Dynamic Self Matters.
Our Commitment to Affirming You

Delaware State University
Diversity, Equity and Inclusion Council
Office of Human Resources

Second Edition
May 2022
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Call for Articles or Papers

Delaware State University’s Diversity, Equity & Inclusion (DE&I) Council is excited to invite faculty, staff, and students to submit articles or stories to be published in its monthly e-journal. The e-journal’s title is: Dynamic Self Matters. Its mission is: Our commitment to affirming members of the entire campus community.

Your article or paper can be on any of the following topics:

- An intercultural experience. Note: an outstanding submission to be considered for the main feature
- Community service or work
- Travel experience
- Academic accomplishment or interest
- Sports accomplishment or interest
- Activism—internal or external of DSU
- Customer service at DSU
- Review of a book, movie, or documentary

Your article or paper must adhere to the following format and requirements:

- 800 to 1,000 words. Note: an intercultural experience article is not to exceed 1,500 words.
- Times Roman, 12 point
- Double-spaced
- One-inch margins
- Minimum grammatical, mechanical, and spelling errors
- Either MLA or APA Style of documentation; choose one and be consistent.

Please send your article or paper for consideration to be published in our fall semester 2022 issue no later than September 30, 2022, to DEI@desu.edu.
Greetings

It is a privilege to share the second issue of the Diversity, Equity and Inclusion Council’s e-journal, Dynamic Self Matters, with my fellow Hornets. As we continue to strive to stimulate intercultural engagement and create an inclusive work environment for faculty and staff, we will also work to ensure a supportive, equitable learning environment for students. This journal serves as an opportunity for students to extend their learning and share their research with the campus community. The second issue includes thought-provoking articles and research that span multiple disciplines.

The launch of the second issue coincides with a significant time in the history of our nation and the world. Sadly, we have all been impacted by the war in Ukraine and have witnessed international efforts to restore peace and support to the Ukrainian people, but we have also been able to witness new doors opening in the United States Supreme Court. The confirmation of Ketanji Brown Jackson as the 116th Associate Justice of the United States Supreme Court reflects the diversity of the nation and a demonstration of the strength of women and their role in shaping justice. Ketanji Brown Jackson said, “[B]e open to new ideas and experiences because you’ll never know when someone else will have an interesting thought or when a new door will open to take you on the journey of your dreams.” The state of the world gives Justice Brown Jackson’s words so much more meaning. Whether you are a people fighting for peace or trying to make the world a better place through research endeavors or partnerships, having an open mind and a willingness to accept others is what makes diversity, equity, and inclusion work.

We continue to make strides at Delaware State University. Despite the continuing challenges of the pandemic, the Diversity, Equity and Inclusion Council remains laser focused on connecting the campus community and sending a message about our commitment to the issues at hand. As powerful as the words “diversity,” “equity,” and “inclusion” are individually, the power of those words together and the collective work at Delaware State University embody what is necessary to attract and retain the best and the brightest employees and students. It is refreshing to have stakeholders who want to work in a diverse environment and who are willing to make it a priority. Engagement in our town hall discussions is a true reflection of that University-wide commitment to DE&I. Those topics, including “Super Heroes and Victims, A Real Conversation About Ableism and Able-Bodied Privilege” and “The Power of Pronouns,” afforded our employees the opportunity to engage in discussions that not only lead to a better understanding of one another but also open doors to more timely and necessary conversations. During Black History Month, we celebrated African Americans breaking barriers through a series of programs in sports and aviation. Wayne Embry, a retired American basketball player who transitioned to a career as a professional basketball executive and became the first African American general manager and team president in NBA history, joined us for a robust dialogue with faculty, staff, and students. We also had a discussion on the evolution of aviation at Delaware State University and the University’s role in paving the way for a more equitable new-pilot pipeline for men and women of color and were privileged to host Mr. Nathan Thomas, a documented original Tuskegee Airman and graduate of Delaware State College.

Our efforts continued in March as we celebrated Women’s History Month. The Diversity, Equity and Inclusion Council showcased Delaware State University’s students, faculty and staff in all areas including athletes, research, service, and those who have a long-standing commitment to the Hornet Family on our Instagram page. We have been able to have a significant impact virtually, and we look forward to connecting face to face in the near future.

In this issue, you will find insightful articles about language development, male teacher recruitment, equitable outcomes for minority teachers, gratitude, first-generation college experiences, food insecurities, and mental health. We are inspired by students who are highlighting important social issues in their narratives and research. We encourage you to consider writing about your own areas of interest and submitting an article for future consideration.

Together,

Pamela Mosley Gresham, J.D.
Director of Labor Relations and Diversity
Managing Editor & Chair, DE & I Council

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Dear Campus Community:

Welcome to the second issue of DSU’s DE&I Council’s e-journal, Dynamic Self Matters!

I am writing this letter during Women’s History Month, and this March has brought two significant events regarding hair, our crowning glory. First, the House has passed the CROWN Act of 2021 on Friday, March 18, 2022, along party lines with a 235 to 189 vote. CROWN stands for Creating a Respectful and Open World for Natural Hair, and the Act now protects all the hairstyles of African Americans. Here’s its brief history.

The CROWN Coalition comprises Esi Edgerton Bracey, Kelli Richardson Lawson, Orelia Nwokah Blanchard, and Adia B. Asamoah. They, in partnership with the Dove Soap Company and Senator Holly J. Mitchell of California, created the CROWN Act in 2019. Senator Mitchell drafted and sponsored its introduction to California’s House and Senate where it was unanimously passed on June 27, 2019, then signed into California law on July 3, 2019. Subsequently, CROWN Acts were adopted in New York, New Jersey, New York City, Washington, Maryland, Virginia, and Colorado. Illinois has adopted a similar law titled the Jett Hawkins Law. South Carolina also introduced a CROWN Act law, which failed to pass.

On September 21, 2020, the U.S. House of Representatives passed the “Creating a Respectful and Open World for Natural Hair Act of 2020” or CROWN Act of 2020, but it failed to pass the Senate. The Bill was then reintroduced on March 22, 2021, in the House and Senate simultaneously, while the five women who were the co-lead sponsors of the CROWN Coalition sent a letter to Vice President Kamala Harris requesting her help. One year later, it was again presented, and this time passed the legislation on March 18.

I dug into the Bill’s eleven-page contents to learn what it makes legitimate and found the following that arrested my attention.

In SEC. 2. (a):

(6) For example, as recently as 2018, the United States Armed Forces had grooming policies that barred natural or protective hairstyles that servicewomen of African descent commonly wear and that described these hairstyles as “unkempt.”

(7) In 2018, the United States Armed Forces rescinded these policies and recognized that this description perpetuated derogatory racial stereotypes.

(8) The United States Armed Forces also recognized that prohibitions against natural or protective hairstyles that African-American servicewomen are commonly adorned with are racially discriminatory and bear no relationship to African-American servicewomen’s occupational qualifications and their ability to serve and protect the Nation.

SEC. 3. (a) reads:
IN GENERAL.—No individual in the United States shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination under, any program or activity receiving Federal financial assistance, based on the individual’s hair texture or hairstyle, if that hair texture or that hairstyle is commonly associated with a particular race or national origin (including a hairstyle in which hair is tightly coiled or tightly curled, locs, cornrows, twists, braids, Bantu knots, and Afros).

Both of these sections gave me pause because the students in my Introduction to Women’s and Gender Studies (WGS) course have not been shy to address Black hair. The first time was in fall 2014 in response to a New York Times article published on April 30, 2014, titled, “When Black Hair Is Against the Rules.” Its co-authors, Ayana Byrd and Lori L. Tharps, present the history of racial bias against how Black women wore their hair, which had made its way into the U.S. Armed Forces that expressly banned locs and twists as faddish and exaggerated hairstyles. A White female student who’d served in the Army happened to be in the course that semester and stoutly defended the policy. She insisted that long hair sometimes interfered with training procedures, and that White female soldiers with long hair, similarly to Black ones, had to tuck their hair in: it was a safety issue, not a discriminatory one. Some students accepted her defense, but others saw discrimination in the policy’s specific use of language. They would not have taken issue with the policy had it merely stated that all hair at a certain length must not get in the way of training or other duties. They also were offended that the Army would consider Black hairstyling as faddish and exaggerated. They refused to excuse what they interpreted as more evidence of an uninterrupted historical continuum of racial discrimination against Black women.

In spring 2019, the students in the course made the wearing of locs a colloquium topic of discussion because of the December 2018 issue regarding Andrew Johnson, the high school wrestler who was visibly distraught as his locs were shorn. The referee had insisted that he do so or forfeit the match, which he won but showed no pleasure in his victory that he’d doubly earned, first through the cost of his locs and second by his superior wrestling techniques. Racial bias against locs was not just a Black woman’s issue, the students observed. They mourned, “Black people cannot catch a break” in this negrophobic world and dreamt of a time when Black can just be Black, like other people who are allowed to be their natural selves. I hope that they are gratified to see the first Black woman judge on the Supreme Court, Ketanji Brown-Jackson, wearing her sister-locs as her statement of preferred style and empowering Black women—and men, too—in all professions to do the same. Irony of ironies!

How then do we respond when Mother Nature exhibits the beautiful, bald head of a Black woman such as those of Congresswoman Ayanna Pressley and celebrity Jada Pinkett Smith? Both women first masked the evidence of their alopecia with a wig as they struggled to come to terms with Mother Nature’s twist, then discarded the wig to brave the world wearing their new, natural crowns with dignity, grace, and triumph. Fans of CBS’s The Equalizer (starring Queen Latifah) witnessed Jada’s transition exhilaratingly dramatized in an episode that focuses on the recovery of a painting stolen from a Black family during the 1921 Tulsa Race Massacre (“Legacy,” written by Talicia Raggs, season 2, episode 10, 27 Feb, 2022).
One month later, on Sunday, March 27, 2022, her triumphant smile was transformed into one of deep dismay due to a joke made at her expense. Sadly, the joke was received with applause by her peers, including husband, Will Smith, who should have known better, as they all were caught up in the moment. Will then looked at her, saw her discomfort, and then made his own inexcusable display of violence. Shame on him! Shame on the joker whose volley initiated the boomerang trajectory that landed back on him! Shame on the audience and institution who all said in that moment that the applause will go on, despite the pain inflicted upon another! Anyone aware of Jada’s condition and her bravery felt that gut punch as she did. Every disabled person and empathetic, abled ones registered her pain.

Our society—our world—must accept that who and what we are or become as Mother Nature manifests Herself in our lives, which is not a choice we make at birth, should never become the butt of anyone’s joke. Surely, Mother Nature has an uncanny way of exposing the best and worst of us, often in an unguarded moment! If we are wise, if we stop prattling on about and profiting from the fictional hierarchization of social values, and if we pause to listen attentively to what the Cosmic (or Universal) Consciousness of Mother Nature is saying, maybe Mother Nature’s own voice will be heard and appreciated for everyone’s benefit.

While these matters of March 2022 will stretch into our immediate and distant future and provide many talking points, other social issues remain worthy of our attention, such as the articles in this Spring edition of our e-journal written by our students. One student writes about food insecurity that is impacting our world, not just Delawareans. Another student addresses how we invent and reinvent language. Still another allows us a vicarious escape to Indian villages with the Himalayas as a backdrop for soul replenishment. Yet another transports us with her class of Fifth Graders during a field trip to Washington, D.C. One student calls for a strong peer-mentoring program at DSU especially for first-generation students. A worthy call indeed for the revival of such that existed during the years of the University’s learning communities’ programs! Another makes a compelling call for more Black male educators and related mentors: an urgent demand to be met not only here in Delaware but around our nation. One student is jubilant in her successful National Board Certification. Another student seeks to advance the argument that the State of Delaware needs to do more to distinguish mental illness from criminality. All in all, each story or research article has a poignant message for everyone!

We hope that you enjoy this second issue as much as you did the first one and look forward to hearing from you!

Sincerely,

A. Myrna Nurse, PhD
Editor-in-Chief
Bell hooks (née Gloria Jean Watkins) taught us many things, and all who have encountered her—whether via a book, conference, radio or television interview, undergraduate or graduate course, or in person—experienced a positive change. I still deeply appreciate the late Dr. Lynda Hill, Temple University’s only Black English professor teaching English graduate courses in the 1990s, for introducing me to bell hooks and saying, “She’s truly radical, even in the spelling of her new name, ‘bell hooks,'” all lower-case letters. Her resistance tool is love.”

I recall that I had just vented my own frustration and anger because my White peers in Dr. Hill’s 1997 graduate course on the Black novel were trivializing Jean Toomer’s 1924 classic novel Cane. For me, they spoke from their White, privileged perches and were oblivious to the pain that Blacks endured daily. I recall saying in frustration and with a voice determined not to betray my deep emotions, “Don’t you dare say that pain is a moot thing because all pain is pain and not to be hierarchized!” I was addressing a smug woman who was attempting to silence Dr. Hill’s voice while another I cannot see them as an object, I must see compassion and deepen our insight. To serve...
Experiences of Gratitude
by Germaine A. Smith-Solomon

I thought I had hit the jackpot! I had somehow managed to gain ownership of discontinued menus from Ruby Tuesday. My mind raced with thoughts of how I could use these menus to plan lessons, build math centers, and engage small groups in activities that supported my Fifth-Grade students in math. There were enough menus for them to work in groups of four then subset into pairs, with each pair having access to its own menu.

The class began with the grouping and pairing then continued with the practice portion of the lesson. Students were provided a pre-made order where they had to find the total for the order they had received, find out how the discount impacted the total, how the bill would be split among the group, and what the tip should be if they were tipping fifteen percent of the total. I quickly noticed my students were mesmerized by the photos of the different entrees in the menu. After giving them some time to engage with the pictures and the different menu items, I steered them back on track so that we could proceed with practicing how to calculate totals and percentages. My efforts, although not subtle, had little impact. I concluded that we were not going to get through the practice portion as I had planned. I decided to switch gears a bit and asked them to share with me their favorite restaurant. After they ratted the names of a few fast-food chains, I clarified, “No, guys. Tell me the name of your favorite restaurant where the server comes over to your table and takes your order.” The room became silent. Not one student was able to share the name of a restaurant where such service was provided.

At that moment, I was perplexed but also cognizant of my reaction. Inside I was screaming, “You’ve never been to a sit-down restaurant before?” On the outside, I calmly stated, “Ok, we’ll have to do something about that.” I dare not betray my true shock and dismay or even the sadness that had invaded my space, which they would have quickly recognized. However, I had to do something to enrich their experiences. While I was fully cognizant of the fact that I was teaching in an impoverished community, I do not think I understood the depths of what it meant to be impoverished. I was not born with a silver spoon in my mouth, but my family would, on special occasions, enjoy a family meal at whatever restaurant the birthday person chose. What I understood in that moment was what it really meant not to have access to a lifestyle some people take for granted, as well as how restraining and limiting a deprived existence was.

That night at home, I shared this experience with my family, including the sadness and the motivation to do something about broadening my students’ social view. They needed to be exposed to dining in an environment that was not a fast-food one. They had to know that there were restaurants where they would be seated by a host [or maître d’] and provided a menu. I wanted them to experience the server placing the napkin on their lap, sharing highlights of the menu, considering its specials of the day, and possibly sampling a tasty item before placing their final order. I wanted them to have this meaningful and beneficial experience because it would show them that there was so much more to life than that to which they had been exposed.

A snippet of life through the experience of dining in a restaurant could show them how finer service mattered toward making a difference in how we treat each other.

I started a nonprofit organization and began fundraising. With the funds that we raised, we were able to take the children on a trip that included dining in a restaurant. That summer, I purchased train tickets to Washington, D.C. We spent some time visiting different museums. Then, we went to Carmine’s Italian Restaurant, a family-style one. Carmine’s promised to be even more meaningful because of the sense of community that added to its ambience. Needless to say, the students gained much from this experience. They were a bit shy, at first speaking in low voices when placing their order then elevating their voices enough to be heard. They adjusted to sitting up more confidently and looking the server in the eye. As we passed bowls of food around the table, the children became even more comfortable and sure of themselves. They really appeared to enjoy the experience of restaurant dining, with their enjoyment spilling over into our train ride.

After dinner, we walked back to the train station and took the train back to Delaware. Many of them fell asleep. As the train rocked us back closer and closer to home, I reflected and felt so much gratitude. I was thankful for all who supported our fundraiser. I was thankful for the parents trusting me with their precious cargo. I was thankful for my family and friends for supporting this crazy idea. I was also thankful for the children who were in my care that day. They motivated me without knowing that they were my motivation. Finally, I was grateful for the ability to model for my own children what it means to take action. Often times, we see issues and challenges but are not motivated to do anything about it even though we can. This small act meant so much to so many children and it was worth every effort put forth.

Although the organization is no longer active and I no longer teach Fifth Grade, I am grateful for the opportunity to help teach and prepare the next generation of educators. As I instruct, I emphasize the importance of action, advocacy, equity and culturally responsive pedagogy in teaching and learning. I still have fond memories of my time as an elementary school teacher and keep in touch with many of my former students, as I believe what Justin Tarte shares, “Teachers who put relationships first don’t just have students for one year: they have students who view them as their teacher for life.”
Discovery of a First-Generation College Student by Imani Satterwhite-Harper

I realize that self-discovery never ends no matter how young or old you may be. Ever since I was a child, I always had an imagination as big as the world, always discovering a new aspect of myself. My single grandmother raised me in Prince George’s County, Maryland, because my young teenage mother was still in high school. Growing up is different when you are raised by someone of the older generation, but I never felt any shame about my uncommon (but not rare) upbringing. As the oldest child and girl in my home, I felt a responsibility to be an expert at everything and felt I had taken on a role as a second caregiver. As I started becoming a young woman, there were life lessons I needed to be taught as an African American. There are instances where I needed a role model for that awkward thirteen-to-fifteen-year-old stage, but since I had not been close to any young women who could relate to my circumstance, I had no blueprint to follow. I felt pressure to graduate from high school, avoid teen pregnancy, go to college, and break the generational cycles that came before me. I have come to understand, “When firstborns repeatedly hear the words, ‘We’re so proud of you,’ it often becomes their primary goal. They want everyone to be proud of them” (Bevier, 2021). As a first-generation college student, I had many questions and doubts such as, “Did I belong here?” “Is this the right fit for me?” “What will I do if I fail?” Still, my goals and aspirations were high. I knew I had people rooting for me back home and I did not want to disappoint them.

When I had first arrived on campus, I felt like I had no foundation. Eventually, I joined some organizations and programs to gain support and a sense of belonging. I had a position as my freshman building’s recording secretary and joined Women’s Senate and the Marketing Club. Being involved helped me connect to other students at DSU. I began to recognize that many others were like me, and my doubts started to ease. I realized that I had to overcome these internal feelings and physical barriers so I could break a generational cycle. This realization in some way empowered me. My attitude toward my education became more positive and I started looking for more opportunities to talk with my professors after class to gain insight on my courses and their support in my studies. Many DSU professors and staff gave me words of encouragement, opportunities, and a sense of belonging. I cherish them for the important role they have in my life. I will be elated when I see mentorship programs for first-generation college students. I would like a space where we can get together and give advice to rising classes about what we went through, so they do not have to and can pose questions to upperclassmen and graduate students for help along the way. We need peer mentors who can persuade students away from bad decisions and direct them toward the right path. I think this could raise students’ self-esteem and mitigate worry. Although the lessons I learned molded me into who I am today, I am still grateful to the people across our campus who have helped me. This is what I want to see systematically for other students—a robust mentorship program and guidance for first-generation college students especially but the same for others as well.

My twenties are a crucial stage in my developmental storyline. In this new chapter of my life, I am raising, nurturing, and disciplining myself from the ground up. I now realize how important it is to relieve myself of the intense pressure of being perfect. Self-discovery has been one of my biggest accomplishments, as I navigate the world and where I fit in it. The timid young girl I used to be is becoming a woman who voices her opinions and goes after what she wants, even if no one else agrees. Healing my inner child is a long process, but I will continue to see and seek the opportunities that will take me forward in life.

Works Cited
Exotic Places: A Travel Experience by Ranita Ganguly

A Peaceful Retreat
Is there any park in the world that resembles Delaware’s Brandywine State Park? It was a boon for me to be born in a hillside Indian village tucked amidst the greenery and earthy beauty of the abode of exquisite flora and fauna similar to Brandywine State Park during its summer glories. When life becomes quite stressful while in pursuit of my doctoral education as an international student and a single mother of a dependent child, I reminisce upon memories of days spent with family, which bring some solace to my soul. I immigrated to the United States in a state of emotional turmoil arising from the tug-of-war between the decision to leave my aging parents and the desire to pursue my dream of an educational career, which would ultimately afford a better lifestyle in the Global North for me and my child. Initially, adjusting to the climate variation of freezing winter topped with the cultural differences here on the plantations built during British colonial times. Visiting Ramdhura was the perfect opportunity for us to be one with nature while strolling leisurely to the sounds of the chirping birds. The spectacular background view of the iconic Himalayas indeed provided an escape from the city’s pollution and monotony. The exotic landscape, hilly terrains, lush greenery, rubber plantations, clean air, and crisp sunrise painted the vivid image of Nature’s perfection. The green forests that merged seamlessly into the hills, however, reminded us that we could not elude the continued clicking sound of our gadget that warned of depleting storage. Even so, the sight of the local tea shop promised to revive both our gadget’s and our body’s energy.

While sipping a cup of the famous Darjeeling tea—Darjeeling being a neighboring village—we thoroughly enjoyed the remaining panoramic views of Ramdhura that adorned the fabulous postcards featuring the Eastern Himalayas. It was breathtaking to watch Mt. Kanchenjunga, which stands amidst the expansive green slopes and catch a bird’s eye view of the mighty snaking Teesta River meandering through the gorges below. Guests also can take part in rock climbing and riverbed hiking in Relli. Finishing our tea, we skipped both to trek through the slopes of the pine forest and Cinchona Plantation to arrive at another celebrated spot, the Jalsa Bungalow built by the British in the 1930s. This site offers one of the widest views of the Teesta River and the gorgeous Mt. Kanchenjunga.

ECHEY GAON: NATURE’S NETWORK
The pristine Echey Gaon or Wishing Village, termed as an eco-friendly organic village, is a haven of peace. The only sound is a chorus of numerous colorful birds. The lush green forests of the valley is studded with Woodlands of pine, birch, juniper, and other tropical trees. The trek through the dense forest is one of the favorite treks for bird watchers and perfect for nursing the soul of a nature lover. Rare orchids and the beautiful canopy of rhododendrons make a spectacular, unforgettable sight. Another small hamlet with its fresh, green village is nestled slightly above Ramdhura. The tweets of its unknown birds add an overwhelming sense of harmony to the place. Many nature trails and truncated treks that begin in Echey Gaon and continue into Tinchuley and Ramitey Dara make this area one of the best kept secrets of this region. The entire Himalayan Range and Teesta River can be viewed from Ramitey Dara, and they offer an entrancing view of its adjoining snow-clad peaks of majestic eastern Himalayas and hurdlizing Teesta River with its fourteen curves. While returning later that evening, the twinkling lights of Darjeeling, Sikkim, and Ravangla all along the slopes of the mighty Himalayas were spellbinding and healing. Nature’s silent valleys and grassy woodlands offered utter tranquility.

LAMAHATTA: A SANCTUARY
Lamahatta, an ecotourism place located at an altitude of 5,700 feet, was scheduled for a visit as we returned home. With support from the State, the villagers and forest development teams worked together to create this endearing tourist site. “Lama” implies Buddhist monk and “Hatta” stands for hut: a monk’s hermitage. Lamahatta is surrounded by the vast stretching pines of the Dhupi Forest and is ideal for enjoying natural solitude and an array of rare species of colorful orchids.

A PEACEFUL RETREAT
Approximately one hundred families survive here on the plantations built during British colonial times. Visiting Ramdhura was the perfect opportunity for us to be one with nature while strolling leisurely to the sounds of the chirping birds. The spectacular background view of the iconic Himalayas indeed provided an escape from the city’s pollution and monotony. The exotic landscape, hilly terrains, lush greenery, rubber plantations, clean air, and crisp sunrise painted the vivid image of Nature’s perfection. The green forests that merged seamlessly into the hills, however, reminded us that we could not elude the continued clicking sound of our gadget that warned of depleting storage. Even so, the sight of the local tea shop promised to revive both our gadget’s and our body’s energy.

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We visited the sprawling, manicured garden along the wide, sloping expanse of the hills speckled with many seasonal flowers. We appreciated glimpses of the magnificent view of Mt. Kanchenjungra and Sikkim Hills from the watchtower lookout point. Below, some parts of the forest cover were so thick that even sunlight could not penetrate its labyrinth of vegetation. The park’s pathway allowed for a leisure stroll. This we enjoyed, and along the way we found wooden- and bamboo-made benches for relaxing and soaking in the garden’s charms.

A wooden watchtower for best viewing adds to Lamahatta’s charms. On a bright day, one can see the snow peaks of Kanchenjungra, Tiger Hill, Namchi of Sikkim, Darjeeling and its landscapes, and the Rangeet River flowing below. This site is ideal for twosomes who would like to spend quiet and intimate time with nature, take some nature walks through the maze of the Dhupi Jungle, and enjoy the beauties of the Takdah Orchid Center. Our day concluded with a visit to the Peshok Viewpoint and nearby tea estates named Rangli Rangliot, Glenburn, and Takdah. Truly, our enchanting journey enriched our souls.

**Homestays at Ramdura and Lamahatta**

Many homestays mushroomed on the edge of the mountains overlooking Mt. Kanchenjungha and Teesta River are equipped with modern amenities: electricity, comfortable beds, hot water, and attached western-styled bathrooms. From our homestay, we just walked across the road to the entrance of its garden full of seasonal flowering plants including white and other colorful orchids. The breakfast table on the open-air rooftop overlooking Mt. Kanchenjungha and Teesta River is an ideal place to relish an early morning cup of Darjeeling tea. The cuisine is fundamentally Indian home-cooked meals, and the ingredients are mostly locally sourced and fresh but with limited options on its menu. However, on any breakfast morning, the unhindered, mesmerizing, blazing sunrise over Mt. Kanchenjungha with its clouds that floated above and dipped down onto the rooftop more than compensated.

It is rightly said, “The world is a book and those who do not travel read only one page.” Indeed!
Creating Equitable Outcomes for Minority Educators: My Journey to Becoming a National Board-Certified Teacher

by Cynthia R. Mewborn, NBCT

Approximately three percent of the 3.5 million teachers serving in public and private K-12 schools across the United States are National Board-Certified Teachers (NBCT). What exactly is a board-certified teacher, and what, if any, are the benefits of embarking upon the journey?

Becoming a NBCT is a voluntary process that was developed in 1987 by teachers for teachers (NBPTS.org). With 25 areas in which to certify, teachers are assessed based on national professional teaching standards that define what accomplished teachers should know and be able to do. The rigor and scope are often equated to board certification found in other professional areas, for example, physicians, nurses, and accountants. Candidates must have a bachelor’s degree, a current teaching certificate, and three years of successful teaching. Once the process begins, teachers have five years to achieve the certification.

The process, overseen by the National Board for Professional Teaching Standards (NBPTS), is comprised of four distinct components. Component 1: Assessment of Content Knowledge is a computer-based assessment with three constructed response questions that assess analysis, student reading, writing development, and literacy across-the-board. Components 2 to 4 are the portfolio sections that evaluate the differentiation of instruction, teaching practice and the learning environment, and effective and reflexive practitioner. As of February 2021, out of the 125,000 NBCTs, North Carolina (23%), Washington State (19%), and South Carolina (18%) have the highest state percentages. Conversely, there are ten states that have less than 1% of their eligible teachers possessing board certification (National Board for Professional Teaching Standards, 2021).

For educators, the benefits of achieving national board certification create a ripple effect. The extrinsic opportunities such as an increase in pay, which in some states equates to 12% of the teacher’s annual salary, receiving a yearly stipend for maintaining the certification, serving in leadership positions at the school and district level as well as becoming an advocate for initiatives such as educational policy reform and funding are bountiful. At the same time, the intrinsic feeling of being an accomplished teacher, knowing that you have obtained one of the highest distinctions in the education profession, changes your pedagogy. Recent studies show that students receiving classroom instruction from NBCTs have an increase of 1.5 months of additional learning (NBPTS, n.d.). This increase in learning has been attributed to students scoring within the proficiency range on state and local assessments. Although the rewards can outweigh the process, achieving national board certification can be intimidating and arduous.

My journey to becoming a NBCT began during the 2018-2019 school year. My school had eight teachers going through the process. The all-female cohort—six African Americans, one Asian American, and one Caucasian—was slated to complete and submit all four components by June 2019. This is not the general practice or expectation. At best, the average candidate will complete the components, including any necessary retakes, over the five years. As is the practice of NBPTS, scores were released in December. I received a call from my study partner, checking to see if I had achieved the certification. I scored 106. I missed receiving the congratulatory fireworks email from NBPTS by four points. After the initial disappointment was over, my study partner and I strategized our next steps. Collectively, we decided that we had invested too much over the past nine months to walk away from the endeavor.

I was scheduled to retake two sections of Component 1 at a testing center in April 2020, just as the COVID-19 Pandemic surfaced. All the closures resulting from the Pandemic caused a backlog at the assessment centers. My testing date changed three times, twice by the testing center administrator and the last change by me. At that point, part of my hesitation was the looming possibility of retirement. Although I decided to retire in June 2020, I also knew that I wanted to finish what I had started. Once again, the impact of the Pandemic necessitated modifications and delayed score reports. Scores were released at 12:00 a.m. on February 27, 2021. My anxiety quickly became jubilation and crying as I opened my email and saw the fireworks! I was a National Board-Certified Teacher in Literacy: Reading and Language Arts (Early and Middle Childhood, Ages 3-12).

While my journey ended favorably, that is not the outcome for many teachers. Lack of proper mentorship and coaching, no knowledge of or access to state or local funding sources to offset the cost of each component, as well as not having the support of the school-based administrator are all roadblocks that often hinder a candidate’s success.

In retrospect, before my 14th year of service as a teacher, I had no knowledge or awareness of the professional teaching standards governed by NBPTS, or the process to become a board-certified teacher. Perhaps most disquieting was realizing that I did not know any teacher who looked like me and was NBCTs.

Despite accounting for 21% of educators in K-12 public and private schools (Duffin, 2021), teachers of color are underrepresented in the NBCT arena. In 2019, 1,831 educators working in 2,914 schools in 46 states received their national board certification. Eighteen of the newly certified teachers reported serving in Bureau of Indian Affairs Schools, 55% served in Title 1 schools, and approximately 14% of those achieving certification that year self-reported as a teacher of color (NBPTS, 2019). Now standing on this side of the process, I contribute successfully maneuvering through my NBCT journey to awareness, advocacy, and mentorship. As a result, I ask myself three fundamental questions: One, what changes are needed to increase participation in the NBCT process for teachers of color? Two, in what ways are access to funding for certification at the state and local levels equitable? Three, what is my role? My answer to the last question: as a NBPTS Professional Facilitator, I aim to increase awareness and provide mentorship to future candidates.

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“Food insecurity” or “food deserts” are phrases used interchangeably to describe the inadequate food systems in the United States of America. “Food apartheid,” a term coined by Karen Washington, is used to highlight the racial injustice aspect of America’s food system. I wondered how my mother seemingly skipped over this hardship during her single motherhood. Leah Penniman of Soul Fire Farm can attest to such difficulties. Penniman and her husband were trying to raise their family in the South End neighborhood of Albany, New York. Not being able to obtain fresh produce was the reasoning behind moving out of a crime-infested neighborhood and ultimately starting a farm to combat their personal battle with food deserts (Fears, 2021). Presently, all working-class citizens of America are experiencing hardships due to the global COVID-19 Pandemic. The most marginalized group in America meets at the intersection of Blacks and women. Maintaining the invisibility of Black women and our ideas is not only in the United States but also in Africa, the Caribbean, South America, Europe, and other places where Black women reside. Our silencing has been crucial in maintaining social inequalities (Collins-Hill, 2000).

I can share what it was like to grow up in a house with a room all to myself in a neighborhood with a community park and pool; to have siblings but feel like an only child; to have a mother but not always her presence; to have a father and then see him go; to have the water turned off at home because the Artesian Water Company bill was not paid. However, what I cannot tell you is how it feels to know you are loved or to be hungry.

My mother has a similar background story, except she was able to create a bond with other women in her family while growing up in Trinidad in the 1960s. She was able to take care of all the children mainly because of their multiple incomes. Everyone tended to a vegetable garden in the backyard that grew beans, tomatoes, cucumbers, cassava, and a yam patch. A variety of citrus fruit trees were already growing on the property before the family moved in. Fruits were added to family meals. Most homeowners in the area grew some of their food and shared their harvests with other neighbors, which kept all families fed.

My grandmother had three children, fathered by two men who lived near my great-grandmother’s house. Neither of those men provided any emotional or monetary support to their children. A great-aunt also lived in the house with her four children, fathered by her husband who did not offer any monetary support after immigrating to America in the early 1970s. Another great-aunt, who lived down the road with her husband, already had two small children when her first set of twins arrived. My great-grandmother chose to take in the sickly twin and did not ask for any financial assistance. Great-grandmother also took in two neighborhood girls whose mother was in America as she tried to establish a solid foundation before sending for them. Once my grandmother decided to marry, she and her three children moved out of my great-grandmother’s house. While there was never a time my mother can recall going without food, she held tightly to the instability created by her mother’s constant moving. She had moved out of her stepfather’s house to an apartment rented by her mother and then back to her grandmother’s house. I am sure she would say she never knew what it felt like to be loved, nor did she know how it felt to be hungry.

Four years after coming to America, my mother became married and with three children (two from a previous relationship in Trinidad) she worked for a prestigious banking company in Manhattan, New York. She received three months of maternity leave with reduced pay following my birth in July 1992. At the time, my father was not working and could not obtain any government assistance because he was not a citizen.

My mother, a citizen, was able to receive government assistance for six months—food stamps and rent supplementation—that she compromised her integrity to receive. Her reduced salary while on maternity leave still counted as income, though inadequate. Luckily, she still had a strong family base who included her mother and other family members who had emigrated from Trinidad and lived in Brooklyn.

A year later, my mother was offered a job-related relocation opportunity, which she seized. She would be able to purchase a house and create a stable home life for her family, unlike her own mother. The story of the younger generation doing better than the older. However, living in a northern Delaware suburban neighborhood meant there were no vegetable gardens and fruit trees in anyone’s backyard. No family members were nearby to provide with a needed meal. Then, another change arrived due to the tension that breweled between my father and older siblings. One evening, a loud verbal disagreement escalated into his weaponizing a ceramic mug and wounding one of my sisters and mother with it. In that instant, my mother became a single parent again with two high school children, one of them having recently given birth to her first child, and a child in elementary school. To make matters worse, after my father left he drained the joint checking account he shared my mother. Were it not for my mother’s female coworkers who brought us food, we would have known hunger.

During the remainder of my elementary school years and into college, my mother worked full-time at the bank she was hired by, held and various part-time retail jobs to support us. Ingrained into her was the determination to provide for her household as a single mother. Paying the mortgage was a top priority. She ensured that what income she earned was prioritized. She would make matters worse, after my father left he drained the joint checking account he shared my mother. Was it not for my mother’s female coworkers who brought us food, we would have known hunger.

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LATINX: LANGUAGE DEVELOPMENT OR ATTEMPTED ANGlicIZATION OF SPANISH? by Ana Sanchez Arruyo

Language and communication are essential pieces of the human experience. Through language, we are able to express our needs, wants, thoughts and ideas. We have seen the importance of language in famous books, poems, plays and other literary work. Words have the power to convey messages to an audience with the purpose of evoking emotion and possibly persuading them toward a certain cause. Beyond this, language plays a role in everyday communication and self-expression. Words allow us to express ourselves in a way that makes us feel comfortable and empowered. To achieve this, there are instances when words and expressions change in a way that allow for inclusion. Language is ever-evolving, embodying constant change and development.

In the Fourth Grade, my friend, Joshua, asked me, “How do you say my name in Spanish?” As a native Spanish speaker, I became the classroom’s walking English-to-Spanish dictionary. My classmates found my bilingualism amusing. They were intrigued by learning new foreign words, and frankly, I was happy they were interested. I translated my friend’s name as “Josue.” I do not know if this was the correct translation, but I knew it sounded similar enough to pass for a translation. Soon after, my classmates—Jacob, Rachel, and Faith—wanted to learn their own names. Jacob and Rachel came easy to me; Icob and Raquel. Faith, on the other hand, was a challenge. The literal translation of the word faith in Spanish is “fie.” However, fie is not a common name in Spanish. What if wrong to translate it as such? Looking back now, I ask myself: Do names have translations, or is it a word like Latinx?

Another language that follows these patterns is German. Lera Boroditsky has stated that in German “the bridge” translates as die brucke, which assigns it as a feminine noun. The feminization of this word will result in German speakers describing “the bridge” in typical feminine traits such as delicate, lovely, and intricate. On the other hand, in Spanish, “the bridge” translates as el puente, a masculine noun. This generates descriptions that are categorized as traditionally masculine, such as strong, hard, and heavy (Krujovich, 2009). We can conclude that our way of speaking shapes our ideas, even if it unconsciously creates bias. Therefore, it is crucial to find the means to provide inclusivity through language, such as with the use of a word like Latinx.

The word Latinx works well when speaking English, as it is pronounced “Latin-ix.” In Spanish, using the letter “x” can have different pronunciations. This first example is the name Oaxaca, a state in southern Mexico. It is pronounced “wa-ha-ka.” Another word that follows the pattern of an “-ix” pronunciation is the word Mexico, which is pronounced as “me-hee-ko” in Spanish. Additionally, there is another rule to follow. Sometimes, the letter “x” can sound like “soh” in Spanish. The name of Aztec origin, Xochitl, follows this rule. Xochitl is pronounced “soh-chit-l.” Furthermore, the “x” also can sound like it does in English. The word “examen” is pronounced “ecks-ah-men.” Because the rules are so complicated and the pronunciation is so varied, it may even seem like there are no rules.

Understanding these complexities of pronunciation, I must ask: Can the term Latinx be integrated into the Spanish language? There is no doubt that the term is progressive and promotes inclusivity. However, the issue lies in its pronunciation, which caters to American English speakers and is designed for their use. This raises another question: Should Spanish words be altered to fit into the English language when the alterations do not fit well in the original language? Perhaps the conventions of Spanish do place a limit when it comes to pronouns and gender. How can we remedy this situation for a person who does not wish to identify with any pronoun?

I fully support the cause of developing language that is inclusive and allows for comfort no matter what pronouns are used. From the standpoint of a native Spanish speaker, I am at odds with a word for the inclusivity of Spanish identity that is only used when speaking English. I say this because attaching an “-x” to the end of a word in Spanish just does not work. There is no way to pronounce a word like Latinx in Spanish naturally. Additionally, the word Latinx has been considered by some as yet another attempt at the anglicization of Spanish (Briscoe, 2022). This domination is an important part of the discussion that should be considered openly.

Perhaps we should explore other avenues for a gender-neutral term that fits better with Spanish pronunciation. One alternative is to add an “e” to the end of words (Schmidt, 2019). For example, amigo or amiga becomes amigo instead (Schmidt, 2019). This creates space for a non-binary term that includes all genders. This alternative allows for more natural pronunciation in Spanish and can also be translated into English. Alternatively, if Latinx becomes a word that is widely accepted and used by communities in Latin America (and other Hispanic countries), then this word should be celebrated and embraced. I believe that word alterations should always begin in the original language and then adjusted if necessary for other language speakers. Although languages are ever evolving and new words resist the “right/wrong” test, there should also be some consideration for the traditional language conventions and cultural appropriation (or misappropriation) when adopting new terms.

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My question now has evolved into: “Can a word in Spanish be altered to fit into English?” I see that this seems to be the case with the newly popularized term “Latinx.” Latinx is the gender-inclusive term for a person of Latin American descent. In Spanish, nouns have a specific gender, usually (but not always) indicated by an “o” for masculine words and an “a” for feminine ones. For example, la computadora assigns female to a computer and el zapato assigns male to a shoe. However, the Spanish language is no exception to occasionally breaking its grammar rules. For example, la mano is the Spanish word for hand. Even though it ends with an o, the word is feminine. Though specific genders are attached to a noun, gender does not necessarily finalize an item’s description as hardline feminine or masculine, but in most cases, it will.

Another language that follows this patterns is Russian. Lera Boroditsky has stated that in Russian “the bridge” translates as die brucke, which assigns it as a feminine noun. The feminization of this word will result in German speakers describing “the bridge” in typical feminine traits such as delicate, lovely, and intricate. On the other hand, in Spanish, “the bridge” translates as el puente, a masculine noun. This generates descriptions that are categorized as traditionally masculine, such as strong, hard, and heavy (Krujovich, 2009). We can conclude that our way of speaking shapes our ideas, even if it unconsciously creates bias. Therefore, it is crucial to find the means to provide inclusivity through language, such as with the use of a word like Latinx.

Language and communication are essential pieces of the human experience. Through language, we are able to express our needs, wants, thoughts and ideas. We have seen the importance of language in famous books, poems, plays and other literary work. Words have the power to convey messages to an audience with the purpose of evoking emotion and possibly persuading them toward a certain cause. Beyond this, language plays a role in everyday communication and self-expression. Words allow us to express ourselves in a way that makes us feel comfortable and empowered. To achieve this, there are instances when words and expressions change in a way that allow for inclusion. Language is ever-evolving, embodying constant change and development.

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Exploring Factors That Deter Black Males from Entering the Field of Education
by Micah Edwards, EdD Candidate, Delaware State University

INTRODUCTION
The importance of males in the classroom has benefits for not only students of all races and genders but the profession as a whole. However, industrialization, growth in the jobs market, low pay, and the perception of education has affected teaching to the point where it has become feminized. The diminished perception of teaching forced women to teach in overcrowded classrooms and settle for low wages (pbs.org, nd).

Between 2017 and 2018, 76% of the workforce in public schools were female and the number of male teachers dropped in elementary and secondary schools (Marian University, 2021). During that same time frame, a study by Edtrust.org (2019) reported that in Delaware, only 2.4% of the teaching population was Black and only 9% of the schools in Delaware have at least one Black teacher. Those statistics are more startling when it comes to the number of Black male teachers. While some men find the teaching profession as a way to impact the lives of students, they do not intend to make this a long-term career choice. This investigation seeks to answer the following:

RQ1 How do organizational contexts and experiences affect male reluctance to enter the teaching profession?

RQ2 What are the differences for male teachers working in schools with smaller male populations versus schools with larger male populations?

LITERATURE REVIEW
The Black Teacher Outlook in Delaware
About 48% of Delaware K-12 public school students are either Black or Latino, but only 13 percent of teachers are Black or Latino. As a result, students are not afforded the academic and social-emotional benefits of a racially and ethnically diverse teacher workforce. Approximately 1,300 Black students lack access to a same-race teacher in their school and this has direct implications for achievement gaps. For example: Black students who do have a Black teacher by third grade have a 13% greater chance of attending college and are 32% more likely to attend college if they had two Black teachers. In the State of Delaware, many of the Black male teachers are placed in high-poverty schools, increasing the chances that they will either ask for a transfer or leave the profession altogether (EdTrust.org, 2019).

The Male Teacher as Disciplinarian
Mainstream thinking is that males can handle the pressure of dealing with unruly students, disgruntled parents, and balance their workloads. This has deeper implications for Black males in education. Former Education Secretary, John King, cites what some Black teachers call the invisible tax. Black male teachers believe that this invisible tax is imposed on them when they are the only nonwhite male educator in a school who is charged with discipline and other engagement with Black boys as they are viewed as better equipped to deal with race and gender. (King, 2016).

Lack of Mentorship
While there is significant research on teacher retention efforts, there is little research that focuses on the impact of mentorship on male teachers. Current research examining retention shows that first-year teachers who do receive mentoring support are more likely to remain in their original schools as opposed to those teachers who do not have consistent mentoring. Studies also show that mentoring is not created equal and that schools that have more diverse and collaborative environments are more successful at mentoring and supporting teachers (Brennerman, 2015). Lastly, veteran male teachers can positively impact the experiences of other male teachers; however, with the low percentage of male teachers, there are few to serve as mentors in an already lonely and challenging career field (Sargent, 2013).

Lack of Support from Colleagues
Males enter the workforce believing that there is more support for females. Their consciousness and experiences tend to confirm this. In many instances, male and female teachers compete for support, often creating tension in the environment. (Wood, 2012). Men and women have reported differences in their ability to develop effective working relationships primarily because males do not always fit in with their female counterparts and women tend to be more collegial with one another in the academic environment. Rice and Guessing (2005) also assert that females often look to male teachers to carry out traditional male jobs or tasks. These biases contribute to the low number of male teachers and impact one’s ability to provide support for colleagues whether male or female.

Teacher Pay
Pay is recognized as a key factor in the recruitment and retention of teachers. However, when it comes to most pay equity initiatives they are targeted toward incentivizing teachers in math and science, with an emphasis on recruiting women in these positions (Clothier, Glennie, Ladd and Vigdor, 2008). According to García and Weis (2019), fewer individuals are willing to choose to be in a profession that puts them at a financial disadvantage. A significant number of teachers who are fully credentialed moonlight to make up for the wage gap in order to afford basic living expenses.

In sum, male reluctance to enter the teaching profession is a multifaceted problem. An already struggling field, which needs to keep up with the diverse makeup of the student population, will remain incapable of meeting this challenge as a direct result of the factors that deter males.

METHODOLOGY
The most effective way to research this topic was to conduct a semi-structured interview. This format allowed the researcher to utilize a list of guiding questions to utilize during the interview process in tandem with the conversational aspect of the interview that allows the researcher to probe for more information and asked leading or additional questions. The interviewee (anonymous) has over 20 years of experience in the K-12 environment.
Exploring Factors That Deter Black Males from Entering the Field of Education (Continued)

Analysis & Findings

RQ1: How do organizational contexts and experiences affect male reluctance to enter the teaching profession? The interview yielded themes of the discouragement by others to enter the field, identity, and the need to foster relationships, as evident in the following:

My junior year, and I remember vividly calling my mom who was a public school teacher at the time, and telling her I was very excited. You know, I was going to be a teacher, and I thought she would be excited and she was not. She said, “Oh, no, Bob [name of interviewee changed]. Don’t do that.” And I said, “What are you talking about? And, um.”

We talk about identity, men struggle with this, the identity thing. That’s still a masculine. Should be can be a masculine environment; female teachers and students are also conflicted. A lot of judgement.

RQ2: What are the differences for male teachers working in schools with smaller male populations versus schools with larger male populations? The themes of women in educational leadership, recruitment of males, and male teachers as disciplinarians:

But I’ve built a team that’s full of women. I’m the only male on our senior leadership team and that’s kind of been an interesting dynamic for me. Um, and again, I didn’t set out to do that…it seems like I’m not doing enough as a role model for male students. There’s a shortage of men no matter where you are. We are running schools, we’ve allow that to become an imbalance.

RQ2 (CONTINUED): Navigating a predominantly female educator space as a male. You have to be very attuned to how you might come across. When I taught in those spaces, especially at the elementary level, just being a good leader. Sometimes just quiet and then know when to say…speak up, that’s a big part of that.

Male teachers of color have it hard. If you’re in a school with so few, particularly Black teachers, you know what it’s like, you don’t have enough minority groups, no one to connect with.

Recommendations

The two strongest recommendations are mentorship and pay increases. Even before men enter the profession, they are fully aware of working conditions, issues with top administration, socioeconomic differences that impact teacher support and success, and systemic decision-making challenges that cloud the professional environment. If these challenges are met with a model for developing interest in teaching at the high school level and coursework that introduces students to the profession, more men may be ready to pursue a teaching career (Podolsky, Darling-Hammond, & Bishop, 2019).

More men also need to be engaged in recruitment and mentoring. This helps to ensure a pipeline into the industry and creates a feeder pattern of teachers returning to teach in the school districts in which they were educated. Lastly, the structure of mentorship programs is important and should include realistic goals, incentives, and legislative efforts to improve the profession. To address the pay issue, the government needs to consider initiatives including tax credits. Lastly, governments should consider raising the minimum annual salary for teachers and salary increases over a period of time in order to retain teachers and attract new ones. If schools are going to erase the reluctance that males have, these aspects need to change quickly and dramatically in the field.

Conclusion

The shortage of male teachers affects everyone, but it is more acute in high-poverty schools. This is counter to the U.S. education system’s goal of providing a sound education equitably to all children (García and Weiss, 2019). As a result of biases, stereotypes, and a self-imposed lack of confidence, the profession has been unable to undergo a cultural change that makes the consideration of males and their challenges more significant. Everything that has negatively impacted women in the profession—from the belief that the desire to nurture and the ease at which women care for others is so rewarding, to a lack of mentoring and administrative support—impacts a male’s decision to enter the profession. The key difference is that the high numbers of women allow for circles of support, engagement outside of the work environment, and often times, women do not have to contend with being the breadwinner, thus the salary issue, while prevalent, is not necessarily a deterrent from the profession.

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The ideology of criminal behavior is a construct of society and can be disruptive to societal norms. It is sociologically engendered and fueled by culture, religion, and civic experiences and ideologies. For example, Emile Durkheim advances through the theory of structural functionalism that “deviance provides the key to understanding the disruption and re-calibration of society that occurs over time” (McIntosh, 2016). This perception when linked to mental illness is underpinned by the notion that a limited number of crimes is inevitable and even necessary. The citing of positive functions of crime such as social regulation, integration, and change is further used but makes problematic mental illness misdiagnosed as crime. Nonetheless, there is the need for balance as too much crime is threatening to society and should be socially controlled. Another notion being advanced is that the level of anomie or social instability can result in discrimination and even stigmatization. If internalized by discredited individuals, one consequence of stigma is criminal activity, an observable fact with mental illness leading to the dramaturgic perspective that “life is a theatre.” These notions, along with labelling and deviance, are associated with criminality attributed to non-conformance and aberrant human behavior (Hardie-Bick & Hadfield, 2011).

Inequality is one consequence predicated on the power the system of socialization, norms, values and acceptable behavior. The doctor in a doctor-patient relationship whose background, and cult membership. Being labeled sick, the deviant actions of the mentally ill are permissible during treatment through the medical power of the doctor in a doctor-patient relationship whose authoritative use of biomedicine becomes a guarantor of public values and acceptable behavior. The doctor thus identifies the socially inept as mentally ill and legitimizes the means of socio-political control, which excludes other social determinants in medical care.

Medicalization and entering the sick role are the routes taken by offenders to evade the harshness meted out by law as they would be adjudged as being mentally ill and not criminals. For example, someone taking an antidepressant medication decides to abuse a child. Though social deviance is assumed, this individual may be acquitted or given a lesser charge because of mental illness and the admission of the illness factor. Though illness is not always temporary or voluntary, it can be used as a liberator legitimized by the doctor-patient consensual relationship. The universality of this state is believed to be socially constructed and continues to challenge biomedicine.

The tendency to generalize, stigmatize, or discriminate, should be declined, and instead, support should be offered to those who are suffering or are at risk of mental illness, thereby stemming criminality and deviant behaviors. It is, therefore, important for the building of capacity by Delaware State Department of Justice to distinguish between criminality due to mental illness and deviant behavior by otherwise non-mentally ill patients and to guard against mismanagement of persons with mental illness and to abide by the ADA requirements of 2009. The diagnostic journey continues.
Exploring Factors That Deter Black Males from Entering the Field of Education (Continued)

Works Cited


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