

Promotion Narrative (2009)
Department of Educational Administration
[REDACTED]

The focus of my research, teaching, and service is on factors that impact the education of urban school children of color and understanding how particular policies have influenced academic outcomes of students on the margins of mainstream society. I seek to understand how to best meet and address both the academic and social needs of this student population. My research, teaching, and service activities are committed to uncovering complexities that underlie persistent problems related to academic underachievement among urban school children.

While my narrative centers on the five years since I received tenure, my interest in urban work began with the research developed for my dissertation. An ethnographic approach was used to understand the lived experiences of African American boys who were expelled from traditional public schools. I uncovered several factors that contributed to their placement in an alternative school, one of which was the policy (*Illinois Safe School Act*) that allows districts to expel students without providing them with viable options to acquire a quality education. The following paragraphs convey my keen interest in understanding how policy impacts educational experiences of students living in urban communities.

Research and Scholarship

What different method or approach or what sort of appeal would one make to the Negro that cannot be made just as well by a white teacher? To be honest, there is no particular body of facts that Negro teachers can impart to children of their race that may not be just as easily presented by persons of another race if they have the same attitude as Negro teachers, but in most cases, tradition, race hate, segregation and terrorism make such a thing impossible. Carter G. Woodson (1933).

This section on research and scholarship begins with a quote from Dr. Carter G. Woodson because it captures the essence of the theoretical underpinnings that have guided my research and scholarship. Though Dr. Woodson identifies teachers and teaching as the vehicle by which to educate Negroes provided the teachers share the same attitude lived experiences of those being taught, I contend further that his premise should also apply to research on people of color. That is, I argue that there exists a need for indigenous people and scholars of color to research themselves utilizing paradigms that radically embody their mores, and context, including language, and culture.

The plight of urban school children has been at the center of my research agenda and scholarship since my arrival at MSU. This research is important because most accounts and measures of African American children and their education place them on the bottom rung of the academic ladder. My book *Alternative Schooling and African American Youth: Does Anyone Know We're Here?* Peter Lang Publishers (2001) was written before

I acquired tenure; however, it set the tone for much of the work I have undertaken during the five-year period under review. The book revealed experiences of African American students expelled from traditional public schools as a result of zero tolerance policies that mandated expulsion for specific infractions that allegedly endangered other students. Policies of this nature mushroomed across numerous states in the country, including Michigan. I began to research the impact of the Zero Tolerance Policy on students of color who attend poor urban schools.

In an article co-authored with [REDACTED] (2006) *Culture, Race, and Zero Tolerance Policy: The Implications*, we discovered that zero tolerance policy was applied in ways that adversely impacted students of color, particularly African American and Latino males. Our findings indicated that school districts often arbitrarily enforced the policy based on the culture of the community where a school was situated. That is, school culture, climate, and race dictated the severity of the punishment irrespective of the policy's mandates. For example, in this work we learned that in a rural community where hunting was a quintessential part of its community fabric, students were allowed to bring guns and bows to school as long as they were left in their cars, during hunting season. However, in an urban school students were being expelled or put on long-term suspension as a result of having brought a plastic look-alike pistol to school. This study revealed the existence of a double standard related to the implementation of zero tolerance. The interpretation of the policy and its arbitrary implementation often placed students of color at a greater risk of expulsion.

In the paper presented at the Fifth International Crossroad in Cultural Studies Conference held at the University of Illinois, *Un-packing a Double-Consciousness: The Only "Negro" in the Class*, I reflected on my experiences as an adolescent bused to an all white elementary school. The experience left an indelible impression on my consciousness. I reflected on the impact/effect of the Brown decision that resulted in my being bused ten years later. I wrote about the development of my perception as the only Negro in the class. Though my participation in busing was voluntary, I began to uncover feelings about who I was in relationship to my White classmates. I did not fully understand the political implications of testing the proposition that if one moves "African American children from bad schools to good schools this would equalize educational access and opportunity, thus marginalizing the impact of color and racism."

This manuscript published in 2006 marked the beginning of my development of a "double consciousness" that [REDACTED] discussed when he posed the question "from whose lens do African Americans view themselves?" That is, do we see ourselves through a lens that depicts us as shiftless and lazy with a propensity for criminal behavior, or do we see ourselves as having the potential to achieve success. This question came to mind after I was told by one of my white classmates that I was "not like the Negroes" who were rioting in my city in 1964. What this classmate did not understand was that Negroes in my community had grown tired of overt acts of social injustice that included employment discrimination and residential covenants. Further, I also discussed issues I had about my complexion during an era when a dark complexion relegated many African-Americans to second-class citizenship -- even in the Black community. Sadly,

many of these concerns persist today fifty-five years after the Brown decision. This oral narrative of "everyday" personal experiences utilized a line of inquiry that supports the importance of reporting the historical significance of voluntary busing through my adolescent lens. It informs the reader about the time and situation involving busing for the purpose of desegregation of public schools.

Following this line of inquiry, I wrote a chapter in [REDACTED] *Handbook of Critical and Indigenous Methodology*, (2008). The chapter, *Critical Race Theory and Indigenous Methodology* was a "labor of love," because it pushed my writing and thinking into an area that I had only "danced" around but had not fully embraced. The multiple complexities involving Critical Race Theory (CRT) mirror my past and current scholarship. Critical race theory privileges race by "centering" it where the research is conducted. [REDACTED] states that locating race at the "center" provides a vehicle for discussions that may serve as a link to fully understand the "historical vestiges of discrimination and the present day manifestations of that discrimination." The use of storytelling integrates the experiential knowledge drawn from the history of the "other" into critiques of dominant social order." Utilizing it provides space for alternative approaches to the collection and analyses of data as well as alternative methods to represent it.

This chapter allowed me to move from a simply western academic perspective and approach to research to one that privileges storytelling. This global approach aligned with indigenous methodological practices to represent and or reflect history and its impact on the lives of their people. It allowed me to consider and understand perspectives that aligned with my instinctive way of knowing. That is "centering of race" at the point of my research. It pushed my thought process to a place where I began to think about what my relationship is to what there is to know.

In summary, in the period under review I authored ten (10) scholarly products including seven (7) that are in print, one (1) is in press, another under review for publication and one is a monograph. Three (3) were published/in press in scholarly journals, and five (5) were book chapters. In addition to my scholarly publications, I have also been actively engaged in grant activity that I describe below.

Grants and Outreach

Over the past few years I have collaborated with a number of colleagues in the College of Education and University Outreach and Engagement. I begin with a selection of grants that I have collaborated with colleagues to secure. During the period under review, in collaboration with other colleagues, I secured \$1,358,148 in grant funding.

Future Teachers for Social Justice (FTSJ) Co-PI with [REDACTED] (2005-2009). The proposal was funded by The Skillman Foundation in the amount of \$435,000. This grant proposed to increase the academic readiness and commitment of Detroit Public School (DPS) students to pursue a career teaching in urban schools. This grant allowed us to create a pipeline of DPS students with whom we worked year-round to increase their

college readiness through active engagement in their community. The majority of students who participated in this grant also participated in the Broad Scholars program. The FTSJ grant involved recruitment of 11th and 12th grade students from (DPS) to a year-long academic enrichment program that included a community-based research/advocacy project and a mentoring program. The primary goal of the program was to recruit and support Detroit youth interested in becoming high quality teachers for DPS. We were committed to provide students with rigorous instruction that enabled them to become social justice advocates in their communities.

[REDACTED] and I spent an equal amount of time writing the proposal. We provided graduate students from both EAD and TE an opportunity to enhance their teaching, writing, and research skills to further them for academic careers after earning their doctorates. We traveled to Detroit twice a month throughout the academic year to provide students with interview techniques and analytical skills in an effort to prepare them to engage intellectually with members of their communities. Students sought to understand current issues in education in their city and to propose solutions to address the academic needs of their peers.

We invited influential members from the Detroit community to our Saturday meetings, including former Detroit School Superintendent [REDACTED] former Detroit Mayor [REDACTED] members from the School Board, and various community organizers who shared their perspectives on educational concerns in Detroit. Students were provided an opportunity to ask question of these officials about student discipline, zero tolerance policy, and the paucity of AP classes offered at selected schools. The level of student sophistication regarding their questions to these officials increased as their information, knowledge, and awareness of social conditions increased. In addition, a social network developed among these students as they began to take a leadership role in the grant development. They began to suggest speakers to invite whom they thought would enhance their understanding of the history of Detroit's African American Community. We made several trips to the African American, the Motown, and the Underground Railroad Museums. Many of these students had not visited these landmarks despite growing up in Detroit.

The initial grant was funded for one year. However, Dr. [REDACTED] and I secured three additional years of funding from The Skillman Foundation and were thus able to continue the grant through 2009. In the college through this grant, we were able to increase the enrollment of Africa American students at the undergraduate level to over one hundred since receiving the grant. This constitutes an enormous increase of students of color to the College from the Detroit Metropolitan area. I look forward to the 2010 undergraduate graduation of students in education when we will begin to see the fruits of our labor.

Most recently, (2008-2009) a colleague ([REDACTED]) and I received a USAID funded grant \$346,148 that provided an opportunity to engage in professional development in four Colleges of Education in Namibia. The goal of this project was to collaborate and strengthen Continuous Professional Development in Teacher Training

Colleges and to develop and enhance context specific knowledge among the National Institute for Educational Development (NIED) staff.

We attended a conference sponsored by NIED to garner an understanding of context specific needs of the individual colleges. We subsequently developed several presentations around content areas that had been determined in need of strengthening. We presented teachers with supplemental methods to enhance students understanding in content area. In a follow-up conference, Instructors from the four colleges presented work that reflected the support we provided them.

Towards a Framework for Enhancing the Academic Interpersonal and Social, Emotional Lives of Boys of Color (2007). The W.K. Kellogg Foundation funded the grant in the amount of \$540,000. [REDACTED] The goal of this project was to identify a set of factors that contribute to the current status of boys of color and use these factors as a starting point for proposing intervention goals to address the problems. I conducted interviews with parents, and wrote the job description for the graduate student leader position. I served as a mentor to this student. For the grant I conducted a Professional Development workshop that focused on culturally relevant pedagogy with Lansing School District K-12 lead teachers

Building Campus-to-Campus Partnerships to Serve Community Needs (2006). Co-PI In addition to grant activities described above, I have collaborated with colleagues in other departments on campus, specifically, the Outreach and Engagement Unit. I served as a Co-PI with several others on a project titled *Building Campus-to-Campus Partnerships to Serve Community Need*, funded by the National Science Foundation \$25,000. The goals of the partnership were to assemble a core of Historically Black Colleges and University (HBCU) faculty to train them in community based participatory research. In addition, we sought to develop a network of Michigan State University and HBCU faculty partnerships that would sustain training experiences and stimulate collaborative research projects in geographic areas served by HBCU.

A group of representatives from nine HBCU's were invited to the campus for a week of dialogue and presentations that reflected work conducted by MSU and HBCU faculty around community participatory research efforts. Meetings continue that are concerned with meaningful ways to develop and nurture partnerships between the participating institutions. I presented my work on the disproportionate number of students of color expelled from public schools and the role communities must engage in to advocate for their children.

I worked on several grants in Michigan State University's Outreach and Engagement initiatives. I worked with [REDACTED] on one grant titled, Bridges to the Future. This grant provided us with an opportunity to evaluate after school programs in Genesee County. I have also worked on several projects with [REDACTED] the Director of MSU K-12 Outreach. In all instances, my involvement centered on improving the plight of poor and disenfranchised students. I was able to utilize my scholarly expertise to provide insight on how to best meet the needs of this population. See CV for details.

In addition to this work, [REDACTED] and I collaborated on another grant (2007) for \$1,000,000 that we submitted to the W.K. Kellogg Foundation. This grant was not funded because the Kellogg Foundation suspended all activities in South Africa where we planned to conduct this work. With this grant, we proposed to collaborate with faculty at one of South Africa's Historically Black Universities to enhance faculty research capacity.

Teaching and Learning

Teaching is not just the transfer of knowledge but also the drawing out of the students' nascent capacities. Teaching also offers opportunities for rethinking long held misconceptions and provides venues to create new ones. Throughout my career, as both K-12 teacher and a University Professor, I have demonstrated a strong commitment to teaching. My teaching perspective is grounded in my early training/practice in an alternative school in south central Los Angeles, California. Many of the students in the school were at least two grades behind academically and most were further behind in reading abilities. For these children, public school did not meet their educational or social needs. All of the students were Black or Latino. To aid in academic achievement, I used a variety of teaching methods such as insistence on reading throughout all areas, and finding books, which these inner city children could find identity. Using reading material for empathy heightened confidence of students and their belief that they too, could become readers.

I employ the same teaching philosophy and strategies with my current students at Michigan State to foster critical thinking and creativity so learners can realize their greatest potential. I utilize multiple strategies to prepare Masters and PhD student to teach and lead schools in diverse school communities. I have developed new courses- both hybrid and exclusively online about issues in urban education. As a teacher, I serve as a facilitator, instructor, and resource for my students to support their understanding of complex educational concepts and theories applicable to their career aspirations.

Though EAD prepares primarily graduate students, I used an opportunity to offer TE 250 for pre-service teachers at the undergraduate level in Australia for a study abroad program offered through Michigan State University. In this course, I used the video *Rabbit Proof Fence* that tells the story of three aboriginal children forcefully taken from their families and made to attend a boarding school under the guise of "taking the Aboriginal" out of them. In addition, I used articles and text related to the plight of Aboriginals in Australia. We arranged a visit to the Aboriginal Research Center housed at the University of Newcastle where students had an opportunity to engage in dialogue with Aboriginal students and faculty. I also taught this course in Russia using a different theme.

My teaching at the MA and PhD level has also been influenced by my interest in factors that contribute to the education of raced children. My scholarly research exposes a system of schooling that serves some children far better than it serves others. I seek to understand how and why this occurs and to facilitate an understanding of this dilemma to pre-service

teachers, aspiring school leaders at the Masters' level, and through the guidance I provide at the doctoral level.

Throughout my role as a Professor, I have exposed students to alternative discourses about the plight of poor and disenfranchised students. In this effort, I have brought to the forefront scholarly literature that has been deemed controversial. There are certain risks involved in doing so because students experience paradigm shifts in their thinking. Students are asked to reflect on long held misconceptions about the predicament of the poor. They are asked to examine the role of social policy, distribution of income, and social injustices that exacerbate the impact of poverty on poor children.

Since earning tenure, I have taught eight ((8) courses including two (2) that I developed. They include EAD 800, 809, 820, 853B, 882; 955B, 991A, and TE 250. My SIRS (teaching evaluations) are consistently between 1-2 with 1 being the highest rating.

For your review, I have included a description of a course that is representative of my philosophy on teaching. In this instance, I use conflict as a model/means to facilitate student thinking on a contentious educational concern. Conflict has a legitimate role in education and may serve a deliberate purpose to enhance learning through debate.

EAD 882: Issues in Urban Education

In the spring 2006, I developed a course titled *Issues in Urban Education*. This online course was created in part due to a request by the college, to increase the number of online course offerings, and also as a result of student feedback on urban schools and urban school children. The course is intended for aspiring principals with a particular interest in leading urban schools. This course attracted students from Flint, Detroit, and the Lansing area. I selected four primary texts and several scholarly articles for this online course that provide insight on race, culture, and academic achievement.

Titles of texts and rationale for selection:

- Jonathan Kozol (1991). *Savage Inequalities: Children in America's Schools*.
- Abigail and Stephen Thernstrom (2003). *No Excuses: Closing the Racial Achievement Gap in Learning*.
- Pedro Noguera and Jean Wing (2005). *Unfinished Business; Closing The Racial Achievement Gap in Our Schools*.
- John Ogbu (2003) *Black American Students in an Affluent Suburb: A Study of Academic Disengagement*.

I selected these texts because they provided multiple lenses from which to analyze factors that are thought to contribute to the persistent racial achievement gap. The authors' perspectives are controversial and reflect opposite ends of a spectrum that situates student non-learning as a cultural issue at one end and systemic racism on the other.

I begin with Kozol because his text unfolds complex factors that contribute to academic underachievement among the poor in America. He describes the deplorable conditions

under which poor children are expected to learn. He uncovers issues of poor health, poverty, lack of resources, and the lack of quality teachers in schools in cities that have been economically devastated. What becomes exceedingly clear from this text is the extent of the social injustice that permeates particular families and communities in our country. The intention is to expose students to conditions that would place most Americans at social and academic risk of failure.

The Thernstrom text is the second text assigned because it provides a perspective that places the blame for academic underachievement on cultural factors existing within African American and Latino families. That is, "culture matters." The Thernstroms espouse that a lack of emphasis is placed on the importance of obtaining an education in Black and Brown families. They argue that children of these families spend too much time watching television and not enough doing homework. They further suggest that a lack of resources in poor communities is not the most significant factor to explain underachievement.

Kozol and Thernstrom hold diametrically opposing views around reasons that explain underachievement among Black and Brown students compared to White students. I suggest that their perspectives are the bookends on an academic spectrum. These readings provide an opportunity to discuss critical issues and factors surrounding the racial achievement gap that are often thought but less spoken among colleagues. Using the authors' perspective as the vehicle, this course provides students a venue for which they can use the text to have frank and open discussions concerning difficult questions as they are identified. Queries now become questions about issues these authors have raised. Questions about why some urban school children fail are publically posted. This enables urban schoolteachers and leaders to openly discuss, debate, and share opposing perspectives around this potentially volatile issue. This online forum provides an opportunity for student/teacher peers to ask difficult questions about race that may not be as easily asked face to face. I serve as a facilitator to support candid discussions, establish decorum, and provide insight from my own experience as an African American and a former urban schoolteacher.

I selected a second set of readings, again, to utilize conflict as a means to stimulate student intellect to greater heights and performance. I encouraged students to debate arguments presented by Norguera and Wing and Ogbu.

I use the Norguera and Wing text because it provides an additional perspective concerning what they view as structural inequalities in the form of tracking, segregation, and racial profiling resulting in inconsistencies in enforcing discipline between Black, and Brown students when compared to White students. Their study was situated in an affluent high school in Berkeley California. Their findings suggest that structural inequalities are a primary reason for the continued racial achievement gap.

I juxtapose this text with parts of John Ogbu's work, *Black Students in an Affluent and Affluent Suburb*. Ogbu's findings align more closely with work by the Thernstroms. Ogbu suggests that the culture of African American families and its lack of academic support

for their children is the primary factor that contributes to the persistent racial achievement gap. Ogbu's work discounts economic disparities as a factor to effectively address academic achievement. Both studies were conducted in fairly affluent schools; however, the authors arrive at very different conclusions-which made for stimulating dialogue and debate among students.

The selection of texts from a variety of authors who have varied cultural backgrounds provides students with multiple discourses that serve to address perspectives around the gap in racial achievement. As the professor, I challenged students through the assignments including online audio and visual presentations from [REDACTED] all faculty at Harvard University, who bring additional perspectives around this persistent issue. The goal is to expose students to as much scholarly work that presents both current and differing perspectives concerning the persistent racial achievement gap. My effort was to prepare them to think broadly about potential remedies that may better serve students who attend poor urban schools. The results were richly debated discussions held in a safe intellectual environment where students were able to gain insight on more than one way to think about this contentious issue.

Advising Future University Faculty and Educational Administrators

Since achieving tenure (2004), I have served on 46 doctoral committees. Twenty were my advisees: 14 have earned their degrees; I chaired their dissertation committees. Six are in progress with two defending dissertations in 2009-10. I have served on 24 committees inside and outside my unit including Higher Adult and Lifelong Education, Educational Policy, Teacher Education, and Department of Counseling, Educational Psychology, and Family Child Ecology. Their names are listed on my Curriculum Vitae.

The majority of my doctoral advisees requested that I serve as their advisor because they had a particular interest in schooling in an urban or international context. All were interested in conducting a qualitative research study. Most had taken a research methods course that I teach on campus. My advising had as much to do with facilitating their progress through the program as it did with encouraging them to select a research topic that would compel them to uncover every available resource to answer their research question(s).

Many of my students wrote dissertations that sought an understanding of how urban schools, their leadership, and urban school policy might better support the social and academic needs of urban school children. The topics for dissertations ranged from alternative schooling for troubled urban school children to school leadership in conflict-ridden Palestine.

Students came to me with a desire to write on a topic that was meaningful to them, and they found me receptive. In these situations, students were unable to locate classes that supported the topics they needed to understand to embark on their dissertations projects. I often sat with them at the computer and began a search utilizing numerous electronic

resources to search for related topics. For example, in the case of [REDACTED], we worked through her tears and fears generated because she felt disliked by some faculty because she was Palestinian. Together, we uncovered research articles that related to education in war torn countries. The proverbial light bulb went on in her head, and she discovered what she wanted to study.

In another instance, I drove with [REDACTED] and [REDACTED] to their respective research sites to introduce them to their respective school Directors. I was both a resource as well as a guide for many of my students. I encouraged students to take as many classes outside the unit and the college to broaden their perspectives around their topics. [REDACTED] attended classes at the University of Michigan, while others took classes simultaneously outside the university. [REDACTED], for example, earned a teaching certification in special education from Central University while earning his doctorate. [REDACTED] is now interim Assessment Manager at Michigan Department of Education.

[REDACTED] e, and [REDACTED] were all awarded summer funding from the College of Education to support their research. Additionally, [REDACTED], and [REDACTED] were awarded EAD Scholarships. Recently, [REDACTED] received financial support from the on-campus International Program to conduct a preliminary study on a Kenyan policy that promotes sending Kenyan girls to school. She also received support from the Association of University Women. I read several iterations of funding proposals from each of these students providing feedback before their proposals were submitted.

Several of my students have presented their work at both national and state conferences, including AERA and UCEA. [REDACTED] and [REDACTED] have been Jackson Scholars supported by our department and The University Council of Educational Administrators (UCEA). [REDACTED] is past Graduate Student Chair at the American Educational Research Association.

I wrote numerous letters of recommendation and listened to and critiqued their 'job talks' presentations before they began to seek meaningful employment. Additionally, I have read several drafts of journal manuscripts from [REDACTED]. Currently, three former students, [REDACTED], University of Houston (2007), [REDACTED], University of North Carolina Wilmington (2008), and [REDACTED], now at the University of Texas San Antonio (2009), have assumed university faculty positions. Others have taken administrative posts. [REDACTED] held project manager positions at the University of Chicago and now seeks a faculty position for which I have written recent letters of recommendations. Recently, [REDACTED] was appointed senior Vice-President for Advancement and External Affairs at Lansing Community College. [REDACTED] was recently promoted to Associate Superintendent for CTE Gratiot-Isabella RESD, and [REDACTED] was hired as Director of Bilingual Education at North Chicago Community Unit School District 18.

As an advisor for 80 MA students I have advised since acquiring tenure, I provided

guidance through the development of their program plan. In addition, I provided support through recommendation letters in their quest for advanced employment opportunities. My advisement with Educational Specialists students included support for program planning, course selection and the development of the comprehensive exit examination.

Service

I have engaged in service in the K12 unit, at the College and University level as well as State and National work. A synopsis of this work is provided below.

Broad Summer Scholars Program: The College of Education through the efforts of [REDACTED] was awarded in 2004 a \$5 million grant from Eli Broad to recruit, prepare, and support Detroit Public Schools (DPS) students to pursue a career in teaching. One of the goals of the grant was to financially support DPS students admitted into MSU's College of Education. Students who successfully completed their education had their college education paid for through the grant provided they returned to Detroit to teach one year for every year they were financially supported by the grant. The grant ended last year. However, the university decided to extend the program for three additional years beginning summer 2009.

[REDACTED] recruited me to teach a class examining social justice issues. In the beginning, the program required several meetings with faculty interested in teaching in the program. During the first year, I went to Detroit with [REDACTED] to recruit students and to present the program to parents. The first year we brought ninety students to MSU's campus where they were provided writing and study skills, ACT preparation, technology skills, and a course on social justice.

One reason I agreed to participate in the program is recognizing the paucity of students of color who graduate from the College of Education's Undergraduate Teacher Education program. Prior to my participation I had attended four graduation ceremonies and saw very few students of color graduate with a degree in education. Because of my personal belief that more teachers of color are needed in urban schools, I readily accepted the opportunity to take on this task. My support to these students and to this project aligns with my research, teaching and service agenda. Students in this program are committed to teaching in DPS after completing their education. Their presence in schools will add a cadre of teachers who not only understand the education content but who also understand DPS context. That is, they understand who the students are because they were once DPS students. This was my sixth year working on the project.

I prepared a variety of projects for these students around issues involving social injustice in an effort to make clear the meaning of social justice. I used multiple mediums to provide tangible evidence to enhance their learning. They included music, video, and literature. For example, I dressed as a Black Panther by donning a beret and black leather jacket to portray Eldridge Cleaver, and presented the Panthers ten point platform calling for social justice. We researched Olympians Tommie Smith and John Carlos who protested injustices during the Olympics held in Mexico City in 1968, and we examined

the reasons behind the 1967 riots in Detroit. An example (by students) that demonstrated their understanding of the material occurred during lunch after the lesson about the Olympians. [REDACTED] walked into the cafeteria in Shaw Hall, and all of the students stood with raised clenched fists and their heads bowed emulating The Olympians who risked all to demonstrate to the world the social injustice so pervasive in our society. I was chilled to see it unfold. In my eyes this was an indication that they understood the message. This past summer, we spent time listening, discussing, writing about the concerns about social justice. We also listened to music from the Civil Rights era to understand the message of social justice. For six years my summers were consumed with efforts to prepare Detroit Public Schools students for eventual college entrance.

Since tenure, I have served on the Board of Directors for the Detroit Chapter of the Black Alliance for Educational Options (2004-2008) BAEO is a national organization that supports and advocates for educational options for children of color. In addition, I served as a Board member of Mid-Michigan Leadership Academy (2003-2006) in Lansing. This is a charter school that serves a predominately African American population. Membership on both committees entailed monthly meetings to shape and engage in activities that supported the education of urban school children. Once a week I mentored African American males at Lansing's Pattengill Middle School (2004-2006). I had lunch with approximately fifteen junior high males to discuss concerns they had in their lives. (See newspaper photograph).

I served as Chair or Co-chair for two Leadership Symposiums in the K12 unit. In the first symposium, I invited urban school principals from Detroit, Flint, Highland Park and Lansing to engage in conversations about success and failure in leading urban schools. In the second symposium, I invited Urban School Superintendents from Flint and Detroit who engaged the audience in conversation about leading urban school districts.

I have been very active in the field of urban education at the local, state, national, and international level. [REDACTED], past president of AERA, appointed me to the Scholars of Color Committee in Education (2007-2010). Within AERA I have made several scholarly presentations. I was an invited guest to present my reaction to work done by [REDACTED] Qualitative Siq at AERA honored her. I have served on several Editorial Boards including *Educational Administrative Quarterly*, *Equity and Excellence*, *Social Problems*, and *Qualitative Studies in Education*. I have reviewed manuscripts for *Qualitative Inquiry*, *Cultural Studies*, and *Teachers College Record*.

At MSU, I am active in committee work and other service responsibilities. I have played a significant role in the College's Urban Education Initiative. I chaired the search for an urban educator two consecutive years and recently chaired the development of an Urban Specialization Sequence of courses at the PhD level. I taught the first course fall 2009.

I have served on several committees in the K12 unit including DCAP and DCFA. I have also served as the on-campus and Grand Rapids MA coordinator for several years.

I have served on and chaired the College Curriculum Committee. I also chaired a search

for the College's Teaching for a New Era (TNE) initiative that hired a new faculty. I served on search committees that brought in the Associate Provost and the Director of the Julian Samora Research Center.

Final Comments

Throughout my career in the academy, I have maintained consistent dedication to urban education initiatives. My research, teaching, and service demonstrate this commitment. I will continue to uncover and discover means by which educational outcomes for poor students of color can be improved. My teaching will continue to illuminate factors that may contribute to both academic and social success for this population. My research will continue to explore factors that both enhance and inhibit growth for these children, and I will continue to support the university's effort to insure that the land grant mission is successful in assuring accessibility to an education for all students. In recognition of my efforts, I was awarded the Crystal Apple Award by the College of Education in 2008.