

V. Thandi Sulé received her PhD in Higher and Postsecondary Education from the University of Michigan. Her research focuses on how underrepresented groups access and persist in higher education. This work includes interrogating diversity discourse associated with educational policy. Dr. Sule was named a research fellow by the Association for the Study of Higher Education (ASHE) Institution on Equity and Critical Policy Analysis, and her work has appeared in several peer-reviewed publications. In all, her scholarship and service is designed to expand critical analysis of educational equity in order to promote practices that facilitate success in higher education.

**Interests:** Critical Theory, Critical Pedagogy, Higher Education Engagement, Intersection between Popular Culture and Education

### **Courses Taught**

Social Justice and Higher Education

Teacher Action Research

Administering Colleges and Universities

### **Peer Reviewed Publications**

#### **Under Review**

Winkle-Wagner, R. Sule, V. T., Miramba, D. (Revise and Resubmit) When Race Disappears: College Admissions Policy Discourse in the State of Texas

Miramba, D., Sule, V. T. Winkle-Wagner, R. (Under Review) Accountability-for-Diversity in a Post-Affirmative Action Era: A Policy Discourse Analysis of the Texas Top Ten Percent Plan

Sule, V. T. (Under Review). Enact, discard and transform: Professional socialization and the structurally transformative agency of tenured Black female faculty.

Sule, V. T. (Under Review). Intellectual Activism: The Praxis of Dr. Anna Julia Cooper as a Blueprint for Equity-Based Pedagogy

#### **Published**

Sule, V. T. (2011). Their Rightful Place: Diversity Narratives, Women of Color Agency and Transformation of the Academy . In G. Jean-Marie & B. Lloyd-Jones (Eds.), *Women of Color in Higher Education: Turbulent Past, Promising Future* (Diversity in Higher Education)

Sule, V. T. (2011). Restructuring the masters tools: Black Female and Latina Faculty navigating and contributing in classrooms through oppositional positions *Equity & Excellence in Education*, 44(2), 169-187.

Sule, V. T. (2011). How race matters: Race as an instrument for institutional transformations, a study of tenured black female faculty. In P. Pasque & S. E. Nicholson (Eds.), *Women in higher education and student affairs: Research and practice from feminist perspectives*, Washington, DC: ACPA. (empirical)

Sule, V. T. (2009). Diversity and Intersectionality: Black Female Graduate Students, In V. B. Bush, C. G. Muhammad & M. B. Walpole (Eds.), *From Diplomas to Doctorates: The Success of Black Women in Higher Education and its Implications for Equal*

*Educational Opportunities for All*. Sterling, VA: Stylus Publishing. (empirical)

Sule, V. T. (2009). Black female faculty: Role definition, critical enactments and contributions to predominately White research institutions. *Journal about Women in Higher Education*, 2, 91-112. (empirical)

Sule, V. T. (2008). Oppositional stances of Black female graduate students: Perspectives from social and natural sciences. In M. F. Howard-Hamilton, C. L. Morelon-Quainoo, S. D. Johnson, R. Winkle-Wagner & L. Santiague (Eds.), *Standing on the outside looking in: Underrepresented students' experiences in advanced degree programs*. Sterling, VA: Stylus Publishing. (empirical)

Sule, V. T., & Reid, P. T. (2006). Critical race theory. In Y. Jackson (Ed.), *Encyclopedia of multicultural psychology* (pp. 115-116). Thousand Oaks: Sage.