

**Stephanie Y. Evans, Ph.D.**  
**Associate Professor (Tenured)**

**Department: African American Studies, Africana Women's Studies and History (AWH)**  
**Clark Atlanta University**

**Application for Promotion to Full Professor**

**October 2014**

## **Application for Full Professor of African American Studies**

Dr. Stephanie Y. Evans Dossier

[Link to ePortfolio](#)

### **Table of Contents**

- Promotion Cover Sheet
- Executive Summary
- Curriculum Vita
- References
- Research & Scholarship
- Publications
- Grants Submitted & Awarded
- Professional Meetings
- Teaching Philosophy
- Courses Taught
- Technology Integration
- Student Evaluations
- Academic Advising
- Recognition and Awards
- Annual Performance and Review
- Statement of Service
- Committees (Department, School, University, and Profession)
- Thesis and Dissertation Committees
- Student Engagement and Peer Mentoring
- Community Engagement
- Honors & Awards

### **Attached files**

Curriculum Vita

Du Bois "Thank You" Letter

Chair Evaluations

Student Evaluations

Du Bois Conference Program

## Executive Summary



This digital dossier documents my work as a researcher, teacher, administrator, and service-centered faculty member. My portfolio outlines intersectional work in all areas of academe as well as my focus on interdisciplinary scholarship

The three embedded sections of research, teaching, and service demonstrate my four-year contribution to the campus of Clark Atlanta University in particular and build on the solid foundation of eight years as faculty at University of Florida. This dossier also features my contributions to national and international dialogue in multiple fields, particularly through Black intellectual history. Most significantly, this portfolio reflects my ability to maintain a rigorous publishing schedule, even while diligently performing groundbreaking interventions through use of technology in teaching, collaborative institution building, and community engagement through research and writing.

## References

<b>Dr. Carlton Brown</b> Clark Atlanta University President	<b>Dr. Beverly Tatum</b> Spelman College President
<b>Dr. Joseph Silver</b> Clark Atlanta University Former Provost and Vice-President for Academic Affairs	<b>Ms. Loretta Parham</b> Atlanta University Center Woodruff Library CEO and Director
<b>Dr. Darlene Clark Hine</b> Northwestern University Board of Trustees Professor of African American Studies and Professor of History	<b>Dr. Beverly Guy-Sheftall</b> Spelman College Anna Julia Cooper Professor of Women's Studies
<b>Dr. Layli Maparyan</b> Wellesley College Katherine Stone Kaufmann '67 Executive Director of the Wellesley Centers for Women Professor of Africana Studies	<b>Dr. Nagueyalti Warren</b> Emory University Professor of African American Studies
<b>Dr. Derrick Alridge</b> University of Virginia Professor of Education	<b>Dr. Joy James</b> Williams College Presidential Professor of the Humanities and Professor of Political Science
<b>Dr. James Stewart</b> Pennsylvania State University Professor of Labor Studies and Employment Relations and African and African American Studies	<b>Dr. Robert L. Harris, Jr.</b> Cornell University Professor of African American Studies Africana Studies and Research Center
<b>Dr. Tukufu Zuberi</b> University of Pennsylvania Professor of Sociology and Lasry Family Professor of Race Relations Professor of Africana Studies	<b>Dr. Anne Adams</b> Cornell University Professor of African American Studies Africana Studies and Research Center
<b>Dr. Milagros Peña</b> University of Florida Associate Dean and Professor, College of Liberal Arts and Sciences	<b>Dr. Paul J. D'Anieri</b> University of California-Riverside Executive Vice Chancellor and Provost Former University of Florida Provost
<b>Dissertation Director: Dr. John H. Bracey, Jr.</b> University of Massachusetts-Amherst Professor, Afro-American Studies	

## Research & Scholarship



**Dr. Stephanie Y. Evans**  
**Founder, CAU W. E. B. Du Bois Legacy Project**

One of the most recognizable ways I have contributed scholarly research during my tenure at Clark Atlanta University is by founding and leading the W. E. B. Du Bois Legacy Project from 2011 to 2014. This project consisted of six elements; to advance Du Boisian scholarship, I have:

1. Written a winning 2011 Georgia Humanities Council grant to help support the Du Bois Legacy Project; contributed to additional grant applications for the formation of the Du Bois Institute
2. Coordinated a 2012 year-long Major Works Seminar (involved over 50 speakers on 11 panels)
3. Organized and co-chaired the 2013 Du Bois and the Wings of Atlanta Commemorative Conference (featured over 150 panelists on 30 panels over 4 days with almost 800 attendees)
4. Co-commissioned and dedicated a statue of Du Bois to the CAU campus on his birthday (February 23) during the 50th anniversary of his passing
5. Taught a 2013 graduate seminar on Du Bois' major works (two graduate student papers from the course accepted for publication in the Fall 2014 *Phylon*)
6. Edited twelve conference papers into a collection that provided content for the re-launch of the *Phylon* journal (*Phylon: The Clark Atlanta University Review of Race and Culture*, vol. 51 no. 1, Fall 2014). This was the first *Phylon* publication in over a decade.

The Du Bois Legacy Project combined institutional development (service) with research and teaching. It is one of the contributions to the AWH Department, School of Arts and Sciences, and University of which I am most proud because, as illustrated by the *Phylon* Table of Contents below, it places CAU faculty and graduate research alongside contributions from the best in the country. The "thank you" letter from President Carlton E. Brown (co-chair of the conference and primary supporter of the project), conveys his feelings regarding the significance to the Clark Atlanta University campus and beyond:

\*See attached letter\*

## **PHYLON**

The Clark Atlanta University Review of Race and Culture  
Volume 51, November 2014

## **CONTENTS**

**Forward:** Obie Clayton, Editor. Chair, Department of Sociology and Criminal Justice

**Preface:** Carlton E. Brown, Clark Atlanta University President

**Series Editor Introduction:** Sheila Flemming-Hunter, Managing Editor

**Special Issue Editor Introduction:** Stephanie Y. Evans, Guest Editor. Chair, Department of African American Studies, Africana Women Studies and History

### **Du Boisian Ideas**

**Fractal Complexity of *The Education of Black People: Ten Critiques, 1906-1960***

Carley M. Shinault, Howard University

**His Deep and Abiding Love: Du Bois, Gender Politics, and Black Studies**

Nagueyalti Warren, Emory University

**A Consideration of African American Christianity as a Manifestation of Du Boisian Double Consciousness**

Shirley Waters-White, Clark Atlanta University

**Embracing Philosophy: On Du Bois' "The Individual and Social Conscience"**

Robert W. Williams, Bennett College

**Hypocrisy in the Life of W.E.B. Du Bois: Reconstructing Selective Memory**

Bonnyecleaire Smith-Stewart, Clark Atlanta University

### Du Bois and Historical Figures

#### **The First Fissure: The Du Bois-Washington Relationship from 1898-1899**

Thomas Aiello, Valdosta State University

#### **The Transubstantiation of Andrew Johnson: White Epistemic Failure in Du Bois' *Black Reconstruction***

Lisa J. McLeod, Guilford College

#### **High Hope and Fixed Purpose: Frederick Douglass and the Talented Tenth on the American Plantation**

La'Neice Littleton, Clark Atlanta University

### Global Du Bois

#### **W.E.B. Du Bois' Search for Democracy in China: The Double Consciousness of a Black Radical Democrat**

Bernard Bell, Pennsylvania State University

#### **Reading Du Bois on East Africa: Epistemological Implications of Apartheid Constructions of Knowledge**

Jesse Benjamin, Kennesaw State University

#### **W.E.B. Du Bois' Transnationalism: Building a Collective Identity among the American Negro and the Asian Indian**

Andrea Slater, University of California-Irvine

#### **Methodological Matters in the Study of Africa: An Appreciation of W. E. B. Du Bois' Africanist Scholarship**

Hashim Gibrill, Clark Atlanta University

## Publications

Citation Index: [108 total citations](#)

Publications available online at <http://www.professorevans.net/journals.html>

### **Books (single author)**

Evans, Stephanie Y. (2014) *Black Passports: Travel Memoirs as a Tool for Youth Empowerment*. New York: State University of New York Press (SUNY).

In this resource guide for fostering youth empowerment, Stephanie Y. Evans offers creative commentary on two hundred autobiographies that contain African American travel memoirs of places around the world. The narratives are by such well-known figures as Frederick Douglass, W. E. B. Du Bois, Billie Holiday, Maya Angelou, Malcolm X, James Baldwin, Muhammad Ali, Richard Pryor, Angela Davis, Condoleezza Rice, and President Barack Obama, as well as by many lesser-known travelers.

The book serves as a tool for “literary mentoring,” where students of all ages can gain knowledge and wisdom from texts in the same way achieved by one-on-one mentoring, and it also provides ideas for incorporating these memoirs into lessons on history, geography, vocabulary, and writing. Focusing on four main mentoring themes—life, school, work, and cultural exchange—Evans encourages readers to comb the texts for models of how to manage attitudes, behaviors, and choices in order to be successful in transnational settings.

“This book provides a new and refreshing way to think about Black youth and issues of empowerment. It will be a useful tool for teachers, parents, scholars, and community organizers, leaders, and activists.” — Valerie Grim, *Indiana University Bloomington*

#### **TABLE OF CONTENTS**

Prologue: “Wisdom Is the Best of All Treasures”: Adolescent Development and the ABCs of Power

1. Introduction: Literary Mentoring

2. Life

3. School

4. Work

5. Exchange

6. Conclusion: Writing Your Own Freedom Papers

Epilogue: Regeneration, A Song for Strong Bones

Appendix A: Alphabetical List

Appendix B: Passport Geography

Appendix C: Passport Vocabulary

Appendix D: Nenoku Poetry

Evans, Stephanie Y. (2007) *Black Women in the Ivory Tower, 1850-1954: An Intellectual History*. Gainesville: University Press of Florida.

Evans chronicles the stories of African American women who struggled for and won access to formal education, beginning in 1850, when Lucy Stanton, a student at Oberlin College, earned the first college diploma conferred on an African American woman. In the century between the Civil War and the civil rights movement, a critical increase in black women's educational attainment mirrored unprecedented national growth in American education. Evans reveals how black women demanded space as students and asserted their voices as educators--despite such barriers as violence, discrimination, and oppressive campus policies--contributing in significant ways to higher education in the United States. She argues that their experiences, ideas, and practices can inspire contemporary educators to create an intellectual democracy in which all people have a voice.

**Sample book reviews of *Black Women in the Ivory Tower*:**

- American Historical Review
- American Library Association's *CHOICE*
- Gender and Education
- History of Education Quarterly
- *H-Southern Association for Women Historians* (H-SAWH)
- International Journal of Women's Studies
- Journal of American History
- Journal of American Ethnic History
- National Education Association's *THOUGHT & ACTION*
- Signs: Journal of Women and Cultural and Society
- Souls: A Critical Journal of Black Politics, Culture, and Society

**Books (co-author or editor)**

Evans, Stephanie Y. *Making Peace with Inner Lions: A Balanced Model for Black Women's Mental Health*. Invited manuscript review, State University of New York Press (SUNY). In progress, expected completion August 2015.

*Inner Lions: Black Women's Definitions of Peace* presents ideas about creating balance in a turbulent world. Dr. Evans, a professor of Africana women's studies and Dr. Bell Thomas, a psychology professor and psychologist team up to survey historical and contemporary Black women's narratives of health and freedom. This collection of voices defines womanist peace and provides a strength-based, balanced model of mental health praxis that rejects both "super woman" stereotypes and "victim" caricatures. General readers, students, and practitioners who work in race and gender studies, nonviolence, peace policy, or psychology and counseling will benefit from this knowledge base.

This book combines intellectual history and therapeutic intervention so readers can better understand dimensions of challenges Black women face. Evans and Bell Thomas offer concrete recommendations for today's women who struggle to find effective approaches to deal with challenges to personal, social, economic, and political stability. Insights are also shared by Linda Blount, head of National Black Women's Health Imperative and Terrie Williams, mental health advocate and author of *Black Pain: It Only Looks Like We're Not Hurting*. In the appendix, Daniel Dawes from Morehouse School of Medicine contributes resources to help Black women understand and influence health agendas. *Inner Lions* is a den of history, practice, and policy, where over 200 Africana women share memoirs, reflections, and strategies for living more peaceful lives.

Evans, Stephanie Y. Colette Taylor, Michelle Dunlap, & DeMond Miller (Eds.). (2009) *African Americans and Community Engagement (AACE)*. New York: SUNY Press.

This book discusses race and its roles in university-community partnerships. The contributors take a collaborative, interdisciplinary, and multiregional approach that allows students, agency staff, community constituents, faculty, and campus administrators an opportunity to reflect on and redefine what impact African American identity—in the academy and in the community—has on various forms of community engagement.

From historic concepts of "race uplift" to contemporary debates about racialized perceptions of need, they argue that African American identity plays a significant role. In representing best practices, recommendations, personal insight, and informed warnings about building sustainable and mutually beneficial relationships, the contributors provide a cogent platform from which to encourage the difficult and much-needed inclusion of race in dialogues of national service and community engagement.

### **Journals (editor)**

Evans, Stephanie Y. Ed. (2014) *Phylon: The Clark Atlanta University Review of Race and Culture*. "W. E. B. Du Bois Legacy Project." vol. 51, no 1, fall.

Mark Christian and Evans, Stephanie Y. Eds. (2010) "Africana Studies at the Graduate Level: A Twenty-First Century Perspective." *The Western Journal of Black Studies*, special edition. Vol. 34, no. 2, summer.

### **Refereed Journal Articles**

Evans, Stephanie Y. (2009) "African American Women and (Inter)national Research: Dr. Anna Julia Cooper's Legacy of Study Abroad." *Frontiers: The Interdisciplinary Journal of Study Abroad*. vol. 18, fall, pp. 77-100.

Evans, Stephanie Y. (2009) "Learners and Teachers of Men." A Historical View of the Participation and Contributions of Black American Males in Higher Education" in Henry T. Frierson, Willie Pearson Jr., James H. Wyche. (Eds). *The Diminishing Representation of Black American Male in Higher Education: A Critical Need for Reversals*. Emerald Press. pp. 31-66.

Evans, Stephanie Y. (2008) "Gender Research and the African Academy: 'Moving Against the Grain' in the Global Ivory Tower." *Black Women, Gender, & Families*. vol. 2, No. 2. pp. 31-52.

Evans, Stephanie Y. (2008) "The Vision of Virtuous Women: Alpha Kappa Alpha Sorority's Founding Twenty Pearls." Book chapter, *Black Fraternities and Sororities in the 21st Century: Our Fight Has Just Begun*. Gregory S. Parks, Editor. University Press of Kentucky. pp. 41-66.

Evans, Stephanie Y. (2008) "Mary McLeod Bethune's Research Agenda: Thought Translated to Work." *African American Research Perspectives*. vol. 12, no. 1, pp. 22-39.

Evans, Stephanie Y. (2007) "Women of Color in American Higher Education." *Thought & Action*. Fall, vol. 23, pp. 131-38. Dr. Evans, 3 of 12

Evans, Stephanie Y. (2006) "I Was One of the First to See Daylight": Black Women at Predominantly White Colleges and Universities in Florida since 1959. *Florida Historical Quarterly*. vol. 85, no. 1, pp. 42-63.

Evans, Stephanie Y. (2006) "This Right to Grow": African American Women's Intellectual Legacy." *International Humanities Journal*. vol. 3, no. 7, pp. 163-74.

Evans, Stephanie Y. (2006) "The State and Future of the Ph.D. in Black Studies: Assessing the Role of the Comprehensive Examination." *Griot: Southern Conference on African American Studies*. Spring, May 2006. vol. 25, no. 1, pp. 1-16.

Evans, Stephanie Y. (2006) "Major Service: Combining Students' Academic Disciplines with Community Service-Learning in an Introductory Women's Studies Course." *Feminist Teacher*. vol. 17, no.1, pp. 1-14.

### **Feature Publications**

Evans, Stephanie Y. and Sharon D. Wright Austin (Eds.). (2011) *Diaries of a Prolific Professor: Undergraduate Research from the James Haskins Manuscript Collection*. University of Florida Libraries. Gainesville: UF Press.

Evans, Stephanie Y. (2005) "Recent Research Rewrites Society' History with Identity of First Black Woman Member." *Phi Beta Kappa Key Reporter*. Winter, February 2005. 3, 9, 14.

Evans, Stephanie Y. (2004) "Black Greek-lettered Organizations and Civic Responsibility." *Black Issues in Higher Education*. Editorial. October 7, 2004. 98.

### **Book Reviews**

Evans, Stephanie Y. (2010) *Old South, New South or Down South? Florida and the Modern Civil Rights Movement*. Ed. By Irvin D. S. Winsboro. *Journal of American History*. vol. 97, no. 3, 170-71.

Evans, Stephanie Y. (2009) *Southern Women at the Seven Sister Colleges: Feminist Values and Social Activism*. By Joan Marie Johnson. *American Historical Review* . vol. 114, no. 1, pp. 170-71.

Evans, Stephanie Y. (2009) *Telling Histories: Black Women Historians in the Ivory Tower*. By Deborah Gray White, ed. *Florida Historical Quarterly* . vol. 87, no. 1, 121-25.

Evans, Stephanie Y. (2009) *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline* By Fabio Rojas, Baltimore, MD: Johns Hopkins University Press. *Higher Education Review* (UK journal). vol.41, no. 2, 86-89.

Evans, Stephanie Y. (2008) *The Early Black History Movement, Carter G. Woodson, and Lorenzo Johnstonten Greene* By Pero G. Dagbovie. *Journal of American History*. vol. 95, no. 1, pp. 234-35.

Evans, Stephanie Y. (2007) *Atlas of Race, Ancestry, and Religion in 21st Century Florida*. By. Morton D. Winsberg. *Florida Historical Quarterly*, vol. 85, no. 2, 254-56.

Evans, Stephanie Y. (2006) *Before His Time: The Untold Story of Harry T. Moore, America's First Civil Rights Martyr*. By Ben Green. *Journal of African American History*. vol. 91, no. 2, pp. 223-35.

Evans, Stephanie Y. (2005) *Black Body: Women, Colonialism, and Space* by Radhika Mohanram. *Journal of International Women's Studies*. vol. 6, no. 2, 171-73.

Evans, Stephanie Y. (2002) *Smart and Sassy: The Strengths of Inner-City Black Girls*. by Joyce West Stevens. *Sex Roles: A Journal of Research*. August 2002, vol. 47, nos. 3/4, 199-200.

Evans, Stephanie Y. (2001) "Modeling Good Service-Learning Course Preparation: Two New Useful Guides for Faculty and Students." *Reaching Out to Children & Families: Students Model Effective Community Service*, Michelle Dunlap and *Fundamentals of Service-Learning Course Construction* Kerri Heffernan *Campus Compact Reader: Service-Learning and Civic Education*. vol. 2, no. 1, 18-21.

## Teaching Philosophy

My approach to teaching derives from my research agenda. As a scholar who studies African American women's educational and intellectual history, I have melded my personal experiences teaching in the college classroom (since 2001) with insights gleaned from Black women educators like Fanny Jackson Coppin, Anna Julia Cooper, Mary McLeod Bethune, and Septima Clark. These four women, whom I studied for my dissertation, were educators between the 1860s and 1960s who were effective, efficient, and dedicated. Reflecting on their pedagogical wisdom has been essential in translating and transforming my own teaching.

Katherine Dunham, a scholar-educator-activist, identified four essential aspects of creative teaching and provided a roadmap for what I call empowerment education: humanization, socialization, professionalization, and internationalization. Black women's intellectual history can be seen as setting a precedent for applied history/public history. Based on Black women's historic models, my teaching is applied, cultural, critical, and moral. These four core elements encompass my views on how and why I teach. My job is to train scholars and the outcomes for my research and teaching are to increase skills of information literacy and ability to share life narratives.

### I. Humanization

In 2010, Arizona passed a law against teaching ethnic studies in schools: On the heels of SB 1070 the anti-immigration law, Arizona passed HB 2281. "The law prohibits course or classes that: 1) promote the overthrow of the United States government; 2) promote resentment toward a race or class of people; 3) are designed primarily for pupils of a particular ethnic group; or 4) advocate ethnic solidarity instead of the treatment of pupils as individuals." Schools whose curriculum does not reflect the law's mandates have a portion of their state funding withheld.

Reading this law reminded me of antebellum anti-literacy laws of the South: the 1740 South Carolina law stating, "*the having of slaves taught to write, or suffering them to be employed in writing, may be attended with great inconveniences*"; the 1800 follow up South Carolina law which increased sanctions because, "*the laws heretofore enacted for the government of slaves, free negroes, mulattoes and mestizos have been insufficient for keeping them in due subordination*"; and the 1830-31 North Carolina law that outlawed literacy because the framers recognized that, "*teaching of slaves to read and write has a tendency to excite dissatisfaction in their mind.*" I engage questions of education, identity, insubordination, and solidarity in my research on Black women's intellectual history.

Historical and cultural identity is deeply imbedded in my appreciation for Black women's history. As a first generation college student, I traveled widely with military parents, but did not attend college until I was 25 years old. I did not have grounding in African American educational history when growing up. When I found out that the first Black woman to graduate from college did so in 1850, it made me realize how much having role models would have meant to me as a young student. No one who I knew that looked like me went to college, so I didn't think I could. In my classroom, I infuse the content of my research to spread the knowledge that race and gender stereotypes of learning are simply myths perpetuated by a void of historic knowledge. Historic Black women attended college and formed a teaching force that made a significant impact on the illiteracy rate of the 4 million freedmen after the emancipation of 1865. Their legacy of a passion for teaching and learning lives in my courses. By humanizing Black women, I seek to make

connections to the many disparate ways of knowing--especially those of marginalized and disenfranchised peoples.

I include humor in my work. Humor allows folks to see that even in dramatic situations, comedy can enable one to more easily embrace human connection and compassion. One of my favorite jobs before going to college was waiting tables at a comedy club. There is nothing like a room full of people laughing. Though my teaching style is nowhere near that of a stand-up comedy act, I have a great deal of fun teaching and encourage my students to actually en-JOY the learning process. Teaching in African American Studies and Women's Studies, the subjects are often painful, controversial, grim, frustrating, and disheartening. Racial and gender oppression, subjugation, coercion, and discrimination are serious topics. However, my work deals with activism as well as oppression, so I find inspiration from those who historically and contemporarily fight for equality and social justice. As a scholar-activist, enjoying the learning process comes through in my teaching. When I'm in the classroom, I would not rather be anywhere else. I try to make the topic interesting enough so that the students have a great time learning and feel the same way. It is equally important that they are equipped to move forward with much needed social justice projects.

\*See Heather Williams, *Self-Taught: African American Education in Slavery and Freedom*. UNC Press, 2007.

## **II. Socialization**

For me, the greatest teaching tools are discussion, debate, and writing. I very rarely give straight one-hour lectures. Rather, I present a clear set of learning objectives and begin classes with a series of questions or, more often, a writing prompt based on key words from the day's reading. This way, students are ready to discuss the reading, offer comments based on evidence, and hold each other accountable for alert interaction. I design my lesson plans to include pairs and small group discussion in addition to open dialogue; this assists in allowing everyone a voice and balancing those who are very talkative with those who are initially hesitant to participate. The discussions are required to be grounded in the course materials and I continually refer to and ask for page numbers in order to keep from devolving into simple opinion or conjecture. On occasion, I will introduce debate topics in class and students are required to find and argue evidence that supports both sides of the issue before choosing a side. Debate provides entrée into the complexities of historical, theoretical, or political discussions. The peer learning process exponentially solidifies the questions, themes, topics, or concepts that I present in the class.

Students seem to digest and deconstruct the concepts more convincingly with examples provided by discussion and debate with other students. Recently, I have taken my teaching and critical interaction and intellectual socialization in the classroom to a new level through micro-writing. Use of short writing prompts such as rewriting the title of a reading, "Flash" (55 words) or "Drabble" (100 words), requires students to clarify their thinking through concise writing and editing. Requiring on-site writing focuses the class with the day's topic and allows all students to engage in a more informed discussion grounded in the text. Requiring active participation in the classroom through both written and oral presentation of ideas has resulted in a renewed joy of teaching through a concentrated effort to improve students' basic writing skills.

## **III. Professionalization**

Frederick Evers' *The Bases of Competence: Skills for Lifelong Learning and Employability* offers a clear guide to the type of engaged learning and professional development I set as goals for

my class. Students must master four areas: self, communication, tasks, and innovation. My ultimate job is to train scholars who can operate within and beyond the American academy. Though means were often meager in the late 19th and early 20th century classroom, dogged determination and an attitude of gratitude fueled young scholars to achieve heroic academic feats. I let my students know that I have high expectations because I genuinely believe that every student can learn, with the right attitude, tools, and time. I spend much time preparing for class and honing my pedagogy. I hold myself to the same standards of excellence that I expect of my students because, given the proof of historic intellectual growth, high quality measurable learning is possible and should always be the goal. I am transparent in my work and like to avoid what I call "fuzzy teaching."

As an African American woman in U.S. higher education, I am used to being underestimated, questioned, and challenged based on racist and sexist presumptions. I do not teach or grade in a "willy-nilly" fashion. I strive to be clear in my course syllabus, but especially clear about grading. I am known as a "tough" grader, but not randomly so...and I feel no great joy when some students (inevitably) perform poorly in my class. Students who earn As in my classes have been plentiful, but those who have received that mark, know they earned every point! Ultimately, I hate grading. At St. John's College in Santa Fe, New Mexico where I studied my first year of college--we did not get "grades," we got comments from the professors and that changed the entire focus of the student/professor interaction. However, since grades are required, I take the duty seriously. The rubrics I use simultaneously function as an assurance of my competency, a concrete guide for assignment expectations, and an equitable measure of papers that are sometimes as different as apples and oranges.

Students know that regardless of the topics, which range from African enslavement to women's health debates, they have a paradigm to frame the issue. They will employ historical and contemporary lenses, bring in their own chosen major for scholarly perspective, read the text through their cultural identity, and form their own questions about the material. This synthesis of different teaching tools is vital for my two instructional areas which are both interdisciplinary and quite vast. One learning outcome for my classes is professional preparation: students should develop skills that will benefit them in the next step of their academic and employment career. Regardless of their goals, my classes should prepare them to locate resources in order to describe, analyze, present a clear thesis, and apply knowledge to educational and practical environments.

#### **IV. Internationalization**

In an online editorial titled "Between Truths and Indulgences," writer Wole Soyinka, illuminated the murky grounds which exist in the often-oversimplified portrayals of race and critical race studies. He wrote, "What constitutes a disservice to our faculty of judgment, however, is to place obstacles in the way of assembling truth's fragments, remaining content with a mere one- or two-dimensional projection where a multidimensional and multifaceted apprehension remains open, accessible and instructive." (*The Root*, July 21, 2010). As someone who has traveled internationally over much of my life, I am keenly aware that transnational experiences shift identity over time. As Radhika Mohanram observed in *Black Body: Women, Colonialism, and Space*, self-perception and community reception can both change when we travel.

I teach study abroad classes, write about Black women's travel, and in many ways my work reflects a construction of self that has been enriched by multiple settings. Part of my teaching practices rests on challenging students to recognize and demonstrate that their educational

experiences happen within a global setting. Some student reflections that demonstrated the exponential growth in awareness of nation, culture, politics, and identity were chosen to be featured in the book *Black Passports*.

## **Conclusion**

These four principles of empowerment education guide and are guided by my love of learning. Teaching has allowed me to learn at a deeper level and I am thankful for an occupation where I can be a life-long learner. Ultimately, my teaching philosophy returns to information gathered by historic Black women educators. The African American women I research generally articulated educational philosophies that had four central themes: demand for applied learning; recognition of the importance of social standpoint and cultural identity; a critical epistemology that both supported and resisted mainstream American ideals; and moral existentialism grounded in a sense of communal responsibility. I reflect this history through my involvement in community service-learning and community-based research, teaching in race and gender studies, encouraging debate in my classroom, and by telling my students I care about them. Essentially, I encourage students to explore the world inside of them as thoroughly and thoughtfully as they explore the outside world.

Like educator Nannie Helen Burroughs stated, I feel like I "specialize in the wholly impossible." In my teaching, I try to make the impossible a reality for my students and myself.

## **Courses Taught**

### **Clark Atlanta University**

#### *African American Studies*

Seminar in Selected African Americans: W. E. B. Du Bois  
Seminar in Selected African Americans: Autobiography  
Modern Era & HIS Black Autobiography  
Current Issues in African American Studies  
Seminar in Select African Americans  
Black Autobiography (undergraduate and graduate course)

#### *Africana Women's Studies*

Seminar in Africana Women's Studies  
Introduction to Africana Women's Studies  
Comparative Third World Women

#### *History*

Race, Gender, and Peace

### **University of Florida**

#### *African American Studies*

Introduction to African American Studies  
African Americans in Higher Education  
African Americans in Paris (Spring Break Study Abroad course)  
Mentoring "At-Risk" Youth  
Research Methods in African American History: Focus on Jazz Historiography \*\* community-based research course  
Research Methods in African American History (Creator of course and instructor)

#### *Women's Studies*

Interdisciplinary Perspectives of Women  
U.S. Women of Color  
Black Gender (graduate and undergraduate course)  
Women's Studies Capstone Research

#### **Additional Instruction**

Clark Atlanta University: W. E. B. Du Bois Major Works Series, Public Lectures  
University of Florida: McNair Scholars Program Practical Research Methods

## Technology Integration

I have incorporated the Canvas platform as a standard method of delivery for my Clark Atlanta University courses. However, my use of technology includes several additional formats, particularly YouTube video and website creation to deliver my research to a broad audience inside and outside of my CAU classroom.

A primary example of my use of technology in research can be found with my SWAG Diplomacy work that accompanies the research in *Black Passports*. With support from the CAU Faculty Resource Center and partnership with the Emory University Center for Digital Scholarship, I established a team to develop an interactive map using Viewshare software developed by the Library of Congress. The [Viewshare Map](#) pinpoints 887 locations where over 200 African Americans traveled internationally. I created this map in concert with State of Georgia high school geography standards.

A second example of the far reach of technology can be seen in the video gallery for the year-long 2012 [CAU Du Bois Major Works Seminar](#) series. There are 40 videos that feature presentations from CAU faculty and alumni, Atlanta University Center faculty, and faculty from Emory and Georgia State Universities. The introduction video for the series has reached over 1,000 viewers: [Series Introduction: Dr. Stephanie Y. Evans AAS, AWS, & History Chair](#)

## Three Resource Websites

I build websites as a hobby. With templates and online guides from companies like GoDaddy, web design is an approachable pedagogical tool. Access to centralized online resources is vital and given the software platforms can change over the years, I find it helpful to keep all of my teaching resources and research in stable locations such as websites where enrolled students, community partners, and colleagues around the world all can access relevant information.

[ProfessorEvans.net](http://ProfessorEvans.net)

[CAU Du Bois Legacy](#)

[Sesheta Database](#)

## Research/Teaching Videos

Because I have presented my research in academic institutions nationwide, but also to schools, mentoring agencies, and churches, YouTube is a perfect platform to condense the main concepts of my research into messages easily translatable to non-academic audiences. The *Black Women in the Ivory Tower* video has now topped 4,000 views. Both the *Black Men in the Ivory Tower* and the *Black Passports-Study Abroad* videos had reached over 1,000 views. While this is nowhere near "viral" or "trending" status, these views are significant numbers that show an impressive expanded reach for educational topics.

[Black Women in the Ivory Tower](#)

[Black Men in the Ivory Tower](#)

[Black Passports \(book video\)](#)

[Black Passports \(Paris study abroad\)](#)

## **Student Evaluations**

### **Overview**

I have taught over fifty classes at University of Florida and Clark Atlanta University between 2003 and 2014. I began teaching at Clark Atlanta University in Fall 2011.

My instructor overall average is far above all three comparative levels of teaching at CAU (department, school, and university averages):

- *Evans Instructor Average 4.71*
- AWH Department Average 4.17
- SAS School Average 3.98
- CAU University Average 4.06

\*See attached for full evaluation listing\*

## **Academic Advising**

My academic advising has mainly involved supporting student research through thesis and dissertation committee work. Additional advising duties are central to my work as AWH Department chair where I work to resolve undergraduate and graduate student grade disputes, academic honesty cases, support AWH academic advisors and facilitate graduation application submission among other central duties.

## **Recognition and Awards**

2010 Nominee, University of Florida Teacher of the Year Award

2009 Anderson/CLAS Scholar Faculty Honoree, recognized as outstanding UF professor

2006 Anderson/CLAS Scholar Faculty Honoree, recognized as outstanding UF professor

2004 Anderson/CLAS Scholar Faculty Honoree, recognized as outstanding UF professor

## **Grants Submitted & Awarded**

### **Funded Grants**

2013 Clark Atlanta University. Office of the President and Office of the Provost. Funds awarded to hold the "W. E. B. Du Bois and the Wings of Atlanta" 50th Anniversary Commemorative Conference and to commission bust for dedication to campus. (University fund/internal grant).

2012 Georgia Council for the Humanities. Clark Atlanta University W. E. B. Du Bois Legacy Project, Major Works Seminar Series. Used for video production and website development. \$4,000 (matching). Funded.

### **Grant Applications (not Funded)**

2013 National Endowment for the Humanities, Initiatives at Historically Black Colleges and Universities. Clark Atlanta University W. E. B. Du Bois Legacy Project, The Interdisciplinary Humanity of W. E. B. Du Bois: A Legacy of Research at Clark Atlanta University. \$118,944. (matching). Not funded.

2011 National Endowment for the Humanities, Collaborative Research Grant. Clark Atlanta University W. E. B. Du Bois Legacy Project, Wings of Atlanta 50<sup>th</sup> Anniversary Commemorative Conference. \$213,382. (matching). Not funded.

## **Professional Meetings**

Organizer and Co-Chair [http://cauduboislegacy.net/2013\\_Conference.html](http://cauduboislegacy.net/2013_Conference.html)

### **W. E. B. Du Bois and the Wings of Atlanta**

A 50th Anniversary Commemorative Conference

FEBRUARY 20-23, 2013

Clark Atlanta University

#### ***Conference Co-chairs:***

Dr. Carlton E. Brown, President

Dr. Stephanie Y. Evans, AWH Department Chair

Dr. W. E. B. Du Bois wrote his most influential works in the 23 years he spent as a professor at Atlanta University. The year 2013 marked the 50th anniversary of the passing of Dr. Du Bois. On his birthday in February, it was fitting that Clark Atlanta University (CAU) celebrate his life and scholarship. CAU convened national and international scholars for a four-day Du Boisian homage and birthday celebration. Here, in Atlanta, we resituated the Du Bois legacy in the South--at the Historically Black College and University (HBCU) which is seldom recognized as the sustaining crucible of his genius and consciousness. We invited scholars of all levels to join us as we engaged in an interdisciplinary and international introspection of the life, scholarship and activism of one of the most influential intellectuals of the 20th century.

**The conference hosted 150 speakers on 30 panels over 4 days.**

**Approximately 800 attendees participated.**

[PANEL PICTURES](#)

[FEATURE PANEL PICTURES](#)

[UNICEF & RECEPTION PICTURES](#)

[BARAKA KEYNOTE SESSION PICTURES](#)

[DU BOIS BUST DEDICATION PICTURES](#)

#### ***Plenary Panelists:***

Dr. Anne Adams, Professor Emerita, [Cornell University](#) former Director [Du Bois Memorial Centre for Pan-African Studies \(Ghana\)](#)

Dr. Derrick Alridge, [University of Virginia](#)

Dr. Bernard Bell, Professor Emeriti, [Pennsylvania State University](#)

Professor John Bracey, [University of Massachusetts-Amherst](#)

Dr. Scot Brown, [University of California-Los Angeles](#)

Dr. Sundiata Cha-Jua, [University of Illinois](#) & [NCBS President](#)

Dr. Sheila Flemming-Hunter, [ASALH President Emerita](#)

Dr. Evelyn Higginbotham, [Harvard University](#)

Dr. Gerald Horne, [University of Houston](#)

Dr. Joy James, [Williams College](#)

Dr. Shelby Lewis, CAU Professor Emerita, [Former Fulbright Board Vice Chair, J. W. Fulbright Foreign Scholarship Board Member](#)

Dr. Layli Phillips Maparyan, [Wellesley College](#)  
Mr. Louis Massiah, Filmmaker, [Scribe Video Center](#)  
Dr. MaryNell Morgan, CAU Alumna [Empire State College](#)  
Dr. Aldon Morris, [Northwestern University](#)  
Dr. Reiland Rabaka, [University of Colorado](#)  
Dr. Daryl Scott, [Howard University](#) & [ASALH President](#)  
Dr. Bill Strickland, [University of Massachusetts-Amherst](#)  
Dr. Janice Sumler-Edmond, Former CAU Faculty, [Houston-Tillotson University](#)  
Dr. Nagueyalti Warren, [Emory University](#)  
Dr. Earl Wright II, [University of Cincinnati](#) & [ABS President](#)  
Dr. Tukufu Zuberi, [University of Pennsylvania](#)

The keynote address was delivered by writer Amiri Baraka (Professor Sanchez confirmed but was unable to attend). On February 9, 2014 Mr. Baraka joined the Ancestors. We are grateful for his reading of his play *The Most Dangerous Man in America*, about Du Bois and hope it will be published.

### **Invited Presentations**

"Loving All the Voices Inside My Head: Exploring Black Women's Definitions of Inner Peace."  
National Book Club Conference. Atlanta, GA. August 8-10. 2014 - Feature panel: [Black Women's Health Imperative](#).

"Black Passports: Connecting Sankofa and Afrofuturism in African American Travel Memoirs, A Tradition in Regeneration." Conversation on Transnational Blackness Series, Africana Studies Program. Texas A & M University, College Station, TX. October 25, 2013

"African American Studies: Past Present and Future." Origins Panel. Yale University. December 8-10, 2011

"Black Women in the Ivory Tower" and "African Americans in Paris." University of Miami African American Studies, Guest Lecture Series. Miami, FL. November 11. 2010

"Race, Region, and Research: The State and Future of African American Studies in the South." University of Georgia Institute for African American Studies, 40th Anniversary Celebration, Keynote Address. Athens, GA. October 11. 2009

"Assessing Graduate Training in Africana Studies: Creating Community as the Interdiscipline Expands." Forty Years at Vassar College: Africana Identities in the Diaspora, 40th Anniversary Commemorative Conference. Poughkeepsie, NY. April 17-19. 2008

"Soweto Gospel Choir ." Phillips Performing Arts Center. Gainesville, FL. November 28. 2008

"The History & Impact of Black Women in Higher Education: Reflecting on Intellectual History." Association of Black Women in Higher Education. Princeton University. October 10. 2008

"The Life and Legacy of Fanny Jackson Coppin." Annual Convocation Lecture. Coppin State University. September 26. 2008

"Cultural Identity and Community Engagement: Service, Partnership, or Community Building?" Annual Service Convocation Lecture. Berea College, KY. May 1. 2008 "Race, Gender, and Public Higher Education in Florida. Matheson Museum. Gainesville, FL. April 22. 2008

"Coalition Music: Reflections of Sweet Honey in the Rock ." Phillips Performing Arts Center. Gainesville, FL. February 15. 2008

"Race and Gender in Higher Education--The Power of Diversity." Sieman's Power Generation Company. Orlando, FL. February 15. 2008 "Phenomenal Women in Higher Education." Black History Month Program. Colorado State University, CO. February 8. 2008

"Un-covering the College Achievement Gap ." Education Writers Association Regional Seminar. Tennessean Newspaper/Vanderbilt University. Nashville, TN. February 1. 2007

"Black Women in the Ivory Tower: Cultural Identity and Early Doctoral Dissertations." University of Illinois, Urbana-Champaign African American Studies and Research Program & History Department. Urbana, IL. March 29. 2004

"Fire as the Muse: Black Women's Educational Attainment and Intellectual Legacy in Higher Education." Peanut Butter and Gender Lecture Series. Center for Excellence in Learning Through Service, Women's Studies, and African American Studies co-sponsors. Also gave four guest lectures to Political Science, Women's Studies, Literature, and Black Studies classes. Berea College, KY. November 10-12. 2002

"Black Women as Educational Leaders: A History of Service-Learning and Civic Engagement." Colloquium and Diversity Seminar. Cornell University. Ithaca, NY. November 30. 2002

"Black Women as Educational Leaders: Models for Dissolution of 'Town / Gown' Divisions in Community Development Work." Curriculum Development Seminar Lecture Series: "Addressing Diversity Issues in City and Regional Planning." Cornell University, Ithaca, NY. November 29. 2002

\*\*\*"Living Legacies: Black Women, Education, and Public Service. An historical analysis of the presence, oppression, contribution, and creative resistance of Black women in American education." "The Rhode Island Black Heritage Society Presents" - Lecture Series. Providence, RI. November 12. 2002

## **NATIONAL & INTERNATIONAL CONFERENCES**

"Descendants of the Struggle: Discussions with the Descendants of W.E.B. Du Bois, Ida B. Wells, Madam C.J. Walker and Dr. Charles Drew." Association for the Study of African American Life and History. Richmond, VA. October 9. Panel Chair 2011

Diary of a Harlem Schoolteacher: Research from the Jim Haskins Papers at the University of Florida." Association for the Study of African American Life and History. Richmond, VA. October 8. Panel Chair. 2011

Think Tank on Global Education. Graduate School of Education, Harvard University. May 19-20. Attendee. (Facebook Interview) 2011

" 'My Passport Made Me Persona Non Grata': Insubordination, Quest and Voice in Black Women's Study Abroad Memoirs." Toward an Intellectual History of Black Women. Columbia University. April 26-28. 2010

"The Nuts & Bolts of Academic Publishing: Edited Volumes". The Association for the Study of African American Life and History. Raleigh, NC. September 29-October 3. 2009 National Society for Experiential Education. Dallas, TX. October 28-30. Attendee. 2009 26th Annual International Katherine Dunham Technique Seminar. Southern Illinois University, Edwardsville. July 25-August 2. Participant. 2009

IJAS Editor Session: Africana Studies at the Graduate Level: A Twenty-First Century Perspective." National Council for Black Studies (NCBS). Atlanta, GA. March 19-21. 2009

Black Women Academics in the Ivory Tower: Research and Praxis. Rutgers University, New Brunswick, NJ. March 5-6. Attendee. 2008

\*\* "Women of Color in Academia" panelist and "Balancing Academic Substance with Polished Presentation, or The Finer Points of Shameless Self-Promotion", workshop presenter. SREB - Compact for Faculty Diversity. Institute on Teaching and Mentoring. Tampa, FL. October 26-26. 2008

"World House at Morehouse" Live webcast from Morehouse College, University of Florida, India, China, Kenya, and South Africa. Commemorating the 40th anniversary of Dr. Martin Luther King Jr. April 4. 2008 "The Future of U.S. Intellectual History: Challenges and Possibilities." OAH. New York City. March 29. 2008

"Swellings in the Sable Sea and Ivory Tower: Applying African American Female Intellectual History to Contemporary Academe." Panelist. "Creating Equilibrium in the Compost Heap: The Contributions of African American Women in U.S. Academies and Society." AERA. New York City. March 25. 2008

\*\* "Preparing Future Faculty ." Plenary Presentation/ Workshop. National Black Graduate Student Association. Chicago, IL. March 15. 2007

"Anna Julia Cooper in Context: Black women's (Inter)national Academic Identities." University of Paris, Sorbonne. France. March 14. 2007

"Black Women in the Ivory Tower: An Argument for Recognizing an Intellectual Democracy." ABWH: Three New Books in Black Intellectual History: A Discussion of Convergence and Divergence in Academic Lives. Panel with Layli Phillips and Francille Wilson. Comment by Robert Pratt and Lee Jones. October 4. 2007

\*\*\*"Balancing Academic Substance with Polished Presentation, or The Finer Points of Shameless Self-Promotion." SREB - Compact for Faculty Diversity. Institute on Teaching and Mentoring. Arlington, VA. October 27. 2007

\*\*\*"Historical Sisters of the Academy : Using History as a Research and Publishing Tool." Panel presentation and mentoring workshops. Sisters of the Academy Boot Camp. Auburn University, Alabama. August 9-12. 2007

\*\*\*"Applied Black Studies: Research and Teaching connected to Service." Keynote address. Temple University, Department of African American Studies, Annual Graduate Student Spring Conference. "Reconnecting Africana Studies and Community Agency: Integrating Community, Self, and Scholarship. Philadelphia, PA. April 13-15. 2007

"Comparative Research Collaborations at African and European Partnerships: Tanzania versus Paris." on panel The World Wide Web: Scholars Unite Through the Power of the Pen and Internet. American Education Research Association. Chicago, IL. April 9-13. Paper accepted, unable to attend. 2007

"Black Women in the Ivory Tower: Cultural Identity and Intellectual Production in Early Doctoral Dissertations." panel "Whose American Values? Black, White, Jewish, Protestant, Male or Female?" OAH Annual Meeting, Minneapolis, MN. March 29-April 1. Paper accepted, unable to attend. 2006

"Anna Julia Cooper's Personal and Academic (Inter)national Identity" for panel "A Usable Past and the Transnational Turn: Conflict or Congruence?" American Studies Association, Oakland, CA. October 14. Paper read at panel. 2006

"The State and Future of the Ph.D. in Black Studies: Six Institutional Perspectives." Panel organizer and chair. Association for the Study of African Life and History Conference. Atlanta, GA. September 27-October 1.

"From Dissertation to Book: A Panel for Junior Scholars." Panel organizer and chair. Association for the Study of African Life and History Conference. Atlanta, GA. September 27-October 1. 2005

"We Note with Much Alarm the Evident Retrogression in This Land": Young Black Scholars and Current Crisis in America. 90th Annual Association for the Study of African American Life and History Conference. Buffalo, New York. October 5-9. 2005

\*\* "'This Right to Grow': African American Women's Intellectual Legacy " in "Intellectual History: Pedagogy of a Usable Past" colloquium. Third International Conference on New Directions in Humanities. Competitive panel submission to "History and Theory" List. University of Cambridge, England. August 2-5. 2005

\*\*"Cultural Identity and Community Service-Learning Course Construction." Bonner Foundation Conference. Fund for the Improvement of Postsecondary Education (FIPSE). Meeting for Civic Engagement Certificate Program. Bonner Foundation, Princeton University, Princeton, NJ. January. (Attendee) 2004

"A History of Black Women's Quest for Higher Educational Attainment" on panel, "Women of Color in Higher Education: Past, Present, and Future Scholars." Panel proposal co-editor. American Educational Research Association annual meeting. San Diego, CA. April 12 - 16. 2003

"Living Legacies: Recognizing Black Women's Intellectual Contributions to Philosophies of Experiential Education," on panel "The Theory, Practice, and Politics of Black Women in Higher Education, 1865-1965." 88th Annual Association for the Study of African American Life and History Conference. \$500.00 College of Liberal Arts and Sciences Faculty Travel Grant awarded. Milwaukee, WI. September 23 - 30. 2003

"Fostering Positive Relationships in a Hostile Environment: Blacks and Latinas - Bad Women Doing Good Work." on panel, "Latina's on the Move: Sisters in the Academy." Brown at Brown: The 1st Annual New England Latino Leadership Conference. Brown University. Providence, RI. February 22. 2002

"Black Women as Theoretical Foremothers of Community, Service, and Learning" on panel, "Feminist Response to the Service Learning Movement." The Pew Charitable Trusts Campus Compact National Summit: "Realizing the Civic Mission of Higher Education." Providence, RI. November 7 - 9. 2002

Harvard Hip Hop Archive / Community Activism and Education Roundtable. Cambridge, MA. Invited attendee. September 28. 2002

\*\*"Service-Learning Opportunities at HBCUs" on panel, "The Historical Imperative of Black Institutions and Its Importance to the Civic Engagement Movement in Higher Education" sponsored by National Campus Compact. 8th National HBCU Faculty Development Network Symposium. Norfolk, VA. October 17 - 21. 2002

"Presence, Oppression, Contribution, and Creative Resistance in Black Women's Historical Educational Experiences" on panel, "Black Women and Education: An Historical Overview." 87th Annual Association for the Study of African American Life and History Conference. Orlando, FL. October 2 - 6. 2001

National Association for Equal Opportunity in Higher Education (NAFEO) Annual Conference Attendee. Washington, D.C. 2000 Colloquia participant as National Campus Compact Emerging

Scholar. Campus Compact Colloquia on Community Based Learning and Civic Engagement for Women's Colleges. Whispering Pines. West Greenwich, RI. November 8 - 10. 2000

"African American Educational Leaders and Community Engagement" (poster) 6th Annual Invisible College National Gathering for Service-learning Educators. "Bridging the Gap: Service Learning to Social Justice" (Invisible College now known as Educators for Community Engagement). Georgetown University. Washington D.C. June 22 - 24. 2000

"Speaking from Experience: Cultural Identity on and off Campus" on panel, "Service-Learning: Principles and Practices in a Multicultural Setting" American Association of Higher Education National Conference "To Form a More Perfect Union: Diversity and Learning" Anaheim, CA. March 29 - April 2. 1999

"Activism: The Fundamental Link Between Women's Studies and Service Learning." 20th National Women's Studies Association Annual Conference. Albuquerque, NM. June 17-20. 1998

"How Solid is the Rock?: Gauging the Historical Accuracy of Schoolhouse Rock" on panel "New Scholars for the New Century: Student Debut Papers on African Americans and the Media." 84th National Communication Association Annual Convention. New York, NY. November 21-24. 1998

National Organization for Women National Conference / Seneca Falls' 150th Anniversary Celebration Rochester, NY. Sponsored attendee, signer of the 1998 NOW Declaration of Sentiments. July 10-19. 1998

"A Cultural Framework for the Study of Sport History and Brazil" panel. VI Congresso Brasileiro De Historia Do Esporte, Lazer E Educacao Fisica. Rio De Janeiro, Brazil. December.

### **STATE & REGIONAL CONFERENCES**

"I Was One of the First to See Daylight": Black Women at Predominantly White Colleges and Universities in Florida since 1959 on panel "Creative Resistance:" African American Women and Educational Institutions in the 20th Century. Southern Historical Association Annual Meeting. Atlanta, GA. November 2-5. 2004

\*\*St. Petersburg. "Black Women in the Civil Rights Movement" on panel, "Women in the Movement." Civil Rights Movement in Florida Conference. University of South Florida. St. Petersburg, FL. June 3-6. 2001

"The Gendered Nature of Service: The Burden of Benevolence - The Role of Gender in Service" panel. Massachusetts Campus Compact 1st Annual Conference. Bentley College. Bentley, MA. March 2. 1998

"Identifying Student Resources to Build Service-Learning in the Cal State System" on panel, "Institutionalizing Service-Learning: Multi-Dimensional Perspectives." United in Service: California's Concurrent Summer Institutes and Training for National Service and Service Learning Programs. Oakland, CA. August 3-5. LOCAL MEETINGS 2009 "Women's Work in African and African American

Studies." Gender Conversations Lecture Series. Center for Women's Studies and Gender Research. University of Florida. February 11. 2007

"Feminist approaches to Hurston's *Their Eyes Were Watching God*." The Big Read, Panel on interdisciplinary and academic reading of Zora Neale Hurston's work . September 29. 2007

"Black Women and Greek Culture: Classics, Honor Societies, and Sororities." Phi Beta Kappa Lecture Series. University of Florida. March 27. 2007

"Why I'm Talking about Black Women in the Ivory Tower." Gender Conversations Lecture Series. Center for Women's Studies and Gender Research. University of Florida. March 7. 2007

"Freedom, Duty, and Fun: Reasons to Pursue College." Twenty Pearls Foundation Debutant Cotillion, Participant Workshop. Mu Upsilon Omega chapter, Alpha Kappa Alpha Sorority, Incorporated. Gainesville Florida. February 17. 2005

"Beating Onward, Ever Onward: African American Women's Academic Voice, 1850-1925." American Association of University Women (AAUW), Gainesville Chapter meeting. Sweetwater Branch Inn, Gainesville, FL. February 12. 2004

"From Theory to Methodology: Operationalizing John Hope Franklin's View of African American History." University of Florida. Gainesville, FL. March, 2004

"Historic Black Women's Reflections on Gender and Education." Gender Conversations. Center for Women's Studies and Gender Research speaker series. March 3. 2005

\*\*Introduction for Paul Finkleman, Spring Lecture Speaker. Center for the Study of Race and Race Relations. UF Levin College of Law. Gainesville, FL. April 11. 2003 "The Life, Times, and Research of Stephanie Y. Evans: African American Woman in Academe." 4th Annual University of Florida Friends' of Women's Studies Luncheon. Leonardo's 706. Gainesville, FL. October 19.

#### **GRADUATE & UNDERGRADUATE DEVELOPMENT**

"Asking Faculty for Letters of Recommendation: Do's & Don'ts." Ronald E. McNair Senior Seminar Series. University of Florida. September 14. 2009

Keynote Speaker, Ronald E. McNair Summer Research Awards Banquet. Georgia State University. August 5. 2009 Speaker, Ronald E. McNair /SAEOPP Regional Conference. Atlanta, GA., June 26. 2009

Florida Black History: Where We Stand in the Age of Obama. Sam Proctor Oral History Program. University of Florida. March 17. 2009

"Listening as Well as Being Heard: The Rich History of National and Campus NCNW Leadership." First Member Induction Ceremony, National Council of Negro Women, University of Florida Chapter. February 6. 2009

Luncheon Keynote Speaker, "Using History & Cultural Identity to Succeed in Academe." Ronald E. McNair National Research Symposium and Commemorative Celebration. North Carolina A & T. Greensboro, NC. January 29. 2008

"Using History and Cultural Identity to Succeed in Academe." 14th Annual University of Tennessee Knoxville Ronald E. McNair National Conference. June 27. 2008

Conference Opening Keynote Speaker, "Historic Scholarship, Identity, and Social Science: The Question of "Partisan Pleading" in Graduate Research." UF Society of the Social Sciences, 3rd Annual Conference. October 20. 2007

"Feminism and Empowerment for Women of Color." Workshop. Florida Hispanic-Latino Collegiate Leadership Forum. University of Florida. March 24. 2007

Keynote Address. Minority Study Abroad Forum. Office of International Studies. University of Florida. February 21. 2007

"To Relieve the Suffering of Others": Histories of Black Women in Medicine. Invited lecture. UF College of Medicine. Disparities in Medicine Lecture Series. November 8. 2006

## **Annual Performance and Review**

**AWH Department Chair Annual Review 2013-2014**

**AWH Department Chair Annual Review 2012-2013**

**History Department Chair Annual Review 2011-2012**

\*See attached for annual chair evaluations\*

## **Statement of Service**

My service to campus, local, and national communities is intimately integrated into my research agenda. My work includes administrative leadership as Department Chair at both University of Florida and Clark Atlanta University, university-level service, national service, and local service.

## **National Service and Journal Reviews**

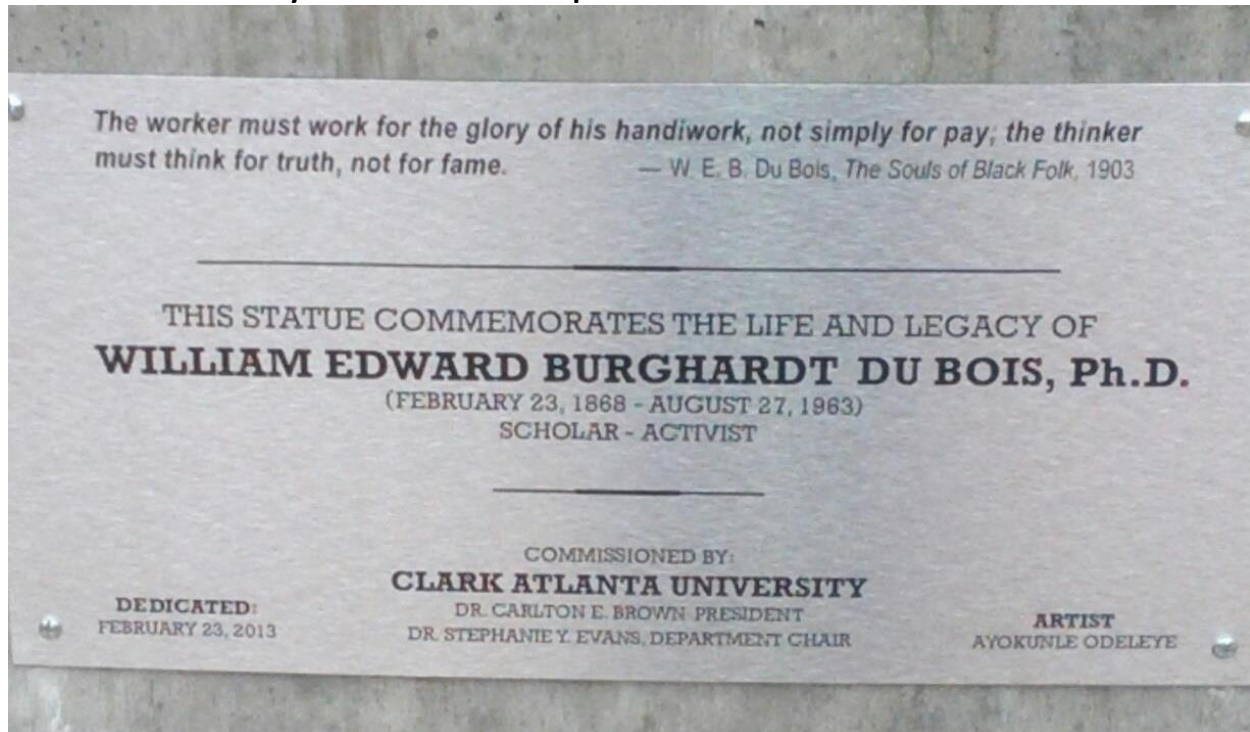
2012 Conference Academic Program Chair, National Association for the Study of African American Life and History. Pittsburgh, PA. *Theme: Black Women in History & Culture*

2007-2009 Executive Council Member, National Association for the Study of African American Life and History

2009 Conference Academic Program Chair, National Association for the Study of African American Life and History. Cincinnati, OH. *Theme: African American Citizenship*

- Reviewed one book proposal, University of Illinois Press. January 2011.
- Reviewed one book revision, SAGE Press. March 2009. Dr. Evans, 7 of 12
- Reviewed one book proposal, Alta Mira Press. June 2008.
- Reviewed one journal article, *Signs Journal*. June 2008.
- Reviewed one journal article, *Review of Educational Research Journal*. June 2008.
- Reviewed one book proposal, Oxford University Press. December 2007
- Reviewed one book, Praeger Press. November 2007.
- Reviewed one journal article, *Black Women, Gender and Families*. July 2007.
- Reviewed one journal article, *American Educational Review*. June 2007.
- Reviewed one journal article, *Florida Historical Quarterly*. October 2006.
- Reviewed edited manuscript on Historical Higher Education in the South, Press of Florida. August 2006.
- Association of Black Women Historians (ABWH) Leticia Woods Book and Article Prize, Committee member. 2004-06.
- American Historical Association Wesley-Logan Book Prize, Committee member. 2004-05.
- Florida Humanities Council Grant Program Evaluation. "Hidden Sagas: Stories of Florida's African American Experiences." Tallahassee, FL. March 26, 2005.
- Reviewed one article for *Sex Roles: A Journal of Research* 2004.
- Reviewed one special edition of the *Journal of Social Issues: A Journal of The Society for the Psychological Study of Social Issues* (10 articles) 2001.

## Clark Atlanta University Institutional Development Service



### Committees (Department, School, University, and Profession)

#### Clark Atlanta University Service

Department Chair of African American Studies, Africana Women's Studies, and History (hired as History Chair in 2011, consolidated departments in 2012 to run all three degree programs in one administrative unit). As chief administrator of the AWH Department, I evaluate faculty teaching and faculty hires, serve as de facto member of all theses/dissertation committees and resolve student issues; serve as member of all departmental committees, including Tenure and Promotion committee, faculty credentialing, and SACS preparation committee. I facilitate communication between students, faculty, deans, and upper administration, and connect the department with other areas of campus along with local and national academic departments in areas of interest.

- [AWH Department Newsletter, 2013](#)
- [AWH Department Newsletter, 2014](#)

#### School of Arts and Sciences and University-level Service

1. General Education Committee
2. Retention Committee
3. Research and Sponsored Programs Committee
4. Academic Distinction Committee
5. Website Development Committee
6. Africana Studies Organization, Primary Faculty Advisor
7. Alpha Epsilon Lambda, Secondary Faculty Advisor and annual induction ceremony speaker
8. International initiatives and consultation with Office of Multicultural Affairs
9. Founding member of Phi Kappa Phi Honor Society

## **Thesis and Dissertation Committees**

### **Overview**

At the University of Florida and Clark Atlanta University, I have participated in the graduate training of 16 doctoral students and 4 master's-level students, including chairing 8 committees.

### **Thesis/Dissertation Committee Chair**

DAH African American Studies, candidate, Loretta Jacobs. Topic: African American foster care and education. Clark Atlanta University.

DAH African American Studies candidate, LaSella Hall. Topic: Educational desegregation. Clark Atlanta University.

DAH Africana Women's Studies, candidate, Gayle Watts. Topic: Educational support systems for African American women over the age of 45. Clark Atlanta University.

DAH Africana Women's Studies candidate, Rava Chapman. Topic: Black women's sexuality. Clark Atlanta University.

DAH History candidate, Lauren Brisbon. Topic: Adam Clayton Powell. Clark Atlanta University.

2012 DAH History graduate, R. Candy Tate. "Our Art Itself Was Our Activism: Atlanta's Neighborhood Arts Center, 1975-1990." Clark Atlanta University.

2009 MA Women's Studies graduate, Lola Bovel. "The Empowerment of Latin Sorority Women: Gender Perception in Latin Sororities." University of Florida.

2006 MA Women's Studies graduate, Kendra Vincent. "Girls Place: High Rocks Mentoring in Vermont." University of Florida.

### **Thesis/Dissertation Committee Member**

DAH African American Studies candidate, Trenton Bailey. Topic: Earth Wind and Fire. Clark Atlanta University.

2013 MA History graduate, Julius Young. "Charles Hamilton Houston as the Father of the Modern Civil Rights Movement." Clark Atlanta University.

2012 MA History graduate, Augustus C. Wood, III. "The Sixth Finger: Jack Johnson, Muhammad Ali, and the Unconscious Race Hero in American Sports." Clark Atlanta University.

2010 PhD Political Science graduate, Steven Spina. "Politics of Streets Named Martin Luther King, Jr." University of Florida.

2009 PhD Political Science graduate, Rachel Yff. "Processing discrimination with Florida's female juvenile delinquents." University of Florida.

2009 PhD Anthropology graduate, Sybil Rosado. "Nappy Hair in the Diaspora: Exploring the Cultural Politics of Hair of Women in the African Diaspora." University of Florida.

2009 PhD History graduate, Courtney Moore. "Free in Thought, Fettered in Action: Enslaved Adolescent Females in the Slave South. " University of Florida.

2009 PhD History graduate, Natanya Duncan. "The 'Efficient Womanhood' of the Universal Negro Improvement Association, 1919-1930." University of Florida.

2008 PhD Sociology graduate, JeffriAnne Wilder. "Everyday Colorism in the Lives of Young Black Women: Revisiting the Continuing Significance of an Old Phenomenon in a New Generation." University of Florida.

2008 PhD English graduate, Marlene Moore. "Queering the Soul: Homoerotic Spiritualities in African American Literature. " University of Florida.

2008 PhD English graduate, Marlo David. " 'Mama's gun': Transgressive narratives of race, gender and nation in post civil rights black literature and culture." University of Florida.

2008 PhD Anthropology graduate, Flemming Dugaard. "'Coming home': The return and reintegration of Belizean returnees from the United States to Belize, Central America. " University of Florida.

## **Student Engagement and Peer Mentoring**

In addition to the student engagement that comes with being chair of a department, serving on several committees, and teaching, I strive to engage students and push them to a higher level of scholarly practice through active learning. This happens as I teach community service-learning and study abroad courses, but mainly has happened through professionalization in academe by encouraging student attendance at professional academic conferences.

The most striking example of my engagement with students at conferences is my facilitating 19 students (including 3 undergraduates) to attend the 2012 Association for the Study of African American Life and History gathering in Pittsburgh, PA. I was serving as Academic Program Chair that year (for a second time), and I wanted to engage students in the newly consolidated department of African American Studies, Africana Women's Studies, and History (AWH) with scholars at the national level. The conference theme that year was focused on African American women, so it was an ideal opportunity to expose students to one of the premiere organizations that has been largely responsible for my own professional development. Student testimony can be found in the [2013 AWH Department Newsletter](#), (p.9) where they reflect on interaction with scholars from around the nation including Professors John H. Bracey and Darlene Clark Hine along with Professors Sonia Sanchez and Bernice Johnson Reagon, the two keynote speakers on the first Plenary panel session (which I chaired). Engaging students extends beyond CAU students, for example, I met Moses Massenburg, who entered the AWH Department at a conference at Northwestern University and encouraged him to attend ASALH in 2012. He did (as pictured below) and is now enrolled at CAU as an MA student in Fall 2014. His research will investigate women's leadership in ASALH and he will be involved in volunteering for the upcoming ASALH conference.

In Fall 2015, ASALH will celebrate 100 years and the annual conference will be held in Atlanta, GA. I am very excited to engage students through professional development in preparation to present on panels at this conference and to volunteer to ensure the gathering is one deserving of the centennial celebration of Dr. Carter G. Woodson's vision. Essentially, I engage students by modeling scholarship of those outstanding academics who trained me.



Group picture of CAU Students, including three undergraduates (Yvonne Nash, Rachel Kalkman, and Bilal Abbey)



CAU Students (Fontnette, Canty, Massenburg, Lowe, and Shabazz) with Professors Darlene Clark Hine, John Bracey, and Dr. Evans



Alicia Fontnette with members of Les Nubians



Professors Bernice Johnson Reagon and Sonia Sanchez, Dr. Evans, Plenary Chair



Dr. Evans as Keynote for Boys and Girls Clubs of Metro Atlanta 2014 Annual Institute



## Community Engagement

### ***Recent School/Agency Workshops - Black Passports***

- Boys and Girls Clubs of Atlanta, August 2014

[PDF PowerPoint Talk](#)

[BGC Institute Letter](#)

- Carver High School, March 2014
- Dorothy Height Academy of Leadership, Benjamin Mays High School, May 2012

### **Service-Learning Partnerships**

- [Big Brothers Big Sisters](#)
- Boys and Girls Club
- Reichert House for Boys
- PACE Program for Girls

### **Community Service**

- NAACP Act-So Judge, April 2014

For over a decade, I taught an African American Studies mentoring course titled, "Mentoring 'At-risk' Youth." I instructed students at University of Massachusetts-Amherst, Brown University, and University of Florida through mentoring courses and educational organizations. My courses were built on sustained partnerships with Boys and Girls Clubs, Big Brothers/Big Sisters, PACE Program for Girls, Reichert House for Boys, and local schools. The outcome of my ten years of community service-learning from 2001 to 2011 was the book [Black Passports: Travel Memoirs as a Tool for Youth Empowerment](#) (SUNY Press, 2014). In the book, I harnessed the lessons from teaching and used that to guide my research to extract lessons in four areas useful to youth: 1) life, 2) school, 3) work, and 4) cultural exchange. The premise of the book is that we can use historical narratives, travel memoirs, to teach students skills useful to becoming effective global citizens.

My move to Atlanta and Clark Atlanta University shifted my community service from teaching to community-based research, but my connection to community remains and has taken on new form: training mentoring agency staff. While still in early stages of developing partnerships, in summer 2014, I was invited to offer the keynote address at the Boys and Girls Clubs of Metro Atlanta annual institute, to an audience of 325 staff and club directors from the 27 local clubs. This is a step in the right direction and I anticipate developing a sustained partnership over time, particularly revolving around micro-writing workshops, as the exercise where BGC directors created a title for their memoirs was clearly the liveliest part of the training.

While I have contributed to several smaller programs, including NAACP ACT-SO competition and school presentations, the partnership with Boys and Girls Clubs will continue to grow and develop, as indicated in the [letter of thanks sent following the 2014 institute](#).

## Honors & Awards

### NATIONAL HONOR SOCIETIES

Spring 1999	Phi Beta Kappa	Member
Fall 1997	Mortar Board	President, Cap and Gown Chapter, 1998-99
Spring 1998	Phi Kappa Phi	Member, Award recipient
Fall 1998	Golden Key	Member

### HONORS AND AWARDS

2010-11	Colonel Allan and Margaret Crow Term Professor, University of Florida College of Liberal Arts and Sciences
2010	Nominee, UF Teacher of the Year Award
2009	Anderson/CLAS Scholar Faculty Honoree, recognized as outstanding UF professor
2008	American Educational Research Association, Top 10 Journal Reviewers Award
2007	Mujeres de Excelencia, Mentoring Award. La Casita, University of Florida
2006	Savant UF. Honorary Member, Inductee
2006	Anderson/CLAS Scholar Faculty Honoree, recognized as outstanding UF professor
2004	Anderson/CLAS Scholar Faculty Honoree, recognized as outstanding UF professor
2002	Pass With Distinction, Comprehensive Exams, area question: "African-American women, education, and community empowerment, 1865-1964." Afro-American Studies, University of Massachusetts, Amherst