THROUGH THEIR EYES:

The Impact of Intersectionality on Enrollment/Retention

in a Predominantly White Institution (PWI)

By

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A dissertation submitted to

The Graduate School of Education

Rutgers, The State University of New Jersey

in partial fulfillment of the requirements

for the degree of Doctor of Education

Graduate Program in Teacher Leadership

written under the direction of

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October 2020

ABSTRACT

Today, the need to help increase enrollment and retention of Black Preservice Teachers (BPTs) in a Predominantly White Institution (PWI) Teacher Education Program (TEP) is especially relevant in the United States, because teachers are more likely to be White and female in the classroom.   According to the United States Department of Education's Federal data, 80% of teachers are White with less than 7 % of teachers, across the United States, being Black between 1987 and 2015. There is a need to increase the number of Black teachers to address this imbalance. Similarly, there is a lack of representation of Black Teachers (BTs) in the teaching force in the state of New Jersey. In 75% of public-school districts in the state of New Jersey, 84 % of the teachers are white (NJDOE, 2018). Conversely, within this same teaching workforce, 16% of the remaining percentage are teachers of color, with 7% of these teachers being Black. Despite this lack of equitable representation in the teaching force, 54% of New Jerseys' students are Black, Hispanic, Asian, or other underrepresented populations. In this qualitative case study, the perceived beneficial and challenging aspects of the multiple social identities of Black Preservice Teachers (BPT) and Black Preservice Alumni (BPA), who are/were enrolled in *Renaissance University*'s TEP. My primary research question was: How do BPT's and BPA's interpreted experiences intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes? The findings revealed how structural racism fortified through a macrostructure of whiteness resulted in BPT and BPA participants experiencing racialized trauma that manifested as complex social inequalities in *Renaissance University*'s PWI TEP. Likewise, the findings shared how the BPT and BPA participants or "walking wounded" clawed into the university structure for healing through micro-structures of triage supports which were responsible for resilience in *Renaissance University's* PWI TEP.

DEDICATION

I dedicate this dissertation to my parents Mary Esther Knox (1942-) and Charles Knox (1940-). Your sacrifice in raising three daughters in the heart of Newark, New Jersey during the 1967 Riots became the launching pad in our move to Fanwood, New Jersey. Your vision put us on the pathway for growth, both socially and academically. This move changed the trajectory for not only us but the current and future generations of the Knox's, by demonstrating the value of education (through your graduations from John Jay College and Rutgers Newark), the value of a strong work ethic, pride in being three black, young ladies who believed that through the Lord, we could walk by faith and not by sight in order to accomplish anything aligned with our divine purpose.

I would also like to dedicate this dissertation to my husband, Ellis T. Brown Jr. You are truly the wind beneath my wings! Despite having tremendous responsibilities as an Urban school middle school principal, Pops and a dad and church responsibilities, you always have made time to support my visions and dreams. Your thoughtfulness, in taking on the inherited family responsibilities due to my focus on this goal, was instrumental in reaching this goal!

Moreover, I would like to dedicate this dissertation to my sisters Adrienne Gail Knox (1965-2003) and Stephanie Kerri Knox (1975-).   Having sisters has been one of the many blessings of my life. They have always been my support as the BEST aunts and godmothers in the world. They have always been in my corner and my undying advocates.

There isn't a day that goes by that I don't think of my sister Adrienne. I can't believe that it has been 2 months shy of 17 years since she transitioned to heaven. Her short time here on earth, was maximized as a reporter of the Star Ledger, Masters' degree from Rutgers School of Communication and Information in Library Sciences and an Adjunct professor enabled you

to share your gift and passion of writing for an innumerable number of students, colleagues and readers. at Essex County College I am certain that she was with me as well through this process (RIH)!

Stephanie, my baby sister, I am so glad that you are walking in your gifts of superior intellect, discernment and friendship. Watching your resilience in graduating from Bloomfield College and your ascension through the Essex County Police Department's Department of Emergent Management has been a true blessing! I look forward to continuing to see your next milestones and chapters. Most of all, your support of your older sister will never be forgotten or could ever be repaid!

Finally, I would also like to dedicate this dissertation to my four children, Ashley Nichole, Joshua Charles, Alexandria Marie Thomas (Kamerin), Ellis T. Brown III (Trey). I am so proud of all of your academic accomplishments! You all, with the exception of sixteen-year old Trey, have bachelor's degrees and advanced degrees, which you achieved with advanced standings! You are my most precious accomplishment and my legacy. The world is your oyster, always remember "with GOD ALL things are possible ~Mark 27:10".

ACKNOWLEDGMENTS

Throughout the writing of this dissertation I have received a great deal of support and assistance. My primary support came from my Lord and Savior Jesus Christ to whom I give all the Glory and praise (Psalms 121: 1-2).

Next, I would like to next thank my chair and colleague, Dr. Benjamin Justice, whose expertise and guidance was invaluable in formulating the structure and historical context throughout this process.

Additionally, I would like to acknowledge my dissertation committee for their wonderful collaboration. I would particularly like to single out my colleagues Drs. Michelle Macchia and Nicole Mirra. Michelle, I want to thank you for your strategic thinking, patience and unconditional support generously provided in assisting me to extend the scope of my research. Nicole, your insightful feedback pushed me to sharpen my thinking and brought my work to a higher level. You both provided me with the tools that I needed to choose the right direction and successfully complete my dissertation.

Moreover, I would not have thought to write this dissertation without the prophecy in 2007 of the "Fantastic Four", my Principal training peers of Newark Public Schools, colleagues and friends, Dr. Denise Cooper, Dr. Lashawn Gibson and Dr. Shakirah Harrington.

Finally, I could not have completed this dissertation process without the support and racial and ethnic comradery established with the "Ed.D. Queens", Dr. Tasha Coleman and soon to be Dr, Professor Karima Bouchenafa, who provided stimulating discussions as well as happy distractions to rest my mind outside of my research as being the only Black Female Doctoral Candidates in our Dissertation cohort.

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Introduction

In the month of May in the year of 1971, Motown Studios released Marvin Gayes'

"Social Justice" national anthem titled, "What's Going On?" The lyrics, to this well renowned

song, challenged the epidemic of systemic racism which had manifested in police violence

against Black and Brown citizens. This anthem also called out the social injustices that

impoverished and underrepresented citizens had experienced for decades and generations. These

members of the African Diaspora are citizens disproportionately marginalized. Additionally,

"What's Going On?" spoke directly to the normalized socialization of oppression, discrimination

and implicit biases' which resulted in the lack of equity for Black and Brown citizens.

Forty-nine years later, we are still asking, "What's Going On?" According to T*he*

Washington Post, The New York Times as well as *The Associated Press*, systemic racism is not

only still alive but thriving across most organizations and institutions. The burner, on the

metaphoric stove of systemic racism, was elevated from the temperature of medium to a

booming explosion. Namely, the two most recent examples of the murders of Black Men

(George Floyd and Ahmaud Arbery), have engulfed society into a demonstrated national outrage,

which has resulted in an infinite number of peaceful protests, looting and a national spotlight of

this epidemic across the world.

It is from this national backdrop, that I am sure there are some who are still pondering

Marvin Gaye's question of "What's Going On? This question is reverberating across zip codes,

occupations, racial, ethnic and gender identifications. Specifically, those who are asking this

question are disconnected from the detrimental outcomes of systemic racism, namely the

beneficiaries of Whiteness. Helms (2017) defined Whiteness as "the overt and subliminal socialization processes and practices, power structures, laws, privileges, and life experiences that favor the White racial group over all others" (p. 718). Thus, it is a term that has been coined for those beneficiaries, "What's Going on" is that there is an insurmountable gulf of inequitable opportunities for marginalized groups due to systemic racism (Drame et al., 2016). This gulf which has been normalized, has resulted in the lack of equitable access to basic needs for Black and Brown people. The oppressive conditions that Black and Brown citizens encounter, through this normalized barrier, of systemic racism, prevents access to occupations, housing, healthcare, and favorable interactions with law enforcement (Williams et al., 2000).

Nowhere is this gulf more evident than in the occupation of teaching, where, over 60 years ago, Thurgood Marshall first "warned that Black teachers would lose their jobs to racist displacements as the nation's schools were integrated (Hawkins, 2013). Marshall, in 1955, was serving at the National Association for the Advancement of Colored People (NAACP) Legal Defense Fund when he reported the impending plight of these teachers. The year before, Marshall had successfully argued the landmark desegregation case of Brown *v.* Board of Education that opened up classrooms and education to Black children.

Background

Today, the need to help increase enrollment and retention of Black Preservice Teachers (BPTs) in a Predominantly White Institution (PWI) Teacher Education Program (TEP) is especially relevant in the United States today, because teachers are more likely to be White and female in the classroom. According to the United States Department of Education's Federal data, 80% of teachers are White with less than 7 % of teachers, across the United States, being Black between 1987 and 2015 (Appendix A). America's public-school teachers are far less

racially and ethnically diverse than their students (Pew Research Center, 2018, August 27).

There is a need to increase the number of Black teachers to address this imbalance.

Similarly, there is a lack of representation of Black Teachers (BTs) in the teaching force

in the state of New Jersey. In 75% of public-school districts in the state of New Jersey, 84 % of

the teachers are white (NJDOE, 2018). Conversely, within this same teaching workforce, 16% of

the remaining percentage are teachers of color, with 7% of these teachers being Black. Despite

this lack of equitable representation in the teaching force, 54% of New Jerseys' students are

Black, Hispanic, Asian or other underrepresented populations (Appendix B). Examination of the

DOE's certified staff and enrollment data for the 2017-2018 school year also found a

significantly higher staff-to-student ratio for white staff-to-Black and Brown students than for

white staff to white students. With 56% of New Jersey's students being students of color, and

only 16% of teachers are teachers of color, there lies the problem (Guenther, 2020).

So, to answer the rhetorical question of what is the catalyst of such low numbers of

underrepresented teachers? Research suggest that the lack of incremental gains in the hiring

underrepresented teachers may be due to segregated schools, (Ingersoll, 2018); teacher burn-out,

(Meidl, 2019); "toxic environmental and operational conditions in TEP" (Andrews et al., 2019);

and the stagnation of teacher salaries (Heller, 2018).

In short, for Black Americans these barriers for advancement along the Black educational

pipeline persist in being underrepresented in institutions of higher education. What is missing

from this discussion is the perspective of Black preservice teachers in PWI TEP. Furthermore, in

addition to their interpreted experiences, the gap in the literature is the Myriad of perspectives

across the African Diaspora relative to ethnicity, race and gender, where Black Preservice

Teachers (BPTs) and Black Preservice Alumni (BPAs) are disproportionately represented

through low enrollment and retention, specifically in a PWI TEP, when compared with other preservice teachers (Appendix C).

Andrews, et al. (2019) presented another plausible reason for the sparse representation of underrepresented teachers as, a lack of targeted marketing and "the toxic environmental and operational conditions in TEP's". The data suggest that comprehensive attempts over the past several decades to recruit more underrepresented teachers and hire them in economically deprived schools have been very productive. However, these attempts have also been weakened due to increased turnover among underrepresented teachers than among White teachers, a phenomenon which is linked to a bad working environment in their schools (Ingersoll 2018). Moreover, underrepresented teachers, who are primarily employed in segregated schools, are also serving a student population with high teacher attrition rates.

For example, Meidl (2019) found, in a study of the recruitment expectations of Black male teachers, that these candidates are varied in their abilities and ideologies. Specifically, Black male teachers are typically charged with the additional responsibility of being disciplinarians, instead of being used as mentors for students. Specifically, this role as a disciplinarian can result in these Black and Brown male teachers feeling burnt out. Due to these variables, Black students in teacher education programs have reconsidered the benefits of finishing the program and becoming teachers (Heller, 2018, Ingersoll, 2018).

Research Questions

In this qualitative case study, I utilized individual interviews, focus interviews, anecdotal notes and documents to identify the perceived beneficial and challenging aspects of the multiple social identities of Black Preservice Teacher's (BPT) and Black Preservice Alumni (BPA), who are/were enrolled in *Renaissance University*'s TEP. The primary research question was: How do

BPT's and BPA's interpreted experiences intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes?

The examination included family resources (single or dual parent households) and previous academic interpreted experiences from primary to secondary school. The investigative element of this case study permitted the BPTs and BPAs to share their interpreted experiences within a PWI TEP across one of three cohort phases with a foci lens of gender, identity and race.

Two sub-question explored how the intersection of the micro-structure of BPT's and BPA's race, gender and ethnicity within a macro-structure PWI TEP relationship add up to tangible formation of support and barriers that impede the ability for resilience in student enrollment and retention.

1. How do the intersections of race, gender and ethnicity produce unique opportunities and challenges for nine BPT's and BPA's, during their varied phases of enrollment at *Renaissance University*'s TEP?

2. How do BPT's and BPA's report understanding and interpreting their experiences of navigating *Renaissance University*'s TEP**?**

In order to ensure clarity of the frequently used words, in this case study, key words and definitions are highlighted below. These seven key words will assist to enhance your understanding of terms in order to provide a common understanding (Table 1).

Table 1:

Key Words and Definitions

Key Words	DEFINITION
Race	A power construct of collected or merged difference that lives socially (Kendi, 2019)

Structural Racism	Any policy (written/ unwritten) or measure that produces or sustains racial inequity between racial groups. (Kendi, 2019)
Ethnicity	An ethnic group that a person identifies with or feels a part of to the exclusion of other groups (Gezen and Kottak 2014: 216).
Intersectionality	Coined in 1989 by Derrick Bell and his students, one being, Kimberlé Crenshaw, a civil rights activist and legal scholar. The complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or group. (https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality).
Macro level	***Macro-level** is very large in scale, scope and capability (https://www.dictionary.com/browse/macro-level)
Micro Level	***Micro-level** smallest unit of analysis in the social sciences is an individual in their social setting (https://en.wikipedia.org/wiki/Level_of_analysis#).
Racism	A marriage of racist policies and racist ideas ideas that produces and normalizes racial inequities (Kendi, 2019)

the results help to reveal and illustrate how BPTs at *Renaissance University* interpreted experiences correlate to academic, social and emotional success and challenges. Moreover, the findings helped me discover and understand what a cohort of BPTs and BPAs in *Renaissance University*'s TEP perceive of the structure as it was enacted in their academic and social settings.

In addition, I hoped to gain insight into the role that the prism that the theoretical frame of intersectionality provides in gaining a unique perspective to determine what barriers and supports were encountered. Specifically, I utilized the prism of intersectionality due to the hypothesis that oppression does not exist along any categorical dimension. This study was

developed to highlight the importance of relationships and /or networks to assist BPT's in positively impacting enrollment and retention outcomes. This dissertation also has produced new knowledge to higher-education literature, in that it further underscores the importance of scholars applying intersectionality as a tool to gain deeper and an intimate understanding of how systems of oppression intersect to shape experiences of BPTs and BPAs within a PWI TEP.

Education is a dynamic process, and so this dissertation examined the preservice teachers journey through two years of academic and clinical hours, which *Renaissance University* divides into four semester phases. The end outcome of this process resulted in the preservice teachers attaining their Masters' degree in Teaching over a five-year period (Appendix D). For this study, the focus was on students in Phase One, Phase Three, and Alumni of the program who will be referred to as BPA.

Organization

This dissertation includes six chapters: The first, "Background, Purpose, Research Question, and Organization" provides a synopsis of the study. Chapter Two, Theoretical Framework of Intersectionality (and summary of Critical Race Theory), a review of the Related Literature, provides a literature review that examines the two subheadings of "Scarcity of Black Teachers" and "Experiences of Black Students in Teacher Education Programs" within the macro and micro structural elements of these two issues. Chapter 3, Research Study Design, describes a blueprint of the study, including ethics and positionality; a brief description of an earlier Pilot Study; detailed description of setting; Setting Participants; Study Design and Data Collection; and limitations. In Chapter 4-Racialized Trauma Findings, examines how structural racism fortified through a macrostructure of whiteness resulted in BPT and BPA participants experiencing racialized trauma. Chapter 5-Triage of Support Findings, of the study, examines

how the BPT and BPA participants or "walking wounded" clawed into the university structure

for healing through microstructures of triage supports. Chapter 6 wraps up this study with a

Summary, Implications, Discussions and Conclusion with a focus on the study providing data in

support of improving the enrollment and retention in Black preservice teachers in TEP's,

specifically PWIs.

CHAPTER II

Literature Review

Prior to reviewing the literature, I thought it important to help provide context around the Black teacher candidates through two theoretical frameworks mentioned in this case study of Critical Race Theory (CRT) and Intersectionality. Derrick Bell in the 1970s along with his students, one of whom was Crenshaw, conceived the terms Critical (CRT) in the late 1980's and Intersectionality in 1989. The CRT Framework is used to "examine society and culture as they relate to the categories of race, law and power" (Crenshaw, 1988). The theory is a byproduct of the feminist movement and arose as a result of rising criticism of the feminist and anti-racist movement in the 1960's and 1970's. Outcomes, for an analysis often invoke culture through the use of the concept of acculturation.

However, as a woman of color, I believe there is an over reliance on the sole perspective of the CRT lens analysis as a one-dimensional lens adopted when cultural explanations for inequalities are found in the literature. Further, such explanations exclude the interconnection of structural factors. It is from this context that I chose to use Crenshaw's intersectionality theory, which manifests directly from CRT. This theoretical framework is used to pinpoint how interlacing structures of authority affect those who are most marginalized in the nation (Crenshaw, 2018). Additionally, intersectionality considers that various forms of social background, such as class, race, sexual orientation, age, religion, creed, disability and gender, do not exist separately from each other but are braided together (Crenshaw, 2018).

Within the theoretical framework of Intersectionality there are varied tenets that are employed predicated on the researchers' topic and epistemology. But, for the purposes of this study, I utilized Bowlegs third primary tenets of multiple social identities at the micro level (i.e.,

BPTs and BPAs) intersected with macro-level structural factors (i.e., TEP at a PWI) to illustrate

or produce disparate retention and academic outcomes (Bowleg, 2012). Therefore,

intersectionality constitutes both a valuable tool for deconstructing complex power networks of

oppression while also serving as a theoretical lens for pursuing new lines of investigation and

illuminating new voices in higher education research. Preservice teachers of color experience

and intersection of Stigma and Resilience within the structural institution or PWI. In order to

"see" how the concepts fit together, I have created a conceptual framework (see Figure 1).

Figure 1. Intersectionality Conceptual Framework
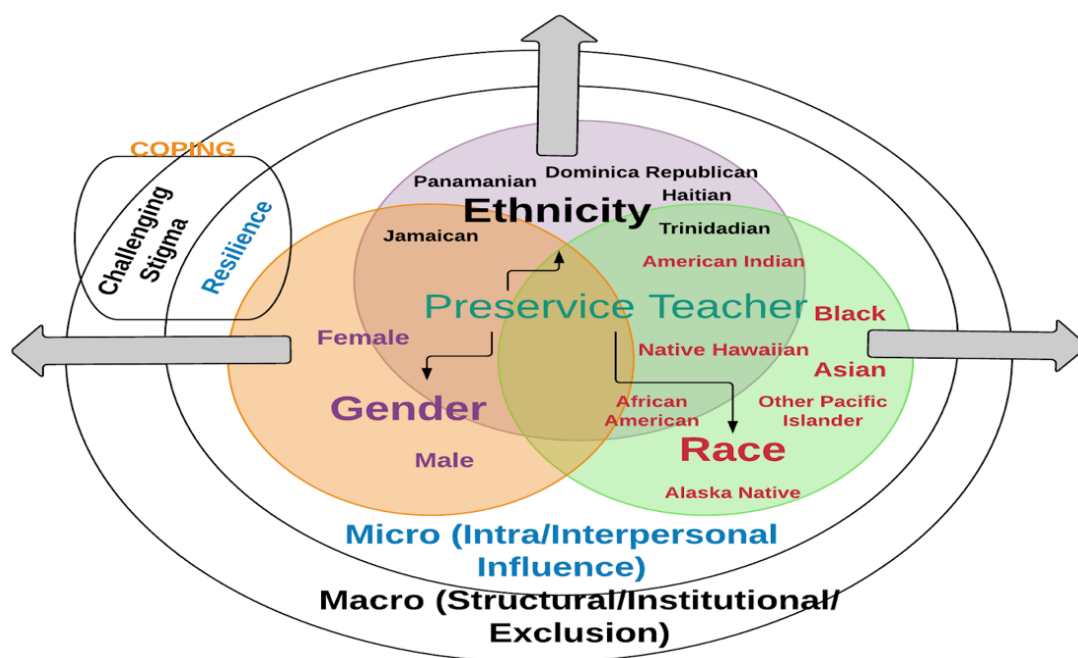
Theoretical and Conceptual Framework

This qualitative study examines the perceived positive and negative aspects of the

multiple social identities of Black Preservice Teacher's (BPT) and Black Preservice Alumni

(BPA), who are enrolled in *Renaissance University'*s PWI TEP. Because I am anticipating that

each individual will have confronted marginalization as a Black student attending a PWI, this

study will draw particular attention to their experiences with navigating a climate of structural

racism due to their race, gender and ethnic differences. Beginning with a cohort of participants'

completion of the Spring 2019 semester and required Fall 2019, at *Renaissance University*, GSE,

the project will follow a cohort of BPTs to more deeply explore their experiences as pre-service

teachers of color. Finally, this study will draw additional attention to the past experiences of

BPA to provide context from Alumni. I seek to understand how these participants intersect with

macro-level structural factors to illustrate or produce disparate enrollment and retention

outcomes. Therefore, I utilized the theoretical framework of intersectionality, with a focus on

the following primary question of:

> How do BPT's and BPA's interpreted experiences intersect with macro-level
>
> structural factors to illustrate or produce disparate enrollment and retention
>
> outcomes?

Intersectionality Core Concepts. As maintained by, Collins and Bilge (2016), intersectionality

can be categorized into six core concepts: "social bias, dominion, comparatively, social context,

intricacy and social justice". Intersectionality supports understanding of the complexity of social

inequalities beyond. Due to the macro structure of Whiteness, enrollment and recruitment of the

current system would be a failure. Rather, this design would require teachers of color to venture

into a system that has long been chronicled as one that has forsaken them as scholars.

Focal to scholarship interrelated with intersectionality demonstrates a central aim for

social context needed to identify social circumstances culpable for creating barriers and the

condition of inequity, privilege, and oppression (Bowleg, 2012; Collins & Bilge, 2016; Smooth,

2013). The research reviewed used an intersectional lens that viewed BPT and BPAs identities as

multifaceted, by use of the two sub-questions:

1) How do the intersections of race, gender and ethnicity produce unique opportunities and challenges for nine BPTs and BPAs, during their varied phases of enrollment at *Renaissance University*'s TEP?

2) How do BPTs and BPAs report understanding and interpreting their experiences of navigating *Renaissance University*'s TEP?

Intersectionality supports understanding power relations, as mutually constructed. Oppression is an interlocking system, where racism, sexism and classism are in relationship to each other and do not act in isolation. Power is exercised across four domains; *social sector*, *punitive sector of power*, *ethnic sector of power* and *formational sector of power*.

1. The *social sector of power* can be illustrated first as acknowledging that power relations are with respect to people's existence, how people connect with one another, and who is beneficiary or restricted within the organized interchanges.

2. The *punitive sector of power* can be illustrated when it comes to the structural institution of dominion, disparate people experience different conduct with reference to policies and guidelines pertinent to them and how those policies and guidelines will be enforced (legal system, prison system and juvenile system).

3. The *ethnic sector of power* is commonly reflected when referring to the structural dominion of power, plans are important and are contingent upon explanations for social inequalities and equal opportunities for all (Mass media, news outlets and education).

4. The *formational domain of power* refers to how social institutions of a society, such as schools, governmental agencies, financial institutions and corporations negatively influence the experiences of underrepresented groups, "It questions

how intersecting power relations of class, gender, race and nation shape the institutionalization and organization" (Collins and Bilge, 2016).

Relationality. Intersectionality employs and frame and rejects binary either/or constructs. Relationality is supported by inquiry and praxis that emphasize coalitions, dialogue, and collectives. Instead of exploring a social problem through a single lens, relationality gathers perspectives from the multiplicity of identities and finds areas of convergence. *Social context* intersectionality contextualizes inquiry and praxis by bringing attention to the ways which particular historical, cultural, political, cosmological and intellectual arrangements shape our thinking and actions. *Complexity* intersectionality, as a form of analysis is not simple or clean. Weaving together inequalities, power relations and social contexts is difficult and can be frustrating. As such, collective or collaborative efforts are encouraged to understand the complexity of the world. Finally, intersectionality calls attention to the incongruences of the social deals of meritocracy, fairness and democracy, given the realities of global inequalities. *Social Justice* challenges the "pull yourself up by your boot-strap", self-determined narratives citing the societal discrepancies, like everyone having the right to vote vs. equal access to voting.

With this said, as a concept, intersectionality indicates that the convergence of infrastructures of inferiority appear in individual occurrences in different ways (Crenshaw, 1993). As a method, intersectionality permits scholars to shift past shallow one-dimensional analyses to guarantee that specific groups are not eliminated or diminished from dialogues of heterogeneity and equitableness in higher education and guarantees that the voices of these populations are combined into this conversation.

Still, while scholars have employed intersectionality in higher education research, many of those studies examine the intersections among identities without centering the role of systems

of power and privilege in the discussion. Moreover, the discussion omits providing in-depth analyses of the ways in which multiple systems of subordination shape experiences within higher education. In this study, I considered intersectional analysis a valuable concept, allowing the development of a discussion that magnifies intersections to develop a more refined understanding of social structures, politics, and individual experiences (Crenshaw 2012 MacKinnon 2013; Museus & Griffin, 2011). As such, I have employed the analytical approach of examining how the intersectional framework can be used as a prism to magnify how power and privilege can provide in-depth analyses of the ways in which multiple systems of subordination shape experiences within higher education.

In the previous section, I considered intersectional analysis a valuable concept, allowing the development of a discussion that magnifies intersections to develop a more refined understanding of social structures, politics, and individual experiences (Crenshaw 2012 MacKinnon 2013; Museus & Griffin, 2011). Employed in this way, intersectionality has enabled higher education scholars to establish more multifarious and complex perception of the merging of race, ethnicity and gender, in the lives of preservice teachers.

This qualitative case study examined the interpreted barriers and supports of the multiple social identities of Black Preservice Teacher's (BPT) and Black Preservice Alumni (BPA), who are/were enrolled in a PWI TEP. I strove to understand how these participants' experiences intersected with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes. In order to acquire better insight into the research on BPTs in PWI TEPs, I reviewed the existing literature on these topics. The literature, analyzed, was composed of quantitative, qualitative, and mixed-methods empirical studies which outlined the journey of

teacher preparation and the national historical implications of enrollment and retention of BPTs in teacher preparation and the teacher pipeline.

In this review, I established certain criteria, based on the research questions, in order to guide the search and subsequent synthesis of the literature. To keep the studies recent and to examine recruitment and retention trends, I limited the scope to reviews, meta-analyses, books, and empirical research conducted or published within the last 30 years. When disaggregated data about Blacks specifically were not available, I used data about minority teachers in general.

In order to acquire insight into the impact of low enrollment and retention of BPTs in a PWI TEP, I reviewed 25 macro studies that will be framed under the theme of: *Scarcity of Black Teachers*: Desegregation the Departure of BTs; Shortage of BTs, Decline in TEP Enrollment, Decline in NJ TEP Enrollment, Retention Rates Across PWI and HBCU Institutions and Graduation Rates Across PWI & HBCUs. Additionally, I reviewed 10 micro studies that will be framed under the theme of: *Black Teachers Experiences in TEP* Effective Approaches BPT teacher preparation; Students of Color and Retention; BPT views of TEPs and a Lack of Scholarship on intersectionality of BPT and BPA (Table 2).

Table 2:

Structural Themes Identified in the Literature

MACRO AND MICRO STRUCTURAL ELEMENTS			
SCARCITY OF BLACK TEACHERS (Butchart, 2013, p.22)	**ARTICLES**	**BLACK TEACHERS EXPERIENCES IN TEP** Scott & Rodriguez, (2015)	**ARTICLES**
Desegregation the Departure of BTs Orfield (1969)	9	**Effective Approaches BPT teacher preparation** Jackson (2015)	4
Decline in TEP Enrollment (Goodwin, 2006; Sewell 2010) **Decline in NJ TEP Enrollment** Boyle & Charles (2016) & Ginsberg et al. (2017)	9	**Students of Color and Retention** Martin & Williams-Dixon (1991) **BPT views of TEP** (Kohli, 2009; Salinas & Castro 2011; Wilkins & Lall, 2011)	4
Retention Rates Across PWI and HBCU Institutions Rogers-Ard, et al. (2013) **Graduation Rates Across PWI and HBCUs.** (Integrated Postsecondary Education Data System [IPEDS], 2017)	7	**Lack of Scholarship on intersectionality of BPT and BPA** Haddix (2017)	2
Subtotal	25		10
Grand Total		35	

Scarcity of Black Teachers

Currently, there are disproportionate numbers of Black teachers in the workforce; this number has continued to decline since desegregation (Foster, Irvine, 1988). Although this study finding is thirty-two years ago, unfortunately this trajectory is still an accurate trend. There are many contributing factors to explain this trend in the workforce but arguably the most important was desegregation. As such, when enslavement fell apart, during the Civil War and reconstruction, "Black people in the American South rushed to educate themselves and their children. More than one-third of all teachers in the Southern Black schools between 1861 and

1876 were Black" (Butchart, 2013, p.22). There was a cross-generational custom of continuing

in the occupation (Dingus, 2006).

In southern states in the twentieth century, public schools were a new phenomenon for

both Black and White families. Schools were legally segregated and funded inequitably,

resulting in Black children with inadequate resources in inferior school facilities such as

abandoned buildings or churches. During this era of segregation, Black teachers taught Black

students. These teachers served as role models for students and a source of how to navigate their

world that was filled with racial inequities and discrimination to ultimately obtain social mobility

(Siddle-Walker, 2000). Du Bois (1935) stated that Black teachers were able to provide this

"sympathetic touch" because of their knowledge of their students' history, culture, and

backgrounds (p. 328).

Most Black teachers maintained high expectations for their students, were deeply

connected to their communities, and were highly regarded as professionals within the Black

community (Gordon, 2000; Perkins, 1989). By 1950, approximately half of all Black

professionals working in the U.S. were employed as teachers, many of whom came from HBCU

and had advanced degrees (Siddle-Walker, 2000). Numerous preservice teachers were enrolled

in "normal schools' ' at HBCU who resided in the South and were enrolled in normal schools at

HBCUs (Anderson, 1988).

Enrollment in HBCUs created a climate of inclusivity and community for Black

preservice teachers. They were stakeholders who were transformed beyond the coursework.

These teacher candidates believed in being the gatekeepers for the community and change agents

for the next generation throughout this era. This was a time when teaching was a fundamental

part of professional life for Black people. Prior to the Supreme Court ruling in *Brown v. Board* of

Education Topeka, Kansas (1954), nearly 82,000 Black teachers taught approximately two

million Black students in U.S. public schools (Hawkins, 1994).

Nonetheless, despite the *1954 Brown v Board of Education* law, Black administrators and

teachers did not have job security (Karpinski 2004). Successful implementation of the

desegregation laws only occurred when force was utilized by the local or federal authorities.

School districts are currently under mandate to desegregate, several in Texas. This mandate

began in 1968-84, resulting in close to fifty major districts being mandated to segregate, which

were executed by force, according to Welch and Light (1987).

W. E. B. DuBois stated the following about the desegregation of public schools in 1960:

"If and when they [Blacks] are admitted to these [public] schools' certain things will
inevitably follow. Negro teachers will become rare, and in many cases, disappear" (Du
Bois, 1973, p. 151).

DuBois' prophetic vision manifested through a mass amounts of Black teachers losing their jobs

due to the desegregation law. This happened because many Black students were bused from their

neighborhoods to majority white schools in an effort to integrate schools in the south (Madkins,

2011). There was a marked drop in the hierarchy of Black teachers and principals' over ten years

following the *Brown* ruling to integrate schools. Across approximately 20 states in the South or

over 38,000 Black educators and leaders found themselves without jobs. Black students' former

teachers and principals became disposable, due to their schools being shut down in compliance

with the *Brown* decision.

However, after this landmark court decision and the ensuing desegregation of schools, the

number of Black teachers in the workforce began to decline (Foster, 1997), marking the

beginning of a long period of loss of Black teachers.

Desegregation: The Departure of BTs. Due to these manifested actions of student separation, by virtue of race, a continued ironic aftermath to be considered is the permittance of relieving Black teachers from their teaching positions. Namely, White schools not only absorbed Black schools, but as things evolved, the absence of national laws regarding Black teacher's employment, (Orfield 1969), there wasn't monitoring on the effect of desegregation on Black teachers, which culminated in the establishment of criterion for other districts to follow. Regulating constraints, Black teachers navigated the uniting of the National Education Association, the American Teachers Association and the associations of Black state teachers' in addition to their white peers (Futrell 2004; Karpinski 2004).

While districts strategized many tactics to terminate Black teachers, an array of actions to pursue legal action sponsored by the NEA and teacher unions resulted in some success (Fultz 2004). Research says that for many Black Teachers in the South, they were forced to confront districts' decisions to not offer employment, for instance (NEA 1965; Fultz 2004). Yet another tactic used in teacher displacement in the south was to reassign Black teachers to White school districts, despite providing voluntary transfers to specific schools to their White counterparts (Tillman 2004). Many Black teachers left their jobs due to the aggression and hatred they dealt with in these transfers (Orfield 1969).

Despite the fact of the removal of Black teachers and the integration law established by *Brown,* these factors contributed to the decreased number of Black teachers. The tremendous chasm of inequitable representation of Black teachers for Black children was due to the desegregation of education without considering protecting for their teachers and administrators.

When Black teachers and principals were fired due to desegregation, their counterparts remained employed (Foster, 1998; Milner & Howard, 2004). This ripple effect for Black teachers

and administrators resulted in deletion of the rich contributions of Black history, and inner

nuances of the Black community (Tillman, 2004), targeting the academic performance and

academic experiences for, Black children (Siddle-Walker, 1996).

Further, as more orders became prevalent in the 1970's and 1980's to desegregate, Black

teachers experienced a decline in employment due to newly imposed teacher-certification

requirements (Tillman 2004). Organizational protocols and procedures training originating from

Brown potentially resulted in a sparse number of Black teachers due to systemic effects that

became entrenched throughout the red tape found in the educational system. Research has

attributed the decrease of Black teachers in the workforce because of an increased representation

of career choices in other occupational options, the lack of inclusive standardized teacher

proficiency examinations and the challenges within the teaching force, as plausible rationales on

the number of Black people choosing to enter the field (Donnelly 1988, p. 1).

Decline in TEPs Enrollment. Considering most academic benchmarks Black

populations have noticeably been provided with inadequate service by public schools.

Approximately 1 in every 4, Black people in the United States within the ages of 16 and 24

either has not been successful in conferring their high school diploma or simply dropped out of

high school all together (Darling-Hammond, 2015). To date these numbers have remained the

same in light of the COVID-19 pandemic, which began in March 2020, which can have an

impact on teacher retention, due to the fears of brick and mortar instruction in the Fall of 2020.

Moreover, as of the year 2014, Black students who are within the ages of 15 and 17 are

working below their designated grade level (National Center for Educational Statistics, 2014),

which is a clear indicator of forthcoming retention counts. Several studies by Jordan 2017; Kohli

2017, have surmised that rationale for this trend for Black students are due, at least in part, to the

failure of Black educators and support personnel who may yield higher success rates in order to satisfy the demands of this demographic population. In fact, one study indicated how acquiring a more diverse teaching force provides important academic advantages (Bireda, 2011).

Due to the scarce representation within institutions of higher education, as a consequence, upon acquired admittance into higher education, Black students are commonly subjected to endure toxic environments, notably at PWIs (Hurtado, 2005; Irizarry, 2007; Rodriguez, Guido-DiBrito, Torres, & Talbot, 2000), who accept approximately 60% of the total undergraduates for this demographic population (Gasman, 2008). Scholars have discovered that despite higher educational universities and colleges' visions and mission statements conveying diversity, a vast majority, fail to endorse policies and procedures that disrupt the macrostructure (D'Arlach, Sanchez, & Feuer, 2009; Goodwin, 2006; Tatum, 2007; Tinto, 2012). As such, an exorbitant amount of our students live in the borders without structure for aiding and grasping their various, concurrent, and converging existence (Weber, 2009). The need for monetary and scholastic aid for the least represented students has been researched by many scholars (Carnevale & Rose, 2004; Timpane & Hauptman, 2004; Tinto, 2012).

In the goal to service all students, scholars have indicated the need for colleges and universities to transform their culture to one of inclusivity for all students. (Goodwin, 2006; Sewell, 2010). Consequently, underrepresented populations unfortunately can be made to feel isolated from the overrepresented group, resulting in also being ignored. Sewell (2010) illustrated the need for colleges and universities to transform their culture to one of inclusivity for all students this experience:

> I have known many brilliant students who seek education, who dream of service in the
> cause of freedom, who despair or become fundamentally dismayed because colleges and

universities are structured in ways that dehumanize, that lead them away from the spirit

of community in which they long to live their lives. (p.48)

The instability, Black students experience, revolves around if colleges and universities

identify and implement appropriate levels of networks of support, through the prism of

intersectionality, which results in the manifestation of spaces that empower this underrepresented

population the ability to maximize their microstructure or individualized abilities within a

macrostructure of Whiteness.

Decline in NJ TEPs Enrollment. In New Jersey, I work and supervise a small amount of

BPTs as an instructor at *Renaissance University*'s TEP. While they are thrilled to embark into

the teaching profession, which is in dire need of diversity and vitality, sadly, these BPTs

represent a small percentage of the teaching workforce, with about 50 of those districts

employing no Black, Hispanic, Asian or other minorities in those jobs (NJ Department of

Education, 2017-2018).

Likewise, review of the enrollment data of certified staff for the 2017-2018 school year

revealed a consequently greater ratio of staff-to-student for non-whites than for White students

and faculty. According to the state website, the shortage of heterogeneity in the midst of the

state's educators was the subject of a special joint hearing of the Senate Education and Higher

Education Committees in February 2019, with the committee members expressing concern that

too many students of color do not get to see teachers and potential role models who look like

them (Mungo, 2017).   Specifically, all students benefit from a racially diverse teacher

workforce. The rationale was two-fold, it not only enhances student outcomes, but it dismantles

stereotypes in preparation for a diverse community (NJ Department of Education, 2017-2018).

Likewise, Mungo has found that the retention rate in secondary schools and enrollment rate in

higher education can be attributed to students of color having at least one teacher of color in their primary educational journey. In the state of New Jersey approximately one in five schools' total staff are white.

Also, research shows that 56 percent of the 1.4 million students being served are brown and Black, while only 16 percent of their teachers are teachers of color. Taking into account the non-discriminatory safeguard that has been adopted, why do we continue to have a huge gap of Black teacher representation in the teaching profession? Scholars, Brockenbrough, E. (2012); Boyle, W., & Charles, M. (2016) and Ginsberg, A., Gasman, M., & Castro Samayo, A. (2017), and the like have attempted to view this problem through the analysis of macro and micro-level factors.

Retention Rates Across PWI and HBCU Institutions. There are lasting effects of low enrollment of preservice of color in teacher education programs and on the education profession, but now I will review recruitment and low retention rates in PWI and HBCUs and the contributing factors for teachers of color.

Teacher Preparation Programs need to increase activity for retaining pre-service teachers to assist in decreasing the gap of ethnic student/teacher ratio. Data obtained from the Center of American Progress (2017) include demographics report that enrollment in public elementary and secondary schools will increase 7 percent between 2011 and 2022. Within this same time span, the enrollment of Latinx students will increase by 33 percent; Asian students will increase by 20 percent; and African American students will increase by 2 percent. Presently, students of color make up almost half of the public-school population. However; teachers of color, those who are not non-Hispanic White, make up only 18 percent of the teaching force. Data from the National Education statistics (2016) reported that the number of African American teachers has witnessed

minimal change from 6.4% in 1990-1991 to a high of 7.0% in the year 2003-2004 and decreased again in 2011-2012.

Researchers support the claim that teachers of color are particularly suited to teach students of color because teachers of color can assist students in building cultural bridges to learning (Villegas & Irvine, 2010; Villegas & Lucas, 2004). Since there is a shortage and low representation of teachers of color in U.S. public schools (Rogers-Ard, Knaus, Epstein, & Mayfield, 2013), retaining pre-service teachers of color through graduation will help to increase the number of teachers of color in the pipeline. Teachers of color are significantly underrepresented in the public-school population despite the fact that the number of students of color is growing rapidly. The aforementioned dismal statistics support the need for Teacher Preparation Programs to increase activity for retaining pre-service teachers of color to assist in decreasing the gap of ethnic teacher/student ratio.

Following an examination of projected demographics on teacher supply and demand, O'Connor and Taylor (1990) reported a growing shortage of qualified public-school teachers, especially teachers who represent the underrepresented. Programs designed for teacher educators can support the retention of preservice teachers when needs and concerns are tracked and addressed as students' progress through the program of study. Retention in teacher education appears to address more readily the need to retain or increase the number of underrepresented students in teacher education. It is crucial that students are retained through graduation in teacher education to add to the pipeline of underrepresented teachers needed.

The TEP is a means by which pre-service teachers become licensed to teach. There is a scarcity of literature regarding the retention of teachers of color in teacher education. However, three consistent aspects were universal to retention programs in place. Fields (1987) suggested

that the first aspect is retention programs are predominantly campus wide. Campus wide

programs are designed to bring students together based on ethnicity and not any specific major.

However, departmental or college retention programs used successfully can complement

campus-wide efforts.

Secondly, retention programs are organized based on what administrators and faculty

think is relevant for retention. According to Martin and Williams-Dixon (1991) if institutions

would take the medical approach to a client, it will require asking two simple questions: "What

hurts and where does it hurt?" In other words, what is needed to persist? The third and final

universal aspect is that retention programs are not mandatory nor is there a link with academic

credit. When students of color attend predominantly white institutions, the opportunity to

connect with other Black students academically is limited. Students connect socially through

residential living and social activities. If retention programs allowed Black students to connect

academically, i.e., through accredited courses, then persistence would increase which would

eventually lead to graduation.

Graduation Rates Across PWI and HBCUs.   Prior to conducting a comparison of

graduation rates of HBCU to PWI, it is important to acknowledge the journey of HBCUs. HBCU

and Universities have been in existence in the United States since the mid-1800s. Currently there

are 105, which include private and public institutions, with most being four-year programs.

Today, there are 105 HBCUs, consisting of 51 four-year private; 40 four-year public; 3 two-year

private; and 11 two-year public institutions (Integrated Postsecondary Education Data System

[IPEDS], 2017). Collectively, they comprise only 3% of the nation's institutions of higher

learning (Brooks & Starks, 2011; Jackson & Nunn, 2003). However, they confer more than one-

third of the four-year degrees awarded to African Americans, and HBCU graduates account for

the following African-American degree attainment proportions: 75% of PhDs; 46% of business executives; 50% of engineers; 80% of federal judges; 50% of doctors; and 50% of attorneys (Brooks & Starks, 2011).

Table 3: Enrollment in teacher preparation programs

based at HBCUs and HSI compared to other IHEs: AY 2009-10

IHE Characteristics	Program Type					
	All IHE-Based Programs		Traditional		Alternative, IHE-Based	
	Number	Percentage	Number	Percentage	Number	Percentage
Historically Black Colleges or Universities (HBCUs)						
HBCU	15,919	2.5	14,917	2.6	1,002	2.2
Not HBCU	609,968	97.5	565,981	97.4	43,987	97.8
Total	625,887		580,898		44,989	
Hispanic-Serving Institutions (HSIs)						
HSI	55,438	8.9	50,094	8.7	5,344	12.2
Not HSI	565,554	91.1	527,268	91.3	38,286	87.8
Total	620,992		577,362		43,630	

NOTE: This figure reflects data states reported for the 1,806 IHE-based teacher preparation programs that had data available for this figure. Data on enrollment by gender and race/ethnicity were not available for all teacher preparation programs. Some teacher preparation programs only provided the total number of students enrolled; thus, the sum of the number of students enrolled by characteristic will not equal the total. Percentages may not sum to 100. The 50 states, the District of Columbia, Puerto Rico, American Samoa, Northern Mariana Islands, Palau, and Virgin Islands submitted a state Title II report in 2011. Guam, Micronesia, and Marshall Islands did not submit a state Title II report in 2011. This figure includes data for four IHEs in Ohio that were incorrectly reported as having alternative, IHE-based programs in 2011.

SOURCE: U.S. Department of Education, Office of Postsecondary Education. (2012). *Higher Education Act* Title II Reporting System. U.S. Department of Education, National Center for Education Statistics. (2012). Integrated Postsecondary Education Data System (IPEDS).

8 For more information on the Developing Hispanic-Serving Institutions Program, go to: http://www2.ed.gov/programs/idueshsi/hsi-allgrantees.pdf and http://www2.ed.gov/programs/idueshsi/index.html.

9 For more information on the Asian American and Native American Pacific Islander-Serving Institutions Program, go to: http://www2.ed.gov/programs/aanapi/index.html.

Despite results suggesting that Historically Black Colleges and Universities have lower overall graduation rates than matched predominately White institutions; based on a study conducted by (Montgomery, 2012). However, these institutions perform equally well when exclusively considering graduation rates of Black students. Recommendations for HBCU and Universities to improve academic outcomes and incorporate proven educational strategies are discussed.

Experiences of Black Students in Teacher Education Programs

Effective approaches in BPT preparation. A miniscule amount of the current seminal research has been focused on BPTs. Recommendations arising from this work back the existing composition of literature on preservice teachers of color. Academics have acclaimed the racialized occurrences preservice teachers of color experience in their PWI and TEPs (Scott & Rodriguez, 2015). Identical to all preservice teachers, preservice teachers of color bring their personal ethnic individuality to TEPs (Haddix, 2010, 2012; Meacham, 2000). These personal individualities are intersectional, surrounding race, gender, class and language, which are a few examples.

Conventional TEPs occupy areas where BPTs have to grapple with their existence, every now and then laboring to link their ethnic and cultural identity within a Macro-level structure of Whiteness in PWI TEP (Haddix, 2012). Consequently, the occupied areas within TEPs dually permeate diminishing (Jackson, 2015) and evolutionary opportunities. Be that as it may, the evolutionary opportunities can only happen when race is found in deliberately purposeful practices (Cozart, 2010). Furthermore, a quantity of this work provides premonitory expectation of anything that occurs while it is expected that teachers of color possess an expertise that enables an advanced competency in a variety of methodologies and practices in culturally responsive instruction.

Jackson (2015) discovered that a group of preservice teachers of color, a vast majority who were Black, found their TEPs were numb and impartial to their growth in being receptive to supporting these teachers in learning and teaching ethnically diverse students in differentiated approaches. Anderson (2013) highlighted an interest regarding delusions in the definition of the

term cultural responsiveness. Specifically, the findings necessitate the implementation of research-based theories and practices in culturally responsive instruction.

Together with this research, united with the far-reaching written work on preservice teachers of color, acknowledges the critical understanding, knowledge, and dedication Brown and Black teachers customarily communicate to PWI TEPs. In order for this population of preservice teachers to translate theory into practice, these teachers need to feel allied and confirmed in their TEP. Like all teachers, this demographic of preservice teachers specifically require rigorous individually ethnic diversity professional development in preparation for their own classroom experiences.

Students of Color and Retention. The intersectional influence on retention of *teachers of color* in teacher education is scarcely represented in the literature. Students are brought together through campus-wide designed programs based on ethnicity and unspecified particular major. One such illustration is the successful use of administrative or higher education retention programs that can enhance campus-wide attempts. Next, the organized teacher education retention programs are designed around what administrators and faculty think are linked to retention.

As stated by Martin and Williams-Dixon (1991) if academies would take the therapeutic path to a patient, it will call for the posing of two basic lines of query: "What is causing you discomfort and where does the discomfort come from?" Specifically, what is required to persevere? The final prevalent attitude is that there is no link with academic credit since retention programs are not mandatory. The favorable circumstances to link with other Black students academically is restricted, when *students of color* attend PWIs. Residential living and social activities are the primary opportunities for students to connect. Perseverance would increase and

lead to an eventual graduation, if retention programs granted academic connections for Black preservice teachers, through an accredited course.

BPT Views of TEPs. Despite the imbalance that remains for student-of-color to the teacher of-color, there continues to be an increase that broadens the gap (Boser, 2014). Current research on preservice teachers of color has highlighted the fairness and integrity-based views they frequently express concerning instructing and their rationale for entering into the field of education. The shared views these teachers highlight that they want to positively impact students of color lives (Brown, 2014; Irizarry, 2011; Quiocho & Rios, 2000). However, the inner intricacies gleaned by preservice teachers of color can also hamper their social and academic journey.

Scholars indicated that the common barrier these preservice teachers face is the structural racism in the schools and TEPs they attend (Kohli, 2009; Salinas & Castro, 2011; Wilkins & Lall, 2011). Even with the incentive to recruit and enlist additional brown and Black teachers, and the increasing scholarship related to this topic, there is a gap in the literature. Namely, there is a notable gap in scholarly studies related to the multiple social identities of BPT and BPAs and determining how they intersect with macro-level structural factors (TEP at a PWI) to illustrate or generate different retention and academic outcomes. Furthermore, the fact that first-hand perspectives of educators of color are not consistently included in the conversation contributes to this research gap.

In the review of the literature on preservice teachers of color, I recognized how BPTs often pushed against TEPs which was unsuccessful in drawing out the personal ethnic knowledge that their presence encompassed (Brown, 2014). In addition to their academic pedagogical experiences that executed the perceived experience of invisibility (Kohli, 2009). In

addition to the lack of exposure on culturally responsive pedagogical practices, preservice teachers of color, have commonly stressed the lack of theoretical knowledge conveyed in their teacher preparation (Brown, 2014), counting in what manner to instruct in edifying all cultures in the classroom in conscious ways (Jackson, 2015). These deficiencies in teaching BPT, coupled with the isolation they repeatedly encounter in their programs (Cheruvu, Souto-Manning, Lencl, & Chin-Calubaquib, 2015), provide an indication that race, and racism maintain importance in teacher education.

Lack of Scholarship on intersectionality of BPT and BPA. An increasing amount of literature in teacher education has investigated the contexts, knowledge, and outlook of preservice teachers of color. The research on preservice teachers of color amplifies concerns to ponder in instructing and teacher education. The focal topic to ponder for TEPs is that students of color are wanted to advance in PWI TEPs and in regulated instructional measures to be classified as "a teacher." For preservice teachers of color, ascension to the role of a teacher means expunging or concealing their racial, ethnic...individuality to suit a criterion established within a dominant macrostructure (Haddix, 2010).

Although there has been research with and about BPTs, Cook, 2013; McGee, 2014, Haddix (2017) attracts awareness to the "excessive publication of, and overindulgence in, helping European American students understand their whiteness" (pp. 68-69). This thinking, of "many well-intentioned folks," Willis stated that students of color who are consistently having their needs marginalized by shallow recognition of the intersection of race, class, gender, and control in teaching and subject matter. Willis recommends that scholars and teachers of color write their own narratives because they are expressions as authentic voices of their experiences.

A fundamental presumption causing numerous of the present teachers of color

scholarship and pipeline versions is that including additional teachers of color in academies with most students of color from extreme-need areas will alter the academies, change the academic experiences for the students, and close the achievement gap.

CHAPTER III

Study Design

This study uses an exploratory case study to investigate the perceived positive and negative aspects of the multiple social identities of BPT and BPA, who are/were enrolled in a *Renaissance University*'s TEP, I used individual interviews, focus group interviews, and anecdotal notes to examine BPTs and BPA's perceptions of the micro-structure, and macro structure factors that affect(ed) this cohort of preservice teacher's Phase 1, Phase 3 and Alumni experiences within *Renaissance University*'s TEP.

Ethics and Positionality. It is important to consider ethics when conducting any type of research, however, since the study is centered on race issues, I needed to be especially cognizant of the sensitivity of such issues. Throughout this study, I was certain to get oral and written consent from participants for all interviews, ensuring that they realized their participation was absolutely optional and that they could choose to discontinue participation at any time. Through the work as a faculty member in the macro-structure that this study was being conducted, I brought with me prior to this research, the work in inner-city schools and metropolis with students and their families over the past several decades has impacted the personal connection with this society and subsidiaries of this diverse population. Thus far I've found that in many ways the students that I have previously serviced and I share an association through the arts, and additional inner-city Black youth ethnic knowledge.

As a Black female whose ethnicity is African American that was raised in a microcosm/ Black community yet attended school in a macrocosm of a predominantly White affluent school district, the own individual primary and secondary experiences did overlap with some of the experiences of the BPTs and BPAs. However, growing up in a middle-class suburban Black

community with parents who earned their graduate and postgraduate degrees, did position me at a distance from many of them.

These connections and tensions revealed themselves in the role as an instructor of professional practice, and a clinical supervisor in schools; I've taken several missteps attempting to connect with students, and developed false assumptions about whom these students were and the nature of their experiences based on the individual experiences of Blackness and inner-city lifestyle, as well as ideas from existing research involving urban-living students.

Additionally, the background also informed the inquiry and the interest in understanding students' racial identity experiences in predominantly white spaces. As an archetypal child, I was immersed in a great amount of hegemonic media and cultural experiences without tools for analyzing racism in forms of imagery and perspectives that socialized me into perception of Blackness as inferior. De-facto segregation kept me from racial cross-examination, and from knowing for certain what the lives of suburban whites were like or witnessing firsthand how the institutions in those neighborhoods positioned whites unfairly to maintain or ascend their middle-class position. Also, the primary and secondary schooling, in the U.S., was without race and class analysis, yet required Eurocentric and white-washed educational programs.

Namely, the educational experience reiterated the notion that America was a system that is based on individual ability or achievement, hence the notion of everyone having an equal opportunity. Unchallenged, these framings made the transition from secondary education, in neighborhood schools, to post-secondary and graduate education, in racially heterogeneous or primarily White environments, much more complicated for me. The further I moved away from the community and the veneer accompanying racial homogeneity, and the farther I climbed up the academic ladder, the more I found the self in spaces where Whiteness, to me, became

synonymous with academic proficiency. I fell victim to internalizing a great deal of racism

because I had limited tools for understanding racialized patterns of academic achievement as

something other than an indication of differences in individual work ethic, or the wherewithal to

cross-examine extremely racialized and socially manufactured sentiments of information and

intellect, while also being bombarded daily with messages in media and culture that insinuate

inner deficiencies in Black culture and individuals.

The goal entering this research was to disrupt that paradigm and propose alternative

supports and strategies. Namely, enabling Black students' persistence through racism is critical

as they embark through their journey in higher education PWIs. The convictions, therefore,

might have presented biases in the research in terms of data analysis. To keep track and to guard

against potential biases in the facilitation of protocols I recorded the responses to preservice

teachers' framings protocols in the field journal.

Paying attention to these moments allowed me to reflect on the ways that my own

understandings of conscientization might have conflicted with students' sense of experiential

enlightenment and influenced their proclamations. I did member checking with students after

I've developed codes and categories to inform the theories. I also participated in monthly

colloquium of doctoral students and faculty advisors who are interested in issues of equity

concerning K-12 students that provided an external and more objective check for bias. As the

lead researcher and a faculty member of *Renaissance University*'s TEP being studied, I shared

several identities with the participants. the identities and experiences as a Black doctoral

candidate, Instructor, and Clinical Supervisor could have influenced the overall shape and

direction of the study.

Additionally, I was certain to make the aims of the study clear to both participants during the research and assured them that their perceptions were important to me as a researcher, whatever those perceptions were. During the data analysis process, I continued to remind myself to include all perceptions relating to race issues, whether they were positive or negative, so that the results remained valid and ethically sound. Finally, as a paid employee I took special care to ensure that the roles as clinical supervisor and researcher did not lead to conflicts of interest between students and myself. In order to maintain a non-coercive stance, student participants did not receive grades for their participation in the study.

Paradox of Education: A Pilot Study. I conducted this pilot study due to the experience as a Clinical practice Supervisor and Professor of Practice who observed over a two-year period the unique struggles that underrepresented interns encountered in this PWI TEP. Proceeding this dissertation, I administered an exploratory pilot study that examined the struggles and triumphs of a cohort of African American preservice teachers (AAPT) and Latinx preservice teachers (LPT) enrolled in a PWI TEP.   Throughout the study, additional themes became apparent that informed the research on AAPT and Latinx Preservice Teachers (LPT).

Using a sequence of individual oral meetings with a homogeneous population of Phase one, Phase three and Alumni, preservice teachers, it was increasingly evident that resilience manifested for all of these students through access to mentors, community groups, and outside networks. This pilot study informed the research through highlighting the multi-dimensional nuances of both Black and female preservice teachers of color. Through additional research, I developed an interest in male and female BPT and BPA by use of the theoretical lens of intersectionality to highlight this gap in research. Further, the gap in the research outlined in this

study, can be a valuable contribution for Higher Education in addressing retention and enrollment across TEPs.

Implications. Overall, this pilot study implied that both female and male BPTs and LPTs would benefit from inclusion and mentorship as a tool of support for the retention of BPTs and LPTs that are enrolled PWIs. "Inclusion as the degree to which a group member perceives that he or she is an esteemed member of the group through experiencing treatment that satisfies his or her needs for belongingness and uniqueness." (Shore, 2011). Most of the preservice teachers that I interviewed, communicated that upon enrollment in Renaissance University's TEP, BPTs and LPTs could benefit from a mentorship network.

Finally, the other implication, revealed that within BPTs some participants across the spectrum of African Diaspora have shared that they felt embarrassed to be themselves and were reluctant to embrace their true cultural and linguistic ethnicity out of fear of further isolation and/or rejection. Additionally, the "inclusive" goals of *Renaissance University*'s TEP are not aligned with this populations' experience. Therefore, we must consider a thought: 1) How can a cohort of BPTs and BPAs feel as though they are affiliated with *Renaissance University*'s TEP if this macrostructure is not respective of their identity.

Purpose of the Study

To understand "what's going on?" in the occupation of teacher preparation, I focused on a TEP offered at a PWI public university in the United States that has historically under-enrolled BPTs. (Hereafter I refer to this institution as *Renaissance University*). Last year, *Renaissance University* certified 196 teachers from the alternate route and traditional route programs. *Renaissance University*'s TEP was started in 1923; its Alternative Certification Route program started in 2003, which is a non-traditional teacher preparation program designed for those who

have not completed a formal teacher preparation program at an accredited college or university. Approximately 1000 students have been admitted in both programs over the last 5 years.

Nevertheless, over a period of 7 years the traditional route program has conferred 1,806 degrees across 8 concentrations with 50 BPT who were females and 7 BPT, (see Table 4), who were males. I wanted to understand how Black teachers at Renaissance would help me to understand why there are too few Black teachers in America's classrooms.

Table 4: *Renaissance University* Admittance and Commencement Data

of BPTs and All Preservice Teachers (APT) from 2011 through 2018.

Concentration	BPT Female	All Female PT	BPT Male	All Male PT	Total BPT	Grand Total PT
Dance	7	58	-	5	7	63
Elementary	17	455	2	28	19	483
English	5	145	2	53	7	198
Science	-	92	-	73	-	165
Language	1	113	1	19	2	132
Math	3	79	1	49	4	128
Social Studies	6	107	1	124	7	231
Special Education/Elementary	11	379	-	27	11	406

Grand Total	50	1428	7	378	57	1806

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Setting and Participants. The focus groups were conducted via zoom, a password sensitive video communications platform, which lasted no more than 60 minutes each session. Participants completed a written informed consent in addition to providing oral consent on the recorded sessions. Distinct symbols were appointed to each participant to guarantee namelessness. The focus group was created using an intersectional manner, which was suitable when the objective is to investigate the multi-dimensional outlooks of research participants (Creswell, 2007, p.57).

The multi-tiered gender-identity-race-arranged, guided, semi-structured focus groups started from universal to targeted inquiry with comprehensive questioning for more detail (Appendix G). This approach allowed me to interpret both the verbal and non-verbal communications of the participants and reflect upon their experiences using themes. Purposeful sampling was used for the study because it allowed me to have "in-depth evaluation in a quality assurance manner" (Patton, 2002, p. 385). Purposeful sampling is the selection of knowledge-abounding cases that adorned the questions under study (Patton, 2002). This sampling strategy allowed me to select specific participants and a specific site for the case study because it invoked a better understanding of the research inquiries (Creswell, 2007).

The sample size for the research was nine preservice teachers. During the Fall 2019 semester, I interviewed 9 BPTs (Table 6). The selection was based on the noted lack of this group within *Renaissance University*'s TEP pipeline. The participants were preservice teachers that identify as Black or as a member of the ethnic group comprising the African Diaspora (Jamaican, Haitian, Guyanese, etc.). Preservice teachers were required to be enrolled as

preservice students in *Renaissance University*'s TEP or be recent (over the past 7 years) alumni

of *Renaissance University*'s TEP. Each participant gave a first-hand account of their personal

experience as a BPT while enrolled at *Renaissance University*'s TEP.   Therefore, it was

important to focus on their experiences. The nine students were selected at intersections of race,

identity, gender and progress within *Renaissance University*'s TEP in order to have open

discussions about how these experiences were interpreted by various groups. All of the groups

had at least one intersection in common (e.g. Black, Cohort 1, Cohort 2 or Alumni). This was in

part to have some identity in common but also to have an identifier in contrast in order to

compare experiences. Finally, I did not mix racially dominant groups in *Renaissance*

University's TEP (e.g. Whites and Asians) with those who are marginalized to allow for open

sharing of ideas.

      The participant group consisted of three male and six female BPTs and BPAs

currently or previously enrolled in a northeastern region *Renaissance Universities* TEP. The

total of nine participants identified as African (3), African American (4) and as Afro

Caribbean (2). The participants' seven areas of academic concentration represented in this

case study were Elementary Education, English, mathematics, Science, Social Studies,

Special Education and World language, as indicated on Table 6.

      Additionally, the participants of BPT's represented two of the possible 4 phases of the

post baccalaureate program at *Renaissance Universities* TEP. The rationale of choosing these

two phases of the certification process was to capture the unique opportunities and challenges

BPT and BPA's from the beginning, end and beyond (Appendix D).

      Finally, the number of BPT's and BPA's who were first generation college students from

the nine participants totaled 3:9. With the number of BPT and BPA who experienced having a

cohort member from the Africa Diaspora totaled 2:9. The BPT's and BPA's who did have another cohort mate who was from the Africa Diaspora had a maximum number of 2 additional BPT's during their journey in *Renaissance Universities* TEP (Appendix E).

Sammy

Sammy the was a 20-year-old, Afro Caribbean male and Phase One preservice teacher with a concentration in English. Sammy will complete his bachelors' degree in May 2020 and is presently enrolled in the graduate program to earn his master's degree in May of 2021. Sammy grew up in a two-family traditional family. He is not a first -generation student and lives in a suburban town outside of *Renaissance University's* TEP. The thought of attending *Renaissance University's* TEP for Sammy was a goal and reality given his family situation, which was a two-parent family with one parent who was an English Teacher.

Hailey

Hailey was a 21-year old, first-generation, African American, female currently in Phase one of *Renaissance University's* TEP. Hailey will complete her bachelors' degree in Social Studies this May 2020, she is currently enrolled in the Graduate program scheduled to graduate in May of 2021. Hailey grew up in a small town outside of Newark, New Jersey. The demographics of her community was working and lower middle class.

Jared

Jared is a 24-year old African male and Phase one preservice teacher with a concentration in Mathematics. Jared will complete his bachelors' degree in May 2020 and to date is enrolled in the graduate program to receive his master's degree in May of 2021. His parents are from Nigeria. In fact, he has already achieved his bachelors' degree and shared that he was the only postgraduate student in the math program.

Tameeka

Tameeka is a 21-year old, first-generation, African American, female currently in Phase three of *Renaissance University's* TEP. Tameeka is currently enrolled in Renaissance University's TEP, with a concentration in Special Education, scheduled to graduate in May of 2020. Tameeka grew up in a small town outside of Camden, New Jersey. She attended boarding school from second grade to 12th grade, predominantly Black with some mix of other races like white and Asian, but it was predominantly Black.

Justice

Justice is a 24-year old, African American, female currently in Phase three of *Renaissance University's* TEP. She is currently enrolled in the Graduate program, with an Elementary P-3, scheduled to graduate in May of 2020.

Alexandria

Alexandria is a 21-year old, Afro Caribbean, female currently in Phase three of *Renaissance University's* TEP. Currently, she is enrolled in the Graduate program, with a concentration in Elementary P-3, scheduled to graduate in May of 2020. Both of Alexandria's parents are *Renaissance University* graduates.

Sarita

Sarita is a 26-year old, African, female, English major, who is an Alumni of *Renaissance University's* TEP. Currently, she is a teacher in an inner-city school district in Union County New Jersey. This is her second position, in an urban school district, since graduation in 2016.

Trina

Trina is a 28-year old, African American, female, World Language major, who is an Alumni of *Renaissance University's* TEP. Currently, she is a Faculty member in *Renaissance*

Universities TEP in the northeastern region of the United States.

Israel

Israel is a 28-year old, African, male, Physics major, who is an Alumni of *Renaissance*. Currently, he is a PhD Faculty member in a PWI University in the Southwestern region of the United States.

Table 5:

Participant Identification

Name	Gender	Ethnicity	Race	Cohort	Program Concentration
Sammy	Male	**Afro-Caribbean**	Black	**Phase 1**	English
Hailey	Female	**African American**	Black	**Phase 1**	Social Studies
Jared	Male	**African**	Black	**Phase 1**	Mathematics
Tameeka	Female	**African American**	Black	**Phase 3**	Elementary SPED
Justice	Female	**African American**	Black	**Phase 3**	Elementary P-3
Alexandria	Female	**Afro-Caribbean**	Black	**Phase 3**	Elementary P-3
Sarita	Female	**African**	Black	**Alumni**	English
Trina	Female	**African American**	Black	**Alumni**	World Language
Israel	Male	**African**	Black	**Alumni**	Physics

Study Design and Data Collection

Resulting in identifying how microstructures and macrostructures in BPTs journey, impacted enrollment and retention in *Renaissance University*'s TEP. I used a case study design informed by Merriam (2009), who defines case study as an examination and description of a particular unit of study within a "bounded system." She explains that a researcher can choose to study a person,

group or phenomenon that is part of a larger context. Merriam also explains that, though qualitative case studies generally involve a small sample size, diminishing their generalizability, they can be very informative because they provide researchers "insight, discovery, and interpretation rather than hypothesis testing" (Merriam, 2009, p. 42).

One of the benefits of qualitative case study research is that it unearths the meaning behind a particular event or happening, giving full consideration to the context in which the data live (Yin, 2011), making it an appropriate research approach for this study because I examined BPTs' behaviors surrounding a particular event (their enrollment in *Renaissance University*'s TEP) within a specific context (individual and two focus group interviews of BPTs and BPAs and the cohort's intersectionality).

By use of an Intersectionality Framework with a focus on Gender, Race and Ethnicity, the research design was a case study implemented to help develop the research date which resulted in emerging answers. "Each emerging category, idea, concept or linkage informed a new look at the data to elaborate or modify the original construct" (Willig, 2013, p.71). Separate groups were held for the three cohort of participants (*BPT* in Phase 1: newly enrolled in the program, *BPT* in Phase 3: participating in their clinical practice and *BPA*: Alumni from the program) because I wanted to capture three perspectives on being a Black preservice teacher in *Renaissance University*'s TEP: the perspectives of BPT's themselves and the perspectives of BPA who have successfully navigated through this journey. I felt that these viewpoints are critical to engross for a better understanding of how microstructures and macrostructure in BPTs journey impacted enrollment and retention in *Renaissance University*'s TEP. The groups were led by the principal investigator, me. Participants in the BPA's focus groups were posed questions relative to their entire experience while enrolled in the program.

Data Analysis. In this qualitative case study, I used a data analysis approach, informed by Merriam (2009). Merriam's interpretive-constructivist stance toward qualitative research lends itself nicely in determining the following primary research question of:

How do BPT's and BPA's interpreted experiences intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes?

and sub-questions:

1) How do BPTs and BPAs report understanding and interpreting their experiences of navigating a *Renaissance University*'s TEP?

2) How do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in *Renaissance University*'s TEP?

Merriam suggests that researchers make meaning of the data they find, using details from collected data to construct final conclusions about these data. Drawing from Glaser and Strauss's (1967) constant comparative method of analyzing qualitative data, she recommends that qualitative researchers 1) analyze data as soon as they collect it, 2) examine each data set individually, 3) examine all data sets together, and 4) draw conclusions about the data as a whole.

Constant comparative analysis (Glaser & Strauss, 1967) is a powerful data analysis method because it allows researchers to systematically review data, establish codes, and create categories for the purpose of reaching a conclusion about the phenomenon being studied (Merriam, 2009). It differs from more traditional research models because the "hypothesis" or theory is the end result of the study, rather than the starting point. It can be (but does not have to

be) used to derive a theory. In this study, I used constant comparative analysis to make meaning of the data collected from data from each of the data collection methods.

During this study, I aimed to make sense of the individual interview, and focus group interview data through these lenses, a practice known as triangulation (Creswell, 2009; Lincoln & Guba, 1985). I incorporated the use of memos—notes about the thinking as I review data—into the work to keep track of the comparisons between codes, known as and naming conventions for the widest concepts covered by a unit of data (Creswell, 2009), for what I found. I used these codes—phrases used to identify a group of ideas represented by data—to inductively arrive at conclusions about how BPTs and BPAs report understanding and interpreting their experiences of navigating *Renaissance University* TEP? And how do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in a PWI TEP? (Merriam, 2009). For the data analysis phase of this study, I used a computerized data analysis application, such as Dedoose, to help with the process of sorting through data, creating tentative categories within the data, establishing preliminary codes, and constructing final categories, all through the lens of this study's research questions (Merriam, 2009).

Analysis of Individual Interview data. The data analysis phase of this study followed a systemic process guided by a protocol I designed for this study. I began with early analysis of the first set of data, Individual Interview Data, as soon as participants completed the process. First, I read through the individual interviews, first line-by-line, then chunk-by-chunk, created memos focused on thoughts and findings. I then reread the data through the theoretical lens, looking for potential codes. I then reread the data with the literature (concepts and empirical studies) in mind, looking for potential codes. Next, I reread the data with the literature (concepts and empirical studies) in mind, looking for potential codes. Finally, I reread data with the research

questions in mind, looking for potential codes. This involved assigning preliminary codes to the

survey data based on the initial thoughts of the data at this early stage. At this point, I created a

running list of groupings for the survey data, which I continued to create as the analysis process

moved forward.

   Analysis of Focus Group Ethnicity data. I reviewed the next set of data, focus group

ethnicity data of nine selected participants. As I did this, I kept in mind the preliminary

individual interview data codes I established for the interview data. During this process, I created

memos in Dedoose about how the individual interview data and the Focus group ethnicity data

were similar and different. During the Focus Group ethnicity data analysis process, I followed

the same steps I followed for the Individual Interview data. First, I read through the Focus Group

data, first line-by-line and chunk-by-chunk, creating memos about any interesting responses I

find. Second, I read the data with the literature (concepts and empirical studies) in mind, looking

for potential codes. Third, I reread the data with the literature (concepts and empirical studies) in

mind, looking for potential codes. Fourth, I reread data with the research questions in mind,

looking for potential codes. This involved assigning preliminary codes to the Individual

Interview data based on the initial thoughts of the data at this early stage. At this point, I created

a running list of groupings for the Focus Group Ethnicity data, which I continued to create as the

analysis process moved forward.

   After I examined the Focus Group Ethnicity data through multiple lenses and developed a

list of preliminary codes for this data set, I merged this new list and the previous list (Individual

Interview data) in Dedoose to create a refined list that reflected data from both Individual

Interview data and Focus Group Ethnicity data. This involved analyzing the data through three

lenses: 1) the theory driving this study, 2) the literature informing this study, and 3) the research

questions guiding it. It was important to begin thinking about possible themes in the data through these three lenses because they serve as a unifying way of making meaning of the data (Merriam, 2009).

Analysis of Focus Group Gender data. For the third set of data, focus group gender data, I reviewed the transcripts from the interviews I conducted. I followed the Focus Group Gender protocol I designed for this study, examining the interviews through the theoretical lens, through the empirical studies, and through the research questions. During this review, I kept in mind the preliminary codes from the individual and focus group interviews, ethnicity data as well as the themes that emerged when I compared these first two sets of codes. Then I merged the first list of potential themes—prominent ideas about a data set—derived from the codes from the individual interview data, focus group ethnicity data, and focus group gender data. This will result in one new list of potential themes based on what the individual interview data, focus group ethnicity data, and focus group gender data reveal.

Thus, the constant comparative analysis method helped me draw conclusions about the data collected. As I compare these data sets and create this new list, I created memos about any thoughts and findings that may have emerged during this early analysis phase of the study. I also added new categories to the running list of groupings I created at the start of the data analysis phase.

Systematic analysis of document data. I sorted the data documents and established preliminary codes for this data set. Then, I merged the list of preliminary themes that was derived from the Individual interview data, focus group ethnicity data, and focus group gender data with the list of preliminary codes I established for the document data. This combined list then became the framework of categories (or themes) derived from the patterns that emerged

from each of the data sets individually and collectively. These categories were exhaustive and mutually exclusive, every relevant piece of data fitting into one category or another. Through the use of constant comparative analysis, as Merriam (2009) advises, these categories revealed the patterns that are woven through the data.

With this framework of preliminary themes in place, I began to sort through the memos and lists I created during the early analysis phase, using them to 1) reflect on the process I followed to create the thematic framework and 2) revise the framework if necessary. Then, I uploaded this framework to Dedoose, a qualitative data management program, creating a searchable database of the four sources of data I have collected. At this time, I committed to names for the themes, which could be driven by a variety of sources, such as the scholar, the BPTs and BPAs, or external documentation to the study (Merriam, 2009, p. 184). Names for the categories were driven by the research questions guiding this study and the themes from the literature review.

Looking across data sets. The purpose of data analysis was to help make sense of the information I have collected through systematic examination of this information so I could share the findings with a wider audience. Scholars of qualitative research (Creswell, 2009; Merriam, 2009; Yin, 2011) concur that interpretation is a key part of this process. That is to say, qualitative researchers use their knowledge of existing theories and concepts as well as what previous research reveals. In some cases, this includes first-hand knowledge from a researcher's own practice, which he or she uses to make sense of the individual pieces of qualitative information they encounter. These scholars also state that researchers have a responsibility to organize these data in such a way that together they tell a story which was prompted by the study's initial research questions.

Through this tedious process of continuously comparing and contrasting units of data, organizing (and reorganizing) them into themes, and revisiting the theoretical and conceptual system of the study, I was able to develop a sound conceptual summary of the data and the categories into which I have sorted them. This required me to draw inferences about what the data was telling me, a process that procedures entails continually going back and forth between the primary question and sub-questions of 1) how do BPT's and BPA's interpreted experiences intersect with macro-level structural considerations to demonstrate or create disparate enrollment and retention outcomes? 2) how do BPTs and BPAs report understanding and interpreting their experiences of navigating *Renaissance University* TEP? and 3) how do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in *Renaissance University* TEP? I interpreted this data based on the knowledge of and experience with using discussion during individual and focus group interviews (Merriam, 2009).

This process involved using constant comparative statistical analysis of the data collected from multiple sources. I looked within data sets and across data sets to explain how BPTs and BPAs data intersects in the proposed research site. At times only collected data from one source. At other times I analyzed data from one source while I also conducted a preliminary analysis of a set of data collected earlier. Frequently, I conducted preliminary analysis of one data set as I was collecting another set of data. Conducting multiple tasks at the same time is characteristic of qualitative research (Merriam, 2009; Yin, 2011). Towards the end of the data collection phase, I had developed a good understanding of what the data mean together. However, I continued to compare the themes derived from individual data sets to one another in order to conduct a thorough analysis of the entire collection of data for this study.

Using the final set of themes from the entire set of data, I wrote up the findings from this study. I wanted to answer each of the research questions via the theoretical framework and empirical studies guiding this study. From November 2019 to July 2020, the findings of this study in which I described the case of how do BPT's and BPA's interpreted experiences intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes? How do BPTs and BPAs report understanding and interpreting their experiences of navigating *Renaissance University* TEP and how do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in *Renaissance University* TEP? (Appendix G)

Limitations of the Study. Yin (2009) conveyed that using case study continues to be the single most demanding of collective science attempts (p. 3). Participation, coaxing, and persuasion are rare aspects of case studies (p. 190). With this said, it was critical as a scholar to understand any limitations when conducting the study. The significant limitation in the study was the sample size, which is a portion of preservice teachers who African Americans in *Renaissance University's* TEP.

Nevertheless, the sample provided by the BPTs and BPAs provides insight into the relationship of the intersectionality of gender, race and ethnicity for a Microstructure of BPTs and BPAs within a Macrostructure of *Renaissance Universities* TEP? The existing stories provide evidence that resilience is a support for BPTs and BPAs. Namely, the support of mentorships and role models, and network organizations where you have voice, are effective resources for helping these students succeed.

CHAPTER IV

RACIALIZED TRAUMA- FINDINGS

The study forming the core of this dissertation focused on how the interpreted experiences of BPTs and BPAs intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes. The two sub-questions were:

1)   How do BPTs and BPAs report understanding and interpreting their experiences of navigating a *Renaissance University*'s TEP?

 2)   How do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in *Renaissance University*'s TEP?

This chapter will explore findings related to sub-question 1. the inquiry revealed a lack of structural support for all BPTs and BPAs to persist through the barriers created by the operation of systemic racism within this PWI TEP. Specifically, BPTs and BPAs reported intersectional experiences of race, gender, and ethnicity which produced the interpreted challenges of isolation, gendered cohort alienation, psychological violence, a lack of voice within and outside, a macrostructure of whiteness.

The eight themes of data collected were categorized into two code presences: a support for the participants or a barrier. As well as, these aforementioned pair of code presences were categorized as one of four sub-code presences: Such as, the first of two sub-code presences, were: Macro Supports or Macro Barriers, where of structural or institutional impact in determining successful persistence towards graduation. Similarly, the second sub-code presences were: Micro Supports or Micro Barriers, where of intra or interpersonal impact for BPTs and BPAs while enrolled at *Renaissance (*Table 8).

Table 6: Eight Themes

Code Presence
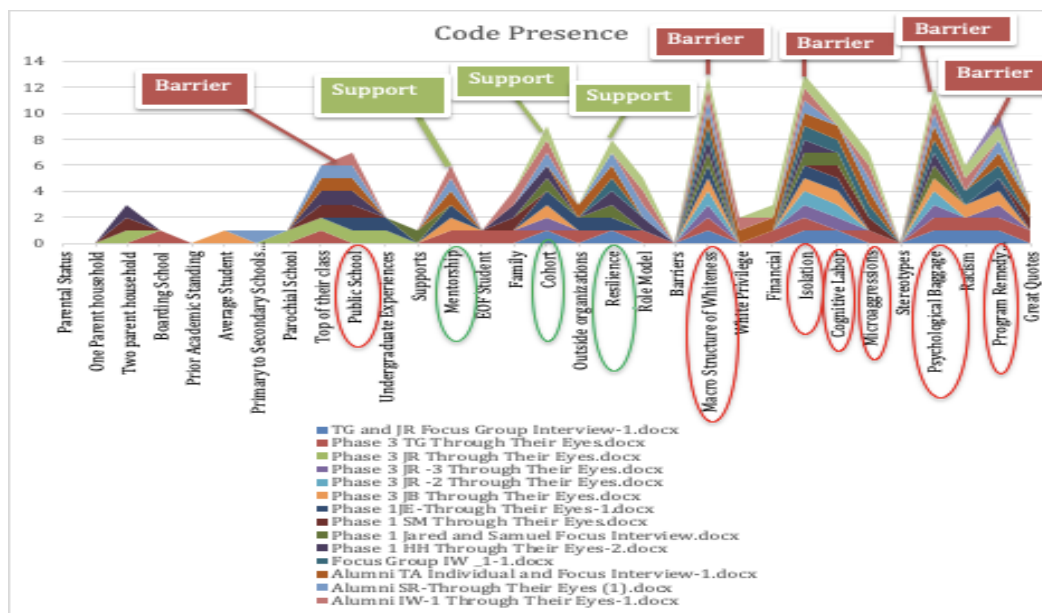
These findings will be conveyed under the umbrella of racialized trauma, which

manifested through battle-torn participants experiencing harm and then "digging" within the

macrostructure of whiteness for triage in an attempt to promote healing. With race being the

primary focal lens, the findings also revealed some instances of the intersection of gender which

will be discussed when applicable. Due to Renaissance TEP's macrostructure of whiteness,

BPTs and BPAs interpreted barriers of isolation, psychological violence, a lack of voice, within

and outside the macrostructure and varied gendered experiences in their cohorts.

As illustrated in her seminal work, *Trauma and Recovery*, psychiatrist and researcher

Judith Lewis Herman defines trauma as that which "generally involve [s] threats to life or bodily

integrity, or a close personal encounter with violence and death". This encounter essentially

alters the person's approach to their connection to the structure and to others, because that which

had been harmless or certain no longer feels protected. I will use the metaphor of racialized

trauma throughout this chapter to express the harms experienced by BPTs and BPAs at

Renaissances' PWI TEP and occasionally refer to them as the *walking wounded* to capture the

urgency and pain that they talked about enduring.

I will now explore in turn each element of racialized trauma that emerged from the

coding: isolation, psychological violence, lack of voice, microaggressions, and gendered cohort

alienation.

Isolation

> *I've felt very alone* in a lot of the classes... but I think alone in realizing that the
> experiences were a lot different from the experiences of the people in the class
> and also the professors..."it's a problem because *you can't identify, you can't
> relate*, you can't see yourself in that profession or in that arena.

Alexandria's words express to us her experience of the inability to "identify," "relate," or

even see herself in the teaching profession due to isolation. This insidious effect can create a

ripple effect of cognitive labor, psychological violence and microaggressions for BPTs and

BPAs. Alexandria shared how isolated she feels by the lack of equity provided in getting to "see

people that look like you every day". In interpreting this data, I found it interesting to compare

her shift in perspective about school in contrast to her experiences from when she was in a

diversely populated primary and secondary school. "I've always *really loved school*. I think I've

always been that student that just... It just clicked for me for a lot of things...*I've always really

just enjoyed being in school and learning*… As a student, definitely always just ready and

willing to learn.

What realization was she referencing where her experiences were so vastly different from her peers and also professor? Specifically, what was the catalyst for Alexandria's pivot from always enjoying school and learning to feeling alone in a lot of her classes? Prior to enrolling at the PWI TEP, Alexandria's interpreted experiences in primary and secondary school were one of intrinsic enthusiasm which was connected to the joy of learning. The reason for this joy of learning was due to the cultivation of significant relationships between her teachers and peers. As Alexandria illustrated, the experience of isolation was a barrier that was critical to understanding her journey within this PWI TEP at *Renaissance University*. Participants were asked to describe the experiences that posed to be challenging during her matriculation within their journey at *Renaissance*. Their stories provide examples of similar experiences of loneliness or low self-esteem. Since all of the participants were the only BPTs in their cohort group, they were always cognizant of being the only.

During the research of the participants, over 28 open codes were assigned to the element of isolation with sub-codes of experiencing an *identity crisis*, *misunderstood*, and *racial rebuke*. The sub-code of the *identity crisis* yielded over 9 codes under the umbrella of Isolation. In interpreting this data, the findings underscore the argument among researchers regarding the element of isolation as a critical barrier in the experiences of the BPTs within *Renaissances*' PWI TEP.

One hundred percent of the participants mentioned at least one of these three descriptors. The participants shared about instances in which they felt like an outsider or alone due to either their race, gender, or ethnicity. This shared experience was contrary to the participants' prior primary and secondary educational experiences where there was a strong sense of belonging.

Many researchers have written about the need for academic and financial support for underrepresented students (Kalenberg, 2004). While these are important, the culture of higher education institutions also has to change (Sewell, 2010). For students who are not part of the dominant group, the experiences are too often ignored, and they can be made to feel as if they do not belong. The unease, then, centers on what types of support are needed and whether institutions can develop networks that adopt intersectionality and construct spaces where marginalized students are empowered through individual strength and societal accord. As postsecondary institutions have become more diverse, higher education scholarship includes the growing attention on diversity-related topics.

For example, higher education research on the advantages of diversity and multiracial campus cultures have become common (e.g. Museus & Jayakumar, 2012). It is nevertheless critical to admit that universities can provide structural diversity and equity plans while specific individual populations continue to feel voiceless inside that institution. If higher education scholarship strives to develop knowledge of all pupils in colleges and edify manners to increase the probability that these populations will bloom, it is critical for secondary stage researchers to seek to uncover the voices of all marginalized groups and produce real grasping of these groups.

> *If you're not white, you feel kind of ... not left out...you feel like an oddball... Not much interaction with the peers outside of the classroom, personally didn't really interact with many of them, outside-I just didn't feel like I could relate to them…*

Tameekas' words show us how isolation continued to manifest as an *identity crisis*. Tameekas' experience was similar to Alexandria's with the distinction that she broached the topic of race being a disqualifier in relating with her peers. This response represented the

opposite of her primary and secondary experience while attending a primarily Black boarding

school in Camden, New Jersey.

> The history or background in the school, it used to be predominantly white. And it was an all-male school until it was protested years ago. And then it became a predominantly Black school. Which is a part of the reason why I *love the school,* because a lot of people did look like me there and that I can relate to.

As previously mentioned, during the research of the participants, over 28 open codes

were assigned to the element isolation within the sub-codes of experiencing an *identity crisis*,

being *misunderstood*, and *racial rebuke*. The sub-code of the *identity crisis* yielded over 9 codes

under the umbrella of isolation. In interpreting this data, the findings underscore

the argument among researchers regarding isolation as a critical barrier, and in this instance, in

the experiences of the BPTs within *Renaissance's* PWI TEP.

The reason this is important, can be revealed by Lumsden's (1999), book *Student

Motivation: Cultivating a Love of Learning.* The author detailed that "motivation is the ultimate

product of many aspects of the school experience". He identified one important tenet of the

academic experience as cultivating compelling relationships between teachers and pupils. For

that reason, the "love of school" was conveyed by Tameeka, which centered around a sense of

community and the ability to relate. Similar to Tameeka, Alexandria "…always *really loved

school*." As a student, Alexandria was always just ready and willing to learn.

This interpreted experience is different from Tameka's, "love of school", which was

reliant upon a sense of community. Alexandria's interpreted experiences in primary and

secondary school was one of an attitude and intrinsic enthusiasm which was connected to the joy

of learning. Hence, the reason the cultivation of significant relationships between teachers and

students' matters is due to how teachers of color aid students of color. Particularly, as noted by

(Sun, 2018) Black teachers of Black students. These shared manifested experiences, conveyed by

Alexandria and Tameeka, regarding isolations manifestation through identity crisis within

Renaissance's PWI TEP*,* illustrated how the interpreted racialized trauma became a common

barrier that was shared by all of the participants in this study.

> You just feel like you can't... *you don't want to say too much because you might be misunderstood,* your experience isn't shared or you can't connect to anyone on that level, so I guess you just feel like you have to just be quiet because what is the *point of saying something that's not going to be perceived we or understood* or could be interpreted wrong or... The list goes on.

In addition to the manifestation of isolation as an *identity crisis* another sub-code

manifested, being *misunderstood*. Justice's words show us how isolation manifested into being

misunderstood which resulted in racialized trauma during her journey within *Renaissance*.

Moore (2017), highlighted Black women needed formal and informal support systems to be

successful. Further, "the historical and institutional systems of oppression adapt representations

of themselves". This interpreted experience is based on two years of attending and persisting

through a macro structure of whiteness. Justices' interpretation of this experience was one of

silencing or the messaging that your opinions, voice, thoughts and ideas do not matter, simply

because you don't fit into this structure.

During the research of the participants, the sub-code of being *misunderstood* yielded over

9 codes under the umbrella of isolation. In interpreting this data, the findings continued to

emphasize the argument among researchers regarding the element of isolation as a critical

barrier, and in this instance, in the experiences of the BPTs within *Renaissances*' PWI TEP.

 Additionally, Mallett et al. (2016), conducted a study of how everyday intergroup

interactions can result in felt understanding and misunderstandings. Justice's words show us how

isolation manifested as being *misunderstood* which impacted her ability to communicate during

her journey at the PWI TEP within *Renaissance*.

> ...It was kind of lonely, but it's interesting because I think I had grown accustomed to
> being lonely in education. So, I had a cohort. I remember some of the faces of the cohort
> members, and when we came together with Dr. XXXX, who was running the program at
> the time, I felt really good because he would elicit a good deep conversation from us, but
> whenever we left that classroom space I was on the own, like the rest of the cohort would
> meet up. I specifically remember one time we had a meeting that we were supposed to all
> come together and discuss the comprehensive exams, and they said they were going to
> meet at [the] Library, so I got the stuff and got ready to go, and I went, and they weren't
> there.

Trina's words show us how isolation manifested as being a racial rebuke. Trina's

account conveyed the thought that this isolation had become a norm, speaks to how being a BPT

or BPA, enrolled in a macrostructure of whiteness, can cause far-reaching damage to BPTs and

BPAs. Damage that transcends the physical act of exclusion, a form of bullying—HIB, but it also

spills into the areas of psychological violence, [not good enough, something is wrong with me.]

to cognitive labor [why am I not good enough? Will the peers accept me? Or I don't care!] The

most disturbing statement she shared was when she was scheduled to meet with her cohort for a

group project and her classmates did not show up. This example illustrates the "power" of

structural racism within a macrostructure of whiteness—You don't belong! We are going to be

certain to share that we do not want you here! The microaggressions and the psychological

violence, cognitive labor all rolled up in one.

During the research of the sub-code of being *racially rebuked* yielded over 9 codes under

the umbrella of isolation. In interpreting this data, the findings continued to emphasize

the argument among researchers regarding the element of isolation as a critical barrier, and in

this instance, in the experiences of the BPTs within *Renaissances*' PWI TEP. Alexandria shared

the same barriers as Trina, in that they are both Black women who are navigating [ed} through a

PWI TEP. Alexandria was asked during our focus group interview, "How does it feel to be a

Black woman at *Renaissance's* TEP, her response was "I think when you add in being a Black-

women that is when things get a little different." When probed, Alexandria shared a similar

interpreted experience as Trina and Justice. The commonly shared variable was that they are

both Black. Justice shared the same barriers as Trina, and Alexandria, Black woman, with an

emphasis on Black.

 A further peek under the umbrella of racialized trauma shared by the BPTs and BPAs

revealed the second barrier of psychological violence. This example of racialized trauma

manifested through three elements of *Death by a thousand cuts, Bleeding out for 13 years and*

Interest Convergence.

Psychological Violence

> ...I'm always in survival mode, so it feels like I have to be completely full
> of contention before anything spills out, and by the time I get to that point, you get what
> you get. I'm not trying to make it fit. I'm not trying to ensure you understand it. It's just
> going to be what it is. So, *after enough of those death-by-a-thousand cuts, after you get*
> *cut that many times you just say what it is, and drop the mic,* and walk away; and
> sometimes I think the way that reverberates again in the physiological. You go home and
> you sleep, like you just pass out because it's like fighting all day.

Trina's words show how the second element of racialized trauma, psychological

violence, manifested through the element of *Death by a thousand cuts Bleeding out for 13 years*

and *Interest convergence.*   This first sub-coded barrier crushed her between two acts of violence.

The first violent act, illustrated, was the continuous exposure, to structural racism, through the

macrostructure of whiteness at *Renaissance*'s PWI TEP. This violent act of psychological

violence was the residual effects of the traumatic intra or interpersonal experiences. These combined acts of violence resulted in social and mental torture for Trina.

During the research of the participants, over 27 open codes were assigned to the element psychological violence. Additionally, within the sub-codes of experiencing *Death by a thousand cuts*. *Death by a thousand cuts* yielded over 9 codes under the umbrella of isolation. In interpreting this data, the findings continued to emphasize the argument among researchers regarding psychological violence as another critical barrier, and in this instance, in the experiences of the BPTs within *Renaissances*' PWI TEP.

The importance of this form of psychological violence is illustrated by Biao (2010), the phrase *Death by a Thousand Cuts*, *Death by Slicing* or *Lingering Death*, is an ancient Chinese death penalty ritual used as a means of torture. This vivid metaphor clearly describes the lasting psychological violence and trauma Trina endured during her journey at *Renaissance*. Additionally, the persistence that is required to just show up daily is an example of the resilience that goes unnoticed by the beneficiaries within a macrostructure of whiteness. Further, the final and most salient quote Trina shared illustrated the emotional, social, physical, and mental exhaustion of battling in, what she referenced as this invisible "war" of the "walking wounded."

> Ever see one of those war movies where someone's holding their friend who's bleeding out, and the friend that's bleeding out thinks everything's cool, and they're talking about, when they get home, they're going to go and play poker, and all that good stuff. And he wholeheartedly believes it. "Yeah, no, I'm doing fine. Everything's going to be great. But then he looks down, he's like,"Oh, man, I'm not doing great at all." That's how I felt. And I approached a certain friend this semester, like, "I've been bleeding out for 13 years, and I only looked down as of maybe two months ago.

Sammy's words show yet another example of how psychological violence manifested for the participants of this study was the *Bleeding out for 13 years.* Hematologists Stainsby et al.

(2006), shared in his research that it is critical to quickly recognize a significant loss of blood and implement a successful timely response if shock and its consequences are to be anticipated. Similar, to the striking metaphoric imagery of torture that Trina conveyed, Samthe's psychological violence manifested as one of "major blood loss". Namely, the consistent exposure to structural racism through macrostructure and interpersonal barriers resulted in high levels of stress and trauma.

During the research of the participants, within the sub-codes of experiencing *Bleeding out for 13 year*. *Bleeding out for 13 years* yielded over 9 codes under the umbrella of isolation. In interpreting this data, the findings continued to emphasize the argument among researchers regarding psychological violence as another critical barrier, and in this instance, in the experiences of the BPTs within *Renaissances*' PWI TEP.

As specified in the American Psychological Association's Journal by board-certified psychologists Williams et al. (2019) "many ethnic and racial groups experience higher rates of posttraumatic stress disorder (PTSD) as compared to White Americans...due to racism or microaggressions". Both of these interpreted experiences shared by Trina and Sammy, who are of two different ethnicities and genders, which are important in highlighting the intersectional experience for BPTs and BPAs who are enrolled or are alumni of the Renaissance's TEP. These jarring accounts of psychological violence give first -hand accounts of how devastatingly damaging this toxic structure can be for BPTs and BPAs.

All of the participants conveyed their encounters as resulting in their being the "walking wounded". Fitzpatrick (2017), explored how many of the soldiers who served in the Korean war from 1950-1953, experienced war trauma and psychological violence. Unlike the soldiers who sustained visible physical injuries, the soldiers who experienced invisible scars were not

provided psychiatric care. Due to this lack of care, the soldiers suffered from Post-Traumatic

Stress Disorder (PTSD) which resulted in an inability to reconcile the traumas they endured and

heal. In the same way, the BPTs and BPAs have sustained "war trauma" and psychological,

social, and emotional effects due to macro aggressions, microaggressions, and isolation at

Renaissance's TEP. In short, due to the barrage of psychological violence being executed,

resulting in invisible scars, or the "walking wounded".

According to Acuff et al. (2018), Black people build up emotive and psychological

violence as a result of being mandated to perform, "function and thrive in a world that is set up

with the goal of Black people failing on multiple levels (p. 174)".   Likewise, the

disproportionately modest numbers of students of color who do qualify to confer their

undergraduate degrees and are enrolled in TEPs confront consistent isolation, by receipt of

teaching from primarily White professors around strategies to teach an increasingly diverse

student population that often these very faculty are unskilled at teaching (Ladson-Billings, 2005).

It is from these perspectives, and spirit, that all of the nine BPTs and BPAs have communicated

varied levels of psychological violence within *Renaissance's* PWI TEP.

> So, I have been in the third GSE impact report. ... It focuses on a lot of professors and
> things that are going on within the GSE. And then there's a little blurb at the bottom. And
> it's like an interview from the student, the teacher, the cooperating teacher, the liaison, the
> principal…*and constantly I go back and forth and question whether or not I'm in it
> because I'm doing good or is it because you want to show a representation of what isn't
> really in the program?*

Tameekas' words communicated the final element of the "*walking wounded"*, manifested

through the umbrella of racialized trauma and the residual impacts of psychological violence.

Tameekas' words show us how her "wounds" are analogous to being used as a pawn in a chess

match. The psychological violence that she conveyed was illustrated when she was "used" for

marketing purposes through photographic images in three consecutive annual globally publicized

Impact Reports (Although she only posed for one photoshoot). Ironically, this same student,

who is a recipient of the Educational Opportunity Funding (EOF), was not granted a $300.00

stipend that was gifted to a handful of students to pay for a required EDTPA submission.

Thankfully, this was brought to her mentorship/role model group who gifted her with the money

in order for her to successfully submit and graduate in May of 2020.

During the research of the participants, over 27 open codes were assigned to the element

psychological violence. Additionally, within the sub-codes of experiencing *interest*

convergence. *Interest Convergence* yielded over 9 codes under the umbrella of isolation. In

interpreting this data, the findings continued to emphasize the argument among researchers

regarding psychological violence as yet another critical barrier, and in this instance, in

the experiences of the BPTs within *Renaissances*' PWI TEP.

In interpreting this data, I determined that this is important because the research

conducted by Milner (2008), revealed that the critical race theory tenets of interest convergence

"can be used in the analysis of policies and practices in teacher education". In the same way,

Trina's interpreted experience at Renaissances' TEP illustrated how the barrier of structural

racism has promoted the participants' experience of racialized trauma and psychological

violence. These detailed racialized traumas, of *death by a thousand cuts, Bleeding out for 13*

years, and interest convergence, experienced by the *walking wounded* impeded these

participants' progression through this structural racism. Central to research interconnected with

intersectionality, social justice, and academic, intersectionality illustrates a focal point for social

context necessary fairness to find circumstances responsible for the erection of barriers and class

structures of inequity, privilege, and oppression (Bowleg, 2012).

The literature I reviewed did not use an intersectional lens to examine BPT and BPAs from a multifaceted perspective. Consequently, findings reveal how the prism of intersectionality, as both a concept and method, is a "dusting powder" to expose the "fingerprint" of the many elements of psychological violence within Renaissance's PWI TEP.   Moreover, this study constitutes evidence to suggest that these barriers due to structural racism has had a detrimental effect on the ability of BPTs and BPAs to persist within the program.

Lack of Voice

> I would probably say "Just start over." Start over. Some things are not meant to be fixed. They have to be re-conceived. They have to be designed for, and with purpose in mind. I use an image when I talk about the way we design instruction, and the two images that I juxtapose are like some janky handicap ramp that was on the dorm in [XXXX] that we always laughed, like wow, they don't want anybody on wheels to get in this place. This is horrible. It's ugly. It's not functional. It's not even measured correctly. It's not level. It was terrible. And then, I pull up the image of the Guggenheim whereas the access to the Guggenheim is not just that they thought about folks with different levels of mobility made it beautiful for them. So, you can tell the difference of when somebody's kind of slapping something on as an afterthought and when the design was conceived with folks in mind. You can't do it as an afterthought, so that would be what I whisper, Start over.

When asked, "If you could whisper in the ear of the people who have set up the TEP, here at *Renaissance University,* what advice would you give them about improving things"? the first element of the perceived need for change in the value of "network change" which was conveyed by, Voice A. Clearly, the data shared by Voice A illustrated a stark comparison of *Renaissance* to the Guggenheim and illustrated how the perceived inequities are due to a lack of inclusivity in prior planning and preparation for all preservice teachers, specifically, BPTs and BPAs. Voice A's response to this question introduces us to the lack of voice as the third element that impeded the BPTs experiences at *Renaissances'* PWI TEP. Specifically, Voice A conveyed that Renaissance's TEP was designed without BPTs in mind. The racialized trauma that has been

analyzed is data of participants' shared experiences due to the lack of planning and consideration for all preservice teachers who would attend.

When contemplating the term voice, this is the vehicle that provides an opportunity to bridge the gap in addressing "the growing epidemic of the racial and gender discrepancy between teachers and P-12 students" according to Szecsi and Spillman (2012). Within the primary barrier of structural racism, BPTs and BPAs voices were silenced. Equally, during the individual and focus group interviews conducted, a ratio of 5:9 participants conveyed a need for the *Renaissance* to implement changes such as: *Just Start Over* and provide *Diverse Race Representation of Preservice Teachers*. In fact, the BPTs communicated a shared level of fear, in utilizing their voice, for this study. As a result, one might ask why the BPTs and BPAs would communicate this level of fear to the level of retribution for just sharing their suggestions? One consideration is due to the current national landscape that we have witnessed, leading to palpable evidence that causes such fear.

Hence**,** it is from this national landscape of racism and social injustice, that participants displayed apprehension in giving voice within *Renaissance's* PWI TEP. Primarily due to the power of privilege, that *Renaissance's* PWI TEP [structural racism] provides for white people, or in this case faculty and preservice teachers. Individually, the participants asked if pseudonyms would be used to ensure anonymity. Thus, the data in this section was strategically categorized as voices A and B. The sample of participant responses are representative of both BPTs and BPAs.

During the research of the participants, over 28 open codes were assigned to the element lack of voice. Additionally, within the two sub-codes of experience *just start over and diversify your race representation of preservice teachers*. *Just Start Over* yielded over 19 codes under the

umbrella of lack of voice. In interpreting this data, the findings continued to emphasize

the argument among researchers regarding the element of *lack of voice* as yet another critical

barrier, and in this instance, in the experiences of the BPTs within *Renaissances*' PWI TEP.

In interpreting the data, Frances Frei, an American academic, introduced an article from

the Harvard Business Review, entitled "*The Four Things a Service Business Must Get Righ*t",

(2008), which outlined how to restructure a profitable service business model. Despite the fact

you might be wondering why I am citing this article? Simply stated, *Renaissance* University's

PWI TEP is a service business model. A service business model is one that performs services for

consumers rather than physical goods.

As such, the importance of this sub-code of *just starting over* within this PWI TEP is due

to the need to survive. The total TEP's revenue or profit which is generated by student

enrollment and retention, determines success as measured by the University. According to

Shafer et al (2004) "The Power of business models", a properly developed business model can be

used as a strategic tool for the organization. Conversely, misgivings regarding business models,

like the ones articulated by Voice A, were identified as four tenets: "*flawed assumptions*

underlying the core logic, limitations in the strategic choices made, misunderstanding about

value creation and value capture and flawed assumptions about the value of the network"

(Shafer et al. 2004). The sub-theme *Just Start Over,* aligned with Shafer's fourth tenets of

"*flawed assumptions about the value of the network".*

As stated by Shafer, "sometimes, a model mistakenly assumes that the existing value

network will continue unchanged into the future" (p. 206). *Renaissances*' PWI TEP, has

operated in the same manner for decades under the assumption that there is exclusive value in

revenue generated by enrollment and retention, without considering the value of inclusivity,

mentorship, and providing a voice for all stakeholders.

> I guess maybe just being possibly more marketable to others because I know when I see flyers around they usually put the common areas around the university when it comes to [*Renaissance*], mainly just white females on the flyers just promoting the teacher ed program. You don't mainly see students of color on there, so maybe that might also persuade students of color that "Oh, there's not that many people doing it" so that might dissuade them from wanting to pursue the program altogether. So, I think just showing more diversity when they market, I think that could just be advised that I could give them.

Voice B's words show the lack of diversity within *Renaissance* and the concern in the

effect on recruitment and future enrollment for diverse candidates. Finally, when grappling with

the BPT's and BPA's interpreted experiences within this racialized trauma of isolation,

psychological violence and a lack of voice, racialized trauma is that the veil has now been lifted.

In lifting the veil, Voices A and B's words reverberate like a loud shout in a quiet room. The

voices that were analyzed conveyed that Renaissances' PWI TEP has a "*flawed assumption*".

Specifically, that the "value network" has changed.

In interpreting the data of the participants, over 28 open codes were assigned to the

element lack of voice. Namely, within the two sub-codes of experience *just start over and*

diversify your race representation of preservice teachers. *Diversifying your race representation*

of preservice teachers yielded over 19 codes under the umbrella of lack of voice. Additionally,

the findings continued to emphasize the argument among researchers regarding the element *lack*

of voice as an additional critical barrier, and in this instance, in the experiences of the

BPTs within *Renaissances*' PWI TEP. Applicably, the nine BPTs, and BPAs endured five

emergent macro and micro barrier elements of *macrostructure of Whiteness, cohort, isolation,*

psychological violence, and lack of voice, which resulted in their racialized trauma due to

structural racism.   Further, this analysis of data bodes the question of, what protocols and procedures are in place, at this PWI TEP, to recruit, accept, enroll, retain and confer, a diverse representation of preservice teachers?

Delpit (1988) published a seminal article entitled, "The Silenced Dialogue", which referred to the absence of dialogue around race and how it results in a split amongst Black and White educators, which is the importance of the sub-code of diversifying race representation. Voice B and C articulated the need for the faculty at *Renaissance's* PWI TEP to "*get to know your students*' ' that they "*claim to serve*". The barrier within structural racism that promotes a macrostructure of whiteness of that racism hates to be acknowledged. An example, in support of this claim, can be found in Tatum's (2004) book entitled, "Defining Racism: Can we talk?", where she stated the following, "It is important to acknowledge that Whites benefit from racism, they do not benefit equally." Other factors, such as socio-economic status, gender, age, religious affiliation, sexual orientation, mental and physical ability, also play a role in our access to social influence and power. Finally, whites benefit from structural racism: it creates racial inequality, which puts whites at the top in terms of wealth and power.

The benefit of racism for white people is clear. Racism is the combination of one of the six tenets of the intersectional prism tenets of *privilege* and power that is afforded through this structural racism. Ironically, these "*flawed assumptions about the value of the network*" have only perpetuated the perceived benefit of racism. Consequently, *Renaissance* PWI TEP, as a business model and macrostructure of whiteness, is a major impediment in the retention and enrollment of BPTs and BPAs. Without question, the *legitimized* Voices of A and B. have united in shouting "Diversify your Race Representation of Preservice Teachers!... Just Start Over".

Macrostructure of Whiteness

> It's funny because there's a thing that folks do when there's positive characteristics to you, they want to find out what about you is not Black. So, what are you? Are you mixed? whatever the case may be, Oh, you have nice hair. Are you mixed? Oh, you speak really well. Are you mixed? You speak Spanish, where are you from? So, I always tell people I'm mixed with Black and Blacker.

Trina's words show us her experience with the "*power*" of microaggressions due to her race. This example of racial trauma was displayed through inquiries regarding the texture of her hair and her ability to fluently speak Spanish. One might be confused as to how these examples would be perceived as macroaggressions due to her race. Simply put, asserting that you are of mixed race due to having "nice hair" is a subtle way to devalue Black and Brown people.

This final element of racialized trauma revealed by the participants was a macrostructure of whiteness. Within this macro structure were two sub-codes of *microaggressions due to race*, *microaggressions due to ethnicity*. In this study, the structural racism mirrored through *Renaissances*' structural racism has normalized a climate of microaggressions directed towards BPTs and BPAs race and ethnicity. Prior to delving into the macrostructure of whiteness, it is important to ensure clarity in defining the meaning and the term of *Whitene*ss. Helms (2017) defined Whiteness as "the overt and subliminal socialization processes and practices, power structures, laws, privileges, and life experiences that favor the White racial group over all others" (p. 718).

In interpreting the data of the participants, over 40 open codes were assigned to the element macro structure of whiteness. Additionally, within the two sub-codes of experience *Microaggressions due to race and Microaggressions due to ethnicity. Microaggressions due to race yielded* over 35 codes under the umbrella of macro structure of whiteness. Additionally, the findings continued to emphasize the argument among researchers regarding the element *macro*

structure of whiteness as a barrier, in the experiences of the BPTs within *Renaissances*' PWI

TEP.

In the field of education, whiteness has become normalized to the extent that despite its

invisibility, and successful infiltration into our national education arena, promotes a lack of

comprehensive equity for students of color (Leonardo 2009). The structural racism that is

reflected through *Renaissance* TEP as a macrostructure of whiteness' presence has resulted in

microaggressions due to race towards the participants which demonstrated privilege. Thus,

Trina's perspective that the interactions with "folks' 'do when there are positive characteristics

being exhibited by you, they want to find out what about you is NOT Black.

Having to exist in this place of defense or protection is exhausting and was continuously

communicated by Trina in her focus and individual interviews. Research supports the notion of

Black women have always been contrasted to white women with white women being revered the

epitome of beauty. Accordingly, there is an unbelievable bulk of burden for Black women to

submit to the chief Eurocentric beauty codes (White, 2005). Relating to Trina and the other

woman BPT and BPA participants, representative of predominantly white preservice teachers,

the dominant Eurocentric beauty standards described by researchers is a result of the macro

structure and thus becomes a vehicle to promote privilege.

Historically, women have been pressured by comparisons of "Eurocentric beauty

standards that are for the most part defined and reinforced by a dominant culture and affect all

women regardless of race" (White, 2005). Although this is a common problem for all women,

Black women are traumatized by this standard due to race (White, 2005).   The *power* of racial

and ethnic inequalities in PWI TEP's have been discussed in the literature, however, this study is

showcasing how these two intersections impact BPTs in determining their ability to persist despite these barriers towards graduation.

Hughes et al (2013), highlights the various definitions of beauty. Within the Black culture "good hair" is viewed as the "best" texture of hair to possess and thus has been revered as evidence of mixed ethnicity or not being purely Black. This perspective emanates from slavery whereby the biracial children who were conceived through the act of rape from the white men towards women slaves. These mixed raced children conceived from the slave owners and slaves were permitted to work in the house, while slaves were relegated to the plantation fields.

This generational trauma continues to be a subliminal attack that has been perpetuated within the Black culture and Macrostructure of Whiteness resulting in Black women rejecting themselves in preference of the Eurocentric characteristics. It is from this context that Tameeka's offense lies and why her response of "I am mixed with Black and Blacker" was a rebuke of this microaggression.

> When I was at the program at *Renaissance*, two individuals came up to me and asked me, 'Did *you grow up with your father?' If it wasn't for the father, I wouldn't be here. I wouldn't. And so that stereotype is so infuriating. Are you kidding me? And so, [the book] Jamir is now born.*

Israel's words provide for us the revelation of how racialized trauma was normalized at *Renaissance* through the manifestation of microaggressions due to race and gender due to being stereotyped. Drayton et al. (2016), illustrated this experience, specifically for Black men, metaphorically as salmon swimming upstream through the toxic waters of a macros structure of whiteness. Further, "resistance" of the rough waters within the current has obstructed the ability for BPT and BPA men and women to move forward.

In interpreting the data of the participants, over 40 open codes were assigned to the element macro structure of whiteness. Namely, within the two sub-codes of experience *Microaggressions due to race and Microaggressions due to ethnicity.   Microaggressions due to race yielded* over 35 codes under the umbrella of macro structure of whiteness. Additionally, the findings continued to emphasize the argument among researchers regarding the element *macro structure of whiteness* as a barrier, in the experiences of the BPTs within *Renaissances*' PWI TEP.

In "Tendus and Tenancy: Black Dancers and the White Landscape of Dance Education," (Davis, 2018) delves into the insidious presence of Whiteness in the fields of dance and dance education. Despite being a specified discipline within teacher education, the comparison chosen by Phillips-Fein uses to cover the injustice and forbiddance that BPT's and BPA's encounter at a PWI TEP is one of land ownership. The claim is that BPTs and BPAs are not provided total entry to ownership rights in their enrollment at Renaissance Universities TEP, but instead function through a tenancy as renters, inasmuch as Whiteness is the homeowner of the higher education structure, procedures, and Eurocentric norms of TEP. This *privilege* is a core barrier that was universally experienced by all nine participants in this study due to structural racism that was mirrored through a Macrostructure of Whiteness.

Lippard suggests that current racist expressions and guidelines concentrated on unregistered immigrants are equally racist and anti-foreign simply because it simultaneously labels being "Brown" and "alien" as the "problem"' (Lippard 2016). Essentially, bigotry and social policy fuse to continue segregationist views (Huber et al. 2009). In this second component of macrostructure of whiteness, two participants, Sarita and Israel, described how the *Renaissance* University's TEP, normalized their experiences of Microaggressions due to

ethnicity. This is the first example of how racialized trauma presented as a microaggression due to her ethnicity:

> I mentioned being African and how even though I'm African, I was born in Africa, I don't identify with being American. I'm African American. One of the students said, Well, if you come to this country, you're American, you shouldn't claim anything else. If you don't want to be here, if the people don't want to be here, then you should go back to your country. I turned around in this class, it was the diversity class and I turned around like, should I say what I really want to say or should I just wait for this class to be over? ...When she said that, I was just like, Okay, ... I looked at the teacher and I'm just like-I don't even think the teacher knew how to answer that.

Sarita's words illustrate for us the manifestation of racialized trauma manifested in aggression due to her ethnicity in a class with her white peers and white professor. This is the power that structural racism cultivates resulting in a climate of entitlement and privilege due to a Macrostructure of whiteness. The national climate on the ban of immigrants has been focused on countries that are Brown and Black and not applicable for most European countries. This strategic political assault has been divisive and has accelerated the acceptance of racism in colleges across the USA. George at el (2019) asserts that Black students are racialized in college, due to the climate of PWI and foreign-born students of color are more likely to experience discrimination than their contemporary White foreign-born students (Lee & Rice, 2007).

In interpreting the data, *microaggressions due to ethnicity yielded* over 5 codes under the umbrella of macro structure of whiteness. Additionally, the findings continued to emphasize the argument among researchers regarding the element *macro structure of whiteness* as a primary barrier, in the experiences of the BPTs within *Renaissances*' PWI TEP.

White privilege was exercised in the assault against Sarita, publicly declaring that she was not permitted to embrace both her ethnicity as an African from Africa and an American. As

Sarita, stated her disbelief in her white peer "confidently opening her mouth" to spew aggression due to her ethnicity in a class of learning and teaching with her white peers and white professor is due to a Macrostructure of whiteness which results in privilege. The quandary that Sarita shared, was that she couldn't look for support from the likely places, her peers or the university representative. Sarita provided insight as to how racialized trauma can manifest into isolation, lack of voice, "traumatic" cohort experience and psychological violence all due to structural racism that has resulted in a macrostructure of whiteness.

According to Sullivan (2019), White privilege tends to be found in places and spaces where laws do not apply. The thought of benefiting from White privilege is not illegal and thus is the catalyst of its far-reaching power. Researcher McIntosh (1988) characterized white privilege as "an invisible weightless knapsack of special provisions, assurances, passports, guides, codebooks, emergency gear, and blank checks". Consequently, for BPT and BPAs attending a PWI TEP, they are surrounded by privilege with their peers and the faculty. Sadly, this is not an anomaly in the education arena, since the amount and allotments of full-time faculty at higher education institutions by race and ethnicity discloses that 81percent of the faculty are white, at the same time just 24 percent are Black (U.S. Department of Education National Center for Educational Statistics, (2000-2014)). Coupled with, in the state of New Jersey, the absence of Black and Brown faculty which mirrors the national data (New Jersey Commission on Higher Education, 10/2000).

Within a macro structure of whiteness, there is a subliminal socialization and practice favoring whites, in this illustrated case, the macrostructure of whiteness resulted in an overt declaration of this dominant structure. As a BPA, who was able to vividly recount this attack, it demonstrates the racialized trauma that this structural racism causes. These interlocking themes

of *power, privilege* and the *subliminal socialization and practices favoring whites* can result in

BPTs and BPAs either succumbing to the barriers or to persist by "digging" into the structure to

find a lifeline, similar to when medics create a triage unit in order to assist "wounded" to survive.

Gendered Cohort Alienation

> I have a friend named Mariah who is in the English cohort and I've actually really gotten close to her. *But now, I feel like we're almost better friends just because we share this kind of undercurrent throughout this program, like just being the only Black women in our cohort.*

Hailey's words show us the racialized trauma she has experienced from being the only

Black preservice intern in her cohort. Scholars, Mandzuk & Seifert (2006), shared that in order

to achieve the goal of successful implementation of the cohort model in TEP's, it is necessary to

"create supportive ties among peers, mutual intellectual support, and a sense of professionalism".

While this is an admirable national aspiration, for BPTs and BPAs enrolled in a PWI TEP, their

reality has been a total contrast of trauma or comfort. Structural racism is the petri-dish for a

macrostructure of whiteness. As such, we have explored how racialized trauma has

detrimentally harmed the participants due to their race and gender through the manifestation of,

isolation, psychological violence, lack of voice and alienated gendered cohort. Through further

interpretation of the data, I found it interesting to discover that Hailey also was looking for

mutual intellectual support from her peers and made the early determination that she would seek

this support from another BPT in another concentration cohort who was also in need of the sense

of community that was absent unavailable through the TEP cohort structure.

The nine participants expressed two terms, trauma and euphoria, where they discussed

racialized trauma and positive connections between cohort members. Within successful TEP

cohorts, there is the development of a type of "connection" in which peers collaborate and support each other academically and socially through their journey from entry to conferral.

Looking through the prism of intersectionality, the trauma depicted by all of the women BPTs and BPA were connected to the multiple levels of oppression that they have endured due to their gender and race (Crenshaw, 1989). Nationally, all women are subjected to being marginalized due to their gender, which is exemplified in being paid less to do the same work as a man or experiencing glass ceilings due to their gender (Braddy, et al 2019). Although nationally women are marginalized, in the field of education, where 87% of teachers are white women, these BPT and BPA women are not dealing with feelings of isolation or exclusion due to gender; the oppression is due to being Black.

In interpreting the data of the participants, over 14 open codes were assigned to the element cohort. Additionally, within the two sub-codes of experience *traumatic and euphoria*. *Trauma* yielded over 11 codes under the umbrella of cohort. Additionally, the findings continued to emphasize the argument among researchers regarding the element *cohort* as both a female gender barrier, and a male support in the experiences of the BPTs within *Renaissances*' PWI TEP.

Through analysis of each participants' experiences, through the prism of intersectionality's race and gender, the baseline data acquired from individual and focus groups' interviews revealed that 6:9 shared a trauma cohort experience. Conversely, 3:9 of BPTs and BPAs shared a "euphoric" interpreted experience of the cohort model. Interestingly, the ratio of positive feedback, of the alienated gendered cohort, was shared by the 3 male BPTs and a BPA. While Hailey and Trina shared a "trauma" cohort experience and Jared, Sammy, and Israel, a

"euphoric" one, further examination revealed the impact of race and gender from the participants' perspectives.

> So, I had a cohort. I remember some of the faces of the cohort members, and when we came together with Dr. X. who was running the program at the time I felt really good because he elicited good deep conversation from us, but whenever we left that classroom space I was on the own, like the rest of the cohort would meet up. *I specifically remember one time we had a meeting that we were supposed to all come together and discuss the comprehensive exams, and they said they were going to meet at Alexander Library, so I got the stuff and got ready to go, and I went, and they weren't there.*

Trina's words share how racism is weaponized through a macrostructure of whiteness which resulted in racialized trauma. In interpreting this data, Trina shared that not only was she excluded from her cohort due to her race, but during her clinical practice, she was placed in a PWI school district and school where she was the only Black educator in the school. Although her placement into another macrostructure of whiteness is no fault of her cohort, this became yet another barrier to overcome. Specifically, if Trina was able to rely on her cohort during her clinical practice, her phase 3 experience would have included mutual intellectual support. Instead, she had to grapple with the reality that the cohort did not want an "outsider" or a BPT, resulting in Trina's endured trauma, due to her race, by placing blinders and forging ahead to achieve the goal of completing the Spring semester and graduating.

In interpreting the data of the participants, over 14 open codes were assigned to the element cohort. Additionally, within the two sub-codes of experience *traumatic and euphoric*. *Trauma* yielded over 11 codes under the umbrella of cohort. Additionally, the findings continued to emphasize the argument among researchers regarding the element *cohort* as both a female gender barrier, and a male support in the experiences of the BPTs within *Renaissances'* PWI TEP.

Further research was conducted by scholars, Mandzuk & Seifert (2006), resulting in the three tenets in support of a successful cohort model. These tenets, "*create supportive ties among peers, mutual intellectual support, and a sense of professionalism*" were used to underpin Hailey, Justice and Tameeka's experiences. Both participants conveyed the inability to collaborate within their individual cohort experiences. Hailey's traumatic experience of the cohort model at Renaissance's TEP, was due to the lack of collaboration within the cohort. Trina's traumatic experience manifested as loneliness shortly after enrollment in the program due to a lack of community. The experiences communicated through focus group and individual interviews from Hailey and Trina did not yield the supportive ties among peers or collaboration.

This analysis is important in that it illustrates how intersecting the variables of race and gender within a PWI TEP provides insight in how all participants experienced the manifestation of varied gendered experiences within cohorts. Pemberton at el (2017), conducted research to determine if cohort models help or hurt learning, specifically for women. The researchers examined sixteen women for 20-month while pursuing a bachelor's degree. The findings revealed a tremendous burden for participation in the cohort in adapting the content to the women's varied learning styles in addition to their personal lives. This study provides an insight that could have possibly been another cause of the participants' traumatic experiences, had they been provided the opportunity to participate.

Accordingly, *Renaissance's* PWI TEP does not have a support or structure in place for students to be indoctrinated into the cohort system upon enrollment. Radencich et al.'s (1998) study on the *Culture of Cohorts,* stated the influences in support of an inclusive cohort included the following eight tenets; "family-like-context of teams, otherness felt by professors and

students not the members of the team, cliques, group pressure, cooperative assignments,

academic performance, professors and team supervisors".

Upon review of this study, the notion of implementation of these 8 tenets as a means of

an inclusive structure for all preservice teachers would be a solution in addressing the barriers

conveyed by female BPT and BPA cohort members, Hailey, Justice, and Tameeka. According to

the study conducted by Radencich et. al (1998), the overall combination of these tenets, for the

participants, resulted in a true sense of community and support for all members despite their

race, gender or ethnicity.

> I think with me*, I guess the support I have from the other peers* within the math education
> program, there's only a small number of us, like eight of us, so we try to help each other
> out as much as possible.

Jared's words show the value and appreciation that he has for and within his cohort. This

comfortable feeling was shared by the BPT and BPA's male participants perspective of cohorts

which supports the findings of scholars, Mandzuk & Seifert's (2006) defining the tenets of a

successful cohort three tenets of "create supportive ties among peers, mutual intellectual support,

and a sense of professionalism" in aspirations of a successful cohort model. I also found it

interesting that all nine participants were divided by gender in their interpreted experiences.

Jared's "euphoric" experience and expressed appreciation of his cohort was due to his

concentration of mathematics, which consisted of men.

In interpreting the data of the participants, over 14 open codes were assigned to the

element cohort. Additionally, within the two sub-codes of experience *traumatic and euphoric.*

Euphoric yielded over 4 codes under the umbrella of cohort. Additionally, the findings

continued to emphasize the argument among researchers regarding the element *cohort* as both a

female gender barrier, and a male support in the experiences of the BPTs within *Renaissances*'

PWI TEP.

This experience of euphoria is important in distinguishing the varied experiences, of

trauma and euphoria, that BPTs encountered by gender within cohorts. Another interpretation of

the male participants' stark gender specific cohort experiences could be connected to their shared

gender of male privilege or the rarity of BPT or BPA males. Wenzel (2019) shared, in her book,

"Male Privilege, how male privilege can result in gender inequalities within the "workplace".

Although Wenzel's findings were not an epiphany in the analysis, which by default, viewed male

privilege in reference to white men. What was intriguing was the notion of Black men being in a

role of privilege. The irony of this perspective is the national "public lynchings" of Black men

that have frequently been captured on social media and the national news outlets, which negates

the definition of male privilege when referencing Black men. According to research conducted

by Marsh (2011), "*Acknowledging Black Male Privilege*" the paradox of "a Black man in

America, with all of the connotations that label brings with it--- are privileged" (p.61). Due to

the landscape of females in teacher education, this male privilege could have been a plausible

reason for the "euphoric" cohort experience shared by the male participants.

> the twelve cohort members, and I can honestly say that I've known these people for two
> months, and I love every single one of them.

Sammy's words show us that his experience in his English cohort, of all women, was one

of collaboration and community. In interpreting the data, both Jared and Sammy shared how the

cohort experience was a positive one due to the collaboration and academic support shared and

received by their peers. In interpreting the data of the participants, over 14 open codes were

assigned to the element cohort. Additionally, within the two sub-codes of experience *traumatic*

and euphoric. *Euphoric* yielded over 4 codes under the umbrella of cohort. Additionally, the findings continued to emphasize the argument among researchers regarding the element *cohort* as both a female gender barrier, and a male support in the experiences of the BPTs within *Renaissances*' PWI TEP.

Yet another consideration for the "euphoric" perspective, being conveyed by the BPTs and BPA men in this study, is the idea of being perceived as the "Black Unicorn" or the rare male BPT or BPA. Ironically, this notion of being a BPT or BPA could be viewed as "ethical" in a PWI TEP, that conferred only 7 male BPTs over 7 years out of a total of 1806 graduates. So this mystical view of the "Black Unicorn" is a plausible rationale for the "euphoric" experience the male participants experienced across concentrations, phases and enrollment with *Renaissance Universities* PWI TEP.   According to Mgbako (2019), a medical doctor who shared his experience of being a "Black Unicorn" in his Journal of the American Medical Association (JAMA) article entitled *The Unicorn*, he shared how.."[He] always knew I was somewhat of a unicorn on this journey, the rare Black male medical student, one of the few Black male internal medicine residents, and the first Black male chief resident in years". Mbagko's personal insight mirrors the experience of the "Black Unicorns" or BPTs and BPA who are/were enrolled in *Renaissance's* PWI TEP. The experiences from Jared and Sammy have yielded the supportive ties among peers or collaboration.

The contrast between the male and female BPT and BPA's cohort experiences this one element of cohort alienation was one that reflected intersectionality the most in terms of gender. Across the three tenets of collaboration, academic support and social support, the gulf of female marginalization to the possible male privilege afforded the male BPTs and BPAs. These varied

accounts revealed how the lens of intersectionality provides the complexity of racial and gender injustices that are prevalent within some PWI TEP.

       This chapter explored findings related to sub-question 1. the inquiry revealed a lack of structural support for all BPTs and BPAs to persist through the barriers created by the operation of systemic racism within this PWI TEP. Specifically, BPTs and BPAs reported intersectional experiences of race, gender, and ethnicity which produced the interpreted challenges of isolation, psychological violence, a lack of voice, within and outside, a macrostructure of whiteness.

CHAPTER V

FINDINGS--TRIAGE

The study forming the core of this dissertation focused on how the interpreted experiences of BPTs and BPAs intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes. The two sub-questions were:

1)   How do BPTs and BPAs report understanding and interpreting their experiences of navigating a *Renaissance University*'s TEP?

 2)   How do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in *Renaissance University*'s TEP?

This chapter will explore findings related to sub-question 2. the inquiry revealed that despite a lack of formal structural support for all BPTs and BPAs to persist through the barriers created by the operation of systemic racism within this PWI TEP, participants sought out or created their own interpersonal support systems that helped them to persist in the program. Specifically, BPT and BPA reported the interpreted supports of mentorship and role models, from both Black Faculty, and outside organizations, which validated their voices. These combined variables resulted in resilience and in their ability to persist within a microstructure of whiteness.

The next set of findings will focus on the battle torn participants "digging" within the foundation of structural racism in search of triage support. These various supports were accessed to promote healing due to the prolonged exposure to the many instances of racialized trauma. According to Deeny et al. (2018), The word "triage" describes "a medical decision-making

process that is used in several clinical settings... the initial assessment by a nurse in the emergency department to the sorting of victims at a disaster scene (p. 290)".

Figure. 2

Triage Convergence of Support
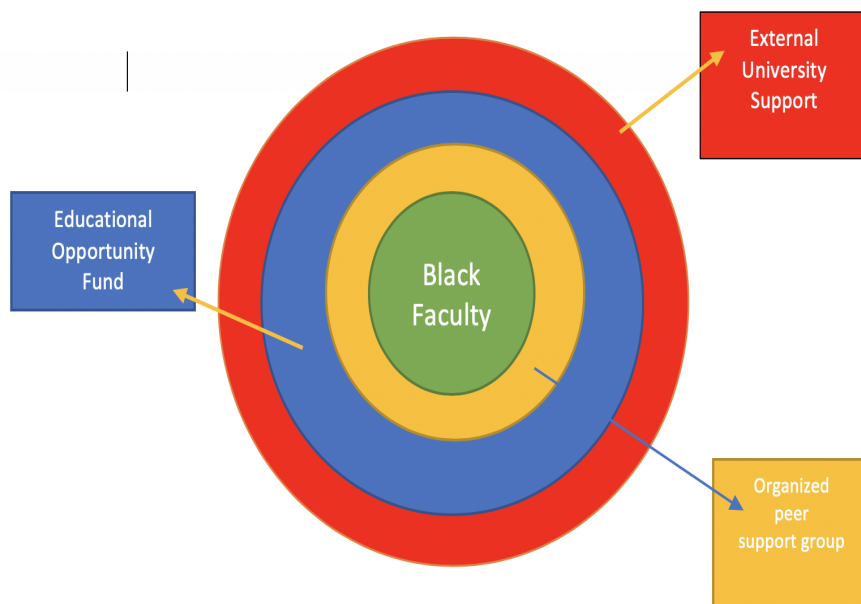
In alignment with the literature, the data revealed a deficit level of support for BPTs within a PWI TEP.   Specifically, all of the triage of support for BPTs was generated outside of the structure of *Renaissance* University's PWI TEP. Within the participants' interpreted experiences, the convergence of triage support began with Black faculty, then surrounded through an organized peer support system, next through the equal opportunity program (EOF) and concluded with external university support. To date, the walking wounded has utilized this triage of support as its lifeline to persist through this racialized traumatic experience.

I will now explore in turn each element of triage support that emerged from the coding: Black faculty, organized peer support system, equal opportunity program (EOF) and external

university support. I will share how these themes emerged in participant stories and how they

manifested into resilience.

Black Faculty Triage Support

> I think up until now, Dr. Gxxx is the partner leader or whatever, that's probably the most
> support I've gotten thus far in the program. Other than that, I would dare to say none.

Justices' words show us how Black Faculty became a triage support while enrolled with

Renaissance's PWI TEP. In this section, all of the "walking wounded" sought refuge outside of

the PWI TEP. The nine participants utilized BPTs and BPAs reported intersectional experiences

of race gender and ethnicity which produced the interpreted supports through mentorship and

role models, from Black Faculty, Organized peer support system, Educational Opportunity Fund

(EOF) and External University triages of support, who validated their voices. These combined

variables resulted in resilience and in their ability to persist in spite of the lack of access to these

structures for BPTs to access within the PWI TEP.

During the research of the participants, over 42 open codes were assigned to the element

Triage with sub-codes of experiencing *Black Faculty, Organized peer support system,*

Educational Opportunity Fund, external university, and resilience. The sub-code of the *Black*

Faculty yielded over 9 codes under the umbrella of Triage. In interpreting this data, the findings

underscore the argument among researchers regarding the element of Mentorship/ Role Model

as a critical means of persistence within the racialized trauma experienced at *Renaissance* PWI

TEP.

Some scholars have emphasized the significance of Black Faculty as mentors and role

models for Black students, indicating students' hope to cultivate connections and collaborate

with Black Faculty as much as possible (Fries-Britt & Griffin 2007, Wood, 2015). While faculty

of any racial ethnic origin can and need to be promoted to mentor and support Black students

(Wood, 2015), relationships between Black and White Faculty can sometimes reflect cultural

callousness and a lack of knowledge of students' experiences, specifically racism and

discrimination.

> I'm really happy that I came here for this program because specifically, the urban
> education focus. So, I'm really grateful for that and because I also have Professor Lxxxy
> and I just really loved her. She is only the second Black woman I've ever had a professor.
> The first one was at Seton Hall and she was also a wonderful woman.

Hailey's words show us how Black Faculty became an important vehicle of triage

support for BPTs while enrolled with Renaissance's PWI TEP. Rodgers and Cudjoe (2013),

conducted research on the positive impact on Black students who have had a mentor, who also

was Black Faculty. Hargrove (2014), discussed the value of having resilient leverage peers such

as mentors (faculty and staff) and external community. In the same way, Justice, Hailey and

Jared's triage support experiences were realized through *Renaissance's* TEP Black Faculty, who

either directly mentored them or provided an unofficial forum, NET-PTC, to have it. Gadner

(2019) researched the value of Black college students having Black faculty as mentors and the

positive impact this has on enrollment and retention.

In a similar fashion, Justice and Hailey spoke of two different *Black Female Faculty,* who

were viewed as role models to the BPT mentees who mentored them. Additionally, it is worth

noting that all of the NTT Black Faculty that have been hired are female. (This reversed form of

Gendered alienation for male BPTs, could be yet another barrier to be navigated). Interestingly,

only the BPTs, and not any BPAs, shared these experiences, 6:3 to be exact, since these *Black

Facult*y did not exist when Alumni attended the TEP. Despite, research conducted by Kim and

Hargrove (2014), who discussed the value of having Black faculty as mentors, and the resilient

leverage of peers such as mentors (faculty and staff) and external community, BPAs at

Renaissances' PWI TEP, were not afforded this mentorship.

Furthermore, prior to September 2016, *Renaissances'* PWI TEP boasted a miniscule

representation of 3:52 Black Tenured Track Faculty with 1:3 being employed in the learning and

teaching division of the organization (GSE Website, 2015).   As a result, the *Black Faculty* who

mentored the participants in this study, did not begin employment, as Non-Tenured Track (NTT)

Faculty, beginning in September of 2016 until September of 2018. For that reason, the total of

Black Faculty increased, to a new ratio of 9:61 or a total of 4:9 Tenured Track (TT) Faculty. As

a result, a total of 1:4, TT *Black Faculty*, in the learning and teaching department, are working

towards permanent status Faculty (GSE Website, 2020). This is important because the NTT

Black Faculty, who were highlighted as providing mentorship to the BPTs in this study, are not

guaranteed to be granted a permanent position at this PWI TEP.

NET-PTC Triage Support

> *I would say support. I would definitely accredit our NET- PTC group. I actually really look forward to that and I was kind of thinking about why doesn't, something like this exists a*nd then the email just fell from the sky. So, I really appreciate having that...*the last NET-PTC meeting we had, when I met with the teacher... His name is Mr. Zxxx*, from New Brunswick High School, I think. That actually helped give me a lot of information about the program, just hearing from another minority teacher right Now in urban communities. I think that definitely helped me.

Hailey and Jared's words spoke of the positive impact of the organized peer support titled

NET-PTC while enrolled in *Renaissance's* PWI TEP.   NET-PTC was created in response to

pilot findings that revealed the importance of a safe space of mentorship and support for Black

and Brown stakeholders with the goal to uplift and validate pathways of growth. In addition to legitimize and validate Black and Brown academic, social-emotional presence, and contributions at this PWI. Finally, NET-PTC supports BPTs by networking with Black faculty, Black Cooperative Teachers and Black affiliates of Renaissance University across campuses.

   This newly formed mentorship program seeks to support preservice teachers of color during their enrollment by providing bi-monthly meetings via zoom, to engage in conversations with BPA's and other underrepresented Alumni, Faculty, Practitioners across concentrations, Administrators, Assistant Superintendents, Guidance Counselors, inside and outside of the university and across the country. NET-PTC provided opportunities for preservice teachers of color to "network" and launch matches of tailored support and a sense of belonging.

   During the research of the participants, the sub-code of the *NET-PTC yielded* over 9 codes under the umbrella of Triage. In interpreting this data, the findings underscore the argument among researchers regarding the element of Mentorship/ Role Model as a critical means of persistence within the racialized trauma experienced at *Renaissance* PWI TEP. Guiffrida and Douthit 's (2011) aforementioned study highlighted four categories to examine the impact of support on Black college students. Justice, Hailey and Jared shared interpreted experiences illustrated the importance in students' relationships with faculty. As well as, how all three participants benefited from the manifestation of power, relationality and social context, a total of 3:6 concepts of intersectionality which were previously illustrated by Collins and Bilge (2016). Further research indicated faculty and student relationships were strongly correlated to student satisfaction and support (Astin, 1999).

   Likewise, Blake-Beard, at el. (2011), examined to what extent do science, technology, engineering and mathematics (STEM) undergraduates communicated having both racial and

gender matched mentors and the magnitude in which this is critical. Moreover, Satyanarayana et.al (2014), indicated that peer mentorship and coaching assist college freshman overcome academic and "real life" barriers resulting in a decreased retention rate.

As such, the participant data indicated challenges of a myriad of barriers due to race and ethnicity which hindered their ability to persist to graduation. Further, the "power" of forging relationships with *Black Faculty* within a macrostructure of whiteness gave voice to students who were silenced. Wherefore being empowered with a voice that is heard which manifested through resilience, cohorts-for male participants and mentorship/role models. All things considered, what if the lack of "power", for BPTs and BPAs, whose race was underrepresented at *Renaissances'* PWI TEP faculty, is the cause of previously enrolled BPTs dropping out of the program due to a lack of support or voice?

Educational Opportunity Fund (EOF) Triage Support

In addition to triages of support discussed, *Black Faculty*, *NET-PTC'*s and *External University,* the "walking wounded" were on a quest for healing and support.   During their tour of duty at Renaissance, 2:9 BPTs and BPAs interviewed found significance in garnering support from external university groups outside of the *Renaissance* University community. In the same way, Israel and Tameeka illustrated how mentorship within an external university triage of support exemplified through the Educational Opportunity Fund (EOF), helped them to persist within this PWI TEP.

> Grad school is the most expensive. It's very expensive. I struggled to pay the term bill. Not being able to work in phase three has been very difficult. So, the term bill was not getting paid in a timely fashion ...I went to put a little bit more money towards the term bill and EOF had given me a scholarship to pay the rest of the term bill. It was the most amazing thing. I don't know where it came from.

> I don't know if they saw this as one of our students struggling, but it's just like a bond that can never be broken. We had to go to EOF summer camp the semester before school started. I still have friends from EOF...one of the people in the GSE program, she's in the cohort. So, we share the same experience. You can just pop into your counselor's office anytime you want.

Israel and Tameeka's words show us how the triage of *equal opportunity program* support impact her journey within the macrostructure of whiteness. Guiffrida and Douthit 's (2011) aforementioned study investigated the experience of Black college students in a PWI. The scholars sought to examine the following four categories "students' relationships with faculty, family, friends from home, and peers in Black student organizations". Within this element of external support and the EOF program, Israel and Tameeka garnered mentorship from *peers in Black student organizations.* Similar to Hailey and Trina, in the first elements, *University* Support, the aforementioned study by Guiffrida, (2011) shared that associations with *Black student organizations* can assist underrepresented students in bridging the gulf between their home environments and the environments at a PWI.

Guiffrida, (2003, p.309), shared that the most important benefit for Black student affiliation with "Black student organizations is that it provided them with a "respite".   For that reason, both Israel and Tameeka benefited from the manifestation of *power*, *relationality* and *social context, a* total of *3*:6 concepts of intersectionality which were previously illustrated by Collins and Bilge (2016). That is to say, within their intra or interpersonal environment, one that does not include the macro and micro barriers, these BPT and BPA were able to shift the pendulum of the intersectional concepts from being detrimental to an asset.

During the research of the participants, the sub-code of the *Educational Opportunity Fund,* yielded over 7 codes under the umbrella of Triage. In interpreting this data, the findings

underscore the argument among researchers regarding the element of Mentorship/ Role Model

as a critical means of persistence within the racialized trauma experienced at *Renaissance* PWI

TEP.

Nevertheless, in interpreting this data, the primary benefit of the *EOF* that was are the

"Historical" connections that both Israel and Tameeka share with their peers from their freshman

year to their present enrollment in Renaissance. Additionally, these enduring connections

established through the EOF program also shared financial support for these BPTs and BPAs.

As mentioned earlier a variable that could be included in a future study for BPTs and BPAs

journey in a PWI TEP could examine the intersectionality of race, gender, ethnicity and *class* to

determine the impact on enrollment and retention. Wherefore, a total of 6:9 of the participants

discussed financial barriers either during or prior to their enrollment at Renaissance. This is

important, because this financial barrier can compound the previously discussed traumas which

could result in the inability to persist.

External University Triage Support

> I have a friend named Mariah who is in the English cohort... She is the president of the
> Black student union and I've gotten really close to her. I went to one of her events and
> we were just complaining about the fact that there was nobody else in our cohort. Well,
> she has one guy who is also Black in her cohort, but we were just kind of venting to each
> other and it's funny because that's brought us closer, and now, I'm going to go to her
> Christmas party and things like that. But now, I feel like we're almost better friends just
> because we share this kind of undercurrent throughout this program, like just being the
> only Black women in our cohort.

> I spent most of the time on *Baker [Pseudonym]* honestly, like that's where I met the
> husband. I did a lot of these organizations, like MECCA. It was Minority Education at
> *Baker* Campus Alliance. So, I was a member, then I was the vice president. We did trips
> to the Blacks in the Wax Museum.

Hailey and Trina's words show us how the triage of external university support impact their journey within the macrostructure of whiteness. Hailey shared how her affiliation with the Black student Union connected her with an additional triage of external support outside of the PWI TEP. Similarly, Trina shared how her affiliation with supports within the Minority Education at Baker Campus Alliance and Performing Dance Company, where key in navigating through *Renaissance University* TEP. Guiffrida and Douthit 's (2011) aforementioned study highlighted four categories to examine the impact of support on Black college students. For instance, both Hailey and Trina, shared how their affiliation within *University* aided their journey in *Renaissance University's* TEP. Hailey expressed *appreciation of access to a University Black Union program while being enrolled* in *Renaissance University* TEP.

For this sub-theme of External University Support, *peers in Black student organizations* resonate. Guiffrida, (2011) shared that associations with *Black student organizations* support underrepresented students in reconciling the divide between their home environments and PWI.

During the research of the participants, over 42 open codes were assigned to the element Triage with sub-codes of experiencing *Black Faculty, NET-PTC, external university, Educational Opportunity Fund and resilience*. Specifically, the sub-code of *External University,* yielded over 8 codes under the umbrella of Triage. In interpreting this data, the findings underscore the argument among researchers regarding the element of Mentorship/ Role Model as a critical means of persistence within the racialized trauma experienced at *Renaissance* PWI TEP.

Through further examination of the focus and individual interviews, it was revealed how both Hailey and Trina overcame the macro and micro barriers of, namely the macro structure of whiteness, through the support of mentorship. The ability for these highlighted participants to

persist, specifically, Trina, an Alumni, provided insight as to how critical this triage of support

was for her retention and successful graduation from the PWI TEP. For that reason, both Hailey

and Trina benefited from the manifestation of *power*, *relationality* and *social context, a* total of

3:6 concepts of intersectionality which were previously illustrated by Collins and Bilge (2016).

That is to say, within their intra or interpersonal environment, one that does not include the

macro and micro barriers, these BPT and BPA were able to shift the pendulum of the

intersectional concepts from being detrimental to an asset.

Resilience

> What's nice about a rubber band is that you can start to stretch it, slowly but surely, but it could start to have more space it could occupy. That's the idea of what resilience is. Is to be able to stretch oneself at a rate that you do not break.

> Every day, there's going to be something that's going to try to stop you from doing what it is that you need to do. I think just being able to keep going and preserving and continuing to make it happen, I think that's what I think of when I hear resilience.

> What's nice about a rubber band is that you can start to stretch it, slowly but surely, but it could start to have more space it could occupy.

Israel, Tameeka and Alexandria represent the common interpreted experiences of the nine

"walking wounded" participants in digging within the racialized structure to find resilience as a

triage of support within the microstructures while navigating through the macro and micro

barriers at *Renaissance's* TEP. In defining resilience as a consequence, resilience is regarded as

"a class of phenomena characterized by good outcomes in spite of serious threats to adaptation or

development" (Masten, 2001, p. 228). Certainly, research conducted by Collishaw et al. (2007)

moves past the conceptualization of resilience being exclusively about a person and has

incorporated acknowledgement of the surroundings.

Similarly, Masten (2010) argued strongly for the approach of resilience as a powerful action and exchange between the individual and their inconsistent environment. For example, resilience is characterized as a phenomenon that is expressed by "the success (positive developmental outcomes) of the (coping) process involved (given the circumstance)" (Leipold & Greve, 2009, p. 41). Alternatively, Hegney et al. 's (2007) conducted a piece of research on personal resilience in rustic people in Queensland, Australia, who described resilience as "a bit like a rubber ball. If it's under pressure or something it can actually spring back to its size and shape and carry on without sustaining undue damage" (p. 6).

In fact, this mental picture of resilience as a 'rubber ball' and 'bouncing back' is a common comparison, yet unlike Hegneys' latter part of the aforementioned definition, BPTs and BPAs have acquired some "sustaining and undue damage" Participants' unique experiences were illustrated by their shared commonality of being a *Rubber Band* or the ability to *Bounce Back* from the myriad of barriers that they encountered at Renaissance's TEP. Specifically, the participants ability to "bounce back" was synonymous to BPTs and BPAs "coping" with racialized trauma while pursuing their degrees in teacher education at Renaissance's TEP.

After conducting individual and focus group interviews of all nine participants, the following sub theme *resilience* resonated for 9:9 of the interviewees. Specifically, a sample of 3:9 participants' testimonies examined, from Israel and Alexandria, conveyed that the intra/interpersonal support shared was of an intrinsic capacity and was not provided by the extrinsic capacity represented by Renaissance's PWI TEP. During the research of the participants, over 42 open codes were assigned to the element Triage with sub-codes of the experience of *Black Faculty, NET-PTC, external university, Educational Opportunity Fund and resilience*. The sub-code of *Resilience* yielded over 20 codes under the umbrella of Triage. In

interpreting this data, the findings underscore the argument among researchers regarding the element of Mentorship/ Role Model as a critical means of persistence within the racialized trauma experienced at *Renaissance* PWI TEP.

Griffith et al. (2019) discussed how race related stressors can have a detrimental impact on Black students attending a PWI. Their findings stated the need for institutions to foster more inclusive environments in order to reduce these racialized traumas. In support of assisting students with coping, or exhibiting resilience, Masten et al. (2002), defined resilience as a "positive adaptation in the context of significant adversity" (p.117).   Israel's definition of resilience by use of the metaphoric image of a rubber band is the first example of how all of the participants interpreted this emergent theme.

The ability to absorb the pressure of being stretched, both mentally, emotionally, physically and academically within a macro structure of whiteness and all the micro barriers that we discussed, requires BPTs and BPAs to have resilience. Causey, (2019), stated that despite encountering barriers, Black women that have limited social support and resources are able to develop coping skills in a PWI environment. Hornor, (2017), a pediatric nurse, examined "the impact of children exposed to psychosocial trauma and the way that children react to toxic-stressors in their lives". Greenberg, (2008) defined resilience as a protective positive process that reduces negative outcomes under conditions of risk.

I considered the intersectional theoretical framework a valuable concept, allowing the development of a discussion that magnifies intersections to develop a noticing of the subtlety in the understanding of social structures, politics, and individual experiences (Crenshaw 2012, Griffin, 2011). Employed in this way, intersectionality has enabled me to home in on and grasp

an acute understanding of the merging of race, ethnicity and gender, in the lives of the participants of this study.

Ergo, in the findings shared in Chapters 4, I examined how structural racism fortified through a macrostructure of whiteness resulted in BPT and BPA participants experiencing racialized trauma. Racialized Trauma manifested as isolation, psychological violence, macroaggressions due to their race and ethnicity and a lack of voice which underpin complex social inequalities in *Renaissance University*'s PWI TEP.

The findings shared in Chapter 5, I examined how the BPT and BPA participants or "walking wounded" clawed into the university structure for healing through microstructures of triage supports. Triage of Supports were identified as Black Faculty, Network for Preservice Teachers of Color, External University Support and Equal Opportunity Program which was responsible for resilience in Renaissance University's PWI TEP (Table 8).

Table 8:

Summary of Findings

Code	Count	Min	Max	Mean	Median	Range	Sum	SD	Variance
Parental Status									
One Parent household									
Two parent household	3	4.5	5	4.83	5	0.5	14.5	0.28	0.08
Boarding School	2	5	5	5	5		10		
Prior Academic Standing									
Average Student	1	5	5	5	5		5		
Primary to Secondary Schools	2	5	5	5	5		10		
Parochial School	4	1	1	1	1		4		
Top of their class	8	5	5	5	5		40		
Public School	14	1	5	4.71	5	4	66	1.06	1.14
Undergraduate Experiences	2	1	1	1	1		2		
Supports	1		4.94			4.94			
Mentorship	8	5	5	5	5		40		
EOF Student	2	5	5	5	5		10		
Cohort	14	5	5	5	5		70		
Outside organizations	4	5	5	5	5		20		
Resilience	20	1	1	1	1		20		
Role Model	9	1	1	1	1		9		
Barriers									
Macro Structure of	42	1	1	1	1		42		
White Privilege	2	1	1	1	1		2		
Financial	8	1	1	1	1		8		
Isolation	29	1	3	2.37	3	2	69	0.94	0.88
Cognitive Labor	21	1	1	1	1				
Microaggressions	12	1	10	4.41	5	9	53	2.50	6.26
Stereotypes									
Psychological Baggage	28	1	1	1	1		28		
Racism	10	4	4	4	4		40		
Program Remedy	29	1	5	3.62	5	4	105	1.93	3.74
Great Quotes	6		1	0.16		1	1	0.40	0.16

Dedoose Platform "Through Their Eyes" Study 2020

Intersectionality was first introduced in the legal field but has been adopted and has informed discourse in multiple disciplines-including gender studies, ethnic studies, sociology, and education—allowing researchers to unearth many voices and experiences marginalized by dominate narratives (e.g. Griffin et al. 2011).

Further analysis of the data revealed that the interpreted experiences of BPT and BPA

participants were centered around race. Interestingly, for the second intersectional lens of ethnicity the participants of African or Afro Caribbean descent shared barriers centered around their accent, language and immigration status. Finally, the third intersectional lens of gender proved to not be a variable in their interpreted experiences. The reason was due to their program concentrations being in the STEM field and 2:3 males were just completing Phase One of the program. A progressive pattern of macro and micro barriers were shared across race, ethnicity and gender as participants moved from Phase One, Phase Three to being Alumni of Renaissance University's TEP. Notably, BPTs that were in Phase one had an overall interpreted experience of the emergent themes of support. Phase three and Alumni, had an overall interpreted experience of the emergent themes of macro and micro barriers.

Additionally, out of the six BPTs that are currently in the program, two of the participants, Hailey and Jared, have already conferred degrees from other outside and local universities. Finally, the participants detailed the aim to successfully confer degrees in *Renaissance University's* TEP through persistence coupled with the identified micro triage supports of *Black Faculty, NET-PTC, external university, Educational Opportunity Fund*.

All participants in this study were either still enrolled or have already graduated from *Renaissance University's* TEP. In the case of Sarita, Trina and Israel, who are all Alumni and are currently employed as either a teacher, enrolled in a PhD program and/or have acquired his PhD and are in a tenured track position located in a Western region of the United States as a University Faculty member. All Alumni are employed in sectors of society, which has enabled them to be change agents and advocates for underrepresented students, colleagues and staff. Sammy, Hailey and Jared are currently enrolled in the program and the walking wounded who are navigating through the structural racism and experiencing racialized trauma fortified within

Renaissances' GSE and will hopefully continue to anchor themselves within the triage supports outside of the structure.

Tameeka, Justice and Alexandria have currently completed the final semester of Phase four, of the program and conferred their degrees in May 2020. All participants were high performing students in their primary and secondary schools. Each participant told the story of how critical the emergent themes of micro support assisted in the manifestation of resilience. The participants acknowledged that they experienced the macro and micro barriers primarily due to either their race and or ethnicity. The participants all expressed concern regarding the lack of BPTs and the lack of formal support within *Renaissance University's* TEP for BPTs. Alumni have shared that they have not recommended peers, family or friends to attend this program.

Due to the findings from this study, I was able to examine the interpreted experiences of BPTs and BPAs through the concept of intersectionality. Utilization of this framework propounds that the convergence of networks of inferiority affect individual encounters in definite ways (Crenshaw, 1993). As a method, intersectionality allowed me to go past shallow one-dimensional examination to guarantee that specific groups are not prohibited or marginalized from dialogues of diversity; and equity in PWIs and guarantees that the voices of these specific groups are unified into this discourse.

CHAPTER VI

Summary, Implications, Discussions and Conclusion

The purpose of this study was to identify the perceived positive and negative aspects of the multiple social identities of Black Preservice Teacher's (BPT) and Black Preservice Alumni (BPA), who are enrolled in *Renaissance University's* TEP. The research question, "How do BPT's and BPA's interpreted experiences intersect with macro-structural factors to illustrate or produce disparate enrollment and retention outcomes?" followed by two sub questions: (1) How do the intersections of race, gender and ethnicity produce unique opportunities and challenges for nine BPTs and BPAs during varied phases of enrollment in *Renaissance University's* TEP, and (2) How do BPTs and BPAs report understanding and interpreting their experiences of navigating a *Renaissance University's* TEP?

The qualitative method used by the researcher was a case study to understand the individual experiences of BPTs or BPAs, who were of varied ethnicities and genders, enrolled in either Phase one, Phase three or an Alumni of *Renaissance* University, a northeastern PWI TEP. The primary literature based for this study was centered on Crenshaw's (1989) and Collin's (2015) work on intersectionality. Marrying the legal and sociology of understanding with their concept of intersectionality, both scholars are also popular for stating the significance of marginalized types of understanding and alternative accounts that disrupt conventional theoretical constructing of individuals based on their race, class, gender, sexuality, and ethnicity.

I sought to understand how these participants intersected with macro-level structural factors to illustrate or produce disparate outcomes. Therefore, intersectionality constitutes both a valuable tool for deconstructing complex controlling networks of injustice while also serving as a theoretical lens for pursuing new lines of inquiry and illuminating new voices in higher

education research. The examination included family resources (single or dual parent households) and previous academic interpreted experiences from primary to secondary school. The investigative element of this case study permitted the BPTs and BPAs to put forth their interpreted encounters within *Renaissance University's* TEP across one of three cohort phases with a foci lens of gender, identity and race.

Each participant described the value of healing derived from the triage of emergent theme findings. These emergent themes of support, which are categorized as: *Resilience, Mentorship/ Role Models, Gendered Cohort for Male BPTs and BPAs* and *Voice*, motivated the BPTs and BPAs to persist mentally, emotionally, financially, socially and academically. Through the individual interviews and focus group interviews, the participants communicated that as they encountered the racialized trauma emergent theme findings of *Macro-Structure of Whiteness, Isolation (Microaggressions), Psychological Violence, Gendered Cohort for Female BPTs and BPAs and a lack of Voice,* they relied on the triage findings to navigate these barriers. Gendered cohort alienation was the one element was one that reflected intersectionality the most in terms of gender.

This dissertation study is a tool to help understand and how BPTs interpreted experiences correlate to academic, social and emotional success specifically in *Renaissance University*'s TEP. Findings from this study helped me discover and understand what a cohort of BPTs and BPAs in *Renaissance* University's TEP perceive of the structure as it was enacted in their academic and social settings. In addition, the research helped me to gain insight into the role that intersectionality plays in the process and to determine what areas in which they received or were provided support.

Primarily, this study was developed to highlight the importance of gaining insight as to the micro and macro barriers and supports BPTs and BPAs encountered at *Renaissance University's* TEP which are impacting enrollment and retention outcomes. The dissertation also serves to provide new knowledge in contribution to higher-education literature, and to further underscore the importance of scholars applying intersectionality as a tool to gain deeper and more complex understanding of how networks of injustice intersect to form encounters of BPTs and BPAs within teacher education.

Implications for Policy and Practice

Collins (2012) discusses opposition to the construction of a community beyond variations of race, class, gender and ethnicity. This is the heart of what this study is meant to accomplish. Although this study did not formally discuss the impact of class on the participants, this was definitely an unspoken variable. It is from this space that I share implications for policy and practice in support of BPTs and all underrepresented preservice teachers of color in PWI TEPs.

As mentioned in the problem statement, over the past seven years, *Renaissance University's* TEP has conferred close to two thousand degrees with less than sixty being received by BPTs. Of the sixty discussed fifty were females and less than 10 were male. I was fortunate to interview less than a handful of the total females and males. The interpreted experiences of these nine BPT and BPA male and female participants overwhelmingly focused on the Macro and Micro emergent barrier themes, across race, ethnicity and gender. This is not to say that these interpreted experiences of this sample is representative of the remaining 54 Alumni, however it is data that warrants investigation.

To address this trend of imbalance of interpreted Macro and Micro emergent barriers as BPTs progress at *Renaissance* University's TEP, it is necessary to step back and consider the

role of *Renaissance University's* TEP in the context of it being a structural organization or a customer service business. Specifically, are the interpreted emergent themes of Macro and Micro Barriers, shared by the nine BPTs and BPAs participants exclusively or by other underrepresented groups as well? How many previously enrolled BPTs, enrolled at *Renaissance University's* TEP, were unable to persist through the program due to the interpreted emergent Macro or Micro Barriers themes shared in this study? What role do the interpreted lack of Macro Supports have on retention and enrollment at *Renaissance Universities* TEP?

An American academic, Frances Frei, introduced an article from the Harvard Business Review, entitled "*The Four things a Service Business Must Get Righ*t", (2008), which outlined how to restructure a lucrative service business model centered on four critical elements. I have adapted this model to illustrate the implications of policy and practice for *Renaissance University's TEP* in support of BPTs retention and enrollment (Figure 5):

Figure 3:

Implications/Policy and Practice Recommendations
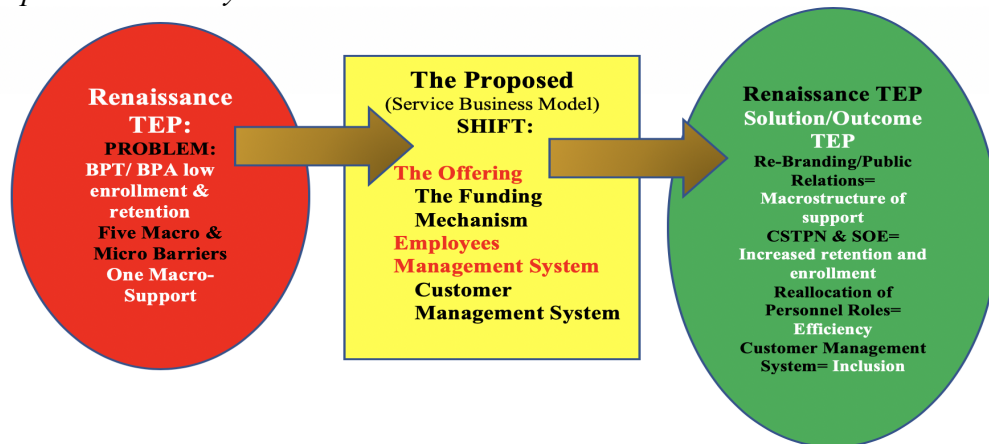
1. **The Offering:** TEP Re-Branding/ Public Relations
2. **The Funding Mechanism:**

       a. CSTPN- *Community School Teacher Pipeline Network* (North, Central and South region of state)

       b. SOE- *School of Education*

3. **Employee Management System:** Reallocation of Personnel Roles

4. **Customer Management System:** All Inclusive System across race, ethnicity, gender and class to Maximize Return.

The Offering presents an opportunity to Re-Brand *Renaissance University's* TEP. Based on the findings from this study BPTs Macro and Micro Barriers were based upon their interpreted experiences at *Renaissance University's* TEP. These overwhelmingly similar experiences cause consideration to a shift in Renaissance University's TEP brand. Specifically, how can these *Renaissance University* TEP Barriers be moved to *Renaissance University* TEP Supports? The BPTs (Customers) shared their interpreted experiences as filled with racialized trauma and resulted in a need to seek out healing through triages of support outside of the structure of racism. Conducting additional survey data to review what is universally valued by all preservice teachers, a supportive and responsive staff, mentorship and role models, inclusive Macrostructure signified by a diverse population of students, can be a start in re-branding *Renaissance University's* TEP. Once this data is compiled, create public relations packages to be "blitzed" throughout the state with special emphasis on the strategically targeted CSTPN (*Community School Teacher Pipeline Network*) Districts and SOE (*School of Education*) District High Schools.

The Funding Mechanism is the bottom line for all business models. The distinction being that you have to be able to discern when to restructure your plan in order to remain competitive.

1. ***Community School Teacher Pipeline Network (CSTPN)*** *Renaissance University's* TEP is attached to the flagship university in the state. Namely there are three campuses that are spread across the state (North, Central and South). Currently, two other TEPs in our state have established preservice teacher pipelines, one with the largest urban district in the state, the other with the second largest urban district in the state. The irony of these two partnerships is that their pipelines are located in two of our "satellite" campuses. Consideration needs to be made in reevaluating the 8 current Community School Partnership Network (CSPN) district partnerships and determining who is currently hiring our graduates and who is not. With an emphasis on targeting truly urban districts with large populations. The benefits of this model is that it ensures an "Offering" to all students of a return (employment) on their investments (tuition) and benefits *Renaissance University*'s TEP, by increasing and stabilizing enrollment of all student demographics.

2. **SOE-** *School of Education.* In order to create yet another "Offering", consideration needs to be made to provide students the opportunity to earn a bachelor's degree in education. This would provide the opportunity to diversify our curriculum, student population and assist us in the recruitment of students in High Schools across the state to increase enrollment. This opportunity is not to lower standards of this flagship university, it is just to broaden the portfolio of *Renaissance University'*s TEP offerings to compete with alternative certification programs and other TEPs across the nation.

Employee Management System. In order to ensure alignment with the rebranding or the TEP, the roles of personnel need to be aligned to the goals of recruitment and retention. Administer, analyze and review results of Gallup Strengths Insight survey to determine staff area of strengths and capitalize on them to move the organization. The four categories of Executing, Influencing, Relationship Building and Strategic Thinking can lend themselves to reallocating personnel to roles aligned with their strengths in support of the revised customer service model of the program (Recruitment, Strategic Planning, Partnerships with new schools).

Customer Management System. Acclaimed educator, Charlotte Danielson, created a framework for teaching that is utilized across the United States and several countries to provide feedback to teachers to enhance their professional growth in teaching. Similarly, creating a customer management system would be a shift from the current model of monitoring teachers through the program to ensure that the focus is supporting student transitions from preservice teacher to a novice teacher in their first year. The BPAs that were interviewed shared the Macro and Micro-Barriers they experienced at *Renaissance* and in one case how they felt lost after graduation and had to figure things out on their own. The incorporation of the system by partnering preservice teachers with personnel that assist them in their CSTPN Pipeline District the first year of their contract acquisition to ensure success. This transition could be packaged as an additional "Offering" that other TEPs do not offer.

Discussion

For the study, "Through their eyes" I highlighted the interpretation of the intersectional experiences of BPTs and BPAs (Microstructures) in *Renaissance University's* TEP (Macrostructure). The nine participants interviewed provided insight by sharing a personal account of either their current or previous preservice teaching experience. Considering the study

was only conducted with nine participants, it cannot be used as a definitive correlation to the experiences of all BPTs and BPAs that are members of a PWI teacher education program in the United States. All of the participants of this study were preservice teachers enrolled or alumni from the same PWI, which means the data was only reflective of their interpreted experiences from one campus. This study did not have access to students' financial status as a variable of the intersection of their experiences, which is a variable to be considered for future research on impact on the barriers that were revealed.

Further research could be conducted on first generation Black doctoral students in a PWI TEP to determine if their interpreted experiences yield similar themes of support and barriers. Additional research should be conducted on the interpreted experiences of Black Faculty and Staff of a PWI TEP to determine if the Emergent Themes, interpreted by the BPTs and BPAs at *Renaissance University*'s TEP, mirror the findings of this study.

Conclusion

Intersectionality opens up a window to understanding that it is not so much a thing, it's a prism. It's a way of thinking, is a way of doing equality that acknowledges some of the gaps in our conventional approaches to the problems that we're all concerned about. It talks back to uninterrogated conceptions of social power, those conceptions that constrain our best thinking towards transformative action, and although this talking back has a specific history inside higher education, it continues to be essential at times like these. When social justice ends to which intersectionality was originally posed to advance, have been dismissed by those who characterize intersectionality as a smelly little orthodox. Now the backlash politics underwrite these attacks, find expression and polls that show, for example, 55% of white Americans believe that they are likely to be discriminated against.

So, what's important in the conclusion is how to bring intersectionality home to the institutions that serve ALL students. So, I've highlighted thus far the different impacts and functions of intersectionality within a PWI TEP for BPTs and BPAs. First as a prism for seeing social disempowerment that escapes single issue analysis. Second as a way of evaluating macro and micro supports and barriers identified by BPTs and BPAs in order to see where interventions need to be enhanced and broadened to be more fully inclusive. And third, as a cautionary tale against intersectional failures in our PWI TEPs, particularly those in search of social equity.

Now I wish I could tell you, that through the research, I have discovered a brand-new intersectionality gadget to set it on your desk like a new computer, algorithmically creating intersectional instructions that you can simply download to you in your unique environments. But intersectionality isn't a formula, or an all-encompassing social theory with predictive capacity. It is constituted instead by what practitioners have used it as a prism to see, and to use to enhance their transformative work. Now what I can do is offer some suggestions, both to those of you who want to incorporate intersectional thinking into your practice, and those who've already moved the needle that are looking for additional ways to think about intersectionality. So, first, I need to inquire: has your school done an intersectional audit? Not only to see how Black Preservice teachers are doing, but exactly how all representative groups of color in other intersectional groups may be doing. Each institution has its own benchmarks for determining its direction and measurements for what counts as success. But without data that is intersectionality sensitive, there may be significant leakage that goes undetected. If diversity managers exist in your university, they would probably advise their employer that they were doing fantastically well hiring white men and Black women, with no awareness at all about the unfairness that the

diversity manager and her sisters were struggling to resolve. Remember, we measure and quantify what counts, what doesn't get measured, doesn't count.

Second, have you asked in a safe and confidential environment, students, faculty, and other employees from marginalized communities to share the truth about the environment, and the equity policies that are meant to arrest some of the problems in that environment? Affinity groups, targeted interventions at other identity sensitive opportunities are important first steps to signaling inclusion. But sometimes they're offered in ways that communicate either/or choices, or they don't provide necessary space to address the many ways that groups that appear to these superficially facing the same kind of challenges actually face discreet, or forms of that challenge. Race, sexuality, ethnic and gender identity, other identifiers will impact not only the ways that BPTs and BPAs experience the environment, but also the ways that queer people, Latinx trans people, undocumented people, Native people, differently abled people will experience the environment. Intersectionality suggests that simply opening up dialogue about inclusivity within groups may enhance institutional capacity, to activate more effectively across groups.

Third, think about how you incentivize thinking and mentoring outside the box in the classroom and elsewhere. The discourse is on our campuses so often muffles the history of those who are undermined by ideologies written into the American canon as knowledge. Some disciplines have finally emerged to intervene in this troubling legacy. I think of critical race theory. I think of feminism, I think of queer studies as disciplines that have emerged to counter those tendencies. But even those efforts sometimes are short on intersectional awareness. In the own college preparation, the classes in feminism and Black history rarely addressed each other, and I later understood that there were minimal incentives, and sometimes costs for the

instructors, or the advisors to do so. These are structural challenges that need more than well-intended promises.

Researchers and educators often talk about building community across race, gender and ethnicity. However, this talk is not translated into action that can be measured through equity, because of the thought being that it is important that everyone not only just have the intervention and support to prop them up, but we need to make sure we go beyond that. It is the belief that removing Macro and Micro barriers, increasing Macro and Micro supports, creating opportunities and universal access for everyone is critical to see increased recruitment/ enrollment within PWI TEP's which will result in diversifying the teaching workforce. That is equity. So, when we talk about diversifying the workforce, that is not because we want more, Black and Brown people in the classroom. It is because we want a true educational system that not only reflects the population that we serve, but it reflects the educational system that evens the playing field for all "players". When you have 16% of the workforce in the state of New Jersey represented by Black and Brown teachers of color, but yet, 54% of our students are colored, we need to make sure that we balance it out.

"This Idea that We All Have the Same Life is False. Race, Class, Gender come together To Shape the Life Chances of People in Very Different Ways." Kimberle Crenshaw (1989)

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Appendix A

The vast majority of American public school teachers are still white

Nationally, less than 7 percent of teachers are black, a share that's actually fallen over the past 30 years. The total share of teachers of color, though, has gone up — from about 13 to 20 percent.
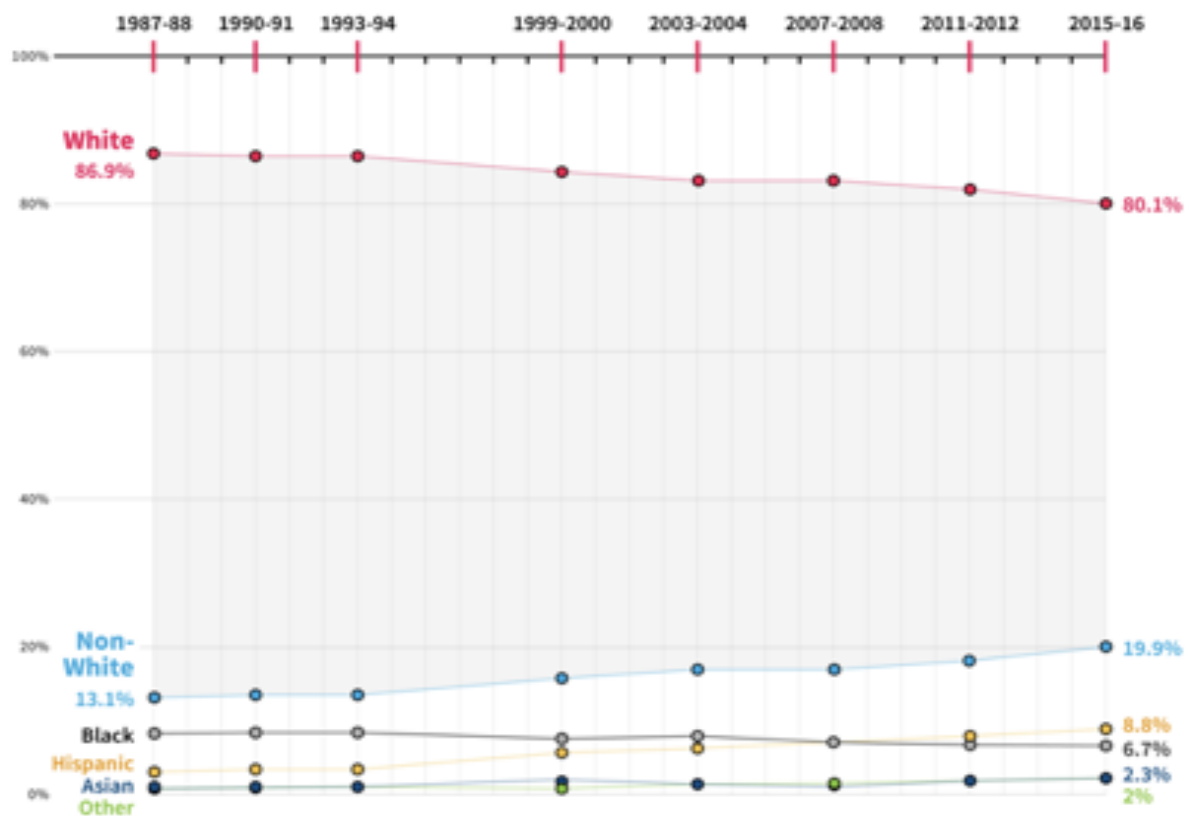
Source: U.S. Department of Education; Federal data does not exist in years in between those indicated by dots

Appendix B

NJ Teachers, 2017: Race and Gender

0.3%   1.5%
5.1%
1.3%
1.7%   5.4%
0.2%   0.8%
17.9%
65.8%

- Pct. White Men
- Pct. White Women
- Pct. Black Men
- Pct. Black Women
- Pct. Hispanic Men
- Pct. Hispanic Women
- Pct. Asian Men
- Pct. Asian Women
- Pct. Other Men
- Pct. Other Women

Full-time teachers only; no administrators. Data source: NJDOE staffing files.
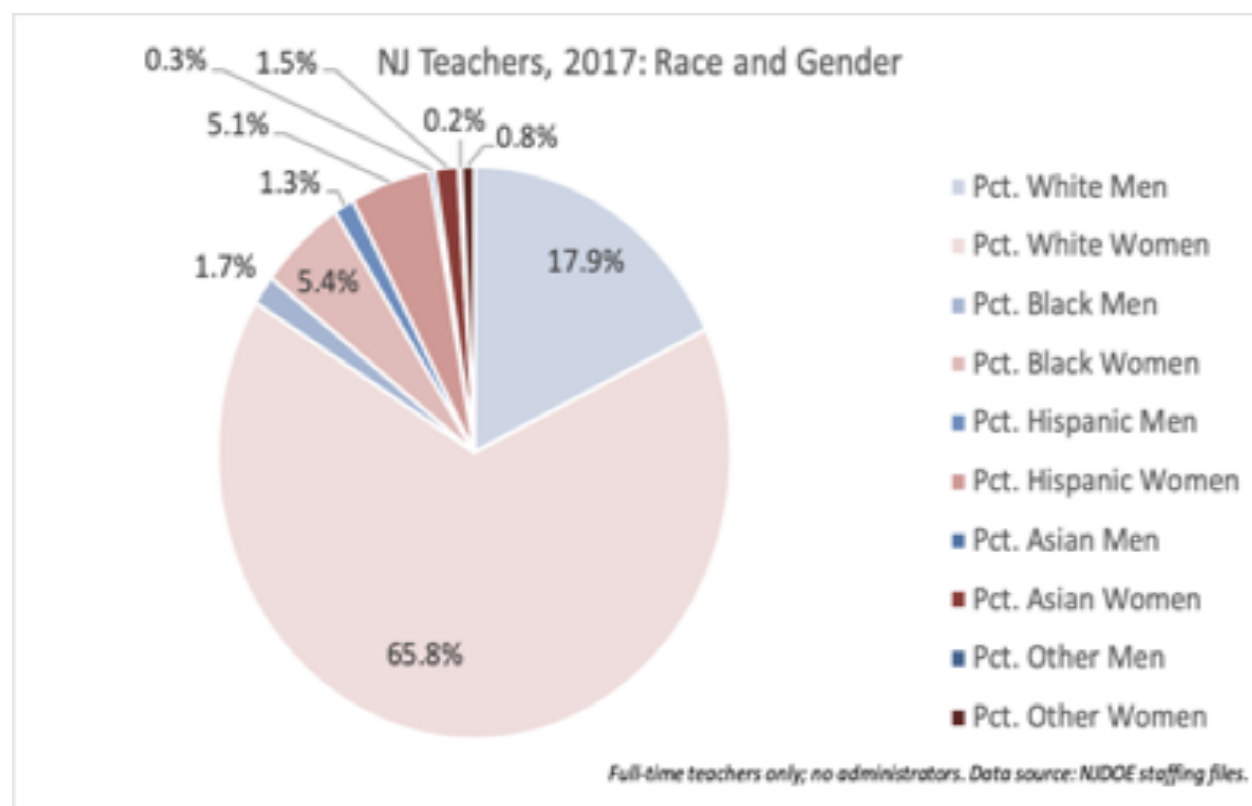
Appendix C

FIGURE 1

College enrollment, bachelor's degree graduates, and teacher preparation program graduates
By race

	White, non-Hispanic	Hispanic	Black	Other
College enrollment	58%	19%	14%	9%
Bachelor's degree graduates	69%	9%	9%	13%
Teacher preparation graduates	82%	4%	6%	7%
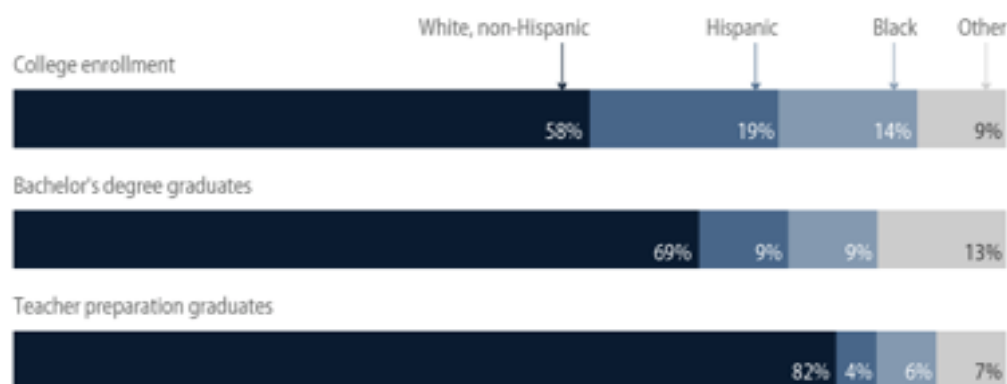
Sources: Authors' analysis is based on Jens Manual Krogstad and Richard Fry, "More Hispanics, blacks enrolling in college, but lag in bachelor's degrees," Pew Research Center, April 24, 2014, available at http://www.pewresearch.org/fact-tank/2014/04/24/more-hispanics-blacks-enrolling-in-college-but-lag-in-bachelors-degrees/; American Association of Colleges for Teacher Education, "The Changing Teacher Preparation Profession" (2013), available at https://secure.aacte.org/apps/rl/res_get.php?fid=145.

CAP

Appendix D

Overview of the Field Experience Plan

All Urban Partnership Districts

- 30 – 50 field hours of clinical experience in urban partner district - Fridays
- Activity-centered field work directly connected to core courses in urban education and ELL
- Partnership liaison support

- Community, Schools, Social Justice Class (or TELL) in Urban Partner District
- Understanding teacher as part of a broader community
- Connecting with families and students outside of traditional classroom.
- Partnership liaison support

Urban Partnership when Feasible

- 175 hours of clinical practice (2 days per week) in an partnership school.
- Field assignments linked to methods classes & core classes.
- 1 video-recorded lesson(s)
- On-site support in partner districts
- Partnership Liaison Support

- Full time clinical practice in the SAME district as Phase 2
- 7 formal observations. 4 by Context Expert (Liaison); 3 by Content Expert
- Students complete & submit edTPA.
- Liaison support in partner districts

Phase One (fall 1)

Phase 2 (spring 1)

Phase 4 (spring 2)

Phase 3 (fall 2)
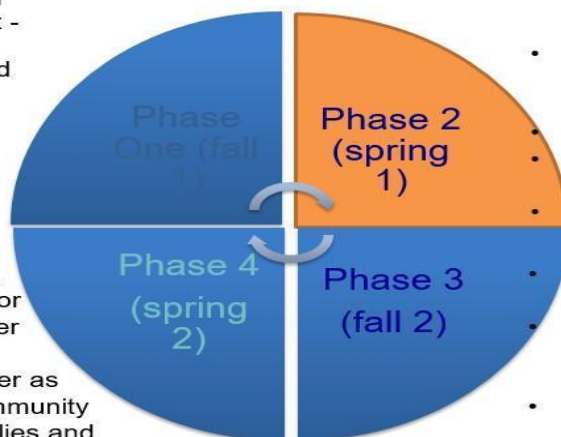
Rutgers GSE 2016

Appendix E
Comparison Groups

	JR	IW	JBH	JE	HH	SM	SR	TA	TG	Total
Name										
JR	1 (100%)	0	0	0	0	0	0	0	0	1
IW	0	1 (100%)	0	0	0	0	0	0	0	1
JBH	0	0	1 (100%)	0	0	0	0	0	0	1
JE	0	0	0	1 (100%)	0	0	0	0	0	1
HH	0	0	0	0	1 (100%)	0	0	0	0	1
SM	0	0	0	0	0	1 (100%)	0	0	0	1
SR	0	0	0	0	0	0	1 (100%)	0	0	1
TA	0	0	0	0	0	0	0	1 (100%)	0	1
TG	0	0	0	0	0	0	0	0	1 (100%)	1
ID										
1.00-2.00	0	0	0	0	1 (50%)	1 (50%)	0	0	0	2
3.00-4.00	0	0	0	1 (50%)	0	0	0	0	1 (50%)	2
5.00-6.00	1 (50%)	0	1 (50%)	0	0	0	0	0	0	2
7.00-8.00	0	1 (50%)	0	0	0	0	1 (50%)	0	0	2
Participants Gender										
Female	1 (16.7%)	0	1 (16.7%)	0	1 (16.7%)	0	1 (16.7%)	1 (16.7%)	1 (16.7%)	6
Male	0	1 (33.3%)	0	1 (33.3%)	0	1 (33.3%)	0	0	0	3
Ethnicity										
African	0	1 (33.3%)	0	1 (33.3%)	0	0	1 (33.3%)	0	0	3
African American	0	0	1 (25%)	0	1 (25%)	0	0	1 (25%)	1 (25%)	4
Afro-Carribean	1 (50%)	0	0	0	0	1 (50%)	0	0	0	2
Guyanese	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0
Phase in T.E.P										
Alumni	0	1 (33.3%)	0	0	0	0	1 (33.3%)	1 (33.3%)	0	3
Phase One	0	0	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	0	0	0	3
Phase Three	1 (33.3%)	0	1 (33.3%)	0	0	0	0	0	1 (33.3%)	3
Area of Concentration										
Elementary Education	1 (50%)	0	1 (50%)	0	0	0	0	0	0	2
English	0	0	0	0	0	1 (50%)	1 (50%)	0	0	2
Mathematics	0	0	0	1 (100%)	0	0	0	0	0	1
Science	0	1 (100%)	0	0	0	0	0	0	0	1
Social Studies	0	0	0	0	1 (100%)	0	0	0	0	1
Special Education	0	0	0	0	0	0	0	0	1 (100%)	1
World Language	0	0	0	0	0	0	0	1 (100%)	0	1
Year Entered the Program										
2014	0	0	0	0	0	0	0	0	0	0
2010	0	0	0	0	0	0	0	0	0	0
2011	0	0	0	0	0	0	0	0	0	0
2012	0	0	0	0	0	0	0	0	0	0
2013	0	0	0	0	0	0	0	0	0	0
2009	0	0	0	0	0	0	0	0	0	0
2015	0	0	0	0	0	0	0	1 (100%)	0	1
2016	0	1 (50%)	0	0	0	0	1 (50%)	0	0	2
2017	1 (50%)	0	1 (50%)	0	0	0	0	0	0	2
2018	0	0	0	0	0	0	0	0	1 (100%)	1
2019	0	0	0	1 (33.3%)	1 (33.3%)	1 (33.3%)	0	0	0	3
Number of BPT in Cohort										
0	1 (14.3%)	1 (14.3%)	1 (14.3%)	1 (14.3%)	0	0	1 (14.3%)	1 (14.3%)	1 (14.3%)	7
1	0	0	0	0	0	0	0	0	0	0
2	0	0	0	0	1 (50%)	1 (50%)	0	0	0	2
3	0	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0	0
First Generation College Student										
No	1 (16.7%)	1 (16.7%)	1 (16.7%)	1 (16.7%)	0	1 (16.7%)	1 (16.7%)	0	0	6
Yes	0	0	0	0	1 (33.3%)	0	0	1 (33.3%)	1 (33.3%)	3

Dedoose Platform "Through Their Eyes" Study 2020

Appendix F
Pilot Code Book

Theme	Definition	Notes
Identity	the distinguishing character or personality of an individual	BPT/LPT Enrollees attribute being the few in their cohorts to preventing them from their sense of personal identity.
Safe Space	refers to places created for individuals who feel marginalized to come together to communicate regarding their experiences with marginalization, most commonly located on university campuses in the western world	A need for a support group where frequent gatherings are held in community places in order for BPT and LPT are able to build community
Character	the mental and moral qualities distinctive to an individual.	

Network/Community	a usually informally interconnected group or association of persons (such as friends or professional colleagues)/a body of persons having a common history or common social, economic, and political interests	
Culture	the customary beliefs, values, goals, practices, social forms, and material traits of a racial, religious, or social group also the characteristic features of everyday existence (such as diversions or a way of life) shared by people in a place or time	This can be in the form of history, traditional exercises/activities, or the way the BPT and LPT intersectional identity being acknowledged and accepted through their journey in a PWI teacher education program.
Academic	relating to performance in courses of study; based on formal study especially at an institution of higher learning	
Responsibility	liable to be called to account as the primary cause, motive, or agent	

Role Model	a person whose behavior in a particular role is imitated by others	
Stereotype	a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment	
Service	contribution to the welfare of others	
Mentorship	The guidance provided by a mentor, especially an experienced person in an educational institution.	
Network	an association, society, or community of people linked by a common interest, religion, or trade.	A lack of sense of camaraderie formed between the member of the BPT & BPA

Appendix G

Pilot Interview Protocol

I want to thank you for your participation and sitting with me while I ask you questions in relation to the research. First, let me provide you with a little information about the research. I am looking at Black Preservice Teachers (BPT's) and Latinx Preservice Teachers (LPT's) their

role as persistence agents for BPT's predominantly White institutions (PWIs). The questions are

open ended but if for any reason you feel uncomfortable, please feel free to let me know if you

would rather not answer. However, I would like you to be as honest and straightforward

answering the questions as possible. Let's begin with you introducing yourself. Please provide

me with your name, the phase you are currently enrolled within the teacher education program,

and the culture you identify with:

1)   Can you describe your thoughts or feelings as a Black preservice attending a predominantly
White institution prior to being accepted?

2)   Prior to joining a PWI teacher education program, did you have any knowledge of teacher
education programs?

3)   How did you first hear or become familiar with this teacher education program?

4)   What factors contributed to your interest in applying to this PWI teacher education
program?

5)   I would like for you to recall your first day as a preservice teacher at this PWI teacher
education program. Can you walk me through this experience?

6)   As being a BPT or LPT we have different experiences, some positive and some negative.
Can you describe some or any experience that is very significant or memorable for you while
being a BPT or LPT enrolled at PWI?

7)   What do you think your post-collegiate experience would have been like had you not
enrolled in this PWI?

8)   Thinking about being a preservice teacher in reference to academia, can you speak about
what being a BPT and or LPT has done for you academically?

9)   Has there been a moment where being a BPT or LPT has hindered you academically?

10) Can you give an example of an experience where being a BPT or LPT at PWI has been
advantageous for you?

11) If a first-year student approached you and stated that he was interested in enrolling this PWI
what would you advise them to look for or what advice would you give him?

12) As a result of this research, what feelings, or notion would you want me to take away from this interview about being a BPT or LPT in a PWI teacher education program?

Thank you again for participating and providing me with a detailed description about your experience as a BPT or LPT who attends a PWI. Your narrative will be a very positive and impactful contribution to the research.

Appendix H

Individual and Focused Group Protocols

I want to thank you for your participation and sitting with me while I ask you questions in

relation to the research. First, let me provide you with a little information about the research. I

am exploring the experiences around gender and ethnicity of Black pre-service (BPTs) and in-

service teachers (BPAs), enrolled in predominantly White institutions (PWI). The questions are

open ended but if for any reason you feel uncomfortable, please feel free to let me know if you

would rather not answer. However, I would like you to be as honest and straightforward

answering the questions as possible.

Interview Guidelines

Research Questions:

1. How do BPTs and BPAs report understanding and interpreting their

   experiences of navigating a PWI TEP? **(Individual Interview Protocol)**

2. How do the intersections of race, gender, and ethnicity produce unique

   opportunities and challenges for BPTs and BPAs in a PWI TEP?

(Focus Group Interview Protocol—Ethnicity and Gender**)**

Individual Interview Protocol Questions:

1. Can you describe yourself as a student? What was your experience moving through Kindergarten through 12th grade?

2. When/How did you decide you wanted to pursue a career in education? What influenced this decision? What routes (Traditional or Alternative) did you consider in pursuing a credential?
3. Are you a first-generation college/university student?
4. Would you please talk about what your, having attended college meant (means) to you and your family/community?
5. When applying to college, did you only apply to this college? If not what other colleges or universities did you apply to?
6. Can you describe your experiences at the TEP you are currently enrolled in? Please elaborate?
7. What phase are you in the journey to achieving your Masters' degree in Teacher Education? [What support have you experienced thus far in the program? Barriers?]
8. How would you describe your interactions with your peers and faculty within the college you are attending? [Would you describe them as positive or negative? Please elaborate.]
9. How many BPTs are in your classes? Your cohort? [What impact does this have on your journey in the program?
10. Before we conclude, is there anything that we haven't covered during this interview that you want to share at this time

Focus Group Interview Protocol Questions:

1. In this study, I am exploring the experiences of Black pre-service and in-service teachers, but we know that the identifier Black is so complex. Could you tell me how you identify your ethnicity?
2. Do you think that there are differences between the experiences of your ethnic group and other ethnic group preservice teachers? [such as Afro-Caribbean, African American, White or Latinx?]
3. Are there supports or barriers, advantages or disadvantages, for you as [ethnic identifier] preservice teacher?
4. As mentioned in question #1, I am exploring the experiences of Black pre-service and in-service teachers, however we know that in addition to the complex identifier of Blackness, there is also the identifier of gender. Could you tell me how you navigate between or concurrently both of these identifiers?
5. Prior to your enrollment in the TEP, how many students were male and or female in your High School experience? Undergraduate experience?
6. How does it feel to be a Black [gender] in the TEP PWI program?
7. What does the term resilience bring to mind?
8. Could you describe times, if any, that you felt you had to be resilient while attending the TEP?
9. If you could whisper in the ear of the people who have set up the TEP here at *Renaissance College,* what advice would you give them about improving things?
10. Before we conclude, is there anything that we haven't covered during this interview that you want to share at this time?

Thank you again for participating and providing me with a detailed description about your experience as a BPT who attends a PWI. Your narrative will be a very positive and impactful contribution to the research.

Appendix I: Timeline for Study and Report

Research Questions:

Primary

How do BPT's and BPA's interpreted experiences intersect with macro-level structural factors to illustrate or produce disparate enrollment and retention outcomes?

Sub-questions

1. How do BPTs and BPAs report understanding and interpreting their experiences of navigating *Renaissance University's* TEP?
2. How do the intersections of race, gender, and ethnicity produce unique opportunities and challenges for BPTs and BPAs in *Renaissance University's* TEP?

Date	Activity	Tool and Procedure	Purpose
November 2019 Week 3	• Introduced study to participants teachers • Finalized participant list	• Met with participants during a special-scheduled meeting	• Built relationship with teachers • Enlisted teachers as participants
November 2019 Week 4	• Scheduled individual interviews for all 9 participants	• Google SpreadSheet	• Address Research Questions 1, and 2
December 2019 Week 2- January 2020 Week 1	• Conduct Individual Interviews for all participants	• Individuals Interviewed Protocol • Dedoose	• Established preliminary codes
January 2020 Weeks 2-3	• Interviewed participants Focus Group Ethnicity	• Focus Group Ethnicity Protocol	• Address Research Questions 1 and 2

January 2020 Weeks 2-3	Conducted early analysis of Focus Group Ethnicity Responses	• Focus Group Ethnicity Protocol • Dedoose	• Established preliminary codes
January 2020 Weeks 2-4	Reviewed notes of Focus Group Ethnicity.	• Dedoose • Focus Group Ethnicity Protocol	• Address Research Questions 1, and 2
January 2020 Week 2	Analyzed interview data for each data set.	• Focus Group Ethnicity Protocol • Dedoose	• Established preliminary codes
January 2020 Weeks 2-4	Interviewed participants Focus Group Gender protocol.	• Focus Group Gender Protocol	• Address Research Questions 1 and 2
February 2020 Weeks 2-4	Analyzed interview data after each interview	• Focus Group Gender Protocol • Dedoose	
January 2020 Weeks 2-4	Analyzed interview data from Focus Group Gender Protocol	• Focus Group Gender Protocol • Dedoose	• Established preliminary codes
January 2020 Weeks 2-4	Analyze Data.	• Dedoose	• Addressed Research Questions 1 and 2
January 2020 Weeks 2-4	Member Check focus grp. Individual data with Gender and Ethnicity.	• Focus Group Ethnicity Protocol Focus Group Gender Protocol • Dedoose	• Reworked preliminary codes
January 2020 Weeks 2-4	Member Checked interview data with all 9 participants.	Individual Interview Protocol • Triangulation	• Address Research Questions 1, and 2.

January 2020 Weeks 2-4	• Member Checked interview data with all 9 participants.	• Focus Group Ethnicity Protocol • Focus Group Gender Protocol • Dedoose • Triangulation	
January 2020 Weeks 2-4	• Analyzed data.	• Individual Interview Protocol • Triangulation • Dedoose	• Reworked preliminary codes
February 2020-July 2020- Week 4	• Reviewed and analyzed all of the data	• Focus Group Ethnicity Protocol • Focus Group Gender Protocol • Individual Interview Protocol • Triangulation • Dedoose	• Begin forming preliminary study finding • Established codes • Identified gaps in data for further data • Refined preliminary study conclusions • Identified data and findings that answered research questions collection