

Black Excellence in Educational Studies

Select publications from our Black faculty (2020-2021)

Karen Beard co-authored Breaking Barriers: District and School Administrators Engaging Family, and Community as a Key Determinant of Student Success in *Urban Education*.

Karen Beard authored Getting on track: Aligning the achievement gap conversation with ethical educational practice in *International Journal of Leadership in Education*, 22(1), 30-54.

Karen Beard co-authored Providing a passport to the future for foster youth: A case for educational leadership and policy. In *Journal of Cases in Educational Leadership*.

Donna Y. Ford co-authored "A matter of equity: Desegregating and integrating gifted and talented education for under-represented students of color." in *Multicultural Perspectives*.

Donna Y. Ford was interviewed for "Inequities in Advanced Coursework" in *The Education Trust*.

Donna Y. Ford co-authored "Minoritized Senior Faculty in Higher Education, Please Stand Up"

Donna Y. Ford authored "Our Children are Watching: Teachers, What are Your Non-Verbal Messages Saying to Our Black Students?"

Donna Y. Ford authored "When Inhumanity 'Trumps' a Fundamental Basic Need to Live and Learn"

Donna Y. Ford authored "To Help Narrow Achievement Gaps During and After COVID-19, Families Must Promote Rigor and Relevance at Home"

Donna Y. Ford authored "Supporting Black Students When They are Further Traumatized in School"

Donna Y. Ford authored "Social-Emotional Learning for Black Students is Ineffective When it is Culture-Blind"

Donna Y. Ford authored "Study on Black Youth and Racism Should Alarm Us All and Push Us to Action"

Donna Y. Ford co-edited "A Second Helping of Gumbo for the Soul: More Liberating Stories and Memories to Inspire Females of Color" with *Information Age Publishers*.

Donna Y. Ford authored "Black Boys Cry Too: Let Them Be Free to Express Healthy Emotions"

Donna Y. Ford argues that miseducation is a form of educational malpractice in "Miseducating Black Students as a Form of Educational Malpractice and Professional Betrayal" in *Diverse Issues in Higher Education*.

Donna Y. Ford was interviewed for "Why Gifted and Talented Programs Are So White" in *Yahoo! Life*.

Scott Graves, along with School Psychology Graduate students Emily Bumpus, Megan Vinco, Kayla Lee, and Jenille Accurso, authored "The Consistency of Expectations: An Analysis of Learning Objectives Within Cognitive Assessment Course Syllabi" in *Teaching of Psychology*.

Scott Graves authored "Guiding Black Boys Through The Trauma Of Police Killing Black Men" in *Successful Black Parenting*.

Scott Graves co-authored "Is the WISC a Fair Test for Black Children: Factor Structure in an Urban Public School Sample" in *Contemporary School Psychology*.

Scott Graves, along with School Psychology Graduate students Shanye Phillips, Kyanna Johnson, Mark Jones, and Alumni Danita Thornton (PhD '12), authored "Pseudoscience, an Emerging Field, or Just a Framework Without Outcomes? A Bibliometric Analysis and Case Study Presentation of Social Justice Research" in *Contemporary School Psychology*.

Lori Patton Davis co-authored "Toward an Understanding of Intersectionality Methodology: A 30-Year Literature Synthesis of Black Women's Experiences in Higher Education" in *Review of Educational Research*.

Lori Patton Davis co-authored "Complexities and Contradictions: Black Lesbian, Gay, Bisexual, and Queer Students' Lived Realities across Three Urban HBCU Contexts" in *Urban Education*.

Stephen Quaye contributed to EHE's "Understanding religious worldviews should have larger emphasis in higher ed, study suggests"

Winston C. Thompson authored "Extending the Educational Goods Framework: A Review of Harry Brighouse, Helen F. Ladd, Susanna Loeb, & Adam Swift's *Educational Goods: Values, Evidence, and Decision-Making*" in the *Journal of Philosophy of Education*.

Winston C. Thompson co-authored "Philosophy of Education in a New Key: Snapshot 2020 from the United States and Canada" in *Educational Philosophy and Theory*.

Winston C. Thompson authored "A Limited Defense of Talent as a Criterion for Access to Educational Opportunities," in *Educational Philosophy and Theory*.