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Examining Diversity and the Role and Influence of Post-Secondary Faculty at a Predominantly White Institution in Tennessee: A Critical Race Case Analysis

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Examining Diversity and the Role and Influence of Post-Secondary Faculty at a Predominantly

White Institution in Tennessee: A Critical Race Case Analysis

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the faculty of the Department of Educational Leadership & Policy Analysis

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Doctor of Education in Educational Leadership, concentration in Higher Education Leadership

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by

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ABSTRACT

Examining Diversity and the Role and Influence of Post-Secondary Faculty at a Predominantly

White Institution in Tennessee: A Critical Race Case Analysis

by

Lanell Smith, Jr.

The purpose of this qualitative, critical race analysis study is to explore how White faculty

conceptualize and apply critical race theory (CRT) and culturally responsive pedagogy (CRP) to

curricula within a college of education and how the perceptions of their students' identities

influence specific pedagogical decisions. The researcher sought to extend the research on CRT in

education by analyzing specific, detailed cases and incorporating purposeful sampling by

selecting participants who match specific study criteria, i.e. graduate-level White faculty located

in the Tennessee Tri-Cities region who teach in programs of education.

This study was limited to six faculty in a college of education (in educational leadership and

teacher education graduate programs) at a college in East Tennessee. This study provided a

framework for additional studies that may assist with exploring how faculty pedagogical

decisions in the classroom could be impacted by incorporating CRT/CRP in courses and across

curricula in educational leadership and teacher education graduate programs. A total of four

themes emerged following the analysis of findings from this study: 1) CRT and CRP in Curriculum involved participants expressing awareness for the need to address race-related issues, e.g., race, diversity, equity, and inclusion matters, in their course curricula. In addition, this awareness highlighted their concerns for departmentwide consistency across course curricula/programs and not just within their isolated courses. 2) CRT/CRP are Novel with Room to Improve was developed based on over half of the participants discussing aspects related to how CRT and CRP within the realm of teaching are nascent and only beginning to be implemented. 3) Faculty Conceptualization of CRT/CRP involved participants expressing an awareness of CRT/CRP but not a full conceptualization of the matter or how to incorporate it in the classroom to address race-related issues (diversity, equity, and inclusion matters) in their course curricula. Lastly, 4) Student Perspective and Composition was another common theme expressed. With race and diversity being the focus, many participants discussed student composition and student perspectives as being relational.

DEDICATION

In loving memory of my mother, Lisa Evette Smith, for inspiring me to pursue my

educational journey and Betty Parham, Eddie Parham, Glover Gilland, and Jean Gilland for

inspiring my relentless pursuit for excellence.

ACKNOWLEGEMENTS

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Chapter 1. Introduction

Teachers often are among the group most reluctant to acknowledge the significance of white-supremacist thinking that informs every aspect of today's culture, including the way one learns, the content of what one learns, and the manner in which individuals are taught (Smith et al., 2017). Although student diversity has increased across college campuses, college faculty remain majority White (Deruy, 2013). Garcia and Serrata (2016) noted this disproportion, stating, "New arrivals on our college campuses will be increasingly nonwhite, first generation, and low income" (para. 1). Racial conflict has been a mounting concern among college campuses nationwide and can easily result in negative outcomes including social and psychological stress, discrimination lawsuits, faculty turnover, and student dropout (Williams, 2019).

Ineffective or insufficient communication among teachers, administrators, and graduate students likely plays a role in racial conflict, specifically negative experiences students of color endure on campuses (Sanchez, 2019). Mensah (2016) noted that discussing race-related issues often carries a negative perception, leading to some uncertainty and trepidation among teachers and students to broach the subject. Because of the growing disproportion between predominantly White faculty and students of color, faculty and administrators must become more adaptable and accommodating to different cultures and backgrounds (Patton et al., 2015). The successfulness of interactions with students rely heavily upon the degree of preparedness and training teachers undergo in advance, as faculty play an integral role in the knowledge and developmental tools

students receive in the classroom (Mensah, 2016).

Parkison et al. (2009) observed that, without intentionality and focus, educators can easily overlook, in their curricula, the integration of diverse content and material. This can result in an insufficiency of course readings, media, theories, and concepts developed by racially and ethnically diverse authors or creators of courses and programs of study for future teachers and administrators. The manner in which faculty specifically address diversity, equity, and inclusion (DEI) across curricula and inside of the classroom is just as imperative as how institutions must address DEI outside of the classroom.

Ladson-Billings (1998), one of the earliest contributors to and proponent of critical race theory (CRT), introduced CRT as it relates to education. She claimed that the concept of race and racism had mostly remained undiscussed both in and out of the classroom and, because of this lack of theorization, it was increasingly difficult for educators, policymakers, and communities to grasp the full extent of educational inequality and articulate its connection to racism. Although CRT builds upon previous efforts intended to spur activism and social change (Willis, 2008), its foundation centers on five core tenets: counter-storytelling, the permanence of racism, Whiteness as property, interest convergence, and the critique of liberalism (Hiraldo, 2010). Using these tenets as a reference, Hiraldo further analyzed and addressed their relevance within the scope of higher education. First, Hiraldo described counter-storytelling as an opportunity for students of color to voice their opinions and provide faculty and school leaders firsthand accounts of their

marginalized experiences. Next, Hiraldo noted that racism is perpetual and ongoing, as evidenced by how it influences political, social, and economic events in the United States and perpetuates systems that rank Whites over people of color in all aspects of life, which includes education practices. Using the CRT tenet that liberalism should be critiqued, Hiraldo also noted that it is critical to examine how teachers' preconceptions of students serve as a barrier to culturally responsive pedagogy (CRP). CRP is most effective when it draws on and supports later what scholars describe as "cultural wealth and funds of knowledge" (Dixson & Seriki, 2014, p. 187).

Despite a limited amount of early research regarding CRT in education, significant opportunities are available to reinterpret contemporary educational topics using CRT as a framework. Bell (1993), one of the earliest and most influential contributors to civil rights discourse, stated in one of his early yet still relevant works, "Racism is an integral, permanent, and indestructible component of this society" (p. 573). This observation remains a reality over 20 years later, as researchers have reported that racially motivated hate crimes are still on the rise on college campuses (National Center for Education Statistics, 2019; Nelson, 2019). Because of this persistance of racism, it is crucial for both scholars and laypeople to be unafraid to bring to light and engage in informed discussion related to racism. Acknowledging that racism and white supremacy are an enduring legacy of the United States and its educational system does not mean society cannot call attention to and dismantle it by creating structural and policy changes to

diminish its effect (Bitter, 2016). Bell (1993) also noted in his early yet prescient work that even those engaged in the greatest efforts to overcome racism will observe "peaks of progress, short-lived victories that slide into irrelevance as racial patterns adapt in ways that maintain white dominance" (p. 573).

Ladson-Billings (1995) noted that not only must teachers encourage academic success and cultural competence; they must also help students to recognize, understand, and critique current social inequities (such as those within education) in order to effect change. As early groundbreakers and reporters on the challenges of educational access and equity for students of color, Solorzano and Yosso (2001) similarly observed that in order to fight for equality, it is imperative to study inequality in the education sector through the lens of CRT to learn how faculty—particularly those at predominantly White institutions (PWIs) —can recognize the extent of racism and, as a result, adjust their curricula and programs of study to become more inclusive to CRT, DEI, and minoritized students. Current political and social events support these researchers' commentaries on racism and inequality in society. One example would be the 2016 presidential election. "Voters (White people) didn't vote against their own interests, they voted for the preservation of white privilege—their paramount interest" (Young, 2016, para. 1). In order to address these social inequities, however, teachers themselves must be able to recognize social inequities and their origin.

Statement of the Problem

The growing demographic imbalance between professors and students of color necessitates a refocus on culturally responsive pedagogy (CRP) (Garcia & Serrata, 2016). Further, there still remains a gap between the theory and practice of CRT and CRP and implementation of their concepts in the classroom through curriculum and dialogue targeting race education (Bryant et al., 2015). The problem is that there has been relatively little formal inquiry into the implementation of CRT and CRP in the classroom as they relate to students of color. Without a true understanding of and interaction with their students, i.e. learning about their culture, history, and habits, the voices of the students continue to go unheard, creating a cycle of mismanaged classrooms and wasted student potential (Solis, 2020).

In this qualitative, critical research study, faculty awareness and understanding of CRT and CRP was explored and analyzed to determine the extent to which these concepts are implemented across graduate education programs of study within the curriculum, course content, pedagogy, and classroom practices; how faculty conceptualize and enact CRT and CRP across curricula; and how the perceptions of students' identities influence specific faculty *pedagogical decision-making*, which Brown (2014) referred to as the recognition and resulting actions teachers make in relation to their sociocultural knowledge of their students.

Scope and Significance of Study

The researcher sought to extend prior research on CRT and CRP in graduate education

and provide an opportunity to explore and focus on faculty awareness and understanding of how

concepts on race and society intersect with graduate education programs of study. This includes

the way DEI is implemented within the curriculum, course content, pedagogy, and classroom

practices; how faculty conceptualize and enact CRT and CRP across curricula; and how the

perceptions of faculty's students' identities influence specific pedagogical decisions. Researchers

have studied CRT in relation to subjects such as science, technology, engineering, and

mathematics (STEM) (Bullock, 2017; Saetermoe et al., 2017; Vakil & Ayers, 2019); music and

the arts (Bradley, 2015; DeLorenzo & Silverman, 2016; Hess, 2017); and even healthcare

(Bridges et al., 2017; Ford & Airhihenbuwa, 2010; Godsil et al., 2014). The results gathered

from this investigation will add to the body of knowledge of the role of CRT in education and its

impact on graduate-level teacher and administrator preparation programs.

This research has practical implications for faculty that implement teacher and

administrator preparation and licensure programs for graduate students. Specifically, the

researcher sought to assist faculty in considering alternate points of view and reshaping their

perspectives on race. Additionally, the researcher, through results from the investigation, sought

to inform leadership practices for faculty, such as assisting them in being more cognizant of the

racial demographics of their classrooms, learning more informed decision-making skills, and

delivering clearer communication to their students. Furthermore, the researcher intended to use

this investigation to help fill the gap between the theory and practice of CRP and CRT and its

implementation in classrooms through curriculum and dialogue on race and education. The

researcher also sought to determine how faculty may contribute to or counteract these possible

incidents racism in the classroom. Information gathered from this study will assist in creating

strategies that will aid in dismantling institutional racist behavior that pervades classrooms,

facilitating a more beneficial learning experience for both current and future students of color.

Research Questions

The researcher sought to answer how faculty's pedagogical decisions are influenced by

their perception of students' identities. More specifically, the research questions are as follows:

1. How do professors view the significance of race in teacher and educational

   leadership preparation graduate programs?

2. How do professors' perceptions of their students' racial/ethnic/class/gender

   identities influence their pedagogical decision-making processes and teaching

   method approaches?

3. Where, in what ways, and to what end does race appear in professors' courses or

   curriculum and shape the way they interact with students?

4. What types of texts and other cultural artifacts are used in professors' courses or

   curriculum to address the role of race in education?

Definitions of Terms

Various terms and concepts are used within this research study and thus require further

explanation, which follows:

1. Critical race theory (CRT)—"A collection of activist and scholars engaged in studying and

transforming the relationship among race, racism, and power" (Delgado & Stefancic, 2017, p. 2).

2. Culturally responsive pedagogy (CRP)—"Positing effective pedagogical practice is a

theoretical model that not only addresses student achievement but also helps students to accept

and affirm their cultural identity while developing critical perspective that challenge inequities

that schools (and other institutions) perpetuate" (Ladson-Billings, 1995, p. 469).

3. Pedagogical decision-making—"The way [teachers] develop relationships with students, the

classroom culture that is promoted, and the learning activities that are selected all influence

students' motivation and engagement" (Burridge, 2018).

Chapter 2. Review of Literature

This chapter begins by defining CRT and what comprises its methodology, comparing

commentaries delivered by early pioneers of CRT to observations noted by contemporary

researchers, theorists, and educators. Further, this literature review will identify the five tenets of

CRT first noted by Ladson-Billings and Tate IV (1997) and connect them to the progression of

educational practices in the United States, with emphasis being placed on graduate-level

learning. The first tenet, exploration of colorblindness, examines how Whites diminish and

impede the accomplishments of Blacks and other people of color while simultaneously praising

their self-proclaimed status of being race-neutral, i.e., colorblind. This tenet is used as a

measuring tool to examine teacher certification bias concerns as well as reports of scarce faculty

diversity among college campuses. Next, the concept of counter-storytelling is that people of

color have historically been prevented from expressing their narratives from their own point of

view since Whites who are most often in positions of leadership perpetuate a male, Eurocentric

narrative. This concept is further examined in relation to leaders in academia and possible

reasons for their avoidance of Black narratives. The third tenet, interest convergence, is a

concept where Whites supposedly only support equality and racial justice when it benefits them.

This concept is further examined in comparison to educational reforms and college diversity

programs (Delgado & Stefancic, 2017). Fourth, whiteness as property is a tenet where Whites

feel they are entitled to more rights and freedoms based on the color of their skin and,

resultingly, they are inclined to protect and maintain white interest. This tenet is further

examined in relation to how Whites preserve curriculum and educational practices that benefit

other Whites while hindering Blacks or people of color. The fifth tenet, critique of liberalism, is

a bolder, more assertive stance on effecting social change, which contrasts to using a traditional

liberalism point of view that involves merit-based and race-neutral tactics to solve race-related

issues. The researcher, through this review, traces how this tenet manifests in the constant

uneven playing field that Black students and teachers confront on a daily basis. The overall goal

of this literature review, therefore, is to outline previous scholars' research on CRT, evaluate

faculty's teaching methods as they relate to CRT tenets, and identify gaps in the literature that

could highlight necessary changes to resolve ongoing issues of institutional racism.

The researcher, using this literature review, further outlines critical race theory (CRT)

research by identifying and evaluating previous scholars' research and applying it to current

faculty practices in graduate education programs of study. The framework that will be used for

the literature review are the five tenets of CRT, i.e., counter-storytelling, the permanence of

racism, Whiteness as property, interest convergence, and the critique of liberalism, and their key

features as they relate to graduate education programs of study. CRT also will be analyzed as it

relates to culturally responsive pedagogy (CRP), as CRP is just as vital of a concept for White

teachers to employ in the classroom as CRT (Hinton & Seo, 2013). Finally, the researcher will

endeavor to identify gaps in previous research and studies that have left open-ended questions

that necessitate further research and discourse. Using a literature research synthesis method, the researcher will summarize and describe questions raised by prior research related to CRT.

Ladson-Billings (1998) encouraged the use of CRT in education while also issuing a caveat to readers that they not lose control of the concept of CRT by letting their own personal opinions determine how best to handle situations of inequity. Accordingly, the best method to ensure stakeholders are being circumspect in their decision-making is through the research and understanding of the literature upon which CRT was founded.

With the persistance of diversity issues encountered on college campuses, as well as the tense racial climate in today's society, it is necessary to reevaluate the tenets of critical race theory (CRT) as it pertains to graduate education programs taught by majority White faculty (Patton et al., 2015). Over the past number of decades, the American education system often has promoted the advancement of equity in education (Gasman, 2016). One milestone in the pursuit of equity was the 2012 White House Initiative on Educational Excellence for African Americans, which aimed to improve educational outcomes for African American college students and also increase the pipeline of future African American teachers (Infoplease Staff, 2017). In this same manner, colleges nationwide purport to have dedicated equity, diversity, and inclusion programs that provide transformative methods to achieving equal opportunities in and out of the classroom (Association of American Colleges & Universities, 2016). Despite these initiatives and movements toward education equality, researchers have reported discriminatory practices in

enrollment, support, and mentoring in graduate-level education programs (Linder et al., 2015), with researchers from one study concluding that professors were more likely to respond to and mentor White male students at the graduate level than minorities or women (Milkman et al., 2015). Similarly, graduate students of color continue to report negative, racially traumatic experiences during their studies (Nelson, 2019); express lack of support and appropriate mentoring (Brunsma et al., 2017; Jack-Davies, 2018); and publicly highlight the perpetuity of institutional racism (Truong et al., 2016).

CRT is a lens or tool used for advancing a more complex understanding of the structural inequality and inequities that exist and the real consequences that disproportionately affect racially minoritized populations (DeCuir-Gunby, 2019). Further, research and scholarship in CRT is useful for "examining complexities of privilege and power and problematizing how whiteness impedes social justice work" (Patton & Bondi, 2015, p. 491). CRT stems from the field of law and has since spread to reach other areas and disciplines (e.g. education and sociology) (Barnes, 2016). Kozol (1991), early pioneer and advocate for CRT, noted that even if true equality for poor African American and Latino students were achieved, other systemic factors could still negatively impact their education. Nearly 30 years later, minoritized students are still negatively affected by unequal access to advancement opportunities (Thouin, 2020). Adopting a CRT framework for educational equity will require powers that be to become change agents and social justice advocates in order to shine the light on racism in education and propose

radical solutions for addressing it (Patton & Bondi, 2015).

Tenets of CRT

CRT is characterized by five principle parts or tenets, which will be further explained: (1) exploration of colorblindness, (2) counter-storytelling, (3) interest convergence, (4) Whiteness as property, and (5) Whites are the primary beneficiaries of civil rights legislation (Ladson-Billings & Tate IV, 1995). Using these core tenets provides a template for how one can formulate questions that highlight the challenges faced by students of color (i.e., 'when did this happen?', 'why did this happen?', and 'how did this happen?') while at the same time providing a jumping-off point and impetus for change.

Exploration of Colorblindness

Colorblindness is rooted in the notion that race, as a concept, is irrelevant, and because of its lack of relevancy, race should be disregarded and ignored by society in order to promote racial harmony (Annamma et al., 2017). Since, at its core, CRT scholars have made the rudimentary distinction that racism is not aberrant but is instead normal and a necessary manner of organizing society (Bell, 1993; Solórzano et al., 2000), the concept of colorblindness also is characterized by the notion that Whites diminish the importance and accomplishments of people of color while at the same time glorifying their own ability to remain 'colorblind' or 'neutral' to people of color.

An additional aspect of CRT is that racism is not merely individual prejudice or bigotry

but is instead collective and a systemic feature of social class hierarchical systems. For instance, using the lens of colorblindness as an assessment tool, *white flight*—or the movement of Whites out of urban areas and away from minorities—as well as housing discrimination have been downplayed as socially acceptable and just an innocuous observation that "like-minded people naturally gravitate towards each other" (Meghji, 2017, para. 4). However, in reality, white flight and housing discrimination serve as examples of how racism is not only harmful behavior that cannot be easily corrected by a law banning it; it is deeply ingrained and pervasive in American society (Demaske, 2008).

As evidence of the difficulty involved in discouraging racism, lawmakers have attempted to address housing discrimination by way of the U.S. Fair Housing Act (FHA), which prohibits denial of housing due to a person's race, color, religion, sex, disability, familial status, or national origin (Callies & Simon, 2017). This, however, has not slowed instances of residential segregation (Jacobs, 2018; Kaul, 2018; Kye, 2018), as lenders, landlords, and other proprietors have found loopholes to circumvent the law, such as denying housing based on source of income, i.e., rejecting applicants who present FHA housing vouchers (Tighe et al., 2017), or stereotypes associated with first or last name of the applicant (Edelman et al., 2017).

Closely aligned with the practice of residential segregation is the employment of colorblindness in the policies, procedures, and environments of higher education institutes, as both instances illustrate the desire for Whites to maintain the highest level of homogeneity as

possible—in where they live, matriculate, and work (Jayakumar, 2015)—while still claiming that

they are race neutral. Krupnick (2016) found that the recruitment and retainment of non-white

professors is a cyclical, self-perpetuating issue in that, even if colleges desire to hire more

diverse faculty, the small pool of non-white PhD-level students—who have very little (if any)

non-white professors to encourage them in their career goals—perpetuates the ongoing affinity

groups consisting of White students and White professors.

This desire for homogeneity has presented barriers for minorities, thus yielding miniscule

increases yet still overall scant numbers of Black graduate- and PhD-level students as well as

Black professors at PWIs (Chen, 2019; Harris, 2019; National Science Foundation, 2019). More

problematic, however, is the fact that despite these setbacks in the quest for equality, colleges

nationwide tout their successes of increasing diversity in enrolled student (Bruni, 2015) and

professor (Krupnick, 2018) populations. Closer analysis is necessary in order to highlight how

colorblindness plays a role in inequality in higher education.

Colorblindness can be observed in college admissions processes, with several states

prohibiting affirmative action selection policies (which acknowledges applicants' race as a

factor) and a number of states presumed to eventually follow suit (Baker, 2019; Long &

Bateman, 2020). As a result of these bans, minority graduate- and professional-level enrollments

in fields of study such as education have declined (Garces, 2013). Furthermore, the shift away

from affirmative action and more towards merit and other qualifies like GRE scores creates its

own new set of barriers (Posselt, 2016a). After conducting a two-year major study of doctoral admissions at 10 highly ranked universities, Posselt (2016b) found that, ironically, employing race neutrality effectively reduced the amount of qualified minorities to a scant amount and also prevented any discussion of race or ethnicity when the topic shifted to questioning the importance GRE scores. Again, one feature of colorblindness is the use of loopholes; so even though GRE scores were unequally distributed and highly favored White applicants (Educational Testing Services, 2014) as well as being weighed heavily in admission criteria, noting this occurrence was discouraged.

Colorblind ideology is not only limited to admissions processes. Even if minority students have been admitted into a graduate program of study, White professors are more likely to discriminate against them in class interactions or mentoring. Milkman et al. (2015) conducted a study wherein they created fictional prospective students who sought to discuss doctoral program opportunities with professors. Although the messages sent by the students were identical, their simulated names were generated to signal gender-specific forenames and race/ethnicity-specific surnames. Overall, faculty were more responsive to names that suggested the students were White males. Deangelo (2016) found similar barriers to the mentoring of minority students from White professors who seemingly ignored race as a deciding factor and substituted this with high performance or high achievement as being factors for their likelihood to mentor.

Operating through colorblind ideology serves as a means for Whites to shun "the acknowledgement and validation of systematic, cyclical, and long-standing underrepresentation of students of color in university settings due to racism" (Nguyen & Ward, 2017, p. 555). In order to increase the pipeline of graduate- and PhD-level minority students and faculty, White faculty must move away from colorblind ideology and move toward race-conscious ideology that acknowledges that students are different; have different cultures, backgrounds, and perspectives; and bring invaluable pieces to the puzzle that comprise effective multicultural education.

Counter-Storytelling

Counter-storytelling is based on the belief that institutions traditionally headed by a majority of Whites have a monopoly on storytelling, which influences how they distribute information, and because of their race, institution leaders often disseminate subjective knowledge that glorifies white privilege and "reinforces unequal societal relations between whites and people of color" (Merriweather et al., 2006, p. 1). Counter-storytelling, however, recounts "firsthand experiences of those who have intimate knowledge of racism in their lives" (Stovall, 2006, p. 231). Students of color often enter institutions in a circumspect and guarded manner because they perceive their university to be racially discriminatory, unwelcoming, and supportive of racial schisms (Hubain et al., 2016). It is also difficult to capture how students of color navigate graduate- and doctoral-level education in an environment that can be perceived as dehumanizing and marginalizing (Gildersleeve et al., 2011). Strides must be made by faculty,

therefore, to support an open and inviting environment for students of color to be able to

communicate freely with one another to share experiences (Hubain et al., 2016). Stovall (2006)

noted that working in an academic environment should necessitate performing essential

background work, i.e., researching, studying, and theorizing, and converting theory into practice.

This background work should also translate into unapologetic and open discourse on race and

racism in the school and classroom environment. Manglitz et al. (2006) summed up the purpose

of counter-storytelling as five-fold, and although their findings were early, their observations

remain timely, relevant, and latterly cited by researchers and scholars:

> (1) prepare researchers to do cross cultural research; (2) introduce data collection
>
> strategies for research methodologies; (3) ground adult educator practitioners in
>
> pedagogical strategies designed to bridge cultural borders; (4) create race-based dialogues
>
> among practitioners; and (5) ground knowledge in multiple realities of lived experience
>
> which produces knowledge that more completely reflect the social world as it is.
>
> (para. 23)

Furthermore, to be an ally and encourage students to develop their own skills, faculty

must first acknowledge their role, whether tacit or blatant, in systematic oppression; be engaged

in "continual reflection and perseverance" and be a catalyst in "moving beyond words toward

actions that disrupt oppressive structures" (Patton & Bondi, 2015, p. 489). These conversations

can be difficult and uncomfortable for many school administrators, as Bauer-Wolf (2019) noted

that faculty and administration at many institutions often turn a blind eye and fail to allow open

dialogue concerning the realities of racism even though students—those who are supposed to

benefit from the education that they are given—recognize and oftentimes experience it. In a

likewise manner, Tatum (2019) noted that navigating the college campus landscape can be more

arduous for students of color than their White peers, so they are more likely to seek out support

in "safe spaces" such as affinity groups or "designated cultural spaces on campus" (p. 86).

Despite the benefits of these spaces, such as minority students gaining strength and

encouragement from peers, White faculty question and are suspicious of the validity of these

spaces. Furthermore, Whites adults comprise the demographic group with the lowest rates of

casual interracial contact or friendship (DiAngelo, 2018), so when opportunities arise for race-

related discussion in the classroom, White students and faculty will often display "white

fragility," a term coined to describe emotional responses to discomfort, such as being silent,

disengaging from a situation by leaving, being angry, feeling guilt, or becoming argumentative

or overly defensive (Tatum, 2019).

This sentiment of line-in-the-sand discussions of race was also cited by Manglitz et al.

(2006) who noted in an early report influential to the counter-storytelling literature that "Whites,

in particular, are infatuated with black narratives embodied in the blues, R&B, and rap and with

comedians like Eddie Murphy, Whoopi Goldberg, and Chris Rock. The popularity of hip hop for

example among white teenagers is astounding" (para. 19). For many years, Whites have felt

comfortable discussing and enjoying these narratives because these narratives are used for

entertainment and enjoyment purposes and do not regularly involve sensitive topics. Sensitive

topics such as racism, however, often go unaddressed both in discourse and in the literature.

Manglitz et al. (2006) attributed this to Whites' attempt to protect their own self-interests:

> The absence of meaningful discourse around race resides in the proactive exercise of
>
> power to protect white self-interest and privilege. Further, the exercise of power is tied to
>
> systems of authority and control in which colorblindness equates with white privilege.
>
> (para. 21).

The same repertoire utilized in entertainment and leisure can be employed in the

academic setting to help unify Whites and people of color (Manglitz et al., 2006). By using

counter-storying to consider other cultures and experiences, teachers can "increase our ability to

conduct research and teach courses that are sensitive to and honors intercultural experiences"

(Manglitz et al., 2006, para. 24). By drawing on different cultures, CRT allows for and provides

a platform for students to receive a quality education, but counter-storytelling asks the question

"Who gets to define quality teaching?"

Because of systematic racism, students of color and their parents of color are often

blamed for poor academic performance (Franklin, 2016). These types of stereotypes also

contribute to the view that the students and their parents are lazy and do not value education.

Counter-storytelling, according to Merriweather et al. (2006), allows students of color to

articulate their own narratives and, in doing so, challenge myths and racial stereotypes. For teachers and administrators, counter-storytelling also affords the opportunity to respectfully examine how differences in lived experiences for people of color impact their lives, which helps these educators interact, engage, and teach with a recognition of cultural sensitivity (Hayes & Harris, 2012).

Interest Convergence

Bell (1980) first introduced interest convergence as a concept where White individuals would only support racial justice when they believed that there was some benefit for them or, in other words, when a convergence between their interests and the interests of minorities occurred. Milner et al. (2013) expounded upon Bell's research, delineating why the Brown v. Board of Education (1954) decision to desegregate schools was not the result of a moral epiphany and was, in fact, a measure taken to ensure White self-interest. The incentives for desegregation were described thusly:

> (1) to advance American Cold War objectives in which the United States was competing with the Soviet Union for loyalties in the third world; (2) to quell the threat of domestic disruption that was a legitimate concern with Black veterans, who now saw continued discrimination as a direct affront to their service during WWII; and (3) to facilitate desegregation in the South, which was now viewed as a barrier to the economic development of the region. (Milner et al., 2013, p. 39)

In essence, it was argued that advancements in Black civil rights conveniently coincided with the interests of White elites at the time; as a result, Blacks benefited greatly from this decision but only because Whites knew they had more at stake and would ultimately benefit more than Blacks (Milner et al., 2013). Furthermore, researchers also found that, despite the notion that people of color reap the most rewards from affirmative action-influenced college admissions, Whites actually benefit more from legacy admission preferences (Harris et al., 2015). Even though people of color benefit less from affirmative action when compared to Whites, the presence of affirmative action is enough to provide evidence that society is fair and just (Harris et al., 2015). While this tenet is limited to spaces and times where people of color and Whites' interests converge, there does come a time when Whites—because they a) feel that their status may be threatened due to outside influences or b) find a cause or engagement that they view as more important and will elicit more accolades—may deviate from their original plans to help minorities, i.e., 'interest divergence' (Morrison, 2018). Education reforms claim to address achievement gaps for Black children because it glorifies the efforts of those in power (Whites) who are helping those in need (people of color); however, Gillborn (2013) noted that instances such as this were merely a smokescreen: "Beneath a colour-blind rhetoric of high standards for all, the government's reforms pursue strategies that are demonstrably weighted against the interests of Black children" (p. 487). Faculty must be invested in self-reflection as well as evaluating how students view constructions of race (Milner, 2008). Using the lens of CRT's

interest convergence is helpful in studying, analyzing, discussing, and explaining realities that

contribute to biased policies and practices in teacher education in order to improve said policies

and practices (Milner, 2008). Interest convergence compels the observer to examine the history

of progress toward equality both in race relations and in the education sector, highlighting the

ways that administrators have created educational policies that renew and support racist practices

(Garces et al., 2017). Similarly, usage of interest convergence provides a spotlight on these

corrupt practices and motivation to transform policies and practices in pursuit of educational

equity.

Whiteness as Property

The concept of 'Whiteness as property' was first introduced by Harris (1993) who

purported that, while from a legal standpoint, Blacks were no longer considered inferior because

of laws forbidding racist and discriminatory acts, the conclusion that race was no longer a major

issue (because of said laws) created an equally, if not more so, troublesome dilemma. Harris

(1993) based this theory on the notion that Whites felt superior and that they had a right to

enslave Blacks and exploit Native American land (or property); Whites extended this reasoning

to human rights, and because of their skin color, they felt they were entitled to more human

rights and were automatically excluded from being enslaved (like Blacks) or having their land

stolen from them (like Native Americans) (Harris, 1993). According to this tenet, skin color also

provided a safeguard for White individuals: "whiteness is more than a racial identity; it is actual

property whose value the law recognizes and protects" (Shih, 2016, para. 4). From a CRT

standpoint, the 'Whiteness as property' concept raises the question of who gets to determine

what is 'educationally purposeful', a term that student engagement researchers often use to

describe the interaction of students' "background characteristics (sex, race and ethnicity), level

of parental education, student academic preparation, years in college, major field, and

perceptions of the college environment activities" that affect their scholastic performance and

educational trajectory (Hu & Kuht, 2002, p. 569). Mensah and Jackson (2018) echoed these

previous sentiments as they described that this tenet assumes that White individuals have both

tangible and intangible aspects of life that they claim as their own; therefore, they "are positioned

to allow and deny access because of their claims to property" (p. 7). Because of this supposed

ownership, people of color are more likely to fall into a "cycle of alienation, exclusion, and

inequity" (Mensah & Jackson, 2018, p. 10). Patton et al. (2015) illustrated how protecting and

maintaining White interest can even insinuate into curricular programs:

> Similar to the concept of protecting white interest regarding curriculum and pedagogy,
>
> many of the pioneering student engagement researchers were White with a limited scope
>
> of the activities and experiences that engage and retain minoritized students while
>
> creating communities where students feel a sense of belonging. (p. 210)

Mensah and Jackson (2018) reported on the exclusion of science teacher candidates,

stating, "Traditional Eurocentric, positivist teachings of science reify a White, male ownership of

science. The lack of representation of scientists of color and the overrepresentation of White middle-class male scientists reflects a culture of power" (p. 9). However, based upon the literature and analyses reflecting the vast disparity between White and minority teachers, this problem is significant and clearly covers more than one subject area. This CRT lens serves to remind stakeholders that racism and white supremacy are realities within the academic world and that, regardless of efforts toward greater equity in higher education through research, White people will more than likely be the major or sole beneficiaries of those efforts (Patton et al., 2015). It is imperative to study how faculty conceptualize CRT and CRP and demonstrate how these concepts impact students through a CRT lens focused on race, racism, and the experiential realities of racially minoritized students through high-quality research design, interpretation, and presentation of findings (Dixson & Seriki, 2014).

Critique of Liberalism

As the fifth and final tenet, critique of liberalism originates from the notions of colorblindness, neutrality of law, and equal opportunity for all races (Hiraldo, 2010). Gillborn (2009) further explained this tenet of CRT, situating it to the criticism of traditional views of liberalism, and noted that it highlights "The failure of notions such as merit, neutrality and colorblindness, which masquerade as fair and just but, because of the uneven playing field of contemporary racist society, actually function to ensure the continuation of race inequality. (p. 126). Regarding education, liberalism applies when one considers distribution of materials as

well as the grouping of teachers by their ability and motivation to work. Though well-meaning and well-intentioned, the uneven playing field that still exists only ensures that minority students will continue to be disadvantaged (Gillborn & Ladson-Billings, 2009). For instance, minority students are much more likely to attend poorly funded schools with mediocre curricular programs and unprepared and under-qualified teachers, yet under the concept of liberalism where colorblindness is employed, they are viewed on a merit-based and same level as their White counterparts who are less likely to be disadvantaged and more likely to attend higher ranking schools with more qualified teachers (Gillborn & Ladson-Billings, 2009).

Additionally, teachers are more likely to leave school districts with a higher number of disadvantaged students, and prospective teachers are more likely to apply to school districts with less disadvantaged students (Goldhaber et al., 2015; Hanushek et al., 2004; Nguyen & Sprinter, 2019). This creates a situation where schools must continuously recruit and attempt to retain teachers in districts with more disadvantaged students. Low-quality teachers, on the other hand, are more likely to stay in school districts with more disadvantaged students, which creates a cycle of low-quality education that extends to the college level (Goldhaber et al., 2015). Therefore, operating under the notion that liberalism, e.g., 'colorblindness', 'merit-based equality', and 'race-neutral worldview', is sufficient to solve race-related issues in education fails to help students of color and only serves to perpetuate and prolong educational inequality.

Critical Race Theory: Race and Culturally Responsive Pedagogy

Racially motivated incidents on college campuses continue to occur and, in some instances, are rising (Bauer-Wolf, 2019). Higher education researchers (who are predominantly White), however, traditionally have minimized racist institutional norms (Harper, 2012). For this reason, teachers have been urged to address issues of race as they relate to diversity, equity, and inclusion (DEI) (Aronson & Laughter, 2016). Students of color often find their culture missing, stereotyped, or misrepresented in the classroom (Glock & Böhmer, 2018; Kleen & Glock, 2018). Teachers, viewing discussions of race as taboo (Mensah, 2016), may avoid these topics altogether or disseminate information based on a predominantly White, patriarchal viewpoint (Harwood et al., 2018). Racism, whether subtle or flagrant, can have deleterious effects on students of color, including increased anxiety and depressive symptoms (Greer & Spalding, 2017). As such, educators must notice and bring to light how the role race plays in the classroom and informs their teaching methods.

The increasing population of students of color and students who live in (or come from) poverty in public institutions, as well as the achievement disparities between these groups and White students, necessitates a rethinking of what constitutes effective pedagogy and curriculum structure (Dixson & Seriki, 2014). With more demands and limited resources, higher education faculty must find high-yielding methods to engage and retain students in the classroom (Lac, 2017; Patton, 2016). "Racial climate is broadly defined as the overall racial environment of the

college campus" (Solórzano et al., 2000, p. 62). On many campuses, concerns about diversity and hostile racial climates remain prevalent. As a result, opportunities to address how faculty engage with racially minoritized students at PWIs are burgeoning (Lac, 2017). Within the literature, significant attention has been given to the critical framework of exploring racially minoritized students' campus experiences of race and racism on a micro-level (Heilig et al., 2012; Malagon et al., 2009; Solórzano, 1998; Solórzano et al., 2000; Zamudio, 2011). However, evaluating the contemporary higher education domain necessitates a more robust analysis of these minoritized students' lived experiences through a CRT lens to connect and assess the impact of racial microaggressions and campus racial climate through the students' engagement with faculty as well as faculty's pedagogical practices (Davis & Harris, 2016; Harper et al., 2016; Ledesma & Calderon, 2015; McCoy & Rodricks, 2015; Munoz, 2009; Thornhill, 2018).

Matsuda et al. (1993) identified the following six foundational, defining principles of CRT: (1) CRT recognizes that racism is endemic to American life; (2) CRT expresses skepticism towards dominative claims of neutrality, objectivity, colorblindness, and meritocracy; (3) CRT challenges a-historicism and insists on a contextual/historical analysis of structures; (4) CRT insists on recognition of experiential knowledge of people color; (5) CRT is interdisciplinary; and (6) CRT works toward the end of eliminating racial oppression as part of the broader goal of ending all forms of oppression. Though originally intended to apply to legal studies, these principles became applicable to other areas where the rights of people of color had been

37

infringed upon, including education (Munoz, 2009). CRP extends the teachings of CRT and involves responsive, culturally competent teaching, which offers students authentic opportunities to engage, reflect, and participate in thoughtful critical analysis (Dixson & Seriki, 2014). Though particulars may vary regarding instances of bias and discrimination, the intent of CRT is to provide a voice for and support those who would otherwise be silenced, disenfranchised, and oppressed (Munoz, 2009).

Experiential Knowledge and Engagement

With more demands and limited resources, higher educational practitioners must find high-yielding methods to engage and retain students on campuses (Lac, 2017; Patton, 2016). Many campuses direct their concerns toward diversity and hostile racial climates. As a result, there are growing opportunities to address the engagement and lived experiences of racially minoritized students at PWIs (Love, 2018). Within the literature, significant attention has been given to the critical framework of exploring racially minoritized students' campus experiences of race and racism on a micro-level (Heilig et al., 2012; Malagon et al., 2009; Parkison et al., 2009; Saetermoe et al., 2017; Shih, 2016; Thornhill, 2018). However, contemporary higher education matters cause for a more robust analysis of their lived experiences through a CRT lens to connect and assess the impact of racial microaggressions and campus racial climate pre-, mid-, and post-college experience (Harper, 2012; Harper, 2013; S. R. Harper et al., 2016; McCoy & Rodricks, 2015; Thornhill, 2018)

Many of the tools used to capture student engagement experiences, e.g., National Survey of Student Engagement, Faculty Survey of Student Engagement, can fail to raise important questions about why some racially minoritized students find some campus experiences unappealing (Shaw, 2011). In addition, because of the type of responses gathered from participants (such as 'nonresponse' items), findings can be biased (Chiang & BrckaLorenze, 2015). Consequently, these students are rarely questioned about how engaged they are in classrooms where they are racially minoritized, professors commit or permit racial microaggressions, the threat of confirming racist stereotypes about them is high, and the authors of their reading materials are majority White (Lac, 2017). The necessity for intervention has been recognized early on, with Tate IV (1997) commenting, "These educational and engagement omissions and blind spots suggest the need for theoretical perspectives that move beyond the traditional paradigmatic boundaries of educational research and student engagements" (p. 196). While some steps have been taken to improve the validity of student engagement measures, more efforts must be made in order to accurately capture the voices of students of color.

High-Impact Educational Experiences

Within the context of the current racial climate in society (of which the college campus serves as a microcosm), acts that have warranted responses are in fact high-impact educational experiences that make an impression on student engagement (McCormick et al., 2017). In this case, if a student were called a "nigger" or "alien" on campus, it would undoubtedly be a high-

impact experience. It is also unarguably educational, as it teaches students about the realities of race on their campus and in society (Patton et al., 2015). How students respond to these instances must be considered in developing student engagement for racially minoritized students. Although significant progress has been made, racism unfortunately is an enduring legacy of the United States. Another hallmark of racism is the tendency for Whites to congratulate themselves concerning what marvelous progress is being made regarding race relations, which will remedy their feelings of white guilt (Chudy et al., 2019). Crenshaw (2017) stated, "The feel-good presuppositions of post-racialism played directly into the evasive habits of the white supremacist heart, permitting Americans to congratulate themselves for achieving a historic breakthrough that had very little to do with our actual racial history" (para. 5). For this very reason, it is critical that CRT be used as a lens to explore high-impact educational experiences of racially minoritized students. In the same manner, scholars must move toward a more critical and granular approach regarding CRT and race and racism in higher education in order to effect change.

Chapter Summary

To ensure the best possible experience for future minoritized students in higher education, the use of CRT as a framework to evaluate its impact on how faculty conceptualize CRT and CRP is needed. Originally used as a research tool in legal studies, CRT has expanded into areas such as education, ethnic studies, economics, and political science. CRT is composed of five tenets. The first tenet, exploration of colorblindness, posits that racism is a normal,

ordinary part of society, so attempts to promote colorblind ideology only serve to further

disenfranchise people of color and maintain a Eurocentric, patriarchal hierarchy. Second, the

notion of counter-storytelling is undergirded by the misconception that institutions of education

are neutral, unbiased spaces despite statistically being led by a majority of Whites. Counter-

storytelling switches this narrative by focusing on the firsthand accounts of people of color to

counteract educational curricular inequity and give agency, voice, and representation to

marginalized groups who would otherwise be ignored. Third, interest convergence denotes that

Whites—those in power—tend to help oppressed groups only when it somehow serves to benefit

them or when, as the term indicates, their interest converges with that of the oppressed. Next,

Whiteness as property focuses on the notion that some Whites believe their race, i.e., their

'Whiteness', entitles them to certain privileges that other non-White groups are restricted from

accessing. Last, the critique of liberalism involves questioning the legal aspects of race,

suggesting that notions of colorblindness, equal opportunity, and law neutrality are disguised as

being fair when they, in fact, serve to further marginalize oppressed groups. Now that CRT has

been applied and transferred to other sectors, it should, when used correctly in higher education,

translate differently if framed by a lens that centers on race and racism.

 The growing demographic imbalance between professors and students, specifically as it

relates in an urban and rural college or university context, necessitates a focus on CRP. There

also remains a gap between the theory and practice of CRP and CRT and its implementation in

classrooms through curriculum and dialogue on race and education (Dixson & Seriki, 2014). The

National Center for Education Statistics (2016) reported that 79% of college faculty are White

(professors, associate professors, assistant professors, instructors, lecturers, assisting professors,

adjunct professors, and interim professors). These majority White faculty members likely have

been educated on college campuses within schools of education that typically also have

predominantly White educators who create and then impart the same race-absent curricular

knowledge on to students who graduate their institutions and go on to teach more students using

a White lens (Patton, 2016)

Higher education institutions have great potential to promote a shift towards more liberal,

race-concious view; however, educators and administrators at universities can (either knowingly

or unknowingly) promote racial attitudes and policies that support White students' preexisting

and embedded racism (Jayakumar, 2015). In order to effect change, educators must be

proactively responsive to issues of racial inequality and take purposeful steps to remedy issues

occurring in their classrooms (Harper & Davis, 2016).

When students feel their teachers have a more positive outlook towards them and show

compassion or empathy for them, their academic performance is more likely to improve

(Torregosa et al., 2016). While matching minority teachers with minority students is beneficial

for minority students (Cherng & Halpin, 2016), White faculty do have the power to initiate

mentorship roles or be social justice allies and improve the performance of the students and

facilitate a more positive impact on the racial climate on college campuses.

Chapter 3. Methodology

The researcher, through this qualitative case study, sought to extend the research on CRT in education by analyzing specific, detailed cases and incorporating purposeful sampling by selecting participants who matched specific study criteria, i.e., graduate-level faculty located in the Tennessee Tri-Cities region ("Tri-Cities, Tennessee," 2021) who teach in programs of education. This study, in turn, helped determine the extent to which faculty in a PWI incorporated concepts of CRT and CRP. Further, the researcher sought to highlight the ways each set of concepts for each theory were implemented across graduate education programs of study within the curriculum, course content, pedagogy, and classroom practices; how faculty conceptualized and imparted CRT and CRP across curricula; and how the perceptions of their students' identities influenced specific pedagogical decisions.

The researcher chose a qualitative design method to explore CRT beyond facts and figures to delve more deeply into the beliefs, opinions, and viewpoints of respondents. Qualitative research has been underpinned by numerous philosophical understandings through the course of time (Symon & Cassell, 2012); however, the doctrines and techniques introduced by Berkwits and Inui (1998) have remained timely and relevant. Berkwits and Inui defined and noted the benefits of qualitative research, stating, "Qualitative research is a form of inquiry that analyzes information conveyed through language and behavior in natural settings. It is used to

capture expressive information not conveyed in quantitative data about beliefs, values, feelings, and motivations that underlie behaviors" (p. 155).

Qualitative research is also an effective tool in determining future studies and informing new concepts, thoughts, and approaches, which was facilitated through the researcher interfacing with research participants and learning "what is important to them, to provide the context necessary to understand quantitative findings, and to identify variables" (Berkwits & Inui, 1998, p. 155).

Critical race methodology (CRM) is distinguished by its "focus on 'race' and racism and its intersections and a commitment to challenge racialized power relation" (Hylton, 2012, p. 4) and "offers space to conduct research grounded in the experiences and knowledge of people of color" (Solorzano & Yosso, 2002, p. 23). In the education field, CRM has traditionally focused on the experiential knowledge and voice of marginalized individuals and communities (Sung & Coleman, 2019). Further, CRM uses contemporary firsthand accounts and testimonies from participants as a measuring tool to critique prior historical research related to the lived experiences of marginalized communities (Sung & Coleman, 2019). Using historical events helps to provide context for researchers to adequately understand and challenge racial injustices that have spanned from the past to the present and, in turn, provide teaching tools to prevent these events from occurring in the future. For instance, familiarizing oneself with the social, political, and economic events that affected society in years past helped the researcher identify

trends and draw parallels to present-day racial or discriminatory occurrences, thus providing

crucial first steps in helping the individual problem-solve. The last principle of CRM is the

interrogation and reframing of curriculum and pedagogies across different disciplines in

education, with the objective being to be more inclusive to present and future students of color

(Sung & Coleman, 2019).

This qualitative case study, therefore, used CRM as the analytical tool to further explore

findings from the prior literature (Berkwits & Inui, 1998; Creswell, 2015; Patton, 2015; Schreier,

2011). Furthermore, this case study extended the body of knowledge on the role of CRT in

education and its impact on graduate-level teacher, leader, and administrator preparation

programs.

Data were collected through semi-structured, in-depth interviews using open-ended

questions, which are designed to prompt further discussion between the researcher and the

faculty participants. The researcher conducted this study at a public university located in an

urban area of the Tennessee Tri-Cities region ("Tri-Cities, Tennessee," 2021) and involved

faculty participants within three of the college of education's graduate programs of study:

elementary education, secondary education, and educational leadership. The study location was

chosen because of its situation in rural Tennessee, which is comprised by a population that is

83% White, 6.55% Black, 4.23% Hispanic, 2.97% Two or More Races, and 2.77% Asian

residents (Deloitte Datawheel, 2020). Similarly, the study site comprised a predominantly White

population, with faculty and student demographic findings showing a makeup of over 80%

White (College Factual, 2018). This site, therefore, served as an ideal location. The programs of

study were selected because they prepare teachers in K-12 and administrators in the K-12 and

post-secondary sector to teach and lead in under-resourced communities of color in Tennessee

and within The tri-cities region comprised of Kingsport, Johnson City, and Bristol ("Tri-Cities,

Tennessee," 2021).

This research focused on several programs in the field of education—specifically, early

childhood, secondary, and post-secondary education preparation programs—and emphasized the

exploration of CRT and CRP approaches within a college of education's graduate programs.

Research Questions

The following research questions guided this qualitative study in determining faculty

perceptions of minority students and resulting readiness to address the needs of said students:

1. How do professors view the significance of race in teacher and educational
   leadership preparation graduate programs?

2. How do professors' perceptions of their students' racial/ethnic/class/gender identities
   influence their pedagogical decision-making processes and teaching method
   approaches?

3. Where, in what ways, and to what end does race appear in professors' courses or
   curriculum and shape the way they interact with students?

4. What types of texts and other cultural artifacts are used in professors' courses or

curriculum to address the role of race in education?

Design of Study

A qualitative case study design is ideal for a study that necessitates respondents to

explain an occurrence by using their firsthand accounts (Schreier, 2011). Similarly, Creswell

(2015) outlined characteristics of a qualitative case study as follows:

> Case study research is a qualitative approach in which the investigator explores a real-
>
> life, contemporary bound system (case) or multiple bounded systems (cases) over time
>
> through detailed, in-depth data collection involving multiple sources of information (e.g.
>
> observations, interviews, audiovisual materials, and documents and reports) and reports a
>
> case description and case themes. (p. 73)

Using Creswell's model for case studies, the researcher examined the 'case', e.g., faculty

perceptions of their students' identities, over a 6-week period. Data collection involved gathering

and becoming familiar with information obtained from available national reports related to

education statistics to assist in providing supplementary information such as student enrollment

data and graduation rates. Further aligning with Creswell's processes, the researcher examined

and reviewed this data recursively, examining and reviewing the information before, during, and

after the interview process. The researcher used Zoom technology to make observations (e.g.,

analyze tone of voice, body language, silence, or hesitation) and conduct semi-structured, in-

depth interviews with university faculty. Through coding, the researcher identified and analyzed

descriptive data, themes, and patterns from the interviews. Data were analyzed using NVivo

(QSR International Pty Ltd., 2020). Grounded theory (emergent coding) methodological

frameworks were used to evaluate data and themes and identify any word or phrases identified

across all interviews.

Collectively, these programs enrolled approximately 592 college of education graduate

students in 2020. Qualitative case studies are a useful resource when attempting to gather data

that are beyond facts and figures and are also within a certain context, e.g., within the social,

economic, and historical context of CRT (Matsuda et al., 1993). In keeping the research

questions in mind as well as the data needed to address them, the researcher determined a

qualitative approach to be the most appropriate choice:

> Qualitative designs are just as systematic as quantitative models, but they emphasize
>
> gathering data on naturally occurring phenomena. Most of these data are in the form of
>
> words rather than numbers, and in general, the researcher must search and explore with a
>
> variety of methods until a deep understanding is achieved. (McMillan & Schumacher,
>
> 2010, p. 31)

A case study approach was determined to be the best method to develop an in-depth

analysis of a single case study. The rationale for using a case study format was that it could shine

a light on societal issues and effect change that would lead to a resolution of these issues

(University of Southern Carolina Libraries, 2020). Case studies also highlight the need for

further research and examination of the underlying issues that inspired the study and signal to researchers that new theoretical frameworks need to be built to solve a problem.

Role of the Researcher

The researcher served as the primary instrument in the qualitative study and was responsible for all details regarding the study, including arranging, recording (audio or video), and transcribing interviews; conducting data management; and serving as the study's primary data analyst. To best align with the role of qualitative researcher as described by Creswell (2015), the researcher incorporated self-made research materials, e.g. emails, questionnaires, interview questions, etc. In addition, the researcher was responsible for observing participant behavior and shaping the interview session questions based on participant responses and the researcher's graduated understanding of the problems being addressed. Throughout this process, no conflicts were identified.

The researcher investigated the preceding CRT-grounded questions to approach the study of inequality in higher education through a CRP lens and determine how White faculty in a PWI college of education used their perceptions and assessments of students to influence and affect their CRP for those students. The focus of this study was to determine how faculty conceptualized and synthesized CRT and CRP, how faculty perceptions of students influenced pedagogical decision-making, how and at what amount race and education intersected within programs of study, how CRT reinforced or diminished barriers to academic success for minority

students, and how diverse faculty were within the university.

Ethical Considerations

The researcher ensured ethics remained a priority throughout the study. Prior to conducting research, the researcher secured departmental approval for the proposal, completed institutional review board (IRB) training through the university, and obtained approval from the university's IRB to conduct the inquiry into how graduate-level faculty perceived students' identities and used these perceptions to inform their pedagogical decision-making. It should also be noted that there is always a potential for risk to research participants. "The relationship and intimacy that is established between the researcher and participants in qualitative studies can raise a range of different ethical concerns" (Sanjari et al., 2014, p. 6). Therefore, because of the nature of this investigation, ethical considerations included, but were not limited to, informed consent, confidentiality, assurance by the researchers that information would be correct and not misinterpreted, and the ability for the researcher to be candid and open with each engagement.

Participation in this research was completely voluntary, and although none of the participants exited the study, all had the opportunity to withdraw from it at any time. To minimize bias on the part of the researcher, all interviews were recorded (video, audio, or both). All participants were provided a transcript of the interview for review and given the opportunity to provide any revisions. In addition, participants were requested to provide a final review of the interview transcript and consent for any direct quotes used in the study.

Research Bias and Neutrality

According to Patton (2015), "Qualitative inquiry, because the human being is the instrument of data collection, requires that the investigator carefully reflect on, deal with, and report potential sources of bias and error" (p. 146). Thus, the researcher provided participants with a well-defined purpose of the study and an overview of how interviews would occur.

To reduce the likelihood of bias or leading questions and to ensure that all interview questions were consistent, all interviews were recorded and transcribed for participants to review for accuracy. Participant interviews were conducted by the researcher via Zoom (video conferencing) and recorded. Because of the nature of Zoom conferences, the researcher maintained a professional, nurturing, and safe space for participants to speak freely and honestly.

Member-Checking

Member-checking is a powerful tool used by the researcher to enhance credibility and trustworthiness with the research participant. "In member-checking, the researcher solicits participants' views of the credibility of the findings and interpretations—taking data, analyses, interpretations, and conclusions back to the participants so they can judge the accuracy and credibility of the account"(Creswell, 2015, p. 252). In following member-checking guidelines, participants were provided a transcript of their interview to review for accuracy following the interview, informed of the need for additional interviews for accuracy of the data, or allowed to provide alternative language. Follow-up interviews, if needed, would have ranged from 10-15

minutes based on the prior interview or accuracy of interview transcripts; however, the

researcher required no follow-up interviews due to no discrepancies, errors, or misinterpretations

noted by the participants.

Sample

In order to provide information related to a specific theme, concept, or phenomenon, a

purposeful sampling technique was utilized, which incorporates intentional, specific participants.

"Purposeful sampling focuses on selecting information-rich cases whose study will illuminate

the questions under study" (Creswell, 2015, p. 527). Purposeful sampling is one of the most

widely used methods in qualitative research, as it allows researchers to use participants that can

provide clarity and insight to the phenomenon being studied (Creswell, 2015). The researcher

used purposeful sampling, which supported the recruitment of participants interviewed and

facilitated insight into determining faculty perceptions of minority students and their resulting

readiness to address the needs of those students in the Tri-Cities region of Tennessee.

Approximately 40 graduate-level faculty work in the public university located in an urban area of

the Tennessee Tri-Cities region within three of the college of education's graduate programs of

study.

The researcher acquired email and contact information for each department and sent an

initial round of recruitment emails to 18 prospective participants that detailed the purpose and

significance of the study, participant overview and sample timeline, and next steps for interested

parties. Participation in this study was completely voluntary, and participants were given the

option to withdraw from the study at any time. Additionally, study participants were contacted

via phone and email (using Calendy scheduler) to provide their availability to participate in an

interview.

Data Collection

The researcher utilized a qualitative case study format to provide insight related to CRT

and CRP in graduate-level education programs of study. The case study format was used to

clarify said issue that inspired the research (i.e., the use of CRT and CRP in higher education

preparation programs)(McMillan & Schumacher, 2010).

The data collection in case study research is typically extensive, drawing on multiple

sources of information, such as observations, interviews, documents, and audiovisual materials

(Creswell, 2015). Methods for data collection included the following:

- Recruitment–The researcher recruited participants by email distribution wherein the

  researcher provided a concise description of the study and noted the study's voluntary

  nature. In the recruitment email, the researcher provided 1) a concise description of the

  study, 2) a statement of the study's voluntary nature, and 3) an estimate of time required

  for study participation. Inclusion criteria included being a) of White race; b) currently

  employed full-time at the university; and c) an Associate or Assistant Professor,

  Professor, Chair, or a combination of these appointments. Exclusion criteria included

being a) of non-White race, e.g., Black, Asian, Hispanic; b) part-time employed, retired, or on leave; c) ranked below the position of Assistant Professor, e.g., Instructor; and d) employed by the university in a staff position only (should have rank and staff position). Participants in the study were contacted by phone and email (using Calendy scheduler) to provide their availability to participate in an interview.

- Semi-structured, in-depth interviews–Interviews with faculty allowed the researcher to address the research questions and gain points of information. Initial interviews ranged from 30-60 minutes and were conducted using Zoom video conferencing. Follow-up interviews with each participant ranged from 20-30 minutes based on the faculty member's prior interview or accuracy of the interview transcripts.

Each participant was provided with a copy of the interview questions and informed consent to sign prior to participating. The researcher approached the participants thoughtfully and respectfully in various ways throughout the interview process, including but not limited to: (a) disclosing the purpose and processes of the study to participants, (b) verbally informing and reminding the participants of their rights during the course of the study, (c) avoiding false or misleading practices, (d) adhering to strict confidentiality standards, (e) ensuring ethical interview and observation practices, (f) explaining the role of the researcher, and (g) demonstrating respect for the research sites (Creswell, 2015).

In addition, participants were informed prior to participating and before the actual

interview that the interview would be recorded and presented in a dissertation. Participant names

and institutions were assigned a pseudonym to adhere to strict confidentiality standards.

Interviews ranged from 20-30 minutes and were conducted via Zoom video conferencing.

Data Analysis

Once faculty responses were gathered, descriptive analysis was employed to identify any

significant patterns, themes, or trends. Data were further examined for accuracy, investigation,

and validation of values (interview responses) from information collected. Data were analyzed

using NVivo (QSR International Pty Ltd., 2020) to evaluate data and themes and identify any

word or phrases identified across all interviews. Six current faculty members (that have been in

the department more than one year) were interviewed on lived experiences across the programs

of study identified. As a result of the interview process, a significant amount of data was

collected from each interview. Detailed information including the study setting; participant

characteristics and responses; and study design, method, and framework were included when

determining the data extraction approach. The resulting data were sorted and coded in order to

identify patterns, themes, or trends. After meaningful categories and themes were derived, the

information was compared across categories and research questions to facilitate interpretation of

results.

Chapter Summary

A qualitative case study using purposeful sampling was selected as the best tool for the researcher to determine the extent to which faculty in a predominantly white institution (PWI) implement critical race theory (CRT) and culturally responsive pedagogy (CRP) in their classrooms and programs of study. In addition, critical race methodology (CRM) was incorporated to more properly focus on the intersections of race and racism (against the backdrop of events of racism in American history) using experiential knowledge of people of color. Study data were collected through semi-structured, in-depth interviews where the researcher asked open-ended questions that may have elicited further discussion. The study site that was chosen was a public university located in the Tennessee Tri-Cities region, as the study demographics, i.e., predominantly White faculty who teach predominantly White students in education programs of study, most closely align with the study criteria. The researcher asked six faculty participants five research questions to determine how each faculty member's perception of students, especially students of color, influenced their perception and assessment of the students.

Several steps were taken to adhere to proper research protocol guidelines, including obtaining proper department approval, completing institutional review board (IRB) training and receiving IRB approval, obtaining informed consent from and assuring confidentiality of participants, and avoiding research bias. Data collection involved recruitment (via email) and semi-structured, in-depth interviews with faculty. Data collected were analyzed using NVivo

(QSR International Pty Ltd., 2020) for descriptive data, themes, and patterns that emerged from

each interview.

Chapter 4. Results

The purpose of this qualitative, critical race case analysis study was to explore how six White faculty conceptualized and applied critical race theory (CRT) and culturally responsive pedagogy (CRP) to curricula within a college of education and how the perceptions of their students' identities influenced specific pedagogical decisions. This chapter provides a summary of the findings from this qualitative, critical race analysis study based upon the themes derived from in-depth interviews conducted with participants. The following research questions guided the study:

1. How do professors view the significance of race in teacher and educational leadership preparation graduate programs?

2. How do professors' perceptions of their students' racial/ethnic/class/gender identities influence their pedagogical decision-making processes and teaching method approaches?

3. Where, in what ways, and to what end does race appear in professors' courses or curriculum and shape the way they interact with students?

4. What types of texts and other cultural artifacts are used in professors' courses or curriculum to address the role of race in education?

Interview Results

The data collected for this qualitative, critical race case analysis study was coded and

grouped into themes to address each of the four research questions. Direct quotations from the

research participants are provided below as supporting evidence to each research questions'

answers. Thematic analysis and derived themes will be discussed at the end of this chapter.

Research Question 1

How do professors view the significance of race in teacher and educational leadership

preparation graduate programs?

This question is centered on the role of race in teacher and educational leadership

preparation programs and its impact, if at all. 'It is profoundly significant, and I think it is

underrepresented in an alarming fashion," stated participant 3 (P3). P3 went on to say,

> It's [race] underrepresented in our curriculum. And I mean, there are multiple forces that
> impact that certainly, you know. The literature shows us that the teaching field is
> predominantly white females, and so certainly, you know, groups are underrepresented in
> our field as a whole.

> When I think of teacher education, and specifically how it looks at my institution, I feel
> like we're driven by a lot of state-level forces or district-level forces. We answer to the
> National Council of Teacher Quality (NCTQ) and other bodies who have opinions about
> what we do and what we offer to the point that they'll even say these are the textbooks
> you should be using. So, there's, there's a lot of competition for the message and the
> narrative that comes out of our undergraduate teacher preparation programs, and so I
> would say even conversations of race and diversity as a whole is sidelined.

Participant 6 (P6) provide insight from a post-secondary, educational leadership perspective:

> I think that it's, it is really significant because it's, you know, leadership and working in
> organizations are so much like a microcosm of the world and society and racial issues,
> especially now have come to the forefront.

Because they weren't an issue before, but because they have been highlighted recently, these were always important issues and things that we should have cared about. But I think that you know, just recently just a lot of attention has been drawn to them. And so, you know, people who are in leadership positions are going to have to contend with these types of issues in their organization, you know? For example, I don't know if you know that much about what's been going on at my institution -- an issue we've had with racist flyers distributed around campus. We've had racist graffiti in the parking garage. And so, those are all issues that leaders have to deal with. And so, you know, being a professor in a leadership program, those are things that you're going to have to try to teach people and to prepare them to deal with and to deal with sensitively and not to brush it under the rug because that's really inappropriate and not dealing with things in ways that are ultimately going to move the organization forward and going to make people feel safe at all.

So, I think that there are very significant issues, and what really kind of gets on my nerves is when people like to say to me, well, you know, I don't really see race or, you know, race, really doesn't matter to me. And so, I think that the real problem is that all these people want to bring race up as an issue. And if we just really quit talking about it, then it would just not become an issue. And I think that that is one of the most problematic attitudes that there is because just pretending that it's not there is not going to make something go away and that the other thing is that it's a part of people's identity to be celebrated. And it's, it's a good thing. It's a positive thing. And it's not something to say that you don't see.

So, I think it's something that we need to draw attention to. It's something that we need to learn how to have conversations about and that educators need to be able to have conversations with students about. If they don't know how to, they need to have that professional development provided to them to facilitate those conversations within their classrooms to have those conversations.

Both participants highlighted a deficit in their programs and the need to address better how the topic of race in teacher and educational leadership preparation programs is handled significantly.

Research Question 2

How do professors' perceptions of their students' racial/ethnic/class/gender identities influence their pedagogical decision-making processes and teaching method approaches? "

This question is centered on how professors' teaching methods, pedagogical decision-

making processes are influenced or changed based on their student's racial/ethnic/class/gender

identities. The most insightful response to this question was provided by participant 1 (P1):

> The last time I was teaching face to face -- I had an entire class of Saudi Arabian
> students. And so that was really interesting. I think I may have had one white student. But
> what I try to do is just assume that I'm going to have some level of diversity in the class.
> Even if I didn't have diversity in the class. My job is to be conscious of what I'm selecting
> for readings or especially for videos. In fact, it was a leadership class -- the assignment
> that was sort of our; I guess it was common assignment across all of our sections of
> leadership classes. Somebody else had come up with this assignment, and my students
> really struggled with it at first. You know, when they first turned it in. I'm like, God, this
> is awful. I mean, none of them did a good job with it. And then after I went back and
> looked at it. I looked at the assignment again. And because it wasn't mine, to begin with. I
> just thought, yeah, that sounds like a pretty good thing to do. And it hadn't dawned on me
> that all of the leaders that they were supposed to write about were primarily Western and
> white. They were like Martin Luther King Jr and Malcolm X, and Mother Teresa, and
> there were a few that were non-Western or white. But even with Martin Luther King, Jr.,
> Malcolm X, or other Western people that you know so much, Saudi students, you know,
> they're like they didn't see a single name on that list that they knew much about because
> that's not their history. Nobody from their culture was on that list. And so, when I went
> back and looked at their writing it's like, well, no wonder they can't write about it. They
> don't even know who these people are. And shame on me for not noticing that, to begin
> with. So, I asked them, I said, you know, who would you write about. If you were writing
> about a leader and a number of them, say King Farouk, and I said, fine, write about King
> Farouk because I need to know more. I don't know anything about him by myself.
>
> But that was a real eye-opening experience for me. To realize that an assignment that I
> thought was a good one wasn't a good one because I didn't take into account that my
> students would see that list very differently than I did. And that I need to look at it from
> their perspective rather than my perspective and, you know if we were talking about
> mostly Western European, mostly white.

In this response, P1 demonstrates how their students directly influenced their teaching methods

and that assignment for the course. P1's efforts and ability to pivot allowed the student to align

the research and assignment with prior knowledge and their culture – P1 employed culturally

responsive pedagogy (CRP) to support their student's learning within the classroom.

Participant 5 (P5) also expressed how CRP and their students' identities impact their

pedagogical decision-making processes and teaching method approaches.

> Yes, it [students' racial/ethnic/class/gender identities] does impact what I do and how much and to what extent it impacts it; it's kind of been increasing, I would say, over the past few years. And so, I think I'm better at it now than I was when I started, but I still have a lot to learn. A lot to improve upon but the main things that I think about, well, first, when I look at my students, they look a lot like me.

> So, I would say that 95%, I'm just guessing, but probably about 95% of the students I work with are white females. Like me, most of them like me grew up in this region (East Tennessee) and planned to continue teaching in this region. So, first of all, there's just not a lot of diversity in our classroom. Way less diversity in our classroom than there will be in the classrooms that they're teaching in. So, we have to think about it, you know. How do we think, plan for and prepare for diverse perspectives and kids that are just, you know, that look different from us or come from different backgrounds? And I think about that in terms of, you know, race and gender and even though they're young, sexual orientation, just in terms of, you know, being ready to work with kids and show, you know, equity and being open to other perspectives and that sort of thing. And especially in our area. So sometimes it's a little bit more conservative in northeast Tennessee. So, you know, how do we do that.

> So, I would say, you know, first I think about my students. And then I also think about my fields, in particular science education. So, science has a really long history of being dominated by white males. What do we do to help our students? I guess I should be clearer. What do we do to help elementary students see themselves and see examples of people like themselves in STEM and see it as an option? If it's one, they're interested in. It's not just for certain groups of people. You know, I think I am doing better, but I still have a lot of room to grow on this.

> My background is science. So, my undergraduate degree is in biology. And then I did like an add-on. So, I think maybe, in some ways, I have less of that general education preparation because everything was such a science focus. And so, this is one of the ways that I think I'm getting better. But again, I still have, still have room to grow. But in terms of what I do with the students. Once we kind of start to think about, okay, well, who are… who's in our classrooms and how are we going to prepare them? One assignment that we do is called Last Einstein's because that's kind of this phrase in the report. Still, we look at an executive study by the Equality of Opportunity Project that looks at inventions and who holds patents in the US. They did this really interesting in-depth study that shows that… If you're from a minority group or female, you're much less likely to hold a patent as an adult, even if we control your elementary school achievement in math and language arts.

So, we do a reading on that, and we talked about that. Our role as teachers is to help students see these opportunities and see examples. Another piece of that study is that the more opportunities kids get to see role models that look like them, the more likely they are to pursue STEM careers. After we do the reading and talk, students do some reflecting on it, and we have some discussion. Then they have to design something for their placement, their student teaching placement in which they introduce students to STEM careers and our region and introduce them to inventors or people from science and STEM that represent students in the class. And then again, we reflect on it again. And, you know, tell me, what are you going to do in your classroom to help address this and one other thing that we do.

Although the students in P5's course are primarily white and female, they use the course and lack of diversity to engage students in CRP practices to explore how they will engage their future students that will most likely be students of color in science education. P5 intentionally uses the racial/ethnic/class/gender identities of students address the diversity they will face in their own classes in the future (as K-12 teachers) and ways to utilize CRP to engage those students.

Research Question 3 and 4

Where, in what ways, and to what end does race appear in professors' courses or curriculum and shape the way they interact with student? What types of texts and other cultural artifacts are used in professors' courses or curriculum to address the role or race in education?

These questions centered specifically on how race shows up in the participant's courses or curriculum, if at all. Participant 2 (P2) provide insight to how it appears in their teacher preparation program.

We do not have a class that addresses it, addresses race. Specifically, we definitely talk about it as far as that, you know, we need to think about students' cultural assets and, you know, work with the community. Without a deficit point of view, I think students who haven't been raised around diversity think, oh, poor, whatever, you know, just like I did when I was younger. Then I went to a third-world country and was like, oh, I'm going to see such poverty, and I saw such love and had my eyes opened. Still, we don't have a specific course for sure. I don't think that we have a lot of focus in general on race, we

just call it multicultural, and we tried to cover everything. I believe in the past; well, at the end of the spring semester, we got "White Fragility," which is not the best book. I mean, it's a jumping-off point. Maybe. Maybe. But we started reading that, and we started having a social justice focus within our program, but it has been kind of on individual professors because of the degree of urgency. We've been the ones that are adding it in. I see us going that direction [a course on race in education], but we definitely don't have what I see as a planned-out curriculum yet.

Additionally, P6 provided insight to how race in education appear in their higher education

leadership courses.

It's a part of every one of my courses. And I don't think that you know, issues of equity and inclusion should not be ghettoized into any particular course, though I do think if that course I developed is important and I, you know, of course, I want to continue teaching it. But, you know, for example, you know, I teach qualitative research. So, I will have students do an implicit bias test. And so, because it's important to know and understand you're biased in terms of research because you have to reflect upon what your biases are in order to mitigate any sort of bias that you have in research and if you don't understand what your potential biases are then there's no way for you to mitigate them and kind of understand where you're at. And if you just lie to yourself and say I'm not biased in any way -- that's not helpful either. So, for example, I have students do that in their research class where they take implicit bias tests.

In Higher education law -- you know, we look at, you know, issues that involve affirmative action. So, we talk about affirmative action and higher education and the various legal cases and challenges to affirmative action, and the ramifications of that. You know, why is it valuable to have a diverse college or university. And you know why. Have there been legal challenges to that? And then how can colleges and universities follow the law and still value diversity, racial diversity ethnic diversity.

And still, we walk that line because there have been those challenges to affirmative action. And then, you know, we traced the whole history of race and in education and higher education. So, looking at Brown versus the Board of Education and talk about those various legal cases. So, you know it's apart, I would say it's a part in some way for every class that I teach and something that I'm mindful of in every class that I teach.

Participant 1 provided a sharp contrast to others regarding text and cultural artifacts used in their

courses or across the curriculum.

And to specifically address it, I can't say that the readings are doing that, or videos were doing that to say, hey, we're talking about race in education. But I think going back to my previous response about considering, especially with the TED Talks, are the videos that they see making sure that I am bringing in diverse perspectives. I guess that's really the extent of what I'm doing right now.

That could change. I mean, I might have a different answer once we get this curriculum revision going though that may be somewhat different. But right now, for me individually and in my courses, I'd say that's what I'm doing.

Thematic Analysis

In order to derive themes from the study's interviews, the researcher examined data gleaned from interview transcripts, a process which involved reading all transcripts once in their entirety without performing data coding or analysis. This stage allowed the researcher to have a general sense of patterns occurring across the different transcripts while also bracketing, a method in which the researcher reviews their previous relevant experiences and sets aside any biases. The researcher used bracketing to mitigate any personal beliefs or biases regarding the research topic at hand (Tufford & Newman, 2012). Both before and during the data analysis process, the researcher reviewed his own previous personal biases, feelings, and experiences and purposed to set them aside.

The researcher developed codes with an inductive approach to coding. Code development involved reading through the transcripts while actively looking for similarities and using data reduction (simplifying ideas into a series of names or labels). In total, 16 codes were developed (*see Table 1*). The process of data reduction is essential to organize large quantities of qualitative data into themes (Braun & Clarke, 2006).

After the codes were developed, themes were identified. Themes differ from codes because they are more reflective of a larger idea related to a particular phenomenon. Searching for themes entails finding patterns among different participants based on the results of the coding process. The thematic coding process comprised the researcher analyzing the text from interview transcripts and identifying relevant themes common among respondents. These themes were then categorized, with four themes being developed: 1) CRT and CRP in Curriculum, 2) CRT/CRP are Novel with Room to Improve, 3) Faculty Conceptualization of CRT/CRP, and 4) Student Perspective and Composition. The table below provides a list of themes with associated codes, number of participants that had the code present in their interview, and frequency of code use across all participants.

Table 1

Themes with Associated Codes, Along with Number of Participants that had Each Code Present and Frequency of Codes Present Across Participants

Theme	Associated Codes	N	Frequency
CRT and CRP in Curriculum	Race in Curriculum	5	35
	Race in Curriculum (Specific Content)	5	29
	Entire Class on Topic	4	13
	Leaders that Look Similar	3	9
	Race Underrepresented	4	8
CRT/CRP Are Novel with Room to Improve	CRT and CRP Are New	4	11
	Race Even More Important Recently	3	5
	Room to Grow or Self-Improvement with CRT or CRP	4	20

Faculty Conceptualization of CRT/CRP	Awareness of Race	6	26
	Importance of Race in Teach and Ed Lead Prep Programs	5	16
	CRT is Present but not Conscious	3	6
	Integrating CRP and CRT	5	6
Student Perspective and Composition	Unaware of Identity (Online)	3	5
	Students Have a Ministry Mindset	2	5
	Students Know Less Than Expected	3	8
	Predominately White Students	3	8

Themes

The researcher identified four themes: 1) CRT and CRP in Curriculum, 2) CRT/CRP are Novel with Room to Improve, 3) Faculty Conceptualization of CRT/CRP, and 4) Student Perspective and Composition. These themes are discussed in detail in the following sections.

Theme 1: CRT and CRP in Curriculum

The first theme, *CRT and CRP in Curriculum*, represents how faculty incorporate both CRT and CRP into their curriculum and their interactions with students. For many of the participants' responses, CRT and CRP were intertwined. When discussing how CRT and CRP were used in curriculum, the participants mentioned both specific content that they used within their courses along with less tangible actions used within the classroom or when interacting with students. For instance, many participants (P) mentioned having their classes read specific books related to race or diversity. In fact, two participants (P2, P6) mentioned reading the same book,

White Fragility, in the classroom. To help students understand bias, P6 mentioned how they had

students complete an implicit bias test. P6 stated the following:

> So, I will have students do an implicit bias test. And so, because it's important to know and understand you're biased in terms of research because you have to reflect upon what your biases are in order to mitigate any sort of bias that you have in research, and if you don't understand what your potential biases are, then there's no way for you to mitigate them and kind of understand where you're at.

P6's example not only highlights the importance of bias, a concept closely tied to research; it

also shows how they incorporate this into the curriculum to help their students understand racial

bias. Discussion also took place that revolved around whether an entire course should be

dedicated to CRT and CRP issues in education, whether CRT and CRP issues should be

incorporated into each class, or whether both should occur. For example, having each department

develop a race in education course and embed CRT and CRP (race, diversity, equity, and

inclusion matters) across the board into department curriculum to be addressed each course.

Although many participants discussed specific content being used, there was also much

discussion on less tangible approaches of incorporating CRT and CRP within the classroom. Five

out of the six participants mentioned abstract ways in which they incorporated CRT and CRP in

their curriculum. For instance, P5 stated, "There are points of which I'm very intentional about,

let's talk about this. And let's think about that, but my goal is that it (race in education) will just

be an embedded part of everything I do if that makes sense." Participants also mentioned how

race is underrepresented in the curriculum. In particular, P1 stated, "When I accepted this role, I

had already looked at the curriculum and realized we needed to do some revisions and have an advisory board." In addition, P2 stated, "I don't think that we have a lot of focus in general on race, we just call it multicultural, and we tried to cover everything."

Theme 2: CRT/CRP are Novel with Room to Improve

The second theme, *CRT/CRP are Novel with Room to Improve*, was developed based on four of the six participants discussing aspects related to how CRT and CRP within the realm of teaching are nascent and just beginning to be implemented. For example, participants discussed how they are only at the starting point of incorporating CRT and CRP, just as their programs are only beginning to implement or have discussions around implementing new courses or curriculum. For example, P2 stated, "I see us going in that direction, but we definitely don't have what I see as a planned-out curriculum yet." Similarly, when asked about their perception of how students' racial, ethnic class, or gender identities influence pedagogical decision-making processes and training method approaches within the classroom, P6 mentioned the following: "So yes, it does impact what I do and how much and to what extent it impacts it; it's kind of been increasing, I would say, over the past few years."

The participants also highlighted areas where they could grow and improve when it comes to CRT and CRP, again highlighting how these concepts are somewhat novel to the faculty and programs. P5 stated, "I do think that our…our department cares a lot about trying to

do better and build more into our program to prepare students to work and to deal with race in their careers."

Furthermore, the participants also touched on how discussion of race is even more important recently. P6 stated, "They (discussions of race) have been highlighted recently (referring to Summer 2020's landmark events involving racial unrest, including the death of George Floyd and the ensuing global Black Lives Matter protests). These were always important issues and things that we should have cared about. But I think that, you know, just recently just a lot of attention has been drawn to them."

Theme 3: Faculty Conceptualization of CRT/CRP

The participants were asked questions that also evaluated how they conceptualize CRT and CRP, leading to the third theme of *Faculty Conceptualization of CRT/CRP*. All six participants acknowledged having an awareness of race; however, only five of the six participants indicated that race impacts their teaching and pedagogical decision-making. When asked, P3 stated, "I feel like I have to start where they (students) are. I can't assume that I can start the discussion in a frame that they have not lived or experienced. So yeah, I definitely feel like their position and reality impacts how I start or begin a conversation on race." P4 did not find that race played a significant role in their courses because of the subject matter they taught but understood that it plays an important role in educating teacher and educational leadership students.

The importance of race in teacher and education leadership preparation programs was also highlighted. P3 stated, "The significance of it -- I think it is profoundly significant, and I think it is underrepresented in an alarming fashion."

Consistent with the theory's main premise, participants also reported that CRT was often present but not conscious. An example was when P1 stated the following:

> It's one of those things that when I saw your critical race theory. I don't know that I've ever thought about that. Like, I don't sit around going, Oh, I'm going to use critical race theory… I'm really not conscious of the critical race theory as something that I'm doing or not doing, if that makes any sense.

Finally, the researcher observed an integration of CRP and CRT across the majority of participants. More specifically, these two constructs were often discussed together, with participants rarely separating the two. Both P3 and P5 discussed the importance of this interplay, with P3 stating, "I feel like I have to start where they are. I can't assume that I can start the discussion in a frame that they have not lived or experienced," followed by P5 stating, "We spend a lot of time just thinking about who our students are. And how do you plan for them to know how you build on who they are as people or their experiences as people?" This is consistent in the literature, as racially motivated incidents on college campuses continue to occur and, in some instances, are rising (Bauer-Wolf, 2019). Higher education researchers (who are predominantly White), however, traditionally have minimized racist institutional norms (Harper, 2012). For this reason, teachers have been urged to address issues of race as they relate to

diversity, equity, and inclusion (DEI) (Aronson & Laughter, 2016). Students of color often find

their culture either missing, stereotyped, or misrepresented in the classroom (Glock & Böhmer,

2018; Kleen & Glock, 2018). Teachers, viewing discussions of race as taboo (Mensah, 2016),

may avoid these topics altogether or disseminate information based on a predominantly White,

patriarchal viewpoint (Harwood et al., 2018). Racism, whether subtle or flagrant, can have

deleterious effects on students of color, including increased anxiety and depressive symptoms

(Greer & Spalding, 2017). As such, educators must notice and bring to light how the role race

plays in the classroom and informs their teaching methods.

Theme 4: Student Perspective and Composition

The final theme developed was *Student Perspective and Composition*. With race and

diversity being the focus of the current study, many participants discussed student composition

and student perspectives. Since the content that teachers cover in the classroom is often a

reflection of current events occurring in society, it is beneficial for them to learn how to navigate

the complexities of race and diversity discussions with students in an open, unbiased manner

regardless of the teaching mode.

First, all participants were from a university's college of education that comprised 17

graduate programs of which 10 are available online. This could bring about difficultly in fully

knowing the demographic characteristics of one's students. Three of the six participants

discussed this aspect as well. For example, P1 stated, "I'm not even aware of their racial or

ethnic identity unless they say something in class. Same thing with gender. Some of them I couldn't tell by their name. You know, if I didn't have a picture to give me a clue."

Similarly, the demographics of students was also discussed. In particular, half of the participants noted that either the school itself, the faculty, the students, or the geographic region was predominately White. For example, P3 stated,

> In my time at the university, I believe I've had the privilege to serve maybe 5 women of color in the program in 13 years and 2 males of color in 13 years. I remember one student who identified as Muslim.

P5 stated, "Most of them, like me, grew up in this region (East Tennessee) and planned to continue teaching in this region. So, first of all, there's just not a lot of diversity in our classroom."

Participants also hinted at how the student population was either completely unaware of diversity or had limited awareness of race and diversity. For example, P6 stated, "I guess that I assume that because folks had gotten bachelor and master's degrees and they were in a doctoral program that they would know a little bit more about equity and inclusion topics than they did." In addition, two participants (P3, P2) also discussed how the students had a ministry mindset, again highlighting a possible dearth of knowledge regarding race and diversity. P2 stated, "I was really surprised how many of them were like; this is my ministry. I want them to see Jesus in me; I'm a Christian."

Chapter 5. Discussion

The purpose of this qualitative, critical race case analysis study was to explore how White faculty conceptualize and apply critical race theory (CRT) and culturally responsive pedagogy (CRP) to curricula within a college of education and how the perceptions of their students' identities influence specific pedagogical decisions. In this chapter, the researcher provides a summary and recommendations for future research based upon the study. An analysis of the data revealed the following overarching themes that were derived from the study: 1) CRT and CRP in Curriculum, 2) CRT/CRP are Novel with Room to Improve, 3) Faculty Conceptualization of CRT/CRP, and 4) Student Perspective and Composition. The aforementioned themes were derived from the following research questions that guided the study:

1. How do professors view the significance of race in teacher and educational leadership preparation graduate programs?

2. How do professors' perceptions of their students' racial/ethnic/class/gender identities influence their pedagogical decision-making processes and teaching method approaches?

3. Where, in what ways, and to what end does race appear in professors' courses or curriculum and shape the way they interact with students?

4. What types of texts and other cultural artifacts are used in professors' courses or curriculum to address the role of race in education?

Theme 1: CRT and CRP in Curriculum

In the first theme, *CRT and CRP in Curriculum*, participants expressed awareness for the need to address race-related issues, e.g., race, diversity, equity, and inclusion matters, in their course curricula. In addition, this awareness highlighted their concerns for departmentwide consistency across course curricula/programs and not just within their isolated courses. In addition, participants highlighted that their students typically were not diverse and tended to be mostly White and female. Interestingly, the majority of participants were found to be White and female as well. Recognizing these similarities, the participants found it important to increase diversity in the faculty pipeline to further address CRT/CRP in the curriculum and classroom. When discussing how CRT and CRP were used in curriculum, the participants mentioned both specific content that they used (such as texts or cultural artifacts) within their courses along with less tangible actions used within the classroom (such as discussions or face-to-face interactions with students). Teachers, if viewing discussions of race as taboo (Mensah, 2016), may avoid these topics altogether or disseminate outdated information based on a predominantly White, patriarchal viewpoint (Harwood et al., 2018). Participants of this study, however, did not find the discussion of race as taboo in their classes.

Theme 2: CRT/CRP are Novel with Room to Improve

The second theme, *CRT/CRP are Novel with Room to Improve*, was developed based on

over half of the participants discussing aspects related to how CRT and CRP within the realm of

teaching are nascent and only beginning to be implemented. Several participants were hopeful or

optimistic that their departments or programs were heading in the right direction toward

incorporating CRT/CRP (race, diversity, equity, and inclusion matters) in course content and

classrooms. For some, this entailed their program/department developing a new course(s) on

race/diversity in education or incorporating a race/diversity requirement across the curriculum or

in each course (similar to courses have a writing requirements). In addition, the incorporation of

CRT/CRP was noted by participants as being timely and relevant due to recent racial events,

demonstrations, and protests (heightened awareness of police brutality, the deaths of George

Floyd and Breonna Taylor, Black Lives Matter protests, and a hotbed of racial and political

unrest).

Theme 3: Faculty Conceptualization of CRT/CRP

Similar to the first theme, Theme 3's *Faculty Conceptualization of CRT/CRP* involved

participants expressing an awareness of CRT/CRP but not a full conceptualization of the matter

and how to incorporate it in the classroom to address the race-related issues (diversity, equity,

and inclusion matters) in their course curricula. CRT comprises five principle parts or tenets:

(1) exploration of colorblindness, (2) counter-storytelling, (3) interest convergence, (4)

Whiteness as property, and (5) critique of liberalism (Ladson-Billings & Tate IV, 1995).

Participants often unknowingly described the examination of CRT tenants. For instance, they

discussed exploring racial bias in educational research to address how this challenge might

impact research and reporting in the field (CRT Tenet #1: exploration of colorblindness).

Similarly, they suggested modifying leadership research assignments so that students could

explore and research leadership of Black, Indigenous, and People of Color (BIPOC) instead of

centering White-male leadership (CRT Tenet #2: counter-storytelling). Participants further

illuminated the need and significance to address race in education within the curriculum for

teacher and educational leadership preparation programs, suggesting that the current amount of

diversity in leadership is either lacking or nonexistent.

Theme 4: Student Perspective and Composition

Student Perspective and Composition was another common theme expressed. With race

and diversity being the focus, many participants discussed student composition and student

perspectives as being relational. Participants again expressed the lack of diversity among their

students, which is consistent with the region in which they live. Most participants expressed that,

because the majority of their classes taught are online, they only know what the student is willing

to share about themselves. Therefore, the participants had to assume that some portion of their

class are BIPOC and plan as such, even though historically most of their students are not BIPOC.

In terms of student perspective, participants were alarmed that most of their students' prior knowledge of race, diversity, equity, and inclusion matters was so limited, considering many were in doctoral programs (having already earned a bachelor and master's degrees). In addition, some participants mentioned that several of their students had a "ministry mindset" in regard to how they approached their profession or what they saw as their calling. In other words, students tended to use their profession as an extension of their Christian faith yet seemed disconnected to or had very little knowledge or experience with racial, diversity, and equity matters. Framing one's profession in this manner could further highlight a possible dearth of knowledge regarding race and diversity in education and its impact on belonging and bonding in educational settings (especially when done so by non-BIPOC in urban settings).

Implications for Research

This study was limited to a small number of faculty in a college of education (in educational leadership and teacher education graduate programs) at a college in East Tennessee. This study provides a framework for additional studies that could assist with exploring how faculty pedagogical decisions in the classroom could be impacted by incorporating a CRT/CRP lens in courses and across curricula in educational leadership and teacher education graduate programs. To this end, the researcher proposes the following recommendations for research:

- Further research needs to be conducted to determine how faculty could incorporate cultural competency in online/remote courses, considering the majority of the faculty that participated taught online courses with a limited information about their students.

- Additional research needs to be conducted to explore the benefits of instituting race, diversity, equity, and inclusion matters across programs of study in graduate educational program oppose to being isolated in one course.

- Lastly, further research needs to be conducted to explore the barriers to entry for Black, Indigenous, and other People of Color (BIPOC) within the academe whether in faculty or leadership roles and additional supports needed to recruit and retain them.

Recommendations for Practice

Due to the persistance of racism, it is crucial for both scholars and laypeople to remain resilient and unafraid to call attention to and engage in informed discussion related to race, diversity, equity, and inclusion. Acknowledging that racism and white supremacy are an enduring legacy of the United States and its educational system does not mean society cannot call attention to it and dismantle it by constructing structural and policy changes to diminish its effect (Bitter, 2016). As students enter graduate programs of study for teacher and educational leader preparation, colleges of education should adequately prepare both Black, Indigenous, and other People of Color (BIPOC) and non-BIPOC to be able to address how CRT/CRP is used as a tool in the classroom and its impact on the decisions made at every level of educational

leadership.

Based on the findings from this research study, the researcher proposes the following

recommendations for future practice:

Engage in recruit and retention of more BIPOC as full-time faculty and administrators in

higher education. BIPOC comprise only 13% of all full-time ranked faculty at degree-granting

postsecondary institutions (National Center for Education Statistics, 2016). Although all of the

study participants were non-BIPOC, their students (primarily White) would benefit from a more

diverse faculty and seeing BIPOC serving in leadership roles and as subject-matter experts.

Developing pipelines and strategies to assist BIPOC to enter the academe as faculty or senior-

level leaders is imperative to addressing race, diversity, equity, and inclusion matters in higher

education. Pipeline development and retention efforts could include:

- Mentorship programs for BIPOC graduate students that have identified an interest

  in academic or nonacademic roles within higher education.

- The development of diversity fellowships for faculty and administrative track

  graduates.

- Faculty exchange programs to expose faculty and students to promising practice

  within the academe and across the nation (e.g., exchanges between historically

Black colleges and universities, Hispanic serving institutions, and predominantly white institutions).

- Funding initiatives to support the development of culturally responsive curriculum, BIPOC faculty research projects, and leadership development and opportunities

Require professional development for faculty on race, diversity, equity, and inclusion matters in education for online instruction and methods to better integrate CRP practices. As more degree-granting postsecondary institutions are required to move instruction online (due to the COVID-19 pandemic), the need to address race, diversity, equity, and inclusion matters is even more critical to better foster a much-needed sense of community and belonging among students. Professional development could include professional development focused on:

- Cultural competency in education for faculty and staff and to support students in and outside of the classroom (online and offline)

- How to integrate cultural competency in the digital/remote classroom and within the curriculum

- How to move beyond cultural competency and integrate cultural issues, diversity, equity and inclusion into the learning and work experience

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INTERVIEW PROTOCOL | Lanell Smith

INTRO + PURPOSE *(to be read to interviewee)*
The purpose of this qualitative, critical race analysis study is to explore how white faculty conceptualize and apply critical race theory (CRT) and culturally responsive pedagogy (CRP) to curricula within a college of education and how the perceptions of their students' identities influence specific pedagogical decisions. It should only take about 30-45 minutes to finish. You will be asked questions about how the perceptions of your students' racial/ethnic/class/gender identities influence your pedagogical decision-making processes and teaching method approaches.

INTRODUCTORY PROTOCOL *(to be read to interviewee)*
Based on your responses to the participation and consent questionnaire, you meet the inclusion and criteria to participate in today's study. To facilitate notetaking, our conversation will be recorded. You may request to stop the recording and/or this interview at any time. For your information, only researchers on the project will be privy to the recording and their associated transcript. In addition, you completed the consent form stating: (1) all information will be held confidential, (2) your participation is voluntary, and you may stop at any time, and (3) we do not intend to inflict any harm.

Thank you for your agreeing to participate.

INTERVIEW *(to be read to interviewee)*
We have planned this interview to last no longer than 30 to 45 minutes. During this time, we have several questions that we would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

A. BACKGROUND QUESTIONS

1. How long have you been?

    _____ in your present position?

    _____ at your current institution?

Interesting background information on interviewee:

2. What is your highest degree? _____

4. What is your field of study? _____

5. Briefly describe your role (office, committee, classroom, etc.) as it relates to student learning and assessment.

B. INTERVIEW QUESTIONS:

1. How do your perceptions of your students' racial/ethnic/class/gender identities influence your pedagogical decision-making processes and teaching method approaches?
2. How do you view the significance of race in teacher and educational leadership preparation programs?
3. Where, in what ways, and to what ends does race appear in your program curriculum (or courses) and shape the ways you interact with students?
4. What types of texts and other cultural artifacts are used in your classes to address the role of race in education?

C. DEBRIEF ((to be read to interviewee): *Thank you for your participation in today's interview.*

VITA

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                       M.Ed., Educational Leadership
                       Northeastern University, Boston, Massachusetts, 2011

                       B.S. Management and Organizational Leadership
                       Bethel University, McKenzie, Tennessee, 2009

Professional Experience: Senior Associate, Special Projects, Chiefs for Change
                           Washington, DC
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                           Program Manager, EdReports
                           Memphis, Tennessee,
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                           Associate Director, Special Projects, Aspire Public Schools
                           Memphis, Tennessee,
                           2018-2020

                           Regional Manager, Education Pioneers
                           Memphis, Tennessee,
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                           Senior Manager, CLOUD901 Learning Lab, City of Memphis
                           Memphis, Tennessee,
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