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BLACK WOMEN IN THE ACADEMY: THE EXPERIENCE OF
TENURED BLACK WOMEN FACULTY ON THE CAMPUS OF
MICHIGAN STATE UNIVERSITY, 1968-1998

presented by

MARSHANDA ANN LATRICE SMITH

has been accepted towards fulfillment
of the requirements for the

MASTERS
OF ARTS

degree in

AFRICAN AMERICAN
HISTORY

Darlene Clark Hine

Major Professor's Signature

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**BLACK WOMEN IN THE ACADEMY:
THE EXPERIENCE OF TENURED BLACK WOMEN FACULTY ON THE CAMPUS
OF MICHIGAN STATE UNIVERSITY, 1968-1998**

By

Marshanda Ann Latrice Smith

A THESIS

**Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of**

MASTERS OF ARTS

Department of History

2002

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ABSTRACT

BLACK WOMEN IN THE ACADEMY: THE EXPERIENCE OF TENURED BLACK WOMEN FACULTY ON THE CAMPUS OF MICHIGAN STATE UNIVERSITY, 1968-1998

By

Marshanda Ann Latrice Smith

The purpose of this thesis is to investigate the history, lives, struggles, and contributions of black women in higher education, using Michigan State University in East Lansing as a case study. As students, Black women have been at MSU, founded in 1855, since the early 1900s. Yet the first Black woman faculty member was not hired until the dawning of the Black Power era. This thesis explores the presence of Black female faculty members at MSU from 1968 until the present.

I developed a selection of full, associate, and assistant professors employed at MSU between 1968 to 2002. I distributed a questionnaire to 40 Black women professors who had been tenured and those at the assistant professor level. I invited several professors to provide oral interviews. Seven professors agreed to be interviewed. Overall, my study indicates that MSU's Black women faculty members have dealt with issues of inequality for more than thirty years. This thesis illuminates some of the concerns, issues, and challenges of MSU Black Women faculty. My study is a first attempt to document the history for Black women faculty on Michigan State University's campus. Their stories and experiences may inspire future generations of scholars and ensure their survival and success within the academy.

In Memory of My Great-Grandmothers: Myrtle A. Wright and Glaida Smith.

ACKNOWLEDGMENTS

I would like to extend my appreciation to the Black women faculty members who took time out of their busy schedules to assist in this important case study. I am honored and blessed that you have allowed me and trusted me to tell your stories. I have had the unique pleasure to work with so many wonderful scholars who are truly dedicated to their scholarship as well as helping young scholars-in-training through their graduate programs at Michigan State University. My advisor, Dr. Darlene Clark Hine, has worked with me since I was an undergraduate. Her undergraduate course had such a major impact on me that I changed my major from engineering to history in my last year of study. Dr. Hine, I want to thank you for being that inspiration that makes pursuing an academic degree worthwhile. To my committee members, Dr. Daina L. Ramey and Dr. Denise E. Troutman, thanks for your guidance, honesty, and leadership. A host of faculty members have guided me throughout my academic career. I owe a lot of gratitude to Dr. Pamela Bellamy who never gave up on me, Dr. Ralph W. Bonner who helped me enhance my networking skills, Dr. Aurles U. Wiggins who challenged me, Dr. Geneva Smitherman who showed me how to “chill” when people got on my nerves, and to Dean Karen Klomparens and Dean Yevonne L. Smith for giving me an opportunity to prove myself as a graduate student.

My deepest appreciation is for my family in Muskegon Heights, Michigan. To my beloved grandparents, Norvin and Juanita Smith, and mother, Noreen Augustus, thank you for your affection and unwavering faith in me. It has been a blessing to have great-grandparents in my life. My great-grandfather, Rev. Elvin Smith, has guided me spiritually,

has shared his knowledge and wisdom with me and for this I say much obliged. I must mention my uncle, Dr. Leon Smith, because he has been the person in my family who has challenged and inspired me the most. He is the medical doctor in my family and my challenge was to become the first female doctor of my family, be it MD or Ph.D. Well, I have reached the first hurdle by completing my master's degree.

I must give a shout out to my friends who have been through the valley of the ivory tower with me: Rose Thevenin, Dr. Regina Jones, Dr. Felix Armfield, Dr. Pero Dagbovie, Dawne Curry, Dolores Sisco, Eric D. Duke, and Kennetta Hammond. To my special friends and extended family members who kept me encouraged and always smiling: Shanika P. Carter, Devota Horton, Timetra Horton, Kyra Jetuan Jones, Damon Ingram, Rev. Dr. Melvin T. Jones and the Union Missionary Church Family, Barbara Clark, Alma McIntosh, Robbie Clark, Helen Graham and Tomeika Graham, I extend my love. The senior women at New Light Baptist Church in Muskegon Heights, have been very supportive and have become my adoptive mothers and grandmothers: Mrs. Leona Lewis, the late Mrs. Fannie Thomas, Mrs. Ella M. Watts, Mrs. Mary Long, Mrs. Dorothy Williams, Mrs. Lucy Finley, Mrs. Martha Hines and Mrs. Shirley Bradford; thank you all for the encouraging words and prayers. Lastly, nothing would be complete without thanking God for all of His Blessings and Benefits. Without Him, I could do nothing!

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CHAPTER 1

INTRODUCTION: HISTORY OF BLACK AMERICANS AT MSU

Beginning of a Land Grant College

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 1862.¹

First Black Graduates

Myrtle Craig, the first African American graduate of Michigan Agricultural College received, on May 31, 1907, her diploma from the hand of President Theodore Roosevelt,

¹Information 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).

honored guest at the College's Semi-Centennial Jubilee .² Jonathan Snyder was the president of the college at the time. Actually African Americans were present on the campus before the 1900s. 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 agriculture and mechanical arts."³ The first African American 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.⁴ Only a year later another Black male to graduate named Delbert McCulloch Prillerman was graduated. It took ten years before another Black female was graduated from Michigan Agricultural College. Mabel Jewell Lucas of Lansing, Michigan received her bachelor's 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.⁵ 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

²"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.

³Ibid.

⁴ Ibid, p.2.

⁵Minutes 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.

first black woman staff member.⁶

Pioneer Black 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.⁷ Between 1948 to 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.⁸

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 Ann Pipes McAdoo later joined the ranks of professors in the department of Family, Child Ecology at Michigan State University in 1991. She received her Ph.D. from the University of Michigan in 1970. McAdoo's dissertation was entitled: "Racial Attitudes and Self-Concepts of Black Preschool Children."

Black Women Faculty Finally at MSU

⁶ Presentation to the Board. p. 2. No information was given as to who the person was.

⁷"The African American Presence at Michigan State University." p. 7.

⁸Presentation to the Board. p. 2. The person's identity remains unknown.

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 Hamilton's came in the late 60s. Ruth Hamilton was hired as an visiting assistant instructor in Sociology. She received her undergraduate training from Talladega College. Talladega, founded in 1867, is a private, historically black, liberal arts college. Its 135-acre campus is located in Talladega, 50 miles east of Birmingham, Alabama. Hamilton then obtained her Doctorate of Philosophy from Northwestern University in 1966; her dissertation was entitled, "Urban Social Differentiation and Membership Recruitment Among Selected Voluntary 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. During this pivotal year, 1968, 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 females colleagues. She was hired as an assistant professor. Johnson received her Doctorate of Medicine Degree from the University of Michigan in Ann Arbor.⁹ In addition, she became the only other person, besides Dr. Hamilton, to come in under what I have termed the "senior class" of black women faculty at Michigan State University. She 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.¹⁰ First, African American students began their sit-ins and protested at MSU's Wilson Hall cafeteria on April 29, 1969. The *State New* 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

⁹ 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.

¹⁰James B. Hamilton, *What A Time To Live: The Autobiography of James B. Hamilton*. (East Lansing: Michigan State University Press, 1995) p. xx.

harassment of three full-time black employees.”¹¹ 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 paper, “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 employes [sic] who are in positions of management, black students will do their job for them,’ the statement said.”¹² 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.

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. In 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 honored [sic] at the main entrance. A fight ensued.”¹³ Moreover, another version of the story stated that, “Riddle asked Haring to get a supervisor

¹¹“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.

¹²Ibid.

¹³“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.

to confirm Riddle's right of admittance. Haring refused and allededly [sic] pushed Riddle out of the cafeteria."¹⁴ 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."¹⁵ 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."¹⁶ The next day, President Adams payed Holden Hall a visit in hopes to calm all parties involved and to get some understanding of what happened.¹⁷ 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, predominately white university. Dr. Wharton was born in Boston, Massachusetts on September 13, 1926. He entered Harvard University at the

¹⁴Ibid.

¹⁵Ibid.

¹⁶Ibid.

¹⁷ "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.

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.”¹⁸ 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.¹⁹

Dr. Luella Eudora Pettigrew started a cohort of new Black women faculty. I call them the “junior class”. 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. 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

¹⁸*What A Time To Live.*, p. xx.

¹⁹ Ibid.

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”.

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 1. 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.

Three years passed before another Black female joined the academic faculty. 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. Yet, the Affirmative Action Report at Michigan State University revealed that Black women were grossly under-represented during the year of 1977. Indeed the pie-chart on the next page gives a zero percentage point to account for Black women faculty.

FIGURE 1.

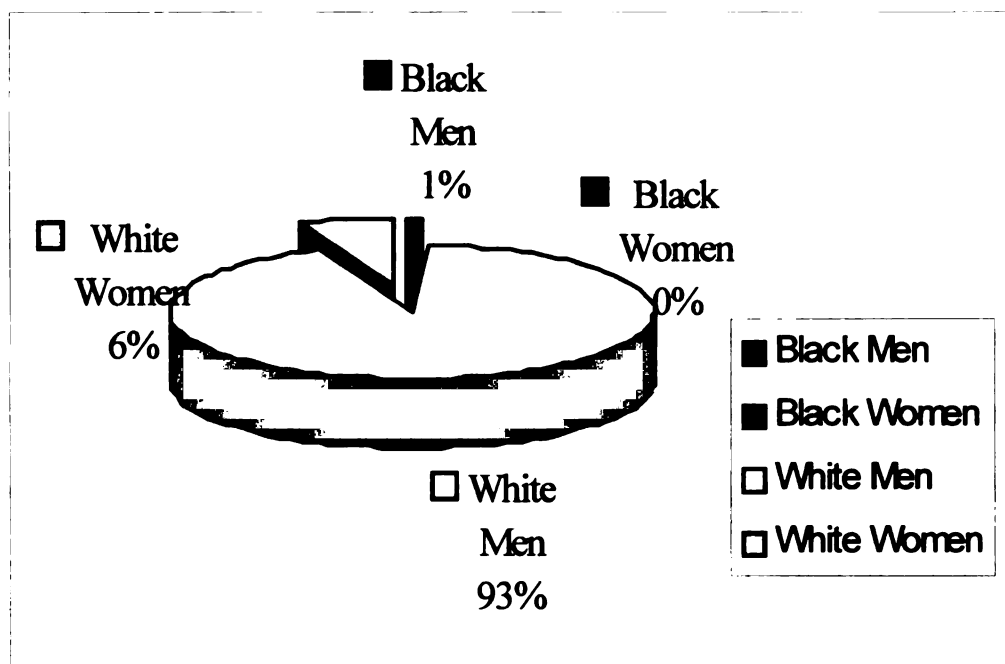


Figure 1. reveals that Black women constituted less than 1% of the total population of faculty members on Michigan State's campus in 1977. The delineation of actual numbers are below (Figure 2). They illuminate the huge disparity in the total of black women faculty between the other faculty on campus.

FIGURE 2.

Employees	Black Men	Black Women	White Men	White Women
Professor	11	2	993	68
Associate	12	4	505	70
Assistant	19	6	322	128
Instructor	2	1	18	17

During the next ten years, the numbers of Black women faculty increased slightly from 13 to 20. The junior class began to grow more in the latter 1970s'. In 1977, 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 current 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 came to the university and has been working in an administrative capacity for most of her tenure in the University Undergraduate Division (UUD) as an advisor. Dr. Brown received 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".

The following year, 1978 two more Black women came aboard the staff, 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 class of “junior black women faculty.” She title 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 “sophomore class”. Jackson received her Ph.D. from Michigan State University in 1979 from the Department of Family, Child Ecology. Her dissertation was titled “Family Life Satisfaction 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, 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 pursue another career.

Next, a lone soldier came to the university by herself 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.²⁰ 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 American Thought and Language as well as Linguistics.

Within the next year, three Black women faculty joined the group of “sophomores”: 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 pursue other career interests. 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

²⁰“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>

“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 “sophomore” 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.”

Moreover, two more women joined the sophomore class: Ruby Perry Felton and Georgia Padonu. These two women work in the medical profession. Ruby Perry Felton received her Doctorate of Veterinary Medicine from Tuskegee University in 1977. She is an Associate Professor in the Department of Small Animal Clinical Science. 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.” In 1992, she became a University Distinguished Professor of English. She was the last professor in the sophomore class to come to MSU. The criteria for becoming an University Distinguished Professor is:

The title, University Distinguished Professor, will be conferred on selected 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.²¹

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, but 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.

Lastly, the first member of the “freshmen” class arrived in 1990, Dr. Yevonne R. Smith. Smith 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 is an Associate Professor in the Department of Kinesiology. Likewise, her current title is Associate Dean of Michigan State University Graduate School and the ALANA Dean. Still another, Black female faculty entered the Education College in 1991, Joyce. M. Grant. 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 is an Associate Professor in Teacher Education.

²¹Michigan 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>

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. 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.

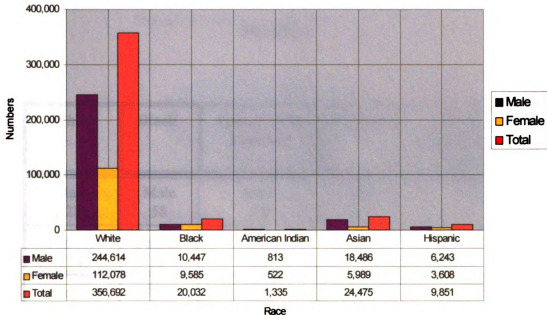
Also in 1991, Wilma King took her place in the Department of History. Her dissertation title was "Coming of Age: Hollis B. Frissell and the Emergence of Hampton Institute, 1893-1917 (Virginia)." Her research focus was on Black History. King left the History Department as a Full Professor in 1999 to accept 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 teaches in the Department of Theatre. Lastly, in 1992, Dr. Robbie J. Steward joined the Department of Educational Psychology. She matriculated through 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 an Associate Professor in Counseling Educational Psychology in the College of Education.

During the later months of 1992 more Black women faculty continued to make their way into different departments on the campus of MSU. Twenty more women would join the freshmen class. I call the last three women to come between the years 2000 to 2001, “the new generation” of scholars. Total numbers for the years between 1992 to 2001 equaled twenty three. All of these women are at the level of Assistant Professors.

FIGURE 3.

Full-Time Faculty in the United States:
Members by Sex, Rank, and Racial and Ethnic Group, Fall of 1997.



Numbers from the Chronicle of Education on Full-time Faculty in the United States during the Fall of 1997. *The Chronicle of Higher Education: Almanac Issue 2001-2*, August 31, 2001.²² This chart was put together by the author, using the numbers of only full, associate, and assistant professors in each category. The *Chronicle's Almanac* provides other statistical information for nonresident aliens as well as numbers for races that were unknown.

²² *The Chronicle of Higher Education: Almanac Issue 2001-2*, August 31, 2001. Volume XLVIII, Number 1, p. 28.

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.

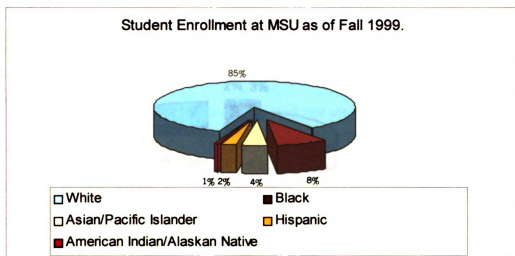
FIGURE 4.

White	Black	Asian/Pacific Islander	Hispanic	American Indian/Alaskan Native
Male 1,286	Male 58	Male 104	Male 22	Male 9
Female 514	Female 33	Female 34	Female 15	Female 2
Total 1,716	Total 91	Total 138	Total 37	Total 11

Unpublished Affirmative Action Data on Tenured Faculty as of October 1999. There are 1993 Tenured Faculty members on Michigan State University's Campus as of Fall semester of 1999.

FIGURE 5.

Unpublished Affirmative Action Data on Student Enrollment, Fall 1999.



Percentages of the student population for the year of 1999. The total population of students during the year 1999 was 43,088; of this number, white students had the highest numbers (36,468), Blacks (3,507), Asian/Pacific Islanders (1,733), Hispanics (1,073) and American Indian/Alaskan Native with only 257 students.

FIGURE 6.

Percentages. Unpublished Affirmative Action Data on Tenured Faculty as of October 1998.

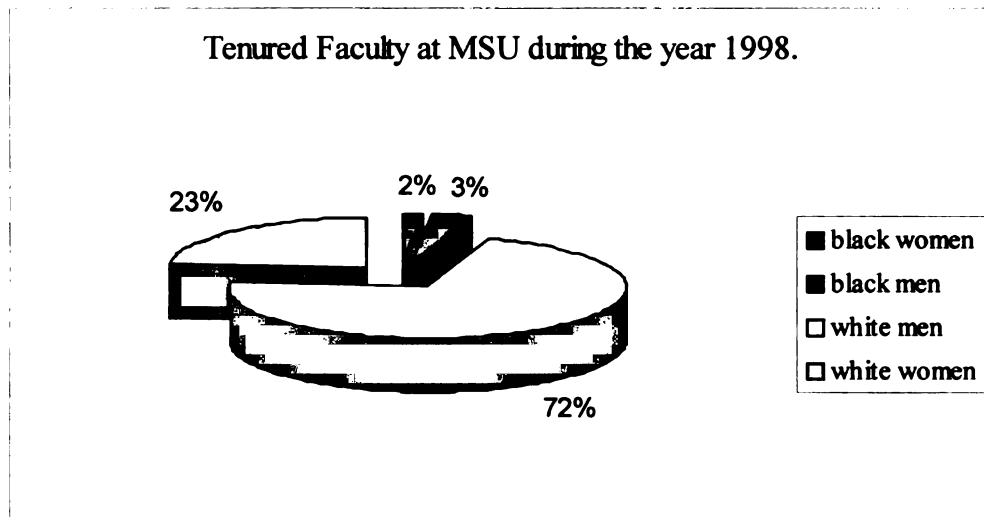


Figure 5. shows that there are 43,189 students enrolled at Michigan State University as of Fall 1998. The number of Black students enrolled stands at 3,480. Black students represent approximately 7% of the student body while Blacks comprise only 5% of tenured faculty, which is demonstrated in Figure 2. Moreover, figure 6 indicates that Black women represent less than 2% of tenured faculty. The percentages are equivalent to the following numbers for each category: white males (1,301), black males (58), white females (422), and black females (32).

Conclusion

During the first century of its existence, the black presence at Michigan State University was negligible. A few African Americans numbered among the early graduates of the college, their names and subsequent careers were little noted. The Civil Rights Movement and Black Power era ushered in great changes in the statistical profile of black faculty, men and women, and students at MSU. The first black woman professor arrived in 1968, others would trickle in during the last decades of the 20th century. How they established both a presence in the academic institution and the development of their careers form the central concerns of this thesis.

CHAPTER 2

REVIEW OF THE LITERATURE

Sisters in the Academe: Scholars and Race Women in the Pursuit of Elevating the Black Race

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? This question remain important and the answers are slowly being uncovered and addressed.

Changes in the composition of the American academy prompted historians and others to examine the lives of Black women and to assess their status within both African American culture and in America in general. There are many pressing issues that Black women confront. Most important are the intersection of racial, class and gender issues. The field of Black women's history is only a couple of decades old. When women are focused on in the mainstream history of the United States Black women were seldom portrayed in the same light 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 do appear in most American history textbooks. The favorite three include Phyllis Wheatley, Sojourner Truth and Harriet Tubman. More great black men appear: Martin Luther King, Jr., W.E.B. DuBois, Marcus Garvey, Malcolm X, and Booker T. Washington. What about the rest of the African Americans who made history and those who today continue to make 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 explores specific articles, books and essays within books that highlight the achievements of Black women academics and educators. I examine monographs and edited collections that are primarily written by African American women in chronological order.

Jeanne L. Noble, in 1956 wrote the first book on the experiences of Black women who received a college education. The book is entitled, *The Negro Woman's College Education*. This work began as Noble's dissertation. Noble received an award from by the Pi Lambda Theta National Association for Women in Education in 1955 under the auspices of the Ella Victoria Dodds Fellowship Fund. The book is significant in that, it was the first presentation of massive data describing the education of collegiate Negro women.

Noble argued 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."²³ The author argues that too little information exists about middle-class Negro women and especially those who had attended an institution of higher learning.²⁴ She called for more investigation and analysis of Negro college women so to better understand their distinct needs. She indicated

²³ Jeanne L. Noble, *The Negro Woman's College Education*., (New York: Garland, reprinted 1987, 1956), p. 3.

²⁴For 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).

that her purpose for writing the book was to help make college education “a more personally meaningful experience” for black women.

Jean Noble disseminated a questionnaire to one thousand Negro women graduates. Noble had a major requirement as to who could participate in the survey. The Negro woman had to have graduated from college at least five years previous to filling out the survey. She used the list of four different sororities in order to collect the voices of certain middle-class Negro women. Although all Negro college educated women joined a sorority or service oriented organization, Noble's findings of the survey were revealing. The answers to the questionnaire varied because not all of the Negro women went to predominately Black colleges; out of those interviewed, 104 of 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.”²⁵ Noble contends that, “Graduates of white colleges showed more preference for liberal and cultural education than did graduates of Negro colleges. And the graduates of women's colleges showed more preference for liberal arts than graduates of coeducational colleges did.”²⁶ Many of the respondents felt that college made either a “noticeable” or “exceptional” contribution to them in their occupations. Some black women surveyed maintained an education was self-fulling, yet, Noble shows that many were

²⁵ Ibid., p. 67.

²⁶ Ibid., p. 68.

concerned about personal aspects of their college education.²⁷ In a concluding section, Noble calls for more sisterhood among Negro and white women, to help women to recognize their differences and similarities and to advocate 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. And 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."²⁸

Twenty-six years after Noble's book another study of Black women educators appeared. In 1982, Mary Frances Berry published an essay about the contributions of twentieth-century black women in education. Berry declares that, "throughout the history of blacks in America, numerous black women have made contributions to education through schools, colleges, community and civil rights organizations and groups."²⁹ Berry focused on five black women for this piece who occupied 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."³⁰

²⁷ Ibid., p. 119.

²⁸ Ibid., p. 141.

²⁹ 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.

³⁰ Ibid.

Berry examines the work and career of educational pioneer Mary McLeod Bethune. Berry declares, she's in a "class by herself." Bethune is best noted 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."³¹ Bethune, an educator, founded the Normal and Industrial School for Young Women in Daytona Beach, Florida in 1904; today the school is known as Bethune-Cookman College. She was also the founder of an important Black women's organization, the National Council of Negro Women (NCNW) in 1935, which still exists today. According to 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 1928."³² President Roosevelt appointed Bethune to the Advisory Board of the National Youth Administration (NYA) in 1935.³³ 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.³⁴ Bethune's leadership helped open educational opportunity for many people. Berry quotes Bethune as proclaiming that "The drums in Africa beat in my heart," she was fond of saying, 'I cannot rest while there is a single Negro boy or girl lacking a chance to prove his worth.'³⁵

³¹ Ibid., p. 290.

³² Ibid.

³³ See Audrey Thomas McCluskey and Elaine M. Smith's edited work for more information on the life and career of Mary McLeod Bethune, *Mary McLeod Bethune: Building a Better World: Essays and Selected Documents*, (Bloomington: Indiana University Press, 1999).

³⁴ Ibid., p. 291.

³⁵ Ibid.

One of the outstanding black women educators after Bethune's death was Barbara Sizemore. Acutally, Berry argues that Sizemore was probably the most controversial of all of the women. Sizemore gained national attention, as the Director of the Woodlawn Experimental School Project in Chicago, from 1969 to 1972.³⁶ 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.”³⁷ 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 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.”³⁸ In spite of everything that was negatively portrayed with the way Sizemore ran her administration, she left a major 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.”³⁹

Berry then turned her attention to the works 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

³⁶ Ibid., p. 291.

³⁷ Ibid.

³⁸ Ibid., p. 292.

³⁹ Ibid.

cases involving education before the U. S. Supreme Court.”⁴⁰ Additionally, Berry traces 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 fo College Support in the Bureau of Higher Education in the U. S. Office of Education (OE).⁴¹ 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.⁴² Player strongly supported students who participated in the sit-ins. She showed her support by visiting them in jail as a means of encouragement.⁴³ As the Director of the Division of College Support program, Player made sure that the committee “emphasized awarding of funds to black institutions that were the intended beneficiaries of the program.”⁴⁴

Finally Berry’s essay on Black women educators, illuminates the works of Marian Wright Edelman, who is the President of the Children’s Defense Fund (CDF). Berry explains that Edelman sought to meet the needs of children in a political arena while working as a lawyer in Mississippi. She established an organization in order to respond quickly to the kinds of needs addressed by Head Start and those of all children.⁴⁵ In the final segment of Berry’s article, she looks at the works of other contemporary black women educators of 1960s through the late 1970s. To best sum up the accomplishments of these women, Berry asserts:

⁴⁰ Ibid., p. 293.

⁴¹ Ibid.

⁴² Ibid.

⁴³ Ibid.

⁴⁴ Ibid., p. 294.

⁴⁵ Ibid.

“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. East 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.”⁴⁶

Another related essay on black women educators was written by Bettye Collier-Thomas ‘The Impact of Black Women in Education: An Historical Overview.’ She adds to our understanding of the lives of successful Black women educators. In many ways Collier-Thomas’s essay differs from Berry’s article. She provides a very broad overview of the history of Black women involved in education. Collier-Thomas does not allow the reader to hear the voices of the black educated women, however, she does list some accomplishments of known black women scholars and others not so familiar. 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.”⁴⁷

Unlike the work of Collier-Thomas, Carol Hobson Smith's essay published in the summer of 1982 in the *Journal of Negro Education*, looks at ‘Black Female Achievers in Academe.’ 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

⁴⁶ Ibid., p. 300.

⁴⁷ Betty Collier-Thomas, “Guest Editorial: The Impact of Black Women in Education: An Historical Overview” in *Journal of Negro Education*. Volume 51, Issue 3, ‘The Impact of Black Women in Education: An Historical Overview’ (Summer, 1982), p. 178.

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.”⁴⁸ The author 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 comprehensive, edited volume of essays, documents, and studies of Black women in higher education, chronicles the lives of Black women as college students, scholars and some as professors. The book covers the period from 1800 to the 1990s. Ihle’s book draws upon primary sources such as oral interviews and personal writings of Black women. She allows the readers to hear each woman’s voice, by using their own words. The book contains fifty-six essays and has 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. In Coppin talks about her struggle to get her education in spite of severe economic hardship. Other Black women who attended college were from more affluent backgrounds.

Likewise, contemporary Black women scholars express Black women’s concerns about society’s treatment or opinions of educated Black females in general. They focus attention on issues such as the conflicts between education and marriage, competition in the workforce, segregation, and many more pressing concerns. The editor, Elizabeth Ihle, reveals in selecting the essays in her volume, that sexism and racism have dogged black women’s lives throughout

⁴⁸ 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.

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.”⁴⁹ 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.”⁵⁰

In the same year, 1993, that Ihle's volume appeared, Joy James and Ruth Farmer edited a volume entitled *'Spirit, Space and Survival' in White Academe*. Both of the editors are African American women who teach at predominantly white universities. The essays in this collection reflect on their personal experiences and scholarship. Throughout the anthology, the participants share candidly about their struggles as Black women in white colleges and universities. James and Farmer notes that it is true that they struggle more when the persons in charge are white males and that the 'old boy network' still remains in tact. The book demonstrates that Black women are often isolated faculty members and desire to connect with their black communities. Connecting with outside communities provided to be basically good positive reinforcement. Many of the women do not receive such reinforcements.

The editors interweave the voices of different Black women to show how they challenge the authorities at predominately white institutions in order to create space for themselves and to excel in their careers. The book has three sections, divided into categories

⁴⁹ 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.

⁵⁰ Ibid., p. 131.

of 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 also has a piece in the first section that deals with Black women's culture and women's political activism entitled, 'African Philosophy, Theory, and 'Living Thinkers'. In the second phase of the book, 'Space', the first contributor, Elizabeth Hadley Freydborg notes how there is a lack of black women in many fields of study, but in particular the writer talks about the void in her field of American Studies. There is no representation of people of color in her department.⁵¹ 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.⁵² Again, James focuses on the latter piece in this segment on the stories that her mother and grandmother shared with her about being educated. The first essay in part three - "Survival", examines the misrepresentation of black women in literature. Editor 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 do not determine how African people are to be 'studied,' our misrepresentation seems the rule."⁵³

Finally, the last part of the edited collection gives recommendations for current and future actions to 'advance the cause' of black women in academe. What makes this work

⁵¹James 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.

⁵² Ibid., p.63-83. The title of the essay is 'Teaching Comparative Social Order and Caribbean Social Change, written by Helán E. Page.

⁵³Ibid., p 121.

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.

Two major works written on Black women in the academy demand attention. Sheila T. Gregory, assistant professor of student development and counseling at Kingborough Community College - The City University of New York, in Brooklyn, wrote in 1995 *Black Women in the Academy: The Secrets to Success and Achievement*. In the foreword of Gregory's work, senior scholar on the American Council on Education, Dr. Reginald Wilson, maintains that "black women have struggled in the academy against the twin forces of sexism and racism. Some have prevailed, others have not."⁵⁴ Gregory conducted an in-depth 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 concrete reasons for the choices they have made with their careers in the academy. Gregory's book, 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."⁵⁵ The purpose of the book for Gregory was to examine the history of Black women and their families. She wanted to identify the common barriers to success and achievement as a whole. As with Black women professors, she attempted to explore their careers as well as life choices. Gregory asked three central questions that were crucial to her

⁵⁴ Sheila T. Gregory, *Black Women in the Academy: The Secrets to Success and Achievement* (Lanham: University Press of America, Inc., 1995), p. xii.

⁵⁵ Ibid.

research. “How can Black women faculty and higher education 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?”⁵⁶ Furthermore, in Darlene Clark Hine’s monograph on Black professionals, she shares recollections about becoming a Black woman historian. She argues that, “The collective experiences, lives and contributions of individual black women in America have been written in small print on the back pages of our historical consciousness . . . Thousands of faceless female builders and nurturers of black people need and deserve to have their story told.”⁵⁷ Hine shows the reader that the life of being a Black, woman academic is not always inviting but has it’s rewards. A key accomplishment in Hine’s career was to be named the first and only Black female John A. Hannah Chair at Michigan State University. Hine mentions some of the low points in being a Black woman academic, “First, there is geographical isolation. Second, the options for developing a viable social life outside of the academy remain limited, especially for a single black woman academician. Finally, the black woman professor is expected to be a role model and mentor for the black undergraduate and graduate students who seek her out for knowledge, advice, sympathy, and friendship.”⁵⁸

Editor Lois Benjamin, professor of sociology at Hampton University, published a more recent book in 1997, entitled *Black Women in the Academy: Promises and Perils*. This book groups essays into seven parts. The essayists are from colleges and universities around the

⁵⁶ Ibid., p. xiv.

⁵⁷ Ibid., p. 82.

⁵⁸ Darlene Clark Hine *Speak Truth to Power: Black Professional Class in United States History* (Brooklyn: Carlson Publishing, Inc., 1996), p. 22-23.

United States. Four parts of the book are extremely important in this research. In part three, 'Black Women Faculty: Issues in Teaching and Research', the essayists discuss their plight against being demographically and intellectually challenged at white institutions. Rose M. Brewer maintains 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."⁵⁹

Still in part five, 'The Social Dynamics of Academic Life,' focuses 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."⁶⁰ Professor Norma Burgess talks about issues and strategies to gaining tenure at white institutions. She notes that "tenure brings on power, privilege, and prestige."⁶¹ Faculty fight so hard to gain tenure because it "insures job security, more money, eligibility for sabbatical leaves, and institutional support for research."⁶²

Moreover, section six, 'Black Women in Diverse Academic Settings', deals with

⁵⁹ Lois Benjamin, Editor, *Black Women in the Academy: Promise and Perils* (Gainesville: University Press of Florida, 1997), p. 65.

⁶⁰ Ibid., p. 213.

⁶¹ Ibid., p. 227.

⁶² Ibid.

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 prophecies by the sex and race that hold power.”⁶³

Lastly, the final section, ‘The Future of Black Women in the Academy,’ provides reflections on the outlook for Black women in the academy. Darlene Clark Hine, John A. Hannah Professor of American History at Michigan State University, reflects upon becoming a John A. Hannah Professor and discusses the struggles that accompany the endowed position. Hine reveals that some of her colleagues were troubled by her presence. Nevertheless, Hine 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.”⁶⁴ Hine's essay provides a roadmap for future black women scholars to follow. The last and most recent book, *Sisters of the Academy: Emergent Black Women Scholars in Higher Education* was edited by Reitumetse Obakeng Mabokela and Anna L. Green in 2001. This edited collection has thirteen essays written by Black women who share their experiences of being in the "Academy". The educational rank ranges from graduate students who are "All But Dissertation" (ABD) and to those of Associate Professors. 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.

⁶³ Ibid., p 263.

⁶⁴ Ibid., p 327.

Conclusion

Racism and sexism have seriously restricted opportunity for black women. Although black women have valued education and eagerly sought opportunities to learn their appearance as faculty members on white university campuses is a recent phenomenon. 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 vast growing historiography about Black women educators and the history of the quest for education. There is much work to be done as we try to fill the voids and give voice to these women who too often remain obscured 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. Black women have a long history of engagement in education. Before the era of integration black women educators such as Mary McLeod Bethune had founded colleges and others such as Willa Player had headed up a black women's college during the era of the Civil Rights Movement. This is a rich historical legacy that provide the foundation for Black women at MSU.

CHAPTER 3

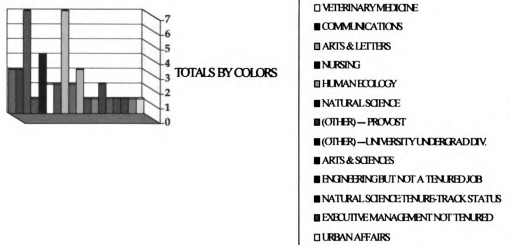
THE CASE STUDY: BLACK WOMEN AT MICHIGAN STATE, A QUANTIFICATION

Statistical profiles and findings

In this section, I present a statistical profile of Black women academicians. Black women faculty ages range from 30-65. Many of them received their doctorate degrees from highly accredited institution, including ivy league schools such as Harvard University. All of the faculty who have been discussed are still members of the teaching body at MSU. There are approximately 6-10 exceptions. Those women 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 thesis are presented in color. To interpret the data, charts 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.

Chart 1.



This chart shows the numbers of black women faculty where they are located by college on MSU's campus during the year 1998. Fourteen academic colleges are central to MSU's academic makeup. The newest addition to MSU is the Detroit College of Law; however, information is not available as to the status of Black women faculty in this college. The college of Arts and Letters as well as the college of Education has the highest concentration of Black women faculty members. Each college has seven women. The college of Engineering has no Black women faculty members represented that are in the tenure system; however, there is one Black woman faculty member. Dr. Aurles U. Wiggins has an executive administrative position with job security. The College of Education had the highest numbers of Black women faculty members, because "Education" was supposedly a woman's role, "to teach the children."

Chart 2 below shines of the achievements that the first black woman faculty, Dr. Ruth S. Hamilton, has obtained.

MSU'S First Black Woman Faculty Member



Dr. Ruth Simms Hamilton
Department of Sociology

- Arrived on the campus of MSU in 1968, taking her seat in the department of Sociology as an assistant visiting instructor. A year later, Hamilton became an assistant professor.
- Presently, Hamilton, a full professor in sociology, has a forthcoming book, *Routes of Passage: Rethinking the African Diaspora*, which will be out in the Spring of 2002 published by Michigan State University Press.
- Her interest is in the African Diaspora. She specializes in international inequality and development, Third World urbanization and change, comparative race relations, and sociological theory.
- Professor Hamilton is the Director of The African Diaspora Research Project which is comprised of an international team of graduate research assistants and has been funded by the Ford Foundation, the Carnegie Corporation of New York, and Michigan State University. She is particularly interested in the social construction of race and identity formation; collective action, consciousness, and human agency; geo-social displacement and emigration; intersections of race, class, gender and nationality; the impact of major global changes--economic, political, military and socio-cultural--on

diaspora peoples and communities; and the contributions of African peoples to universal civilization.

Yes, there is one black woman professor who was able to come to MSU with an appointment as a Distinguished John A. Hannah Chair, Dr. Darlene Clark Hine. Chart 3 gives more information about Hine's career at MSU.

John A. Hannah Distinguished Professor of American History,
College of Arts and Letters



Dr. Darlene Clark Hine
Department of History

- Hine came to Michigan State University in 1987, with an endowed chaired position. There are only six Hannah Chairs on MSU's campus, which are named for the former president, John A. Hannah, who served MSU from July 1, 1941 to April 1, 1969.
- Darlene Clark Hine is known for developing a unique doctoral program, Comparative

Black History Ph.D. program at MSU. The Comparative Black History program produces historians, researchers, and teachers with specialization in African, African-American, Caribbean and/or Latin American history. It emphasizes comparative methodologies and perspectives in the study of African descended people. Hine has chaired and served on more than 25 masters and doctoral students' committees in MSU's Department of History.

- Hine has authored, co-authored and edited over 20 books, with chapters, essays, short monographs exceeding over 50. Some of her most recent works include: *The Harvard Guide to African-American History*, co-edited with Evelyn Brooks Higginbotham and Leon Litwack in 2001. She is co-author, with Stanley Harrold and William Hine, of an African-American history textbook, *The African-American Odyssey*, Volumes I & II (2000), second edition of Volumes I & II (2002); co-author with Kathleen Thompson, of *A Shining Thread of Hope: The History of Black Women in America* (1998). She is co-editor, with Earnestine Jenkins, of *A Question of Manhood: A Reader in U.S. Black Men's History and Masculinity*, Volume I (1999) Volume II (2001); and, with Jacqueline McLeod, *Crossing Boundaries: Comparative History of Black People in Diaspora* (1999). She is author of *Hine Sight: Black Women and the Re-Construction of American History* (1994); *Black Women in White: Racial Conflict and Cooperation in the Nursing Profession, 1890-1950* (1989); and *Black Victory: The Rise and Fall of the White Primary in Texas* (1979). Hine is co-editor, with D. Barry Gaspar, of *More Than Chattel: Black Women and Slavery in the Americas* (1996); *"We Specialize in the Wholly Impossible": A Reader in Black Women's History* (1995), with Linda Reed and Wilma King; and the award winning, two-volume set, *Black Women in America: An Historical Encyclopedia* (1993), with Elsa Barkley Brown and Rosayln Terborg-Penn. She is also editor of *The State of Afro-American History, Past, Present, and Future* (1986).
- In 1990, her book *Black Women in White* was named Outstanding Book by the Gustavus Myers Center for the Study of Human Rights, received the Lavinia L. Dock Book 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.
- Hine has received many honors including the Otto Wirth Alumni Award for Outstanding Scholarship from Roosevelt University (1988) and the Special Achievement Award from the Kent State University Alumni Association (1991). She has also been awarded prestigious grant support from the American Council of Learned Societies, the National Endowment for the Humanities, the Rockefeller Foundation, and Ford Foundation. She has been a fellow at the Center for Advanced Study in the Behavioral Sciences (2000-2001) and at the National Humanities Center (1986-1987). In 1998 she was awarded an honorary doctorate from the University of Massachusetts, Amherst and in 2002 from Purdue University, West Lafayette, Indiana and Buffalo

State College, Buffalo, New York. Hine is one of the recipients of the *Detroit News* Michiganian of the Year Award for 2002. She is the past president of the Organization of American Historians (2001-2002). She is vice-president of the Southern Historical Association (2002-2003).

Chart 4 highlights the career of one of the university distinguished professors in the College of Arts & Letters, Dr. Geneva Smitherman.

University Distinguished Professor of English,
College of Arts & Letters



Dr. Geneva Smitherman
Department of English

- Dr. Geneva Smitherman, aka "Dr. G" came to MSU in 1989. She became an University Distinguished Professor of English in 1992.
- Smitherman is the Director of 'My Brother's Keeper' Program - a male mentoring program at the Malcolm X Academy in Detroit, Michigan.

- She is Chair of the Language Policy Committee of the Conference on College Composition and Communication. Her research and teaching interests include areas of Sociolinguistics, Ebonics, language policy and planning, language attitudes, dialects and literacy.
- Dr. G is author and an authority on the subject of Black English, with over 7 books written on this topic. Some of her most recent works include: *Talkin That Talk: Language, Culture and Education in African America*. London & New York: Routledge, 2000; *Black Talk: Words and Phrases from the Hood to the Amen Corner*. Revised Edition (with 300 new entries and new introduction). Boston & New York: Houghton Mifflin, 2000; *Educating African American Males: Detroit's Malcolm X Academy Solution* (with Dr. Clifford Watson). Chicago: Third World Press, 1996; and *African American Women Speak Out on Anita Hill-Clarence Thomas*, edited with an introduction and article. Detroit: Wayne State University Press, 1995.
- Smitherman is probably best known for her book, *Talkin and Testifyin: The Language of Black America*. Boston: Houghton Mifflin, 1977. Reissued, with revisions, Detroit: Wayne State University Press, 1986.
- She has at least 36 chapters and over 41 articles on the subject of Black Americans and the English language.

Moreover, the Chart 5 features a MSU faculty legacy who is a full professor in the College of Human Ecology.

Professor of Family and Child Ecology



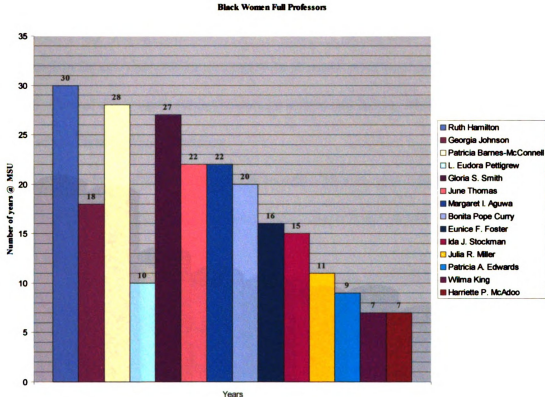
Dr. Harriette Pipes McAdoo
Department of Family and
Child Ecology

- McAdoo returned to the campus of Michigan State University as a full professor in the department of Family and Child Ecology in 1991-1992 academic year. She later was awarded a Distinguished Faculty Award in 1996.
- 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.

Graphs

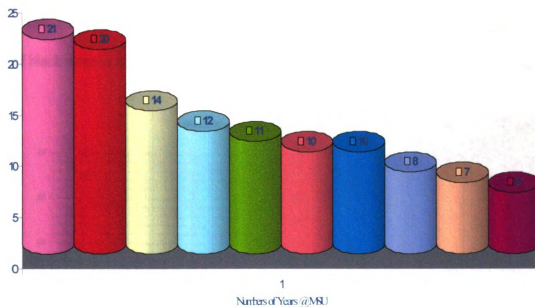
Graph 1 This particular graph shows the numbers of year and the names of each Black woman professor who has achieved the rank for full professor.



The chart will show that Ruth Hamilton has been at the university the longest, 30 years and Wilma King being at the university the least time with 7 years of experience as a full professor. The greatest concentration of the women in this category are located in the college of Arts and Letters and Education. Out of the group of full professors, one retired from the university in 1987, Dr. L. Eudora Pettigrew, left the university to become a vice-provost at the University of Delaware in 1980. Another, Dr. Wilma King, left for a chaired professorship in 1999 at the University of Missouri-Columbia.

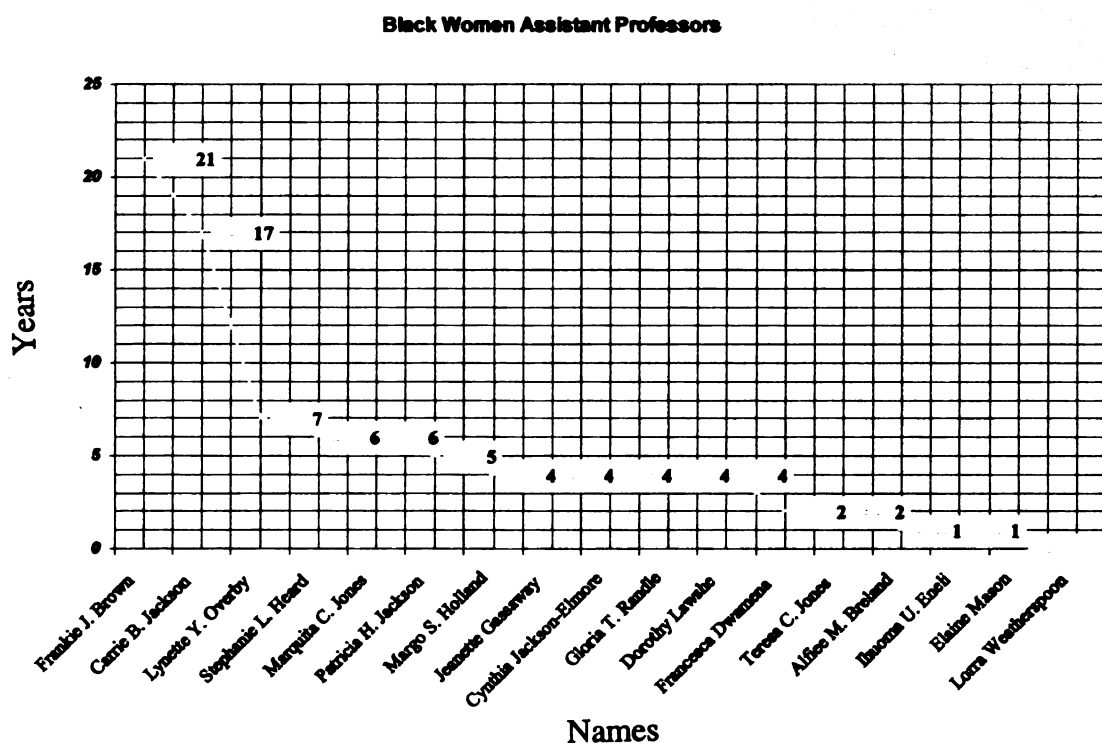
Graph 2 Maps the status of those women who obtained the level of associate professor during their tenure at Michigan State University.

Associate Black Women Professors



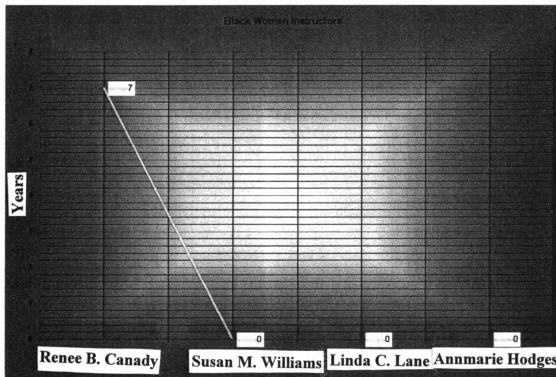
Dr. Dorothy Harper Jones retired from Michigan State University after serving for more than 21 years. She left with the rank as associate professor. Harper Jones served the university in many administrative capacities, including working with the Provost on the Martin Luther King, Jr Commemorative Celebration since its existence. Still others, for example, Robbie J. Steward, not having that many years in rank has been granted promotion to associate professor with tenure. The women in the associate professor category are all members of the college of Education, except for four. Two of the women are in the college of arts and letters, while the others are in the college of medicine and social science.

Still, the level of assistant professors remain high and suggest that little progress for some of black women at this level has been made. Graph 3 will provide more evidence below.



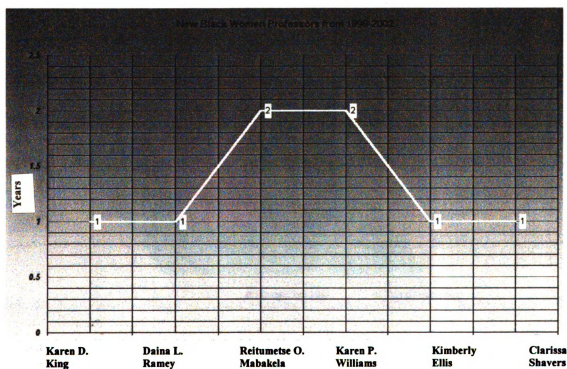
There are several factors explaining why some women in the assistant professor category have not been promoted. The two women who has been at Michigan State University longer than seven years worked in administrative roles and did not pursue the course of being tenured. Dr. Carrie B. Jackson, now retired, worked as an assistant dean of student affairs in the college of human medicine. Likewise, Dr. Frankie J. Brown, served as an administrator in the undergraduate university division. Several of the women in this area has left the university for various reasons, for example, one left because of sick-leave, while others left because they received better offers from other universities plus promotion.

Furthermore, graph 4 indicate that a handful of these Black women faculty members are instructors, some of which have been teaching at MSU since the mid 90s.



The graph shows Renee B. Canady's status as instructor for seven years. Most Black women in the college of nursing started out as an instructor. Canady has received her doctorate degree from Michigan State University in 2001 and continues to work (since 1998) with the faculty and staff of the college of nursing. The other Black women instructors were new hires, with perhaps fixed-term positions during the year 1998.

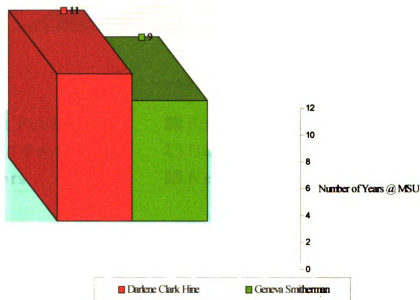
In addition, Graph 5 illustrates the small growth of the Black women faculty, by showing the numbers of new hires since 1998.



These new 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. This chart provides at least two members who are the first Black women in their departments, Karen D. King in Mathematics and Kimberly Ellis in Management.

Lastly, Graph 6 features the names of the black women faculty that has reached the pinnacle of their careers at MSU. One of which has been given the highest distinction as a professor at the university as John A. Hannah Distinguished Professor and the other one has been honored by becoming University Distiguished Professors.

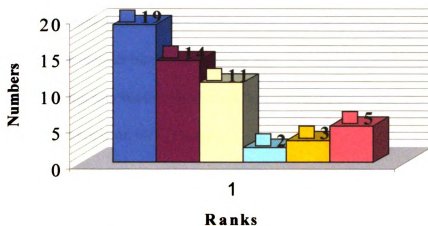
Distinguished Black Women Professors



Dr. Darlene Clark Hine is the John A. Hannah Distinguished Professor of American History in the Department of History. Additionally, Dr. Geneva Smitherman is the University Distinguished Professor of English. These women are fine examples of what Black have achieved within the academy. These three came to the univesity with full professorships and are role-models and examples to many scholars not only around the campus of Michigan State University, but also to scholars around the world.

Ranks

Black Women Faculty from 1968-1998 by Rank



■ Assistant Professors	■ Full Professors
□ Associate Professors	□ Distinguished Professors
■ Instructors	■ New Hires after 1998

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, whether they were tenured or not. At present, 2002, the numbers of tenured Black women faculty stands at 22 out of 40 Black faculty members. This chapter was to provide readers with first hand knowledge, 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.

CONCLUSION

The whole issue of invisibility of blacks among the general population. Black workers were employed early on but their identity remains unknown. During these years, the first half of the twentieth century, black people were rarely hired, except in a custodial position. There were a few staff members here, but this study focuses on black faculty. A black faculty member may never see another black person depending on which department in which they were affiliated. This suggests that the climate may have been unwelcoming. We do know that there was not much diversity on MSU's campus.

CHAPTER 4
NARRATIVE OF THE CONTEMPORARY ISSUES
CONCERNING BLACK WOMEN FACULTY AT MSU

In this concluding chapter, I will provide the surveys collected from the Tenured Black women faculty. There are 22 total and some of the Assistant professors also took part in the study. These surveys have been labeled alphabetically to protect the identities of the participants.

Approved questionnaire from Human Subjects

Questionnaire for Marshanda Smith - research

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.

1. What department or college has the greatest number of black women faculty members?
 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?
 - How many do you know on campus?
 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.
 - Is there an organization for Black women professors?
 There is no organization of Black women professors that I know of.
 - In what ways would you find useful to getting to know them if you are unfamiliar with Black women professors?
Not answered
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?
 Sorry, but I don't have the factual knowledge to respond to these questions.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
 Sorry, but I don't have the factual knowledge to respond to these questions.
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
 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.
5. What is tenure based on in you your opinion?
 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.

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

Yes, mentoring is very important. Through the mentoring process, those new to the Academy can gain valuable information and insight about requirements for tenure, promotion, and other matters crucial to survival in Academe.

7. Do you see yourself as a role-model?

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

- 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?

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.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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.

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

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."

- In what ways they are similar or different?

Not answered

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

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 .

11. Do you think that your presence at MSU as a black woman professor has made a difference? 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.

Questionnaire X

1. What department or college has the greatest number of black women faculty members?

Don't Know

- How many do you know on campus?
Most of them, on sight
- Is there an organization for Black women professors?
No
- In what ways would you find it useful to getting to know them if you are unfamiliar with Black women professors?
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.

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?

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.

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

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.

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

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 can not 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.

5. What is tenure based on in your opinion?

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.

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

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

7. Do you see yourself as a role-model?

Yes.

- 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?

Yes.

8. Do you think black women faculty are represented at an appropriate number at MSU?

No!

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

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.

- In what ways they are similar and different?

Not answered

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

I think that the comments above should answer this question.

Questionnaire W

1. What department or college has the greatest number of black women faculty members?
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.
 - How many do you know on campus?
I know many black professors and some I do not know.
 - Is there an organization for Black women professors?
Not answered
 - In what ways would you find useful to getting to know them if you are unfamiliar with Black women professors?
Professionally, I am not sure how useful it would be.
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?
What is the affirmative action mandate? I have no idea, thus no response.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
This question depends on departments and concrete evidence. I have none.
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
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.
5. What is tenure based on in your opinion?
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.
6. Do you think having a faculty mentor or sponsor is important? Explain.
Depends on the individual, but it cannot hurt.

7. Do you see yourself as a role-model?

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

- 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?
Yes, most young scholars can benefit from guidance and help from a more senior scholar.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

Of course not.

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

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.

- In what ways they are similar and different?
Sometimes black students are harder on black professors than white students. I have experienced all in the course of my teaching career.

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

Questionnaire V

1. What department or college has the greatest number of black women faculty members?

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

- How many do you know on campus?

I know about 10 women.

- Is there an organization for Black women professors?

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

- In what ways would you find it useful to getting to know them if you are unfamiliar with Black women professors?

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.

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?

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.

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

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.

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

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.

5. What is tenure based on in your opinion?

Tenure is based on a lot of things. PUBLICATIONS. It is also based on 'belonging in the group'. If you must go to 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.

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

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).

7. Do you see yourself as a role-model?

Yes.

- 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?

Not answered

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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

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

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.

In what ways they are similar and different?

Not answered

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference?

Please explain.

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.

1. What department or college has the greatest number of black women faculty members?
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)
 - How many do you know on campus?
30
 - Is there an organization for Black women professors?
Not anymore.
 - In what ways would you find useful to getting to know them if you were unfamiliar with Black women professors?
Meetings surround conferences held on campus.
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?
Many department state they are supportive but are really not.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
Not answered
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
No.
5. What is tenure based on in your opinion?
Research, Teaching and how the department perceive you as a professional.
6. Do you think having a faculty mentor or sponsor is important? Explain.
Yes. A mentor can help to identify opportunities as well of barriers to success in the academy.

7. Do you see yourself as a role-model?

Yes!

- 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?

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”.

8. Do you think black women faculty are represented at an appropriate number at MSU?

No!

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

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

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

Questionnaire S

1. What department or college has the greatest number of black women faculty members?
Don't know
 - How many do you know on campus?
If you mean women faculty, About 20
 - Is there an organization for Black women professors?
No, there used to be, but no time.
 - In what ways would you find useful to getting to know them if you are unfamiliar with Black women professors?
Regular planned get-togethers.
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?
Don't know what the mandate is.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
Somewhat sluggish.
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
No.
5. What is tenure based on in your opinion?
Performance and production (merit)
6. Do you think having a faculty mentor or sponsor is important? Explain.
Your mentor looks out for you, guides and assists with navigating the system as well as organizing future directions.

7. Do you see yourself as a role-model?

Yes.

- 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?

Yes.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

No

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

Yes

- In what ways they are similar and different?

Expectations are for excellence.

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

Difficult at times, as the only one in my college

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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

1. What department or college has the greatest number of black women faculty members?
?
 - How many do you know on campus?
Most of them.
 - Is there an organization for Black women professors?
Not really
 - In what ways would you find useful to getting to know them if you are unfamiliar with Black women professors?
Focus group and printed biographical sketches
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?
Ineffective – so many characteristics are “potential”. Black women don't usually even show up in the pool of candidates.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
Every department is different but in many, research types of interest (to)? Black women are out (rejected)?
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
No.
5. What is tenure based on in your opinion?
Being different is not an asset in tenure process. Mainstream research and whether you are seen as “like” or similar to other faculty.
6. Do you think having a faculty mentor or sponsor is important? Explain.
Yes- will help to avoid pitfalls of particular departments & for encouragement and support.
7. Do you see yourself as a role-model?
Yes.
 - 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?
Absolutely.

8. Do you think that black women faculty are represented at an appropriate number at MSU?
No.
9. Do you find yourself being challenged by your students (both white and black) in your classes you teach?
Not applicable – primary administration now.
- In what ways they are similar and different?
Not answered
10. How do you feel about your overall experience as a black tenured professor who is female at MSU?
Overall its been positive because I was in a supportive department.
11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.
To students possibly. But to 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.

Questionnaire Q

1. What department or college has the greatest number of black women faculty members?
I have no idea.
- How many do you know on campus?
Possibly, 10- 15.
- Is there an organization for Black women professors?
I don't think so. There used to be an organization for Minority women on campus.
- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?
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.
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?
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.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
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.
4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
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.
5. What is tenure based on in your opinion?
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 judgement, reference, biases, etc. to evaluate what you're doing.

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

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.

7. Do you see yourself as a role-model?

Yes.

- 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?

Not Answered

8. Do you think that black women faculty are represented at an appropriate number at MSU?

NO.

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

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.

- In what ways they are similar and different?

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.

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.
Yes.

1. What department or college has the greatest number of black women faculty members?

I don't know what department has the greatest number of Black women.

Tokenism is a problem , you know.

- How many do you know on campus?
Personally I know about 12 women.
- Is there an organization for Black women professors?
There is no organization to my knowledge.
- In what ways would you find useful to getting to know them if you are unfamiliar with Black women professors?
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.

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?

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 wake up call and it should be in place.

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

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 thrive, you will not survive in the academy nor gain tenure.

4. Do you feel that your salary is equal to white faculty members at the same rank and experience?
Salaries are not equal.
5. What is tenure based on in your opinion?
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.
6. Do you think having a faculty mentor or sponsor is important? Explain.
Faculty mentors are extremely important. I had one.
7. Do you see yourself as a role-model?
Yes.
- 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?
Not answered.
8. Do you think that black women faculty are represented at an appropriate number at MSU?
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.
9. Do you find yourself being challenged by your students (both white and black) in your classes you teach?
Overall, my experience have been positive. Only 2 or 3 instances, where I have disrespected by students.
- In what ways they are similar and different?
Not answered.

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

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!

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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

1. What department or college has the greatest number of black women faculty members?
I really don't know.

- How many do you know on campus?

10

- Is there an organization for Black women professors?
If there is an organization for Black women professors, I am unaware of the organization.

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

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.

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?

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.

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

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.

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

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

5. What is tenure based on in your opinion?

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

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

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

7. Do you see yourself as a role-model?

Yes

- 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?

Yes, but I must say in the College of the untenured Black females have not sought my advise 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.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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.

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

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.

- In what ways they are similar and different?

Not answered

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?
 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.
 - How many do you know on campus?
 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.
 - Is there an organization for Black women professors?
 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 office of Paulette Granberry Russell.
 - In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?
 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.
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?
 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.
3. How do you view the promotion and tenure process at MSU as it relates to black women faculty?
 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.

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

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.

5. What is tenure based on in your opinion?

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.

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

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.

7. Do you see yourself as a role-model?

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...

- 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?

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.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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.

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

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.

- In what ways they are similar and different?

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.

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?
College of Education

- How many do you know on campus?

About 10

- Is there an organization for Black women professors?
None, that I am aware of, but such a group would be beneficial.

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

Personal contact with black women faculty by telephone or invitation 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.

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?

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.

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

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.

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

Yes.

5. What is tenure based on in your opinion?

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.

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

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.

7. Do you see yourself as a role-model?

Yes.

- 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?

Not answered.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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.

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

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

- In what ways they are similar and different?
Not answered.

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?

College with the greatest # of black women faculty: Arts and Letters

- How many do you know on campus?

How many known on campus: approximately between 10-15

- Is there an organization for Black women professors?

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 ourselves. 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.

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

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.

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?

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.

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

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.

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

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.

5. What is tenure based on in your opinion?

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

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

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.

7. Do you see yourself as a role-model?

Yes.

- 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?

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).

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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

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

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).

- In what ways they are similar and different?

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."

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

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

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?
Don't know

- How many do you know on campus?
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.

- Is there an organization for Black women professors?
Organization for black women professors: Black Nursing Faculty in Higher Education

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

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.

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?

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

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

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

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

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

5. What is tenure based on in your opinion?

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

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

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.

7. Do you see yourself as a role-model?

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

- 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?

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

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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

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

Yes, I find myself being challenged by young student in my classes.

- In what ways they are similar and different?

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.

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

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

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?

- How many do you know on campus?
I've worked closely with 3 in my college.
- Is there an organization for Black women professors?
I believe so.
- 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?

None

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

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.

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

No, lower.

5. What is tenure based on in your opinion?

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

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

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

7. Do you see yourself as a role-model?

Yes.

- 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?

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

8.

No.

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

Yes. Some members from groups.

- In what ways they are similar and different?

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.

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

Satisfied overall , however, quite stressful at times.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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

1. What department or college has the greatest number of black women faculty members?
Education?

- How many do you know on campus?
18- 20
- Is there an organization for Black women professors?
Multicultural women and BFSAA only.
- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?
Women, Race & Privilege Workshops, Luncheon Meetings, Research Meetings.

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?

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.

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

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

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

Some yes and no.

5. What is tenure based on in your opinion?

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.

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

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

7. Do you see yourself as a role-model?

Yes!

- 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?

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

8. Do you think that black women faculty are represented at an appropriate number at MSU?

No and declining due to future retirements and tenure decisions.

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

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.

- In what ways they are similar and different?

Students of color are more thoughtful and respectful, appreciative.

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

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 success.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?

Not answered

- How many do you know on campus?
 - Approximately 20
- Is there an organization for Black women professors?
 - BFSA In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?
 - Informal social gatherings

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?

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

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

I can not speak for all black women faculty. My experience was not positive.

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

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

5. What is tenure based on in your opinion?

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

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

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.

7. Do you see yourself as a role-model?

Not answered

- 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?

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

8. Do you think that black women faculty are represented at an appropriate number at MSU?

I do not know the exact numbers.

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

Not answered.

- In what ways they are similar and different?

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

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

The experience has been very challenging - but not impossible.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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

1. What department or college has the greatest number of black women faculty members?
History

- How many do you know on campus?

15.

- Is there an organization for Black women professors?

No, for women of color academics

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

discussing personal & professional issues; institutional politics

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?

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

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

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

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

Yes.

5. What is tenure based on in your opinion?

Politics, research, grant money.

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

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

7. Do you see yourself as a role-model?

Yes.

- 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?

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

8. Do you think that black women faculty are represented at an appropriate number at MSU?

No.

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

No.

- In what ways they are similar and different?

Don't understand question.

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

Don't have tenure. On the tenure track.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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

1. What department or college has the greatest number of black women faculty members?

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

- How many do you know on campus?

I know 10 Black women faculty members on campus.

- Is there an organization for Black women professors?

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.

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

- 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. Patricia Lowrie of 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.

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?

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.

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

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.

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

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

5. What is tenure based on in your opinion?

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.

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

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 advise 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.

7. Do you see yourself as a role-model?

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.

- 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?

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.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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.

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

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

- In what ways they are similar and different?

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.

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

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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?

As far as I know five in College of Education

- How many do you know on campus?

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.

- Is there an organization for Black women professors?

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

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

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. Its wonderful to have a community of scholars.

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?

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 position. I believe this was the result of my level of PRODUCTIVITY; so my work allowed me to remain at MSU.

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

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

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

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.

5. What is tenure based on in your opinion?

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 is not comfortable with you, then there could be problems. . . . the intangible problems.

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

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.

7. Do you see yourself as a role-model?

I really do in some ways.

- 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?

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.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

Under-represented! It's not enough.

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

I only have graduate students. I have earned an 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.

- In what ways they are similar and different?

Not answered.

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

So far I have survived. It hasn't been an 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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

1. What department or college has the greatest number of black women faculty members?

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 PhDs, I would guess Arts & Letters or Education.

- How many do you know on campus?

8-10

- Is there an organization for Black women professors?

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.

- In what ways would you find useful to getting to know them if you are unfamiliar with Black Women professors?

Various social events

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?

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.

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

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.

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

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.

5. What is tenure based on in your opinion?

Very heavy weighted toward research productivity in my department.

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

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.

7. Do you see yourself as a role-model?

Not answered.

- 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?

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.

8. Do you think that black women faculty are represented at an appropriate number at MSU?

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

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

No

In what ways they are similar and different?

Not answered.

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

Question as phased 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.

11. Do you think that your presence at MSU as a black woman professor has made a difference? Please explain.

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.

I attempted to allow each participant's voice to be heard within the survey. These all share many common answers within their survey. 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 Wharton 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. Yet, there is still more work to be done. 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. Why did it take so long for Black women to start writing about experiences in the academy? What has the officials in the academy done to make the climate congenial for Black women to be

recruited to very isolated cities? I have attempted to only shed a little light on the significance of the experiences of Black women at Michigan State University. As my topic expands, I hope to revisit this work and do more analysis on the progress on the last two groups, the "freshmen class" and the "new generation."

Appendix 1.

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

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;*

(2)

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 210 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.

(3)

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 b lack 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?

(4)

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.

(5)

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.

(6)

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

Appendix 2.

Tenured/ Non-tenured Black Women Faculty and the Location of their Doctoral Degrees

Named Professors

Darlene Clark Hine	Kent State University
Geneva Smitherman	University of Michigan

Full Professors

Ruth Hamilton	Northwestern University
Georgia A. Johnson	University of Michigan
Patricia Barnes-McConnell	Virginia State University
L. Eudora Pettigrew	Southern Illinois University at Carbondale
Gloria Smith	University of Massachusetts
June Thomas	University of Michigan
Margaret Aguwa	University of Health Science, Kansas City
Bonita Pope Curry	Southern Illinois University
Eunice Foster	University of Arkansas at Fayetteville
Ida Stockman	Pennsylvania State University
Julia Miller	University of Maryland
Patricia Edwards	University of Wisconsin at Madison
Wilma King	Indiana University
Harriette McAdoo	University of Michigan

Associate Professors

Dorothy Harper Jones	Smith College School for Social Work
Ruby Perry Felton	Tuskegee University
Joyce Grant	Harvard University
Denise Troutman	Michigan State University
Georgia Padonu	John Hopkins University

Robbie Steward	University of Oklahoma
Lauren Young	Harvard University
Yevonne Smith	University of Michigan
Wanda Lipscomb	Michigan State University

Assistant Professors

Frankie Brown	Michigan State University
Carrie B. Jackson	Michigan State University
Lynette Overby	University of Maryland
Lorra Weatherspoon	Pennsylvania State University
Alfiec Breland	University of Wisconsin at Madison
Francesca Dwamena	Howard University
Teresa C. Jones	University of Washington at Seattle
Gloria Randle	University of Chicago
Cynthia Jackson-Elmore	University of Southern California

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.

MICHIGAN STATE UNIVERSITY

January 10, 2002

TO: Darlene CLARK HINE
301 Morrill Hall

RE: IRB# 01-751 CATEGORY: EXEMPT 1-C, 1-E

APPROVAL DATE: January 10, 2002

TITLE: BLACK WOMEN IN THE ACADEMY: THE EXPERIENCE OF TENURED
BLACK WOMEN FACULTY ON THE CAMPUS OF MICHIGAN STATE
UNIVERSITY, 1968-1998

The University Committee on Research Involving Human Subjects' (UCRIHS) review of this project is complete and I am pleased to advise that the rights and welfare of the human subjects appear to be adequately protected and methods to obtain informed consent are appropriate. Therefore, the UCRIHS approved this project.

RENEWALS: UCRIHS approval is valid for one calendar year, beginning with the approval date shown above. Projects continuing beyond one year must be renewed with the green renewal form. A maximum of four such expedited renewals possible. Investigators wishing to continue a project beyond that time need to submit it again for a complete review.

REVISIONS: UCRIHS must review any changes in procedures involving human subjects, prior to initiation of the change. If this is done at the time of renewal, please use the green renewal form. To revise an approved protocol at any other time during the year, send your written request to the UCRIHS Chair, requesting revised approval and referencing the project's IRB# and title. Include in your request a description of the change and any revised instruments, consent forms or advertisements that are applicable.

PROBLEMS/CHANGES: Should either of the following arise during the course of the work, notify UCRIHS promptly: 1) problems (unexpected side effects, complaints, etc.) involving human subjects or 2) changes in the research environment or new information indicating greater risk to the human subjects than existed when the protocol was previously reviewed and approved.

If we can be of further assistance, please contact us at (517) 355-2180 or via email: UCRIHS@msu.edu. Please note that all UCRIHS forms are located on the web: <http://www.msu.edu/user/ucrihs>

Sincerely,



Ashir Kumar, M.D.
UCRIHS Chair

AK: bd

cc: Marshanda Smith
6248 Hardy Ave. Apt A-5
East Lansing, MI 48823



OFFICE OF
RESEARCH
AND
GRADUATE
STUDIES

University Committee on
Research Involving
Human Subjects

Michigan State University
246 Administration Building
East Lansing, Michigan
48824-1046

517/355-2180

FAX: 517/353-2976

Web: www.msu.edu/user/ucrihs

E-Mail: ucrihs@msu.edu

The Michigan State University
IDEA is Institutional Diversity:
Excellence in Action.

MSU is an affirmative-action,
equal-opportunity institution.

Consent Letter from Human Subjects

Consent Letter

Participant Name
Participant Address
Participant City, State, Zip

Dear Participant:

My MA thesis research concerns the historical and present experiences of Black women faculty in the academy. I focus primarily on tenured Black women faculty on the campus of Michigan State University, during the years 1968 to 1998. I have a twenty to thirty-minute questionnaire that I ask you to consider completing for my research, or if you would prefer to be interviewed, please contact me via email to follow up. You may look at the questionnaire and choose those, if any of the items, to which you would like to respond. Please return the questionnaire in the enclosed envelope.

While the discussion of your careers may lead to some uncomfortable memories, participation in this data collection process is entirely your choice and you may decline to participate, refuse to answer certain questions, or discontinue your participation at any time. Data gathered from all participants will be treated with the strictest confidence to the fullest extent of the law. If you have any concerns or questions, do not hesitate to contact me by phone (home: 333-9018 office: 355-3418) or e-mail (smithma2@msu.edu) or you may contact my major professor, Dr. Darlene Clark Hine, in the Department of History at Michigan State University.

If you have questions about being a human subject of research please contact the University Committee on Research Involving Human Subjects (U.C.R.I.H.S.), Dr. Ashir Kumar, Chairperson, at 355-2180 or ucrihs@msu.edu.

You indicate your voluntary agreement to participate by signing and returning this letter and questionnaire.

Thank you for your time and consideration.

Sincerely,

Marshanda Smith, M.A. Candidate 2002
Michigan State University

UCRIHS APPROVAL FOR
THIS project EXPIRES:

JAN 10 2003

SUBMIT RENEWAL APPLICATION
ONE MONTH PRIOR TO
ABOVE DATE TO CONTINUE

Signature

Approved questionnaire from Human Subjects

Questionnaire for Marshanda Smith - research

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.

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