

INDEX

- Academic curriculum, 8, 140, 193
Academic experiences (ACAEXPs),
90
“Academic literacy”, 35, 37
Administrative proposal, 9, 216
Adult Learners
classroom setting, 32–33, 38, 123,
133
educational experience, 7, 35, 37,
40, 91, 121, 133, 141
employment requirements, 133
higher education institutions, 30,
44, 101, 103, 129, 133, 137,
143, 201, 220
induction model, 133
learning environment, 101,
114–115, 122–123, 130, 133,
189, 196, 243
Adult learning, 12
Advisor Engagement (ADVENG), 94,
98–99
See also Independent Variable
African American history, 5, 50, 55,
58
African American identity, 48, 50–51,
53, 63–64
African American population, 43, 134
African American Psychology, 20, 57,
162, 166
African American woman, 11, 203
African American, 5–6, 8, 11, 20, 31,
43
African Diaspora communities and
culture, 54
African Diaspora Studies, 61
African Diaspora, 53, 61, 142
African Methodist Episcopal (AME)
church, 107, 202
African Methodist Episcopal Zion
(AMEZ) church, 107
Afro/Black/African American
Psychology, 162
Afrocentric programs, 162, 179
Afrocentric Psychological paradigm,
162
Afrocentric Psychologist, 162–165
Afrocentric Psychology Programs,
161
Afrocentric worldview, 8, 161–162,
167, 176, 179
Alabama A&M University, 6, 70, 83
Alabama State University (ASU), 219
Alcorn State University, 31
Almanac of Higher Education, 20
Alternative sexual orientations, 8,
161–162, 170
American Association for Blacks in
Higher Education’s (AABHE),
21
American Civil War, The, 31
American conventions and norms,
243
American Council on Education
(ACE), 142, 205
American Missionary Association,
The, 44, 110
American Psychological Association
(APA), The, 168
Americans with Disabilities Act, 37
Arabic language program, 141
See also Arabic-speaking countries
Arabic-speaking countries, 141
Arts of the Contact Zone, 34
Associated Press, 154
Association of Black Psychology
Conference (ABPsi), 176

- Atheists, 6
- Atlanta Journal-Constitution, The, 223
- Autoethnography, 12, 34, 183, 195
See also Arts of the Contact Zone;
 qualitative research inquiry;
 research tool; instructional
 tool
- Baptist minister, 110
See also Morehouse College
- Behavioral scientists, 172
- Behavioral trends, 172, 177
- Belief system, 3, 59, 112
- Bible courses, 108
- Biddle University, 110
- Bisexuality, 161, 167–168, 171–172,
 178
See also Sexual orientation
- Black academic institutions, 144
- Black America, 6–7, 45, 47–48, 52,
 55, 58, 66, 89–91, 107, 110,
 111–112, 129, 132, 142, 161,
 165, 167, 176
- Black community, 43, 49, 55, 66, 91,
 148–149, 163, 165, 170,
 173–174, 191
- Black denominations, 107
- Black feminist ideologies, 166
- Black girls, 2
- Black Greek Letter Organizations
 (BGLO), 193
- Black history, 155
- Black Lesbian, 7, 161
- Black religious minorities, 111
- Black school system, 166
- Black school, 5, 136, 140
- Black students, 2, 45, 90–91, 101,
 110–112
See also Black people; Race and
 religion
- Black university, 123, 127
- Blacks in America, 5
- Blackwell, J.E., 100
- Brainwashing, 172
- See also* Behavioral trends
- “Breaking the Chains”. *See also* First
 generation students; first
 generation status
- Building a Network Theory of Social
 Capital*, 13
- Bunche, R., 46
- Campus climate
 academic difficulties, 139
 anxiety disorders, 139
 curricular transformation,
 140
 low-self-esteem, 139, 178
 mental health problems, 139
 school absenteeism, 139
 zero-tolerance policy, 139
- Campus religious climate, 114, 119
See also Religious diversity
- Campus Religious and Spiritual
 Climate Survey, The, 118
- Canonical discourses, 13
- Caribbean nations, 108
- Catholic-affiliated Xavier University,
 108
- Caucasian females, 7, 121
- Caucasian woman, 6, 121, 123
- Center for International and Global
 Engagement, 143
- Center for Research on the Education
 of Students Placed at Risk
 (CRESPAR), 20
- Christian abolitionist group, 110
- Christian college, 108
- Christian denominations, 112
- Christian values, 3
- Christian woman, 3
- Christian-centric institutional and
 social environments, 113
- College-educated professionals, 22
- Community partnerships, 69
- Competencies. *See also* Skills
 communication, 39, 102, 137, 142,
 143
 decision making, 52, 81, 83, 231

- Conceptual framework, 12, 16, 57
See also Transformative Learning Theory; Social Capital Theory
- Conservative administrations, 149
- Conservative religious tenets, 7, 148
- Cooperative learning
 assignments, 38
 classroom, 38
 exercises, 33
 groups, 33
 initiative, 39
 interventions, 37
 pedagogy, 30
 28, 33, 36–38
- Cooperative learning-based
 curriculum, 37
- Course catalog, 50–51
- Course Coding Amplifying Criteria, 50
- Course Coding Scheme, 50
- Course identification, 50
- Craig, W., 139
- Cross-cultural partnerships, 189
- Cultural identity, 178
- Cultural misorientation theory, 171
- Cultural significance, 60, 193
- Cultural-context, 12, 22
- Curricular intervention, 36
- Curriculum redesign or development, 137, 140
- Decision making. *See also*
 Competencies; Skills
 judicial and administrative, 52
 moral, 81
 positive or negative, 83
- Descendants of slaves (DoS), 43
- Diagnostic Statistical Manual of
 Mental Disorders, 170
- Dirkz, 12, 22
- Diverse learning environments,
 114–115, 195
- Diverse student populations, 27, 32,
 36, 147
- diversity, equity, and inclusion (DEI),
 1, 4–5, 7, 43, 129–130,
 183–188, 190, 192, 197, 208,
 239–240
- Doctoral Degree attainment, 91
- Doctoral Education, 89, 92–93, 101
See also Higher education
 institutions
- Doctoral experience (DOCEXP), 92
- Doctoral study, 91–92, 101
- Domination and the Arts of
 Resistance*, 28
- Dysfunctional Politeness, 221,
 224–226, 229, 231
- Early Childhood Education, 83
- Educational administration, 84
- Educational benefits, 130
- Educational community, 7, 121–122,
 125–126
- Educational researchers, 3
- Ego Dystonic Homosexuality, 171
- E-learning Series, 195–196
- Emergency medical technicians
 (EMT), 227
- Empirical research, 9, 162
- Employment outcomes, 5
- Employment-support services, 5, 28, 30
- Employment-support services, 5, 28,
 30
- Equity, 1, 4–5, 7–10, 43, 45, 129,
 144, 161
- Ethics and Conflicts of Interests, 221
- Ethnic minority students, 14
- Eurocentric society, 178
- Evans, T., 73
- Exkano, J., 45
- External engagement (EXTENG),
 89–90
- Faculty engagement (FACENG), 92
- Federal government, 36, 136, 139
- First generation graduates, 11
- First generation status, 17, 79

- First generation students, 69, 79, 80, 216, 231
 Fisk University, 32, 109
 Florida Agricultural & Mechanical University (FAMU), 166, 219
 Freud Sigmund, 170
 Fried, J., 112
 Funds of knowledge, 34
 Faculty Collaboration, 5, 190
 Faculty Encounter, 8, 184, 186
 Faculty populations, 4
 First generation college student (FGCS), 5, 11, 14, 79, 82
 See also First generation graduates
 Florida A&M University, 7, 31, 136, 150, 185, 219
 Faculty members, 9, 30, 92, 99–100, 102, 122, 156, 175–177, 188, 196, 205, 243

 Gay and Lesbian Student Association, 135
 Gender equity, 129
 Gender-expansive identities, 169
 Gender-identity minorities, 135
 Genetic potentials, 172
 Global African Diaspora, 61
 Goings, R.B., 91
 Government Association (SGA), 2
 Grassroots initiatives, 144
 See also ACE's project

 Hampton University, 32, 109, 136–137, 185, 194, 208
 HBCU Selection, 48–50
 Heteronormativity, 7, 147, 168–169
 Heterosexism, 135, 152, 158
 Heterosexuals, 135, 162
 Higher Education, 4, 8–11, 16–20, 24, 29–30
 Higher Education Act of 1965, 110, 132
 Higher education context, 8, 225
 Higher education party, 10
 Higher education policy, 4
 Higher education scholars, 9

 Higher educational professional, 21
 Hispanic Americans, 61, 239
 Hispanic children, 2
 Historic institutions, 7, 129–130, 132, 134, 184
 Historic mission, 121
 Historic role, 7, 129
 Historically Black college or university (HBCU), 3
 Historically Black institution, 5, 11, 131, 226
 Holistic student development, 14
 Homophobia, 152, 154, 165, 170, 177–178, 240
 See also homosexuality or homosexuals
 Homosexuality, 161–165, 167–172, 178
 See also Sexual orientation
 Human Rights Campaign (HRC), 154

 Identity development, 4, 137–139, 176, 178, 183, 189
 Independent research, 91–92
 Independent Variable, 92–95, 98–99
 See also Faculty engagement
 Induction model, 133
 Institute for Higher Education policy, The, 14
 Institutional fabric, 130
 Institutional funding, 46
 Institutional goal, 141, 143, 230
 Instructional planning, 124
 Instructional strategies, 135
 Instructional tool. *See* Autoethnography
 Integrated Postsecondary Education Data Set (IPEDS), 93
 Interfaith, 107, 117
 Internal Engagement (INTENG), 94, 96, 98–99
 Internal Revenue Service (IRS), 219
 International student, 103, 129, 131–132, 140–144, 155

- Interpersonal Engagement
(ITRENG), 94
- Journal of Negro Education, The*, 46
- Junior faculty member, 12, 14, 19–20,
22, 205
- Knowing the Rules, 16–17
See also Higher Education
- Lack of Engagement, 27, 29,
221–222
- Lane College, 31, 108
- Leadership and Mentoring Institute
(LMI), 21
- Leadership challenge, 206
- Leadership team, 122, 217
- Learning environment, 101, 114–115,
122–123, 130, 133, 189, 195,
196, 243
- Lefever, H., 110
- Lesbianism, 168, 177
See also Sexual orientation
- LGBTQ community, 7, 109, 131,
136–137, 147–152, 154–158,
175
- LGBTQ students, 7, 131, 136–137,
147–152, 154–158, 175
- Licensed professional counselors
(LPCs), 192
- Like-minded individuals, 87
- Lincoln University, 31, 90, 134, 142,
185, 194, 211–212, 234
- Long-standing faculty, 18
- Louisiana State University (LSU),
135
- Macroenvironment, 92, 100
- Male effeminization, 172
- Marginalized communities, 7, 147
Mental enslavement/Mentacide, 172
- Mental health field, 84
- Mentoring program, 6, 69–71, 73, 78,
86–87, 102, 189
- Microenvironment, 92, 100
- Micromanagement, 221–222, 224
- Minority Serving Institutions (MSIs),
130, 187
- Miseducational practices, 172
- Mobile County Public Schools, 84
- Monthly modules, 196
- Morehouse College, 109, 136, 140,
156, 223, 231
- Morrill Act of 1862, 31, 44
- Multi-discipline degrees, 207
- Multiple Linear Regression Analysis,
98–99
- Myriad leadership experience, 207
- NASA Johnson Space Center, 37
- National Association for Equal
Opportunity in Higher
Education (NAFEO), *The*, 131
- National Black Justice Coalition
(NJBC), 136, 158, 175
- National Center for Education
Statistics (NCES), 93, 109,
132, 134, 201
- National Gay and Lesbian Task
Force, 139
- Negative Engagement (NEGENG), 19
- Negro spirituals, 149
- Non-binary gender, 166
- Non-Black faculty and students, 8,
184, 193
- Non-Black students and faculty,
183–184, 186–191
- Non-first generation peers, 14
- Non-traditional journey, 12
- Non-traditional student, 12, 129,
132–134, 144, 227
- Norfolk State University, 5, 138, 194,
211–212
- On-line instructional delivery systems,
196
- Oppression, 47, 58, 110, 135, 144,
172, 205, 208
See also Behavioral trends; sexual
orientation

- Othermothering, 8, 184, 187, 188,
192, 194–195, 197
- Outpatient therapist, 84
- Pacific Standard*, 239
- Pan-American spectrum, 142
- Paradoxical revelations, 12
- Paraprofessional, 83
- Parenting Practices, 174
- Pedagogy of the Oppressed*, 33
- Penn Center for Minority Serving
Institutions' (CMSI), 21
- Perceived persistence (PERPER),
89–90
- Placing Opportunities Within
Everyone's Reach (POWER),
69
- See also* mentoring program
- Poetic Justice*, 2
- Post-secondary institutions, 147, 154
- Post-traumatic stress disorder
(PTSD), 139
- Predominantly White Institution
(PWI), 11, 45
- Predominately Black Institutions
(PBIs), 187
- predominately White institutions
(PWIs), 3, 130
- Preeminent scholars and educational
researchers, 3
- See also* Dr Marybeth Gasman
- Productive citizen, 186
- Professional identity, 19
- See also* Managing the Load
- Program leaders, 35
- Project CLAIM (Collaborative
Learning and Individualized
Mentoring), 5
- Promotion and Tenure (P & T), 24
- Psychoanalytic cures, 170
- Psychopathia Sexualis, 170
- Quality of Board Discourse, 230, 232
- Qualitative research inquiry, 195
- Race and religion, 58, 110–112
belief system, 3, 59, 112
ethnic identity, 111, 162
racial discrimination, 112, 205
racial privilege, 110, 112
religious affiliation, 112–113, 118
religious diversity, 107, 109–110,
112–114, 117–119
religious identity, 111–112, 115
religious minority, 6, 107–108,
111, 113–119
religious privilege, 110
- Racial and ethnic composition, 90
- Racial and ethnic diversity, 90
- Racial categories, 112
- Racial discrimination, 112, 205
- Racial tensions, 239
- Rehabilitation studies, 36
- Religious affiliation, 112–113, 118
- Religious conservatism, 149, 155
- Religious diversity, 107, 109–110,
112–114, 117–119
- Religious minorities, 6, 107–109,
111–113, 115–118
- Religious minority student, 6, 107,
111, 113–119
- Research tool. *See* Autoethnography
- Resource Engagement (RESENG), 94
- Scholarly activities. *See* professional
presentations
- School counseling, 84
- Selection Engagement (SELENG), 94
- Self-help book, 83
- Senior Academic and Student Affairs
Officers (SASAOs), 8,
183–184
- Service-learning, 183, 189–190, 192
- Service-learning projects, 183,
190–191, 192
- civic engagement, 190
content knowledge, 167, 190
innovative teaching practices, 190
leadership building, 190
volunteerism, 30, 190

- Seventh Day Adventist-affiliated
 - Oakwood University, 108
- Sexual identity, 154, 169, 178
- Sexual orientation, 8, 123, 130, 135, 137, 139, 148, 154, 161–162, 167–173, 175–176
- Sexual orientation disturbance
 - spectrum, 170
- Sexual partners, 168
- Shooting for Excellence*, 34
- Small private liberal arts, 18
- Social Capital Theory, 12–13
- Social credentials, 13, 23
- Social reconstructive theory, 44
- Social scaffolding, 148
- Societal heterosexism, 135
- Societal systems, 179
- Sociopathic personality disturbance, 170
- South Carolina State University, 31, 219
- Southern University, 5–6, 31, 194, 211, 235
- Spelman University, 32
- Spiritual development, 111, 114
- Spiritual foundation, 149
- Sports Injury Management, 84
- Story listener, 13
- Story teller, 13
- Strategic planning, 102, 215–216, 230
- Student Activities, 86
- Student Affairs Officers, 8, 183–184, 188
- Student development, 14, 21, 91–92, 113
 - graduate, 91
 - holistic, 14
- Student engagement, 6, 15, 89, 91, 93, 99, 101
- Student interventionist, 83
- Student-support programs, 31–32, 36
- Systematic approach, 8
- Teaching institution, 18
 - See also* Faculty; Student engagement
- Teaching observations, 18
- Technology-based sources, 124
- Tennessee State University (TSU), 31, 131, 143
- Tenure-track faculty member, 5, 11
- Theoretical concepts, 8, 161–162
- Theories of pathology, 170
- Top-tiered research institutions, 207
- Transformative Learning Theory, 12
- Transgender history, 136
- Transgender students, 135, 139, 243
- Transphobic violence, 169
- Unique identity contribution, 15
- United Negro College Fund (UNCF), 223
- United States Air Force, 17
- University of Oklahoma, 243
- University of Virginia (UVA), 216
- University support systems, 7, 147
- Wayland Baptist University, 243
- Weideman, 35
- White doctoral students, 6, 89, 91, 93, 99, 101, 103
- White high school, 2
- White House Initiative, 130, 158
- White spaces, 2
- White Supremacy, 163, 165, 173–174
- Wilberforce University, 31, 108, 213, 235
- Xavier University, 34, 108, 138, 185, 208