1. *The promotion of black females to positions of authority, i.e., administrative, academic and supervisory;*
2. *The recruitment of black women in all colleges and units of the University , not limited to the traditional areas of female employment;*
3. *The advancement of more black women into the tenure system;*
4. *The conferring of tenure to black women. Following that meeting, additional research has disclosed a history of inequities involving black women at this University since Its foundation.*

This research has Involved careful review, related conferences, and many personal interviews with present and former employees of the University .

The Black Women Employees Association of Michigan State University, expanding its base to include all black women, submits the following information:

Historically.

1. Although the Michigan Legislature established the State Agricultural School on February 12, 1855, and operations of that school began May 13, 1857, it was not until 1923 --66 years later -that the *first black* woman was hired at this state-supported institution, and *then as a* housekeeper.
2. A black woman attained academic status 91 years later In 1948 when appointed as a technician. However, it took 110 years for a black woman to attain faculty or academic status as assistant instructor in 1967.
3. In 1956, this institution's name was changed to Michigan State University of Agriculture and Applied Science. That year, the first clerical black woman employee was hired --99 years after operations began.
4. Two years later, Michigan State University's first black stenographer began her duties. Under the supervision of this employee, three black female students were hired on a part-time basis as - typists in 1959.
5. *The first black* woman administrative-professional employee of Michigan State University received her appointment in 1968 as a result of-the establishment *of a program for minorities*. Prior to that time, there is no record of a black woman either having been considered or recommended for such employment within any unit of the University.

6. In September of 1969, black women began appearing in higher rank than instructor. Michigan State University appointed a black woman physician as its first black female assistant professor that year.

7. An associate professor was hired in August of 1970 and, today, is yet the only black female associate professor. Also in that year, a black woman was named an assistant director in the Financial Aids Office but was later declassified to financial aids counselor. A black woman with a Master's degree in Counseling was also employed in 1970 as an academic advisor but on a part-time temporary basis, and without fringe benefits.

8. In 1971 two black women librarians were hired by the University , one of whom is classified as a bibliographer. Also that year, Michigan State upgraded one of its black women to the position of food service manager In one of the 22 cafeterias on campus.

9. By August of 1971, there was a total of 4,013 female employees on campus; however, only 279 of that total were black women. Black women represented 13 percent of the female labor payroll employees, 4.2 percent of the clerical-technical females, 3.8 percent of the administrative-professional women, and only 1.9 percent of the female faculty and academic staff. It is noted that the higher the rank of the employees, the lower the percentage of representation by black women at Michigan State University .

10. To date, February 25, 1972, the total number of black women Identified as employees of this University Is 329. Twenty-one (21) are holding rank above the clerical-technical level, i.e., seven are faculty, seven are academic staff members, and seven are administrative-professionals. The clerical -technical salary payroll Includes 91 black women; the labor payroll, 217. In the labor

payroll category which has the largest number of black female employees -only six (6) of these black women are In supervisory positions.

11. Also noted Is the fact that out of approximately 220 employment units at the University, only 60 of these units employ black women, or approximately one-fourth of the units. The total number of food and building units on campus is 86, with only 30, or approximately one-third, employing black women.

Mobility of black women in the labor force of Michigan State University , as far as changes in job classifications and salary promotions within the classifications, is at a very low rate, as indicated by the records of black women employees presently employed and those who have already retired.

Our research has revealed some very questionable employment and promotional practices at this land-grant, state-supported institution. Why is it that a capable. qualified black woman with a background in business training was hired in 1943 as a housekeeper in one of the dormitories and retired in 1970, 27 years later, still employed at that same level? Why is it that a black woman with a Bachelor of Science degree in Police Administration could only get a part-time position as a clerk in the library? How much education or qualifications must a black woman have?

Black women are tired of being overqualified, underemployed, underpaid and excluded from positions with promotional opportunities. All forms of discrimination at this University against black women must cease!

The Black Women Employees of Michigan State University ,--- examples of a group oppressed by racial discrimination as well as sex discrimination --hereby present to you the

indisputable facts as they pertain to University employment to date. There is absolutely no reason for this University to maintain this status quo. The only alternative is to correct these inequities and effect progressive change for the benefit of the entire University .When the minority is benefited, the majority also becomes a beneficiary .

The creation of a system of inequities involves carefully-calculated, deliberate and contributory efforts on the part of those in positions of decision making and policy implementation. Therefore, the establishment of an effective and Stable system to provide and maintain a climate of equity in employment throughout the University is the responsibility of you, the Governing Board of Michigan State University.

Furthermore, to safeguard the present and future rights of black women employees and to promote equal employment of black women at Michigan State University, we submit the following additional recommendations:

1. Create within the total personnel unit of the University an administrative position with adequate supportive staff and sufficient budget. This position should be filled by a black woman with responsibility for the establishment and implementation of policies involving recruitment, upgrading and promotion of black personnel at all levels of employment. Priority and special attention should be given to providing top level positions, i.e., administrative, managerial and supervisory

2. Provide a staff position to be filled by a black woman equipped to confer with other black women employees and respond to their specific needs and problems,
3. Establish key administrative positions for black females in the academic units and central administration of the University.
4. Appoint a black woman as an associate or assistant dean In the office of the Vice President for Student Affairs to provide access to the central decision-making process by minority students. Also, employ black females in areas of administration, student governance, judiciaries, residence halls and graduate programs of that office.
5. Provide black women employee representation in residence halls.
6. Expand the present format for distribution of Information regarding job openings and promotional opportunities at Michigan State University to include all levels of employment, with such information distributed to all departments, units and organizations within the University .
7. Establish in-service training opportunities for black women of the University at all levels of employment under the auspices of a black coordinator to capitalize on personal qualifications not being utilized; and to develop skills to enhance the economic life styles of these employees and their families. These in-service training programs, which ultimately would be beneficial to the University itself, should be developed and provided for employees by appropriate departments and units of the University. Such in-service training programs provide that:

- a. The employee be promoted first and then be given on-the-job training, rather than I in-service training for some future job which may never materialize.
 - b. Neither the prospective position nor on-the-job training be restricted by age.
 - c. Employees being trained for new on-the-job positions be paid the regular rate of pay for that position.
8. Provide programs for supervisors and managers of the University employment units for the purpose of sensitivity and the creation of better human relations throughout the University as it particularly pertains to the employment of black women.

At this time we again charge you, Members of the Board of Trustees of this State institution of higher learning, to specifically designate the necessary percentile of new positions to black women to effectively increase the overall percentage of black women to a minimum of 12 percent at all levels of employment.

Respectfully

BLACK WOMEN EMPLOYEES ASSOCIATION
OF MICHIGAN STATE UNIVERSITY

attachment

Table 2.**Black Women Faculty 1968 - 2009**

Nwando Achebe	Lachandra M. Donnell	Teresa C. Jones	Coretta C. Patterson
Debreena L. Agbenyiga	Kristie L. Dotson	Karen D. King	Ruby L. Perry
Margaret I. Aguwa	Francesca Dwamena	Wilma King	L. Eudora Pettigrew
Brenda Alston-Mills	Rita K. Edozie	Linda C. Lane	Daina Ramey Berry
Patricia Barnes-McConnell	Patricia A. Edwards	Rhea E. Lathan	Gloria T. Randle
Linda S. Beard	Kimberly M. Ellis	Dorothy Lawshe	Elna N. Saah
Alfiee M. Breland	Ihuoma U. Eneli	Barbara Ross Lee	Clarissa Shavers
Frankie J. Brown	Eunice F. Foster	Wanda D. Lipscomb	Isis H. Settles
Nicole Buchanan	Margaret Gamble	Reitumetse O. Mabokela	Gloria Smith
Renee B. Canady	Jeanette Gassaway	Lynn N. Makau	Yevonne R. Smith
Dorinda J. Carter	Joyce M. Grant	Elaine Mason	Geneva Smitherman
Marquita Chamblee	Sonya Gunnings-Moton	Harriette P. McAdoo	Robbie J. Stewart
Norma J. Champion	Ruth Simms Hamilton	Laura R. McNeal	Ida J. Stockman
Lisa D. Cook	Zaje Alem-Tsige Harrell	Julia R. Miller	Costellia Hayes Talley
Bonita Pope Curry	Stephanie L. Heard	Robin L. Miller	Gladys M. Thomas
Jualynne E. Dodson	Patricia Jackson Herring	Alesia F. Montgomery	June M. Thomas
Lachandra M. Donnell	Darlene Clark Hine	Beronda L. Montgomery-Kaguri	Denise E. Troutman
Dorinda J. Carter	Margo S. Holland	Khadidatou Ndiaye	Lorraine Weatherspoon
Marquita Chamblee	Carrie B. Jackson	Ethel M. Nettles	Jennifer D. Williams
Norma J. Champion	Cynthia Jackson-Elmoore	Adesuwa Olomu	Karen P. Williams
Lisa D. Cook	Deborah J. Johnson	Rene Stewart O'Neal	Michelle Williams
Bonita Pope Curry	Georgia A. Johnson	Lynette Y. Overby	Susan M. Williams
Jualynne E. Dodson	Dorothy Harper Jones	Georgia Padonu	Lauren S. Young

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