

INDEX

- Abawi, Zuhra, 91–92
Aboriginal people, 111
Academia, 91–93, 97, 103
Academic environment, 28
Academy, 47–62
 critical race theory, 51
 decolonizing, 53
 education, 52–55
 finding my footing, 52–55
 navigational moves, 51–52
 self–care, 57
 spirituality, 55–56
 supportive network, 58
 theoretical framing, 51
 walking steady, 52–55
Acquaintances, 39, 41
Advocacy, 17
AEA. *See* American Evaluation Association
African Americans (AAs),
 123, 129
African diasporic populations, 101
African universities, 100
Alexandria, 100
American Evaluation Association
 (AEA), 73
Animosity, 17
Anti-Black Racism Strategy, 48
Anti-colonial, 53
Anticolonial thought, 90–91
Antipathetic, 17

Baby Boomers, 14
Bartow County, 8
Bias, 127, 131
Black faculty, 58
Black legal scholarship,
 110
Black women, 92, 99
Boyers, Ernest, 117
The Business Case for Racial Equity, 14

Campus conversations, 7-23
Canadian education discourse, 118
Canadian education system, 110
Canadian population, 48
Canadian universities, 92–93, 99
Carty, Linda, 99
Centre for Evaluation, Quality, and
 Inspection (EQI), 65
The Circuit Rider’s Wife, 12
Classroom incivility (CI), 128
Clinton, Bill, 8-9
Cognitive, 68
Colonial encounter, 50
Colonial university, 100
Colonialism, 88, 101
Colorism, 131
Commuting, 39
CORED. *See* Presidential
 Commission on Racial and
 Ethnic Dialogue (CORED)
Counter-storytelling, 116
Counts, George, 117
“Crabs-in-the-barrel” behaviors, 126,
 132
CREA. *See* Culturally Responsive
 Evaluation and Assessment at
 the University of Illinois
Critical Race Theory (CRT), 47-62,
 110–111, 117–118
 challenge student’s thinking, 116
 challenges of, 117
 counter-storytelling, 118
 dealing social issues, 116
 examining educational issues, 118

- inclusion and tolerance, 111
 naming one's own reality, 111, 115
 origin of, 110
 tenets of, 110
 theoretical framework, 118
 Critical social theory, 117
 CRT. *See* critical race theory
 Culturally Responsive Assessment, 68-69
 Culturally Responsive Evaluation and Assessment at the University of Illinois (CREA), 65

Dare the School Build a New Social Order, 117
 DCU. *See* Dublin City University
 Decolonizing education, 52-55
 Decolonizing the academe, 101
 Diversity, 48
 Donnor, Jamel, 111
 Dublin City University (DCU), 65
 Du Bois, W. E. B., 90

 Eddo-Lodge, Reni, 9
 Elementary Mathematics Foundations and Methodology Courses, 111
 Empathy, 17
Employment Equity Act, 109
 Empowerment, 47-62
 Epistemologies, 88-89, 91, 101-103
 EQI. *See* Centre for Evaluation, Quality, and Inspection
 Equity, 47
 Erasmus program, 79
 Ethnic oneness, 50
 Eurocentric epistemologies, 101
 European renaissance, 100
 Euro-western dominant knowledge, 101
Eyes on the Prize, 14

 Faculty, segregation, 102
 Faculty of Color (FOC), 126
 Fanon, Frank, 90
 Fixation on racism, 17
 Freed slaves, 50
 Freire, Paulo, 117

 Galabuzi, Grace Edward, 109
 Garvey, Marcus, 50
 Garveyism movement, 50
 Generation X, 14
 Ghanaian PhD graduates, 25-45
 Guinier, Lani, 8-9

 Harris, Cora, 8
 Henderson, George, 9
 Higher education, 26, 102-103
 Hill, Jody Leon, 8
 Hoover, J. Edgar, 15
 Horizontal violence, 132

 Immigrant, 51-52
Independent, 13
 Indifference, 16-17
 Indigeneity, 90, 101
 Indigenous faculty, 94, 102
 Indigenous knowledge, 91, 100-101
 Interest of fairness, 10
 International students, 26, 34, 40, 41

 K-12, 48
 Kennesaw State University (KSU), 8
 Kenya, 95
 King, Martin Luther, Jr., 15
 KSU. *See* Kennesaw State University

 Ladson-Billings, Gloria, 111
Liberal Racism, 10

 Malidoma, Patrice, 90
 Mandela, Nelson, 99
 Mandela, Winnie, 99
 Medieval universities, 100
 Mentoring, 138
 Microaggressions, 53, 121, 125-128, 131-132, 134
 Millennial generations, 14
 Ministry of Education (MOE), 95
 MMs. *See* Monochromatic Microaggressions (MMs)

- MOE. *See* Ministry of Education (MOE)
- Monochromatic Microaggressions (MMs), 126–127
- Navigation, 25–45
- Ndwiga, Zachary Njagi, 95–98
- No Campus for White Men*, 10
- Non-Irish nationals, 65
- Non-tenured faculty, 102
- Obsession on race, 17
- Oluo, Ijeoma, 9–10
- Oppression, 88–89, 92–93, 126–129, 131–132
- Participants profile, 29
- Pedagogy of the Oppressed*, 117
- People of Color (POC), 128
- Performance-based assessment, 75
- PhD programs, 25–45
 - challenges encountered, effects of, 39
 - challenges, 32
 - commutation, 39
 - cultural differences, 35–36
 - cutting off social ties, 32–33
 - delay in making progress, 42–43
 - financial constraints, 33–34
 - health risks, 41–42
 - language differences, 35–36
 - life risks, 41–42
 - loss of social capital, 39–41
 - managing time, 34–35
 - materials availability, 36–37
 - methodology, 27–28
 - motivation factors, 28–32
 - proposal defence, 38–39
 - thesis defence, 38–39
- Political correctness, 10
- Postsecondary Education (PSE) landscape, 88
- Precarious labor, 92, 102
- Presidential Commission on Racial and Ethnic Dialogue (CORED), 11
- Progressing culturally, 63–85
- Progressive Racism*, 10
- Quota queen, 8
- Race, 7–23, 51–52
 - advocacy, 18–19
 - attitudes, 12–15
 - confronting indifference in racial dialog, 15–18
 - empathy, 18–19
 - ethnic dialog, 12–15
 - racial dialog, 12–15
- Race in the University*, 9
- Racial minorities, 109
- Racialization, 88, 92, 109–110
- Racialized faculty, 94, 102, 108, 116, 118
- Racialized groups, 109
 - See also* Racial minorities; Visible minorities.
- Racialized inequities, 109
- Rastafarian movement, 50
- Research 1 (R1) University, 123
- Responsive assessment, 63–85
 - assessment modes, 75–76
 - background, 64–66
 - criteria for, 75
 - culture, 70
 - culture, definition of, 67–69
 - dimensions of, 71–72
 - exercise in designing, 76–77
 - fairness in assessment, 69–70
 - identified cultural dimensions, 72–73
 - language matters, 70–71
 - pilot study, 77–80
 - rationale, 64–66
 - researchers of students, 73
 - researching the self, 73–75
 - validity, 70

- Resistance, 47-62
 Royal Technical College, 100
- SADC. *See* Southern African Development Community (SADC)
- Saturday Evening Post*, 12
- Silent generation, 14
- “silver linings follow every cloud”, 122
- Smith, Linda, 90
- Solomon, R. Patrick, 115
- Solórzano, Daniel, 111
- Southern African Development Community (SADC), 26
- A Southern Woman’s Viewpoint*, 13
- Story telling, 49
- Teaching, 111–117
 difficult issues, 113–114
 in higher education, 111–116
 lessons learned, 115–116
 as relational, 117
 role as faculty advisor, 114–115
- Teaching–learning process, 117
- Tenured faculty, 102
- Trudeau, Justin, 48
- Turtle Island, 102
- Universities in Canada, 102
- University education, 100
- University of Sanctuary, 65
- Unspoken rage, 10
- Urban Diversity Initiative program, 115
- Urban Education, Social and Cultural Foundations and Issues in Education, 111
- The Valley, 8
- Visible minorities, 109
- Voting Rights Act, 9
- Wa Thiong’o, Ngũgĩ, 90
- Walk steady, keep going, 50
- Wane, Njoki, 98–100
- Wells, Ida B., 99
- White Anglo veterans, 102
- White Fragility*, 10
- White Rage*, 10
- Whiteness, 94, 101
- Why I’m No Longer Talking to White People about Race*, 10
- Women of Color (WOC), 132
- World Conference on Education for All (1990), 95
- York University, 115