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Introduction

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Introduction

by James Jennings

This is our first annual issue of the *Trotter Review*. The reader will notice that it is longer than previous issues. A major increase in the number and quality of articles submitted to the Trotter Institute for publication consideration, motivated a change from a bi-annual to an annual edition. We have also decided to formalize a refereed and invitational framework for selecting articles for publication due to the increased number of submissions. As the reader may know, the *Trotter Review* has utilized a thematic approach to each issue since 1991. This practice will continue since it allows the journal to have a major impact on dialogues about challenges facing the Black community in this nation. Another practice which continues with the inauguration of this annual issue is the balance between theory and praxis that has been reflected in earlier issues. We will continue to reach out to scholars and activists to write for the *Trotter Review*, but very importantly write in ways that facilitate the utilization of their knowledge and experiences for broad civic and professional audiences.

Our last issue focused on challenges facing the Black church in the United States and in other nations. The current issue focuses on challenges related to the advancement of racial diversity in higher education. The next annual issue will be devoted to challenges facing women of color who are involved with the economic development of their communities, both in the United States and other societies.

This issue of the *Trotter Review*, “Diversity, Pedagogy and Higher Education: Challenges, Lessons, and Accomplishments,” reflects the thinking of a range of educators and activists who grapple with many facets of a complicated, and critical matter. And, that is, how do we ensure that knowledge, and the training and education preparation of our youth and society, especially in colleges and universities, is designed and implemented in ways that reflect the ideals of social democracy, and includes the experiences of all people as equally significant?

We begin this issue with an essay by Sheila T. Gregory who provides a summary of the concerns related to the lack of faculty diversity in higher education. She provides some description of the extent of this problem in U.S. higher education. The next article is a previously published excerpt from a book by Stephanie M. Wildman, *Privilege Revealed*. We decided to publish this particular article for the issue because the author indicates how higher education reflects a system of racial privileges for white people. This observation is an important one in thinking about how to improve the quality of higher education for all people.

The next article identifies some of the obstacles facing new Black faculty at institutions of higher education. Keith McElroy captures some of the experiences of, and

pressures on new faculty that are unique to Black and other individuals of color. Thus, he helps to confirm the observations of Wildman in the previous section. The next article by Adrian K. Haugabrook identifies leadership as a key variable in determining the state of racial diversity on our campuses. This is followed by Runae Edwards Wilson’s example of the unique kind of leadership styles of Black female college presidents. The article by Kofi Lomotey and his colleagues also focus on leadership styles. They identify two particular styles, that of “agitators” and “gatekeepers” and explain how the agendas of the former tend to be more comprehensive regarding the issue of racial diversity among the student body. This article is particularly useful in explaining the actions, or perhaps inactions, of leaders in higher education who seem to feel that the struggle for faculty and student diversity ends once people of color are admitted into the academy.

Despite the important victories that we have realized in U.S. higher education, as these articles illustrate, these accomplishments are continually challenged by interests that are threatened by the advancement of Black people and other communities of color, or are ignorant of the role of diversity as a key component of excellence in higher education. The next three articles by Olga M. Welch and Carolyn R. Hodges, Harry Morgan, and Robin L. Murray, provide a framework for understanding and analyzing how resistance to racial diversity is maintained in higher education.

The following articles share concrete examples and programs that respond to some of the challenges described above. Porter L. Troutman, Jr. shows how multicultural education can be achieved in higher education. This discussion is similar to Jamal A. Cooks’ strategy for preparing teachers to teach effectively within contexts that reflect cultural resonance with diverse student bodies. The following article by Frances Y. Lowden reminds us that white teachers sorely need information and support in teaching Black and Latino children.

The articles by Joseph Meyinsee and Randy Lattimore focus on the effective pedagogy of mathematics. They remind us that even an issue like teaching mathematics to Black students is influenced by racial factors on the campus, and in the classrooms of our primary and secondary schools. And these factors are linked in determining the effectiveness of pedagogy. As many have already argued, the teaching of mathematics and science can be more productive in environments that reflect racial and ethnic diversity.

The last two articles, by Patiste M. Gilmore and Donald Brown respectively, discuss two other experiences of Black students on campuses of higher education. Patiste Gilmore revisits the issue of Black student athletes and academic achievement and offers a framework for improving the latter, without sacrificing the former. Dr. Brown provides some of his own insights about the role of the Black church and religious faith that is reflected in many experiences of Black students at predominantly

white universities and colleges. He points out that the issue of faith is a subject that should not be ignored in understanding the successes of some Black students.

It is my personal honor and pleasure to include in the Commentary section of this issue an interview with Dr. Clarence G. Williams of the Massachusetts Institute of Technology. Dr. Williams is a champion of commitment to racial and ethnic diversity in higher education, and is an individual who as folks might say with admiration and colloquially, "never forgot where he came from." Quietly, but powerfully and effectively, Dr. Williams has been a force for racial and ethnic diversity in higher education. We are honored by his participation in this issue of the *Trotter Review*. My appreciation to Dr. Harold Horton for conducting this timely and insightful interview.

I wish to thank the anonymous reviewers for assistance with some of the articles appearing in this issue, as well as the staff of the Trotter Institute who worked tirelessly for the success of this effort, including Ms. Muriel Ridley, Ms. Eva Hendricks, Dr. Regina Rodriguez-Mitchell, Dr. Harold Horton and especially Ms. Anne Gathuo, a

doctoral student in public policy. Ms. Kimberly Moffitt, a doctoral candidate at Howard University provided some editorial assistance, while Dr. Stephanie Athey of Stetson University made important editorial contributions to the publication of this issue. Dr. Athey also worked closely with Dr. Horton and Ms. Gathuo to provide a conceptual framework for this issue. I extend my appreciation to all of these individuals.

James Jennings is director of The Trotter Institute and professor of political science at University of Massachusetts Boston. He is the author of a number of books, including *Blacks, Latinos, and Asians in Urban America* and *Race, Politics, and Economic Development: Community Perspectives*.