

INVITATION TO SUBMIT TO A CALL FOR BOOK CHAPTERS

University of Regina Press
is seeking submissions for an edited collection
Blackademia: Professing While Black
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RE: Invitation to submit to a special call for Chapters

Dear Colleague,

Phrases like “living while Black,” “schooling while Black,” “teaching while Black,” and “leading while Black” are commonplace today, reflecting the unique experiences of being Black in Western countries. Black academics – doctoral students, post-doctoral fellows, sessional instructors, and tenure track professors – also face challenges related to their roles. Embodying Blackness within the context of the academy is fraught with difficulty. Even those who manage to gain access soon realize that the academy was not designed for Black people, and they were never expected to be in the classroom as professors. Nevertheless, Black people continue to gain access: we teach, conduct research, and supervise graduate thesis/dissertations and highly qualified professionals – all while grapple with legitimacy and agency, while others strive to gain access to the perceived power, status, and privileges of becoming a Black scholar. Even those gaining access face the same artificial binaries they face outside the academy: ultimately, Black academics remain insider outsiders within their own community and outsider insiders within the Ivory towers – both are contested spaces.

Within the academy, tenure is always front of mind: new hires are assessed for their “fit” with the colonial matrix of grants, publications, and teaching evaluations, and Black academics must comply even if they intend to foreground Black, Afrocentric, collective ethos and values. Many academics start climbing the tenure ladder even before entering a tenure track position, beginning by embracing elements of colonialism, portraying themselves as competitive, skilled in self-marketing. Those who elect not to engage in this way are excluded – not simply due to their Blackness, but due to the perception that they lack the skills to be successful in outshining the competition for grants, fellowships, awards, and publications. Another issue is that the goalpost continues to change as the quantum of evidence required increases: those who received tenure in three years move the goalpost to six years, and the required numbers of publications or successful grants change like the Canadian weather. Normativity is relative within schools, faculties, universities, disciplines and across countries. Some schools have buddy systems, mentorship, and supportive evaluation committees – others feature a sink or swim attitude. Some Black scholars challenge the status quo from a collective ethos grounded in Afrocentrism. Others, who worked hard to attain tenure may adopt hegemonic norms, perpetuating Black on Black oppression—which may be difficult to recognize, name, or confront.

Within this context, *Blackademia: Professing While Black* will explore the dilemma faced by scholars, and to challenge the present notion / reality that Black scholars in Academia remain insignificant, lacking clout, power, or agency. Our edited collection will foster dialogue among Black academics at all levels. Themes will include the doctoral studies, tenure track positioning, as well as succeeding in academia and leadership within mainstream institutions, that alienate Black scholars. We do not essentialize Blackness: it comes in varying shades; scholars draw from diverse theories

and have differing perspectives. Therefore, we welcome submissions from Black scholars of all persuasions, disciplines, contexts, and experiences within the continent or diaspora.

Possible topics may include (but are not limited to):

1. Is Academia Right for me: Academia across cultures, historical, transnational, comparative and interdisciplinary academic pathways.
2. Preparing for Academia: Doctoral studies, the dissertation, writing for publication, post-doctoral fellowships, tenure and non-tenure track pathways, policy, research, consultancy, teaching.
3. Interviewing Process: Preliminaries, campus visits, the job talk, positioning self and scholarship,
4. Succeeding on the tenure track: Collegiality, teaching while Black, articulating ontology, pedagogy and epistemology, establishing a research and publishing program
5. Leadership Within Academia: giving and receiving mentorship, managing grants, teaching and leading while Black, supervising students, power and control, equity/diversity/inclusion rhetoric.
6. Awareness: Articulating your own unique Black scholar identity, resisting essentialization, responding to racism including anti-Black racism, challenging stereotypes, euphemisms, performativity, understanding history, politics, social forces.
7. Upholding Afrocentric ethos in academic, community, local, municipal, provincial, national and international service collaborations: resisting recolonization and hierarchical approaches.

Submission Guidelines

Please send your abstracts of 200 words to: funoba@torontomu.ca, Toronto Metropolitan University, and cokyerefolson@brocku.ca, Brock University, St. Catharines, ON. **Deadline for Abstracts is June 1, 2025 & Deadline for Acceptance is July 30, 2025.** Accepted papers not exceeding (4000 words) formatted according to APA guidelines may be accepted up to **December 15, 2025.** This collection aims for 50 percent Canadian content, so Canadian and other African Caribbean Black Identified scholars are especially encouraged to submit abstracts.

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