



Teacher Truth Survey Findings

Black Educators' Experiences of Race and Racism



Prepared by Menlo Education Research
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Executive Summary

As the Black Lives Matter movement and calls for social justice related to sanctioned violence against people of color were gaining traction on an international scale, the COVID pandemic put the U.S. education system and those who work within it under immense pressure to support learners and families in unprecedented circumstances. What have Black educators' experiences been during these exhausting and challenging times? And what have their experiences in their workplace been?

This survey is an exploration of Black educators' experiences of racism in the workplace. Findings paint a picture of Black educators' significant, consistent experiences of racism in the workplace, including racial isolation, being perceived as aggressive or threatening, and being subjected to inappropriate sexual behaviors. These experiences, among the many others reported by respondents, are reported at significantly higher frequencies than in other sectors of the workforce. The prevalence and intensity of these experiences are overwhelming. Nonetheless Black educators shared their strategies for navigating these experiences, including various forms of self-care, centering their own sense of excellence and validation as well as those of others via professional networks, and by addressing racism in their teaching and in their workplace more broadly.

Results from this survey include:

1. Racism in the educational workplace occurs at twice the rates as reports of racism in other sectors, when compared to other research conducted at a similar time and using similar methods.
2. The most prevalent category of experiences of racism reported were those in which respondents experienced colleagues making assumptions about the similarity of people of the same race; 90% of respondents indicated they had endured this form of racism in the past two years.
3. The two most prevalent specific experiences are 'When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background' and 'At least one colleague labeled my behaviors and responses as aggressive or threatening.'
4. The *least* prevalent type of racism, being subjected to sexual stereotypes and inappropriate behaviors, was reported by a staggering 63% of respondents. This frequency was much higher than non-race related reports of inappropriate sexual behaviors reported in other research.
5. In the two categories where intersectionality of experience (i.e., experiences were related to both one's race and gender identity) was most cited (colleagues demonstrating fear because of one's race and being subjected to sexual

stereotypes and inappropriate behaviors). Respondents who identify as female were more than twice as likely to rate the role of gender as ‘a lot’ than respondents who identify as male, despite male-identifying respondents more frequently reporting the experience has ‘somewhat’ to do with their gender identity. In both of these cases, it appears that male-identifying respondents clearly perceive the intersectionality of their experiences, but perhaps in a way that is more equally motivated by their race and gender identities, whereas their female-identifying counterparts more frequently report the strong role of their gender identity in their experiences.

In a time when significantly more educators are considering leaving the profession than pre-pandemic¹, having been depleted as a result of the challenges faced, will educators of color leave the field in equal or greater numbers than their colleagues? While research has clearly documented the benefits of teachers of color for all students, a 2019 Education Trust - West report documented that more than 250,000 California students are in schools without a teacher of their same race, more than 100,000 students attend a school where every teacher is White, and more than half of schools in California don’t have a Black teacher (Education Trust, 2019). We simply can not afford, as a country, to ignore these findings of persistent racism in the workplace if we intend to retain Black educators who are critical to our nation’s future.

¹ “As of March, more than half the nation's teachers (54%) said they were considering leaving the profession in the next two years, a 20 percent increase over pre-pandemic levels”, as reported by Education Week in [an online report](#) (Loewus, Superville, Schwarta, Will, Borowski, Gewertz, & Heubeck, 2021)

Introduction

Survey Context and Purpose

As part of the portfolio of the work of BlackFemaleProject, the Teacher Truth survey sought to, “raise awareness about Black educators' unique experiences in American schools in the context of the post-segregation era, an unprecedented global pandemic, and international social uprising against racism and other forms of state violence.” In particular, the survey was imagined, designed, and administered to capture Black educators’ experiences of race and racism in their workplaces, particularly in the last two years and in the context of COVID-19.

Part of the role of the survey was to give BlackFemaleProject’s team a view of the landscape from which to conceptualize how individuals’ stories, as told through documentary-style narratives, could be used to elevate the experiences of Black educators’ encounters of racism in the workplace. Initially, the survey was intended to explore Black educators in California; however, it soon became clear that the survey could illuminate national trends, as a larger number of responses were being submitted from across the U.S.

Positionality of Researchers

This survey was conducted on behalf of BlackFemaleProject by Menlo Education Research (MenloEDU). Both teams acknowledge their relationship to the topic as critical to the development and conduct of this research project including the shared perspective that various forms of racism are committed against Black educators, have detrimental effects on their lives, and are race/ethnic group-specific. The MenloEDU team wishes to thank BlackFemaleProject, partners, and funders for the opportunity to participate in this work.

1. Methodology

1A. Item Development

Operationalizing the purpose of the survey described above, the MenloEDU and BlackFemaleProject teams met to develop a set of guiding questions or priorities for survey item development. The *guiding questions* identified were:

When Black educators experience racism in the workplace, what does it look like? How prevalent is it? How do educators navigate these experiences? What role does gender play in the experience?

Because the teams intended for the survey to take no more than 20 minutes to complete, the survey would need to include mostly closed-ended items and a limited number of open-ended items. Closed-ended items would be used to scaffold *naming* of experiences of racism and coping or navigation strategies. Open-ended items would give respondents opportunities to *share* experiences that weren't covered by the closed-ended items.

Adapting research-based scales for closed-ended items

The MenloEDU team conducted a literature scan to identify extant survey items and scales to ground the development of closed-ended items. The team relied on prior research as a starting place to ensure that closed-ended items would capture the information sought without inappropriately narrowing the possible responses. Existing scales were sought to inform the development of closed-ended items that asked respondents about the kinds of racism they experienced in the workplace, as well as the strategies they used to navigate those experiences. Closed-ended items were also used for some demographic items and to ask respondents about their perceptions of their professional communities, but these were drafted by the teams at MenloEDU and BlackFemaleProject.

Summary of Prior Survey Research

Racial microaggressions are “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults towards people of color” ([Sue et al., 2007](#)). Black people disproportionately experience microaggressions in their lives, according to a Summer 2020 Gallup panel poll ([Lloyd, 2020](#)).

Figure 1.

2020 Gallup Poll Findings on Prevalence of Microaggressions in Black Adults' Daily Lives

Experiences With Microaggressions, by Racial Group

In your day-to-day life over the past 12 months, how often did any of the following things happen to you?

	Black adults	Hispanic adults	Asian adults	White adults
	% Very often/Often	% Very often/Often	% Very often/Often	% Very often/Often
People acted as if they were better than you	32	21	17	10
People acted as if they thought you were not smart	25	12	9	5
You were treated with less courtesy than other people	22	8	7	4
You were treated with less respect than other people	20	7	5	4
People acted as if they thought you were dishonest	19	4	4	1
People acted as if they were afraid of you	18	3	4	2
You received worse service than other people at restaurants or stores	14	4	4	2

GALLUP PANEL, JUNE 23-JULY 6, 2020

The writeup of the findings notes that “the flash points that spark national conversations on racism are often instances of violence, but for many Black Americans, their experiences with mistreatment and discrimination are much subtler and are woven into the routines of their normal, daily lives.” This survey focuses on the daily racism experienced by Black educators that is embedded within interpersonal workplace exchanges. The specific experiences included in the survey were selected from conversations with the client, as well as by modifying items from the [Racial Microaggressions Scale](#) and the [revised Racial and Ethnic Microaggressions Scale](#) and drawing on the structure from the [Inventory of Microaggressions Against Black Individuals](#) (i.e., asking respondents to rank the salience of their microaggressive experiences; Mercer, 2011). These scales and inventory are the most used assessments in racial microaggression research ([Lui & Quezada, 2019](#)).

Importantly, the Teacher Truth survey was intended to document all experiences of racism including microaggressions and other forms of racism experienced by Black educators, as well as the ways in which Black educators cope with these experiences. Coping is the cognitive, emotional, behavioral, and physiological processes by which people deal with and (mis)manage the demands of specific stressful encounters. A number of conceptual models about coping exist, and according to a review by Dubow & Rubinlicht (2011) the most comprehensive model is exemplified in the Responses to

Stress Questionnaire. That model conceives of coping processes along two broad dimensions: volition and engagement ([Connor-Smith et al., 2000](#)). Voluntary efforts are those that involve conscious awareness and purposive responses to emotional, cognitive, behavioral, or physiological responses to stress (e.g., cognitive restructuring); involuntary efforts are temperamentally-based and not under one's control and/or awareness (e.g., intrusive thoughts, emotional numbing). These voluntary or involuntary efforts are then further categorized by one's engagement to or disengagement from stressors and one's reactions to stressors. Problem solving, emotional self-regulation, distraction, and positive thinking are examples of voluntary, engaged coping strategies. Denial, avoidance, and wishful thinking are examples of voluntary, disengaged coping strategies.

The MenloEDU and BlackFemaleProject teams decided to focus the Teacher Truth survey on voluntary, engaged coping strategies for two reasons. First, BlackFemaleProject's focus is to amplify Black women's oft-disregarded, asset-based stories and to affirm their professional experiences. Although involuntary or disengaged strategies exist, they are beyond the scope of this specific project's interest. Second, a survey is not a protective space; it cannot appropriately extend support to people who report enacting (possibly harmful) involuntary or disengaged strategies. Asking about the strategies which people deliberately choose to intentionally contend with the microaggressions they experience is also an explicit effort to be sensitive to respondents' emotional and psychological safety.

After identifying focus, the MenloEDU team scanned the literature for specific strategies of interest that Black educators might use when coping with microaggressions at work (e.g., [Coping Orientation to Problems Experienced](#), [Racism Related Coping Scale](#); [Brondolo et al., 2011](#)). Attending to survey length, cognitive load of the survey questions, and relevance of the strategies to Black women in particular, we identified five coping subtypes to include in the survey: Prayer/Meditation, Professional Network, Armoring, Shifting, and Caring for Self. These subtypes draw heavily on a qualitative study specifically addressing the coping strategies Black women used to navigate microaggressions in their corporate office places ([Holder, Jackson, & Ponterotto, 2015](#)).]

1B. Survey Structure

The Teacher Truth survey was presented in five sections. [Appendix A](#) is a PDF of the survey, showing the full set of survey items as presented to respondents.

Survey Section 1: Demographics

After an introduction to the survey, respondents are asked for demographic information, including their ethnic identity and whether they are an educator. Those not identifying as educators were thanked for their interest in the survey and sent to an exit page.

Non-Black educators were sent to a survey asking many of the questions of the Teacher Truth survey but instead of asking about their experiences, they were asked to report on their workplace more generally. Those identifying as Black educators continued in the survey to respond about their gender identity, their work history, and their current professional role. Responses to these questions are reported below. (See Respondents section.)

Survey Section 2: Professional community

Respondents were asked to indicate their agreement with a set of statements about their perceptions of their roles and connectedness among their colleagues, and whether they saw themselves reflected in the leadership of their workplace. This section was included to get a sense of the social context of respondents' workplaces, within which the experiences reported by respondents were taking place.

Survey Section 3: Experiences with racism, the role of gender, and strategies for navigating

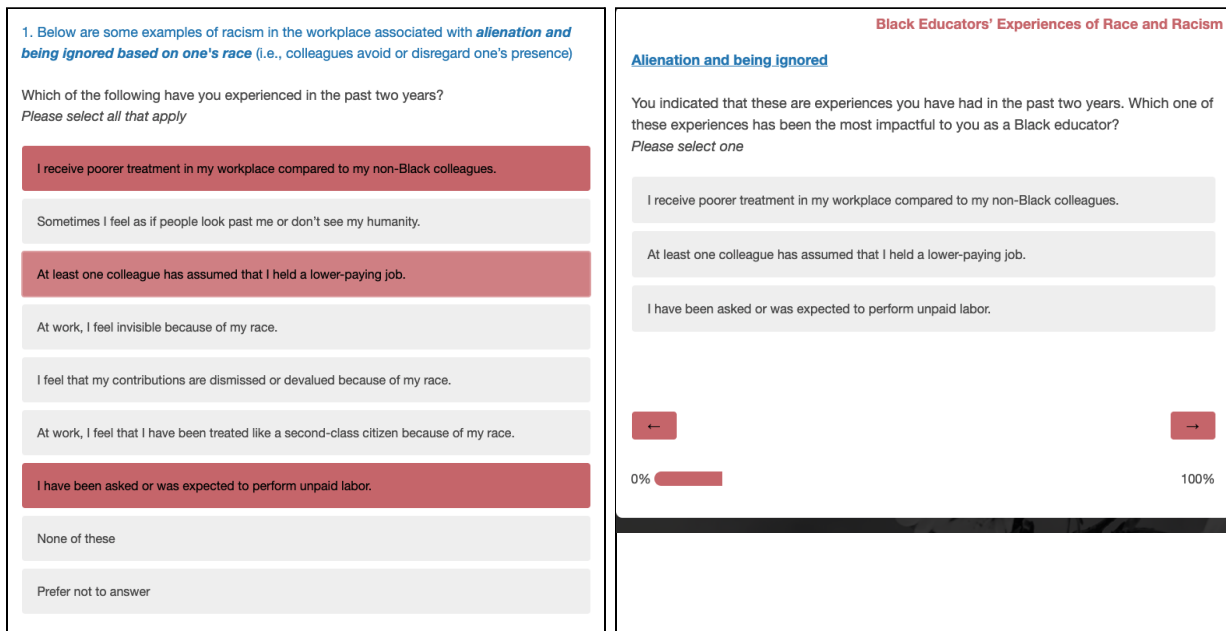
In this section, respondents were asked to report on the experiences of racism they had in the past two years in their workplaces. For each of nine categories, respondents were shown a list of experiences and asked to indicate which they had encountered (see Figure 2.1). The nine categories and the list of specific experiences within each category were adapted from prior survey research. The nine categories included:

1. Alienation and being ignored based on one's race (i.e., colleagues avoid or disregards one's presence)
2. Assumptions about one's intellectual capacity based on race
3. Assumptions of the similarity among people of the same race (i.e., being treated interchangeably with others of the same race, as if people from one's race are all alike, assuming a universality of the Black experience)
4. Insistence of 'color blindness' (i.e., race and racial differences are minimized or invalidated)
5. Being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race
6. Colleagues demonstrating fear because of one's race
7. Being subjected to sexual stereotypes and inappropriate behaviors
8. Workplace isolation (i.e., few or no colleagues of one's race in the workplace)

- Assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different based on one's race (i.e., being asked/expected to take on roles based on one's race)

Specific experiences for each category are presented in [Appendix A](#). Once specific experiences were selected, respondents were then asked which one specific experience had been the most impactful to them, as Black educators (see Figure 2.2).

Figure 2.1 (left) and 2.2 (right)
Screenshots of Survey Questions



Once the most impactful experience was selected, respondents were then asked how much they thought their gender played a role in this 'most impactful' experience (for each category) and how often they employed each of 5 strategies to navigate this 'most impactful' experience. The coping strategies included:

- Engaging in religious or spiritual practices. Defined as praying, meditating, etc.
- Self-protecting. Defined as centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge
- Altering who you are or self-censoring. Defined as shifting perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Code switching to de-emphasize racial differences among colleagues, withhold personal information, or challenge stereotypes of Black people

4. Participating in a support network. Defined as having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work. (Your Black colleagues or extended network provide advice and access to resources, validate your experiences, support you in not internalizing negative messages)
5. Careful for self. Defined as participating in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Survey Section 4: Open-ended items

In this section, respondents were asked if there are “other ways you are thinking about and experiencing broader dynamics of racism within teaching (e.g., reading more Black academics/scholars, pedagogical/instructional shifts, taking a pedagogical or political stance, changes in the way you spend your free time).” Additionally, respondents were asked if COVID had positively or negatively impacted their teaching/educator experience (e.g., hybrid instruction, distanced instruction) and how, if at all, has teaching during COVID impacted the experiences of racism reported earlier in the survey.

Survey Section 5: Future Participation and Feedback

In this final section, respondents were asked if they were open to members of BlackFemaleProject reaching out to them for follow-up and to provide any feedback about the survey.

1C. Administration and Recruitment

The survey was administered online via Qualtrics. It went live on January 11, 2021 and was released in a phased rollout. Primary recruitment was conducted by the team at BlackFemaleProject via their newsletter, website, and through their network of organizational partners. MenloEDU staff also shared the survey with their professional networks. A \$25 Amazon gift card was offered as compensation for the first 200 eligible respondents.

1D. Data Cleaning

By February 24, 2021, 1545 survey responses had been submitted. Upon investigation, it became clear that a significant portion of those responses were non-authentic, submitted by individuals or, more likely, computer bots that were created to generate survey responses automatically. We believe this behavior was intended to acquire survey compensation.

Several steps were taken to remove non-authentic responses from the survey data set. First, responses submitted from identical IP addresses (approx. 600) were eliminated. Responses with exactly the same responses as at least 10 other respondents including open-ended items were deleted (approx. 100) upon verification that the responses did not appear to contain authentic responses. Responses that took less than 5 minutes and 45 seconds to complete were also deleted (approx. 200)². Given the number of items on the survey, this minimum threshold was conservative whereas an attempt to complete the survey in good faith was estimated to be closer to 15-20 minutes. Nonetheless, responses were reviewed to ensure the appropriateness of this time-related strategy. After following these steps, responses were scanned by two researchers and rated with a high, medium, and low rating, to indicate which responses might also be considered non-authentic. Ratings were based on response content but also whether responses were nonsensical or followed a name and email address pattern that emerged, where the email address was a combination of a first and last name (none of which matched the respondent) and was followed by three random alpha-numeric digits. Responses were rated as high concern if they contained two of these features (approx. 200), medium if they contained one feature (approx. 100), and low if they contained none of these features. Responses containing none of the suspicious features were then read individually and included or excluded only after discussion across the team. ***All findings reported here are based on a final, cleaned data set containing 206 responses.***

² This response time 'minimum' was derived from the distribution of completion time. This marked the fastest quartile (2-25%) of the total distribution.

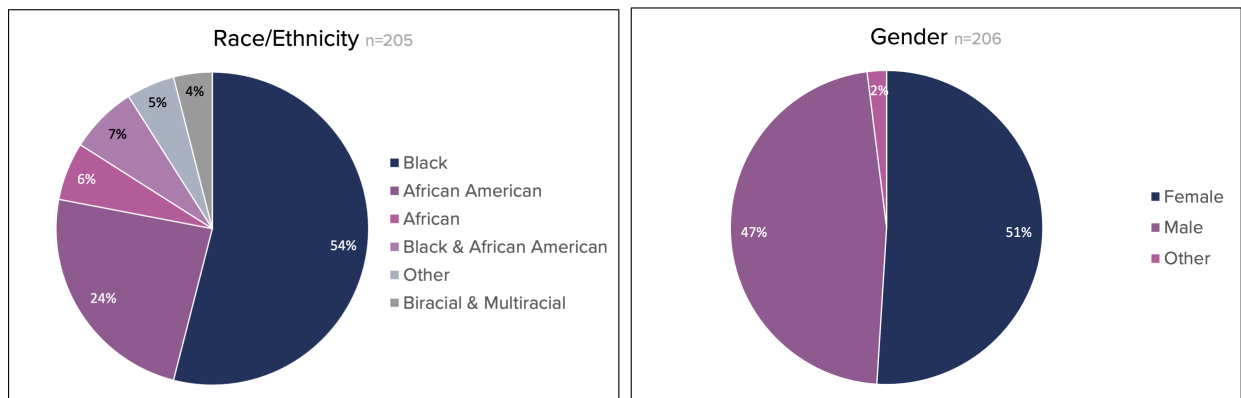
2. Respondents

2A. Ethnicity and Gender of Respondents

A mixed-format item asked respondents to identify their race/ethnicity³. As shown in Figure 3.1, 54% of respondents identified as Black, 24% as African American, and 7% of respondents identified as both Black and African American by selecting those two options from the provided list. Five percent selected ‘other’ from the list and most expanded with a term clearly related to Black or African American. The respondent sample was split almost evenly between those who identify as female, a woman, or cis female, and those who identify as male, a man, or cis male. As seen in Figure 3.2, 2% of respondents selected “other” and some of these respondents offered a sexual orientation (i.e., heterosexual) as their response. Throughout this report use of the term female should be understood to mean those respondents who identified as female, a woman, or cis female. Similarly, the use of the term male should be understood to mean those respondents who identified as male, a man, or cis male.

Figure 3.1 (left) and 3.2 (right)

Demographic Data of Full Final Sample.



2B. Location of Response Submissions

The MenloEDU team was able to mine Qualtrics data to estimate the location of 185 of the final set of 206 response submissions, which we assume is a reasonable proxy for the place of residence and/or workplace of the respondents themselves. The number of respondents per state is shown in Figure 4.1 and Table 1; nearly half are in California (n=92). Of those in California, the majority of submissions came from the San Francisco

³ Respondents had previously answered ‘yes’ to a closed-ended item asking if they identified as Black. Mixed format included a list of options. Multiple options (including ‘other’) could be selected by the respondent if they so chose.

Bay Area. When analyzed by county, the highest number of submissions originated in Los Angeles County (33.7%).

Figure 4.1 (left) and 4.2 (right)

Location of Responses by State and by Counties in California

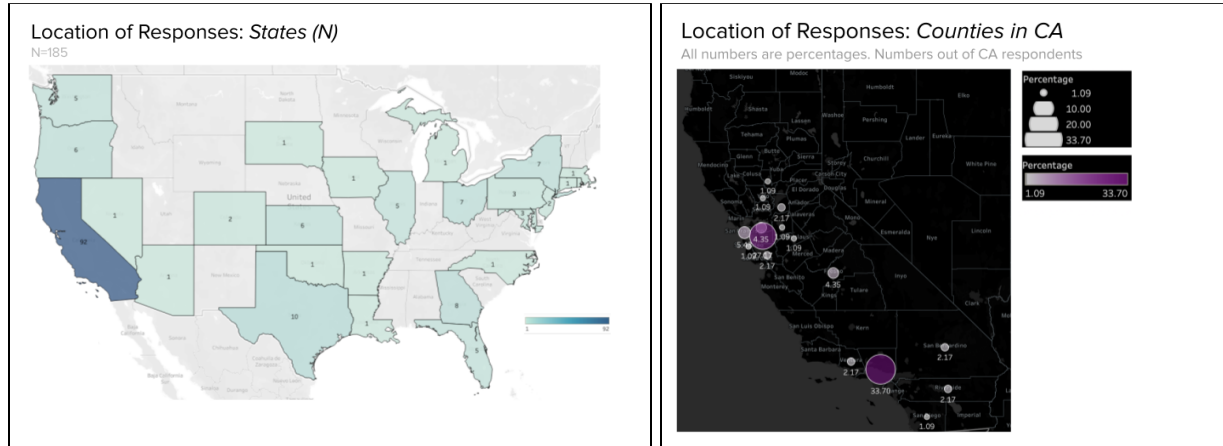


Table 1

Respondent Location by State (Most Frequent are Highlighted)

State	Frequency	Percent (%)	State	Frequency	Percent (%)
Unknown	21	10.2	MD	3	1.5
AR	1	0.5	MI	1	0.5
AZ	1	0.5	NC	1	0.5
CA	92	44.7	NJ	2	1
CO	2	1	NV	1	0.5
CT	1	0.5	NY	7	3.4
FL	5	2.4	OH	7	3.4
GA	8	3.9	OK	1	0.5
HI	12	5.8	OR	6	2.9
IA	1	0.5	PA	3	1.5
IL	5	2.4	RI	1	0.5
KS	6	2.9	SD	1	0.5
LA	1	0.5	TX	10	4.9
MA	1	0.5	WA	5	2.4
			Total	206	100

It is important to note that a larger proportion of California respondents identified as female (60%) than in the non-California sample (38%). Therefore, *patterns of findings related to gender identity will correlate with any differences in responses identified between California and non-California respondents.*

Table 2

Gender Identity within California and Non-California Respondent Samples

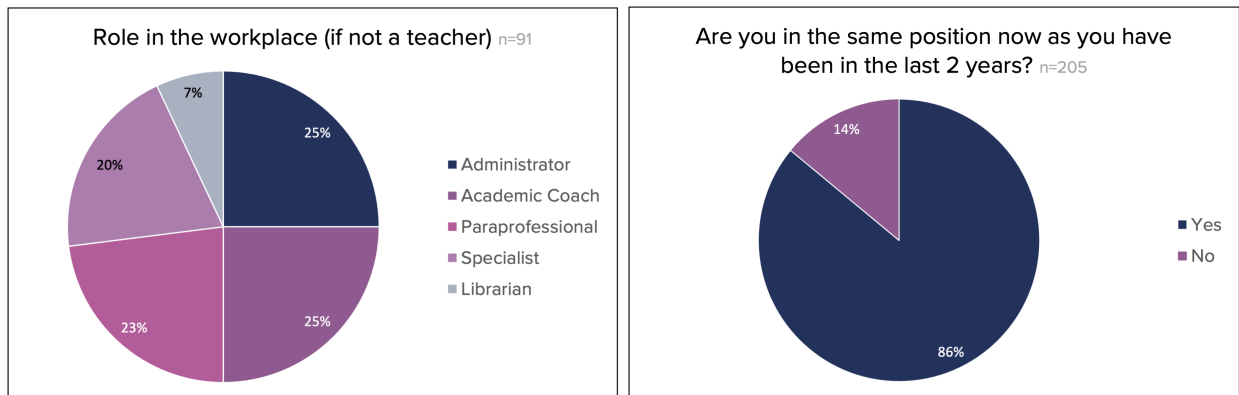
	California (N=92)	Non-California (N=93)
Identifying as Female	60%	38%
Identifying as Male	39%	58%
Other	1%	4%

2C. Respondents' Roles in Education

One hundred and fifteen respondents listed their role as teacher. The rest reported their role as Administrator (n=23), Academic Coach (n=23), Paraprofessional (n=21), Specialist (n=18), and Librarian (n=6). The vast majority of respondents reported that they have been in the same role for the past two years (86%, see Figure 5.2).

Figure 5.1 (left) and 5.2 (right)

Roles in the Workplace and Length of Time in Position



Fewer California respondents reported holding both a teaching and non-teaching role than in the non-California sample.

Table 3

Educator Role Within California and Non-California Respondent Samples

	California (N=91)	Non-California (N=93)
Teacher	41%	24%
Non-Teacher Role	20%	1%
Both	39%	75%

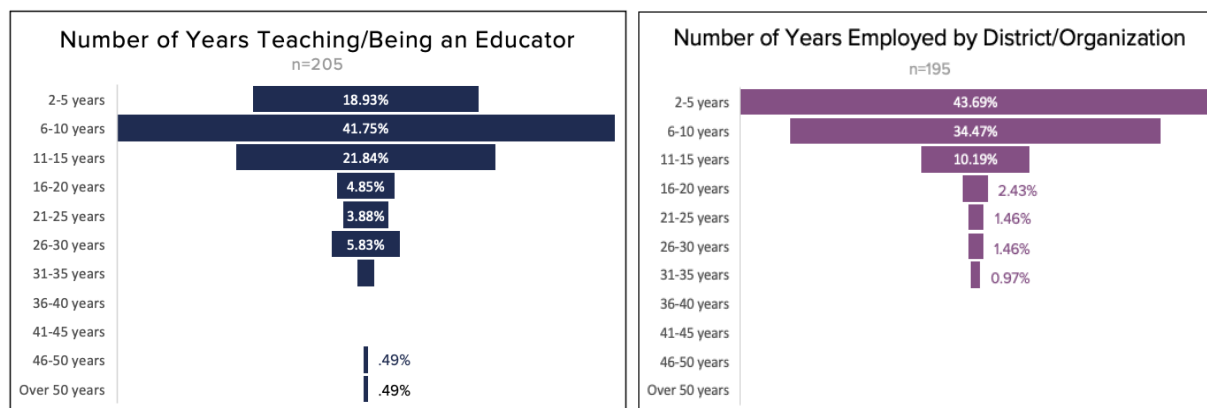
2D. Respondents' Lengths of Tenure in Education

Almost 20% of respondents reported being in the field 2-5 years. Just over 40% of respondents reported being an educator for 6-10 years. A little over 20% reported being an educator for 11-15 years. And, just under 20% reported being in the field for 16 years or more. The spread of years experience across respondents is a benefit for the survey findings in that the sample isn't weighted too heavily toward those new to the field nor those who have been in the field for an unusually long period of time⁴.

It also appears that most respondents have moved from one district or organization to another at least once across their time in education, as over 40% of respondents have only been employed in their current district or organization for 2-5 years. Moving across districts is also characteristic of the field more broadly (Hughes, 2012).

Figure 6.1 (left) & Figure 6.2 (right)

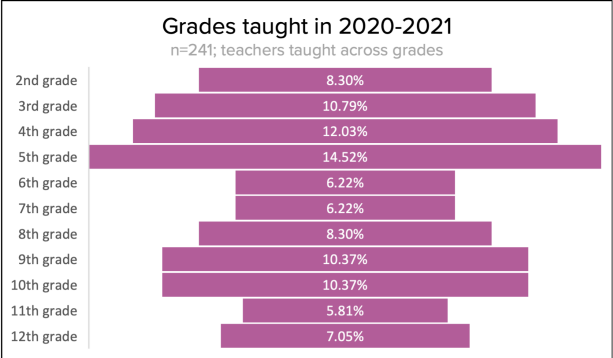
Length of Tenure



⁴ Estimates of teacher attrition range from 20% to 50% of teachers leaving the profession within their first five years (Hughes, 2012).

Respondents who were teachers reported teaching assignments that were fairly evenly spread across grade levels. This spread may be more heavily weighted toward elementary level (preschool through 5th grade) than the national teaching workforce. However, this spread across grades allows the analysis of these survey responses to more evenly consider experiences of racism regardless of the grade levels served by respondents and their workplace colleagues. As seen in Figure 7, 33% of respondents reported teaching multiple grades (the graph includes 241 responses from the final set of 206 respondents).

Figure 7
Grades Taught



3. Survey Findings

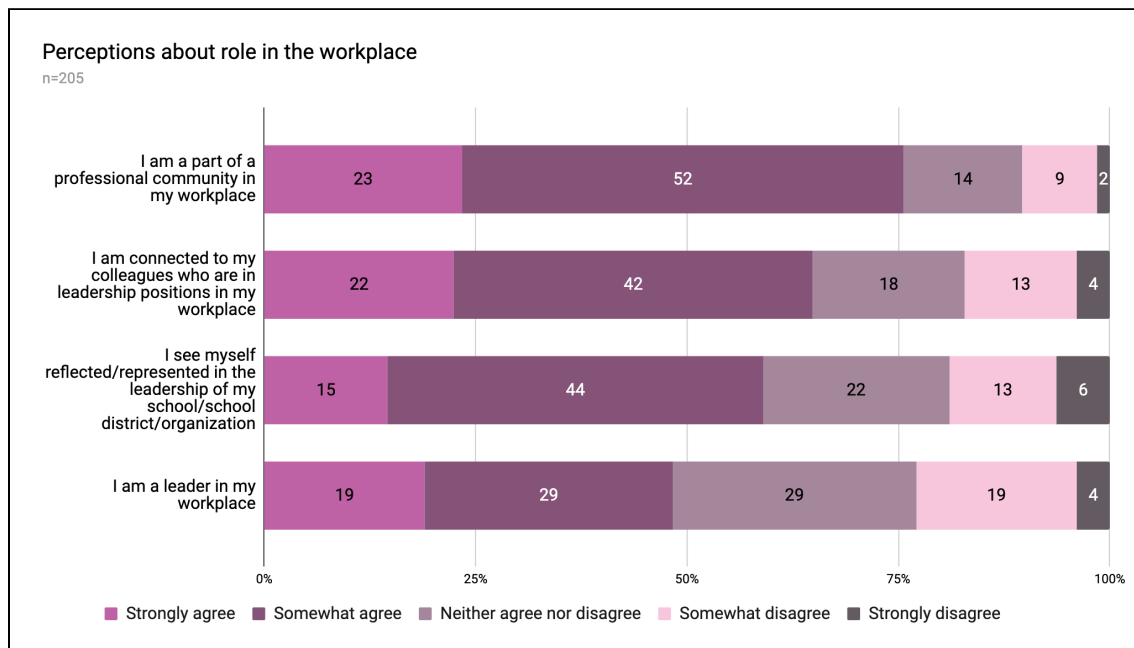
Although this survey is an initial exploration of these issues, these data paint a picture of Black educators’ significant, consistent experiences of racism in the workplace, including racial isolation, being perceived as aggressive or threatening, and being subjected to inappropriate sexual behaviors. These experiences, among the many others reported by respondents, are reported at significantly higher frequencies than in other sectors of the workforce.

3A. Perceptions of Professional Community

Respondents were asked to indicate their agreement with a set of statements about their perceptions of their roles in their professional communities, their feelings of connectedness among their colleagues, and whether they saw themselves reflected in the leadership of their workplaces. Answers from 205 participants are shown in Figure 8. The vast majority (over 75%⁵) of respondents reported that they feel they are part of a professional community in their workplace. The majority of participants agreed or strongly agreed that they are connected to colleagues in leadership positions (64%) and see themselves reflected among leadership in their workplace (59%). Forty-eight percent agreed or strongly agreed that they play a leadership role.

Figure 8

Respondents’ Perceptions of Their Roles in Their Workplaces/Professional Communities



⁵ Throughout this report data are rounded to the nearest whole number. This may result in data in some tables adding to 99 or 101 %.

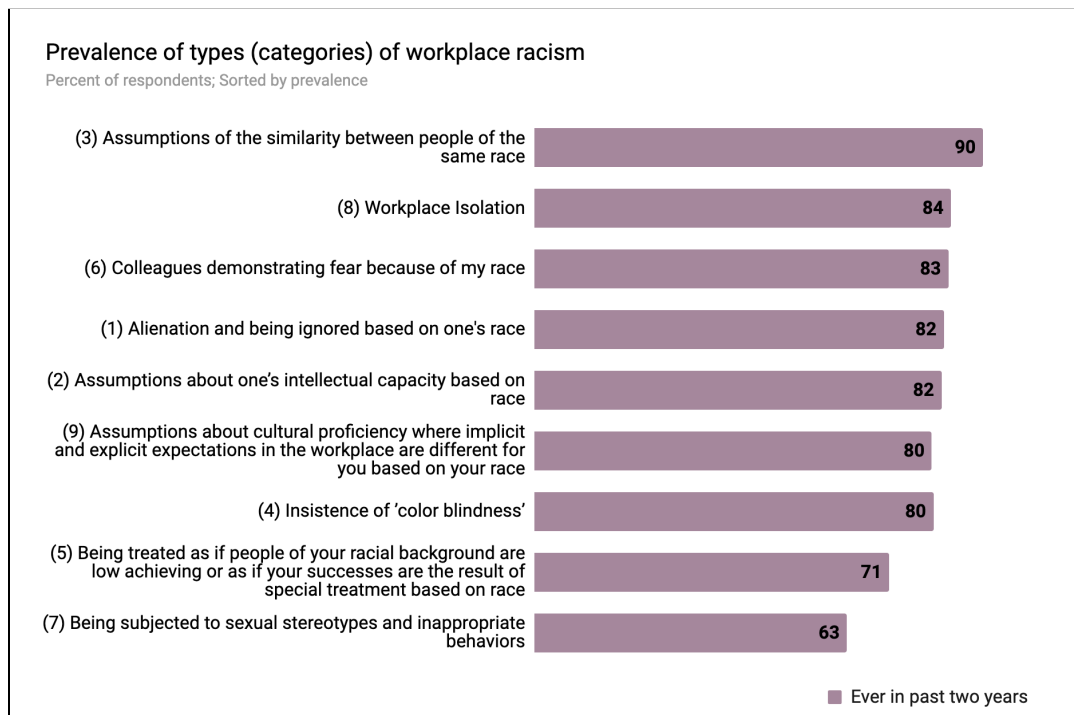
While these data show a half or a majority of respondents feel part of a professional community in their workplaces, connected to their colleagues in leadership or reflected/represented in the leadership in their workplaces, others continue to feel isolated, alienated, or ignored in their workplaces (Categories 1 and 8). These data will be discussed in relation to experiences reported in Category 8 in [Appendix D](#).

3B. Types of Workplace Racism Experienced in the Past Two Years

Respondents were asked to indicate if they had encountered experiences with racism that fell into each of nine categories in the past two years (see Section 1B for information on survey items and structure of the survey⁶). Figure 9 indicates that the most prevalent category of experiences were those in which respondents experienced colleagues making assumptions about the similarity of people of the same race; 90% of respondents indicated they had endured this form of racism in the past two years. The *least* prevalent experience of racism, being subjected to sexual stereotypes and inappropriate behaviors, was reported by a staggering 63% of respondents.

Figure 9

Prevalence of types of workplace racism



⁶ Note: Respondents indicate if they have experienced a type (or category) of racism by indicating if they have experienced specific examples of that type, as opposed to indicating that they had or had not had that experience.

For comparison, a June 2020 survey of 1,257 U.S. workers conducted by the Society for Human Resource Management (SHRM) found that 35% of Black workers believe racial or ethnic discrimination exists in their workplace ([SHRM, 2020](#)). While these findings are on par with frequency of reports by Teacher Truth respondents about specific experiences of racism (see Figure 14 and [Appendix B](#)), the prompts used in the SHRM survey are better compared to the response rates across categories of experiences. For example, respondents were asked to agree or disagree with the statement, “Racial or ethnic discrimination exists in my work place,” which could have invoked any number of forms of discrimination in the respondents’ minds. The survey also found that 33% of Black workers do not feel respected or valued at work, responses also possibly invoked by any number of situations. Therefore, the Teacher Truth survey reveals a significantly higher frequency of experiences of racism by Black educators (approx. double) as compared to Black workers across sectors and organizations.

Similarly, a 2020 Gallup poll of Black adults’ experiences of microaggressions in their daily lives (not the workplace) over the past 12 months reported response rates similar to the SHRM study of Black workers (see Figure 1). Again, these data are commensurate with frequency of specific experiences of racism reported by Teacher Truth respondents, asked about their experiences over the past two years but limited to the workplace. Narrowing respondents’ responses to the workplace would surely reduce frequency of reports. So again, it appears that experience of racism in the education workplace is higher than reported in other research, though we cannot know by how much.

It may be tempting to interpret the prevalence of experiences of racism reported by Teacher Truth respondents as resulting from self-selection bias (i.e., those who have had experiences of racism are more likely to participate in a survey about the topic than those who have not experienced racism). The SHRM survey used for comparison was fielded electronically to a random sample of active SHRM members, a very similar process to the approach used in this study. Readers are also reminded of the representativeness of the survey sample to teacher workforce data presented. Though representativeness of the sample does not preclude self-selection bias, it does speak to the pervasiveness of experiences of racism throughout the educator workforce.

Another important note about the overall prevalence of experiences of racism found in this survey is that it was conducted during a time when incidents of police brutality against people of color motivated multi-week protests in the U.S. and both national and international calls for social justice initiatives. Frequency of reports of racism might be higher than in prior research. Because the SHRM survey and Gallup poll were both

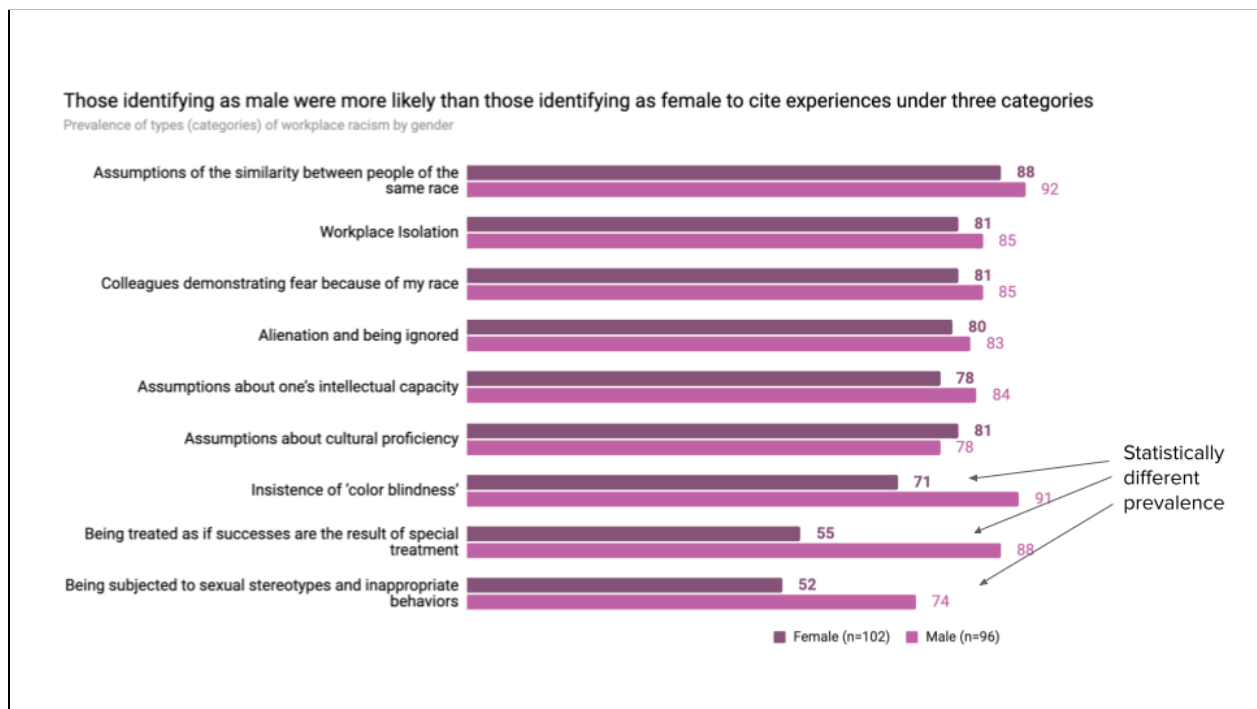
conducted in mid 2020, a similar time frame to the Teacher Truth survey, thus comparisons made to these findings are equally impacted by national events.

Types of Racism Experienced in the Past Two Years by Group

The prevalence of experiences of types of racism, by category, were equivalent among respondents identifying as female and those identifying as male, except in the three least prevalent categories (i.e., colleagues' insistence on 'color blindness', being treated as if those of your racial background are low achieving or as if one's successes are the result of special treatment, and being subjected to sexual stereotypes and inappropriate behaviors). Respondents identifying as male more frequently reported having had experiences in each of these three categories in the past two years than respondents identifying as female (see Figure 10). These differences are statistically significant, as determined by chi-square tests of significance⁷.

Figure 10

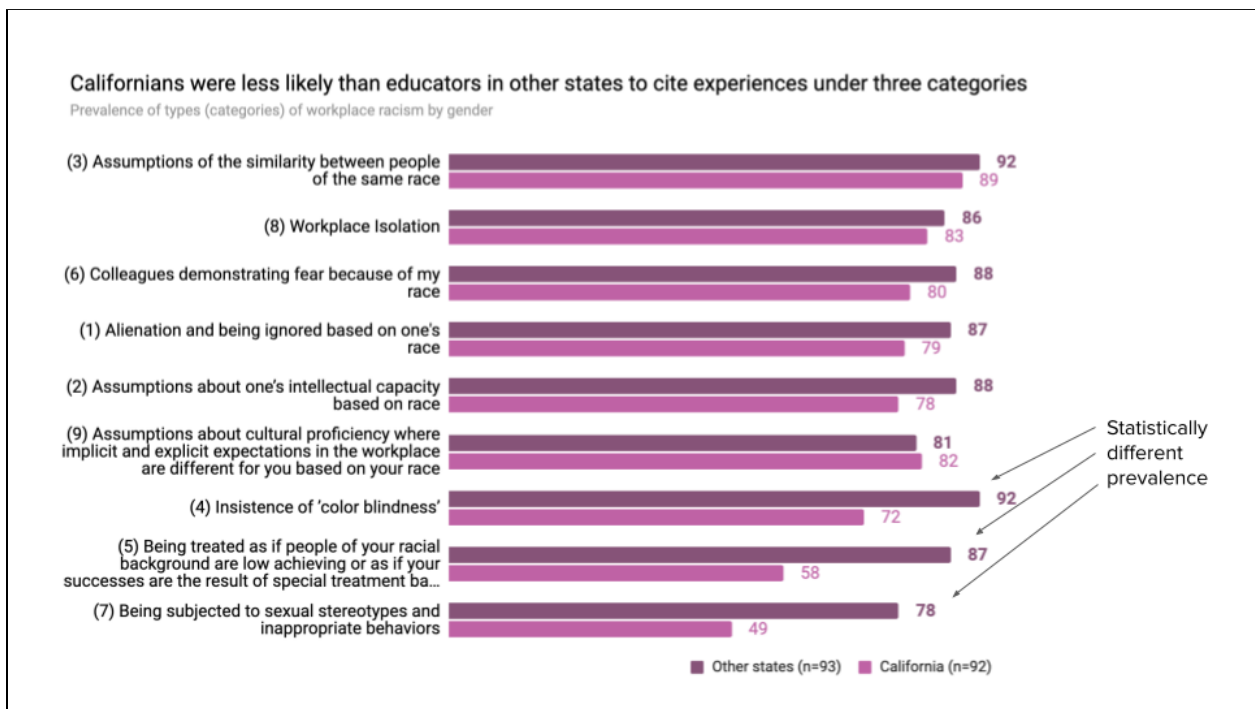
Experiences by Category Cited by Male- and Female-Identifying Respondents



⁷ Insistence of 'color blindness': $X^2(1, N = 197) = 12.31, p < 0.001$. Being treated as if successes are the result of special treatment: $X^2(1, N = 197) = 26.87, p < 0.001$. Being subjected to sexual stereotypes of inappropriate behaviors: $X^2(1, N = 199) = 10.01, p < 0.003$.

A similar pattern is seen among respondents outside of California who were more likely to report experiences of racism in these same three, least prevalent categories⁸. However, since the Non-California sample of respondents has a higher proportion of men (58%) than the California sample (39%), these patterns are confounded and the relative importance of gender identity versus location is difficult to disentangle. Since most other types of experiences are reported equally by those in California and those in other states (see Figure 11), it appears more likely that these differences are related to gender identity than location.

Figure 11
Experiences by Category Cited by Educators from California and Other States



Experiences of racism in these same three categories (Insistence of color blindness, Being treated as if successes are the result of special treatment, and Being subjected to sexual stereotypes and inappropriate behaviors) were also reported more frequently by respondents who listed roles other than teacher (non-teachers) compared to those who listed their role as “teacher.” Teachers with less than 10 years teaching experience more frequently reported these forms of racist experiences in the past two years than those with 10 or more years of experience. Table 4 shows these and other group differences

⁸ Insistence of ‘color blindness’: $X^2(1, N = 182) = 12.77, p < 0.001$. Being treated as if successes are the result of special treatment: $X^2(1, N = 183) = 19.8, p < 0.001$. Being subjected to sexual stereotypes of inappropriate behaviors: $X^2(1, N = 184) = 16.87, p < 0.001$.

that were found to be significant. If comparisons are not shown in the table, differences were not statistically significant between groups.

Table 4.

Significant Group Differences in Types (Categories) of Experiences Reported (Percents)⁹

Category	Years Teaching		Teacher		Primary Teacher		Middle School Teacher		High School Teacher	
	<10	10+	Yes	No	Yes	No	Yes	No	Yes	No
Insistence of 'color blindness'	90	70	50	85						
Being treated as if successes are the result of special treatment	82	64	28	78			67	84		
Being subjected to sexual stereotypes and inappropriate behaviors	72	54	19	69	54	73				
Assumptions about cultural proficiency									84	70
When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.			69	41						
At least one colleague labeled my behaviors and responses as aggressive or threatening										

Only the category 'Being subjected to sexual stereotypes and inappropriate behaviors' was significantly different for Primary versus Non-Primary teachers. Only the category 'Being treated as if successes are the result of special treatment' was significantly different for middle school versus non-middle school teachers. Only the category 'Assumptions about cultural proficiency' was significantly different for high school versus non-high school teachers.

Specific Experiences by Group

Teachers and non-teachers had significantly different response rates about having had one perception of their professional community: 'When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.'

⁹ Descriptive data for these subgroup analyses are available upon request.

Notably, there were no significant differences among any subgroups in response rates for the most prevalent specific experience, ‘At least one colleague labeled my behaviors and responses as aggressive or threatening.’

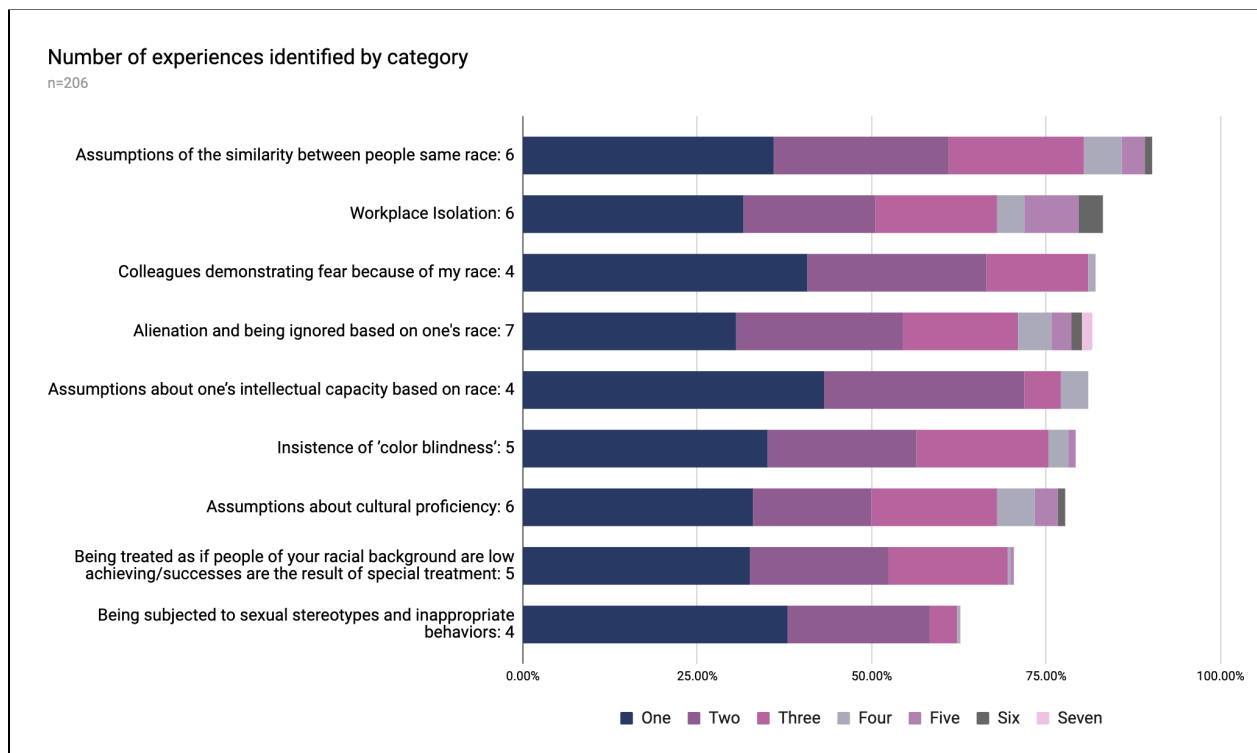
3C. Specific Experiences of Racism in the Past Two Years

Number of specific experiences of racism in the past two years

When asked whether or not they had experienced certain types (categories) of racism, respondents indicated which forms of racism they’d experienced by selecting one or more specific experiences from a list of examples derived from research¹⁰. Figure 12 shows the number of specific experiences reported by category. In most cases, respondents identified one or two experiences in each category. This section of this report focuses on the specific experiences reported by respondents.

Figure 12

Number of Specific Experiences Reported by Category



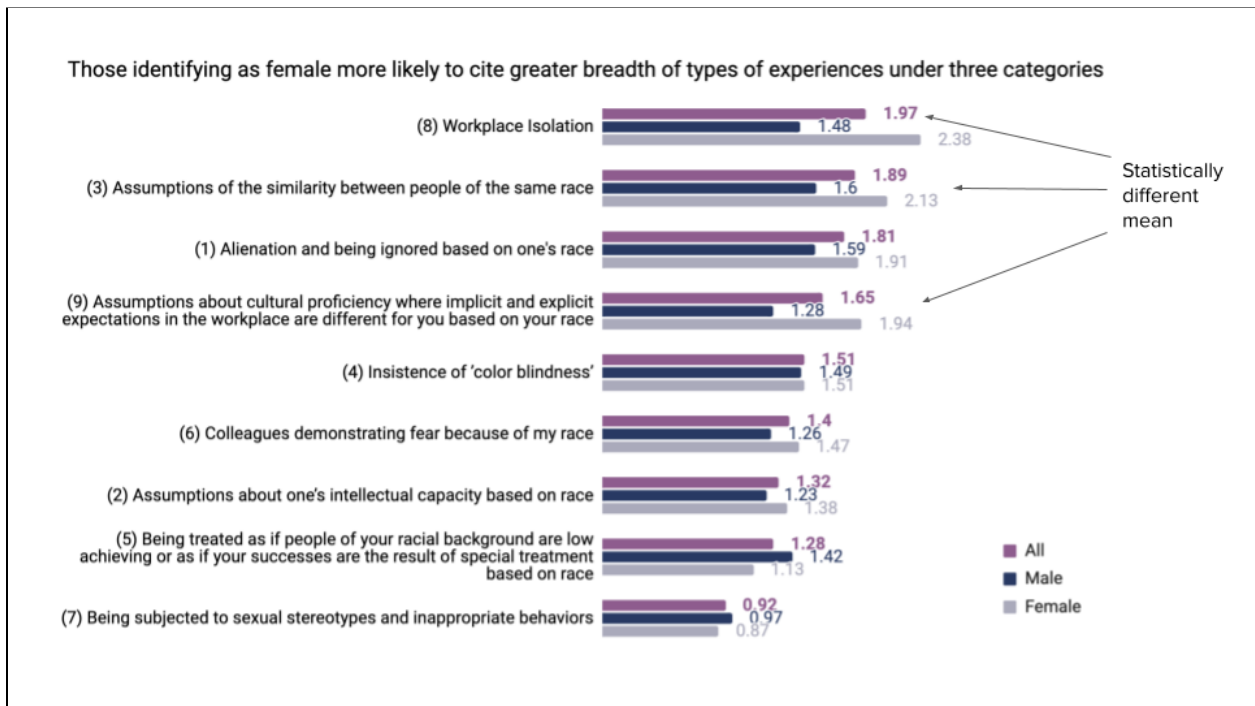
In three categories, respondents identifying as female selected a larger number of specific experiences than respondents identifying as male, indicating they had experienced more forms of those types of racism. For example, in workplace isolation,

¹⁰ The number of specific experiences listed for each category ranged from four to seven.

there were 6 experiences listed. On average, respondents identified almost 2 experiences (1.97). Women identified an average of 2.38 experiences and men identified an average of 1.48 experiences. Figure 13 shows that this pattern was seen in three categories including workplace isolation, colleagues' assumptions of the similarity among people of the same race, and colleagues' assumptions about one's cultural proficiency, where expectations in the workplace are different based on one's race.

Figure 13

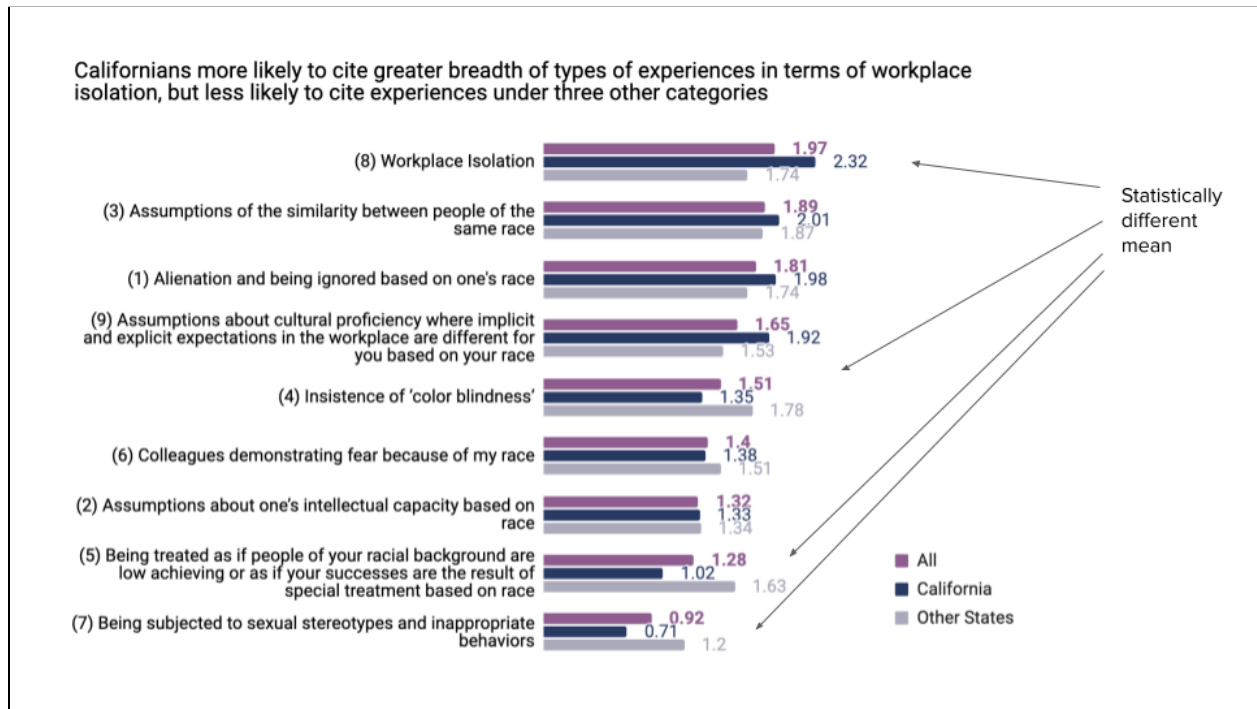
Experiences by Category and Gender Identity



Respondents in California selected more experiences of workplace isolation, but fewer experiences of racism related to insistence of 'color blindness,' being treated as if people of one's race are low-achieving, and being subjected to sexual stereotypes or inappropriate behavior (see Figure 14). These patterns are confounded with patterns found in analyses of gender identity and experiences of racism since a larger proportion of California respondents identified as female (60%) than in the non-California sample (38%).

Figure 14

Experiences by Category by Geographic Location (CA/Non CA)



Most Common Specific Experiences of Racism in the Past Two Years

Across all nine categories or types of racism, respondents were asked about 49 specific experiences. Figure 15 includes the most frequent ten experiences, regardless of category, each of which were reported by more than one third of all respondents. A list of all experiences, ranked by frequency of report, is included in [Appendix B](#). The two most prevalent specific experiences reported were 1) when interacting with colleagues in a position of power, they are usually of a different racial background¹¹; and 2) a colleague labeling one's behaviors or responses as aggressive or threatening¹². Each of these experiences was reported by more than 40% of respondents. The least frequently selected experience was 'I believe that I have been singled out by security at work because of my race', from the category 'colleagues demonstrating fear because of one's race', which was selected by 9% of respondents. This experience depends on whether there is security present in one's workplace; we do not assume security is uniformly present across all respondents' workplaces.

On average, each experience was selected by 28% of respondents. There were no specific experiences that were never identified. On average, specific experiences were

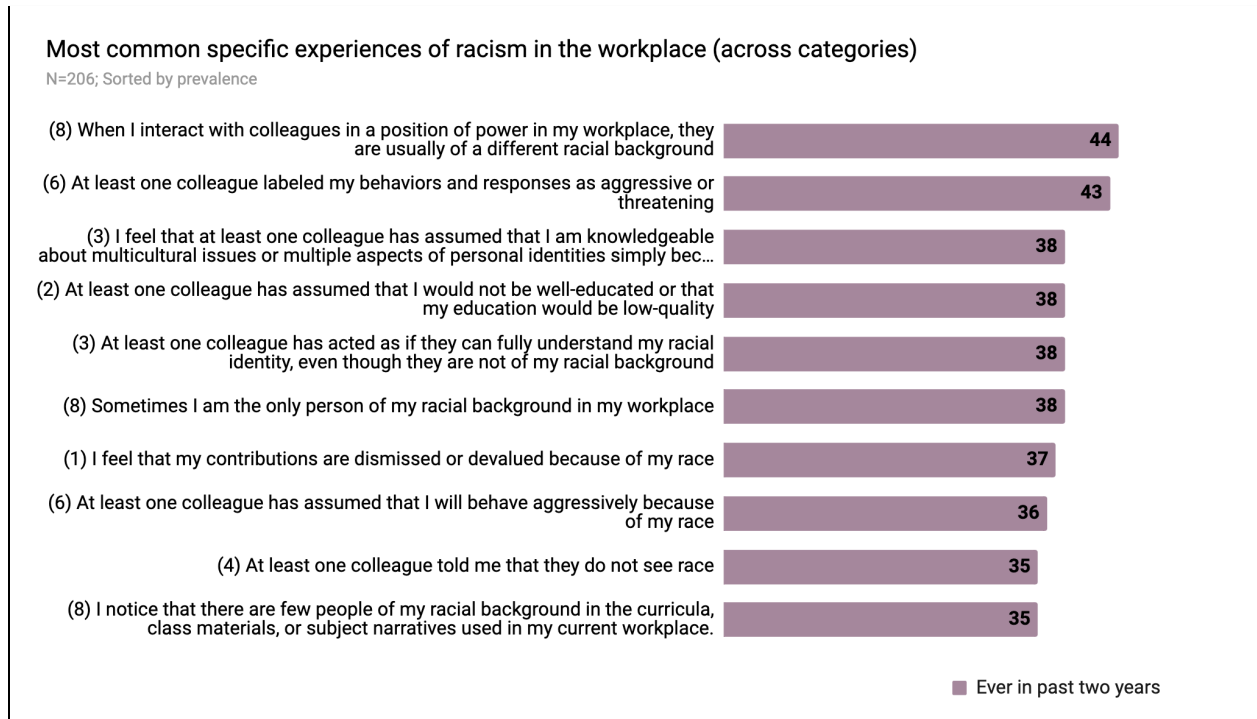
¹¹ This specific experience is part of the 'workplace isolation' category.

¹² This specific experience is part of the 'colleagues demonstrating fear because of one's race' category.

selected by 30% respondents identifying as female and by 25% of respondents identifying as male. Graphs of response rates for each specific experience, by gender identity, are included in [Appendix C](#).

Figure 15

Most Common Specific Experiences of Racism in the Workplace (Across Categories)



Most Common and Impactful Specific Experiences of Racism in the Past Two Years and Strategies to Navigate Them

Once respondents identified the experiences they had within each category, they were asked to select one experience as the most impactful, as well as the strategies they used to navigate that experience. High-level findings are included below by category. Detailed response rates and identified strategies for each specific experience are presented by category in the graphs in [Appendix C](#). A response pattern across categories of note emerged where the most frequently reported experience within each category is also selected as most impactful (see Table 5).

Table 5.*High-Level Findings of Experiences by Gender Identity*

	% of All Respondents	% Female Identifying	% Male Identifying
Category 1: Alienation and being ignored based on one's race			
At least one experience	82	80	83
Most Commonly Reported/ Most Impactful Experience: 'I feel that my contributions are dismissed or devalued because of my race'	37	45	28
Category 2: Assumptions about one's intellectual capacity			
At least one experience	81	78	84
Most Commonly Reported/ Most Impactful Experience: 'At least one colleague has assumed that I would not be well-educated or that my education would be low-quality'	38	38	40
Category 3: Assumptions of the similarity between people of the same race			
At least one experience	90	89	92
Most Commonly Reported/ Most Impactful Experience: 'I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues simply because I am Black'	38	47	31
Category 4: Insistence of 'color blindness'			
At least one experience	80	71	91
Most Commonly Reported/ Most Impactful Experience: 'At least one colleague told me that they do not see race'	35	28	45
Category 5: Treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race			
At least one experience	71	55	88
Most Commonly Reported/ Most Impactful Experience: 'At least one colleague suggested that people of my racial background are low-achieving'	33	29	40
Category 6: Colleagues demonstrating fear because of my race			
At least one experience	83	81	85
Most Commonly Reported/ Most Impactful Experience: 'At least one colleague labeled my behaviors and responses as aggressive or threatening'	43	54	30
Category 7: Being subjected to sexual stereotypes and inappropriate behaviors			
At least one experience	62	52	74

Most Commonly Reported/ Most Impactful Experience: ‘At least one colleague expressed sexual stereotypes about me because of my racial background.’	32	26	32
Category 8: Workplace Isolation			
At least one experience	83	81	85
Most Commonly Reported/ Most Impactful Experience: ‘When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background’	44	55	33
Category 9: Assumptions about cultural proficiency			
At least one experience	79	81	78
Most Commonly Reported: Most common/impactful: ‘I have been asked/expected to serve as the primary communication liaison for the Black parents and families’	33	55	33

Figure 16
Frequency of Strategies Used to Navigate an Experience, by Category

	Engaging in religious or spiritual practices	Self-protecting	Altering who you are or self-censoring	Participating in a support network	Caring for self
Alienation and being ignored	3.30	3.70	3.20	3.60	3.70
Assumptions about one’s intellectual capacity	3.30	3.60	3.10	3.60	3.70
Assumptions of the similarity between people of the same race	3.10	3.50	3.10	3.50	3.60
Insistence of ‘color blindness’	3.40	3.40	3.10	3.40	3.60
Being treated as if successes are the result of special treatment	3.40	3.60	3.30	3.40	3.60
Colleagues demonstrating fear because of my race	3.30	3.50	3.00	3.50	3.60
Being subjected to sexual stereotypes and inappropriate behaviors	3.30	3.40	3.20	3.50	3.60
Workplace Isolation	3.30	3.50	3.10	3.50	3.60
Assumptions about cultural proficiency	3.10	3.40	3.10	3.50	3.50

Across categories, the strategy most often reported as ‘always used’ to navigate experiences of racism were: caring for self, self-protecting, and participating in a support network, (see Figure 16). ‘Engaging in religious or spiritual practices’ was less frequently used and ‘altering who you are or self-censoring’ was least often used. No differences were found in these patterns by gender identity.

Findings of Note by Category

Category 1: Alienation and being ignored based on one's race

- A second specific experience was frequently reported. 'Sometimes I feel as if people look past me or don't see my humanity' was reported by 37% of female-identifying respondents whereas only 25% of respondents identifying as male reported having this experience.

Category 3: Assumptions of the similarity between people of the same race

- A second specific experience was frequently reported. 'At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background' was reported by 38 % of all respondents. 46% of female-identifying respondents and 29% of male-identifying respondents reported having this experience.
- Among this category, female-identifying respondents tended to more frequently report experiences than those identifying as male.

Category 6: Colleagues demonstrating fear because of my race

- As shown in Table 4, the experience rated as most common and most impactful, 'At least one colleague labeled my behaviors and responses as aggressive or threatening' was one of the most common experiences reported across the whole survey, reported by 43% of respondents, including 30% of male-identifying and 54% female-identifying respondents.
- Among this category, female-identifying respondents tended to more frequently report experiences than those identifying as male.

Category 7: Being subjected to sexual stereotypes and inappropriate behaviors¹³

In each of the other categories on the survey, around 20% of respondents reported *not* having any of the specific experiences listed. In this category, however, almost 40% of respondents reported not having any experiences over the past two years (38% did not report any experience in this category, whereas 62% reported *at least* one experience in this category). It may not be surprising that this intersectional experience of being subjected to sexual stereotypes based on race is less frequent than other, non-intersectional types of experiences of racism.

Despite the lower occurrence of this form of racism, however, 52% of respondents identifying as female and 74% of those identifying as male reported at least one experience in this category. We can compare these report rates with other research on

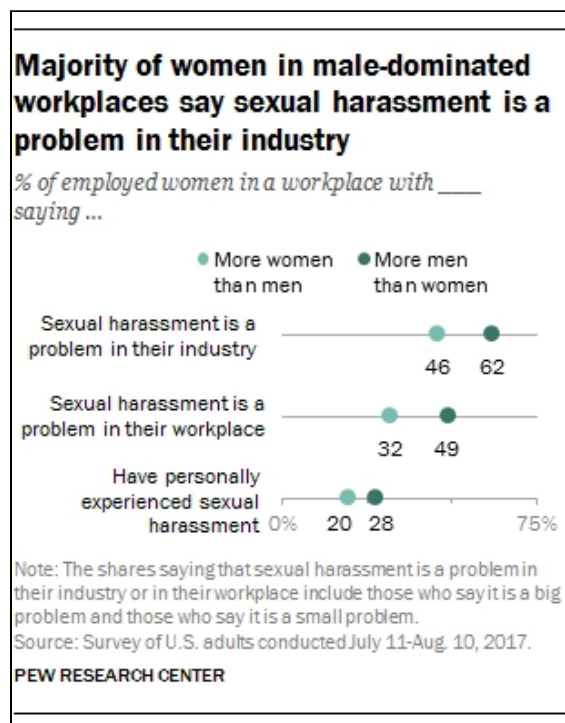
¹³ Findings in this category are significant and thus are not presented in bulleted form.

sexual harassment in the workplace. For example, in a 2017 study conducted by Pew Research Center, up to 28% of women reported experiencing sexual harassment in the workplace, as seen in Figure 17 (Pew Research Center, 2017). In 2018, a survey conducted on behalf of Stop Street Harassment, a non-profit dedicated to documenting and ending gender-based street harassment worldwide, found that 38% of women had experienced some form of sexual harassment in the workplace throughout their lifetime¹⁴.

It is important to note that both of these surveys asked respondents to report harassment experiences across their lifetime, as opposed to only in the past two years. In addition, neither survey asked about sexual harassment as connected to one's race. Both of these factors would likely significantly *reduce* the number of reports. Comparing 52% of female-identifying Teacher Truth survey respondents with 28% and 38% of women of all race identities found in other research points to the prevalence of this form of racism among Black female-identifying educators. These research studies reported lower rates of sexual harassment of those identifying as male than found in this survey. The Stop Street Harassment survey found that 13% of men of all race identities have experienced sexual harassment or assault in the workplace over their lifetime. This is significantly lower than the 74% of Teacher Truth male-identifying survey respondents who reported being subjected to sexual stereotypes and inappropriate behaviors in the past two years alone.

Again, given the frequency of reports of other types of racism reported (i.e., twice the frequency of reports in this category), the high rates of this form of racism serve to call out the deeply distressing prevalence of experiences of racism reported in this research.

Figure 17
Findings from 2017 Pew Research Survey on Sexual Harassment in the Workplace



¹⁴ Full report available [online](#).

It is worth noting that the Stop Street Harassment survey found that men in socially marginalized groups (i.e., Hispanic men¹⁵, men with disabilities, men living below the poverty level, and gay and bisexual men and men in rural areas) more frequently reported sexual harassment or assault than those in majority groups. This is an important finding that helps contextualize the high rates of reports by male-identifying Black educators in this study.

Category 8: Workplace isolation

- The most common experience in this category ('When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background') is also the most frequently reported across the whole survey. 44% of all respondents indicated they had this experience in the past two years.
- More female-identifying respondents reported having each of the specific experiences in this category than male-identifying respondents.
- Findings from this category are compared to those from the first section of the survey which asked about respondents' perceptions of their roles in their professional communities in [Appendix D](#).

Category 9: Assumptions about cultural proficiency

- Several experiences in this category were reported by 30% or more respondents.
- Three experiences were equally rated as most impactful:
 - I have been asked/expected to work with all the new/existing Black teacher/educators
 - I have been asked/expected to serve as a site disciplinarian
 - I have been asked/expected to serve as the primary communication liaison for the Black parents and families.
- More female-identifying respondents reported having each of the specific experiences in this category than male-identifying respondents.

3D. Intersectionality of Experiences of Racism with Gender Identity

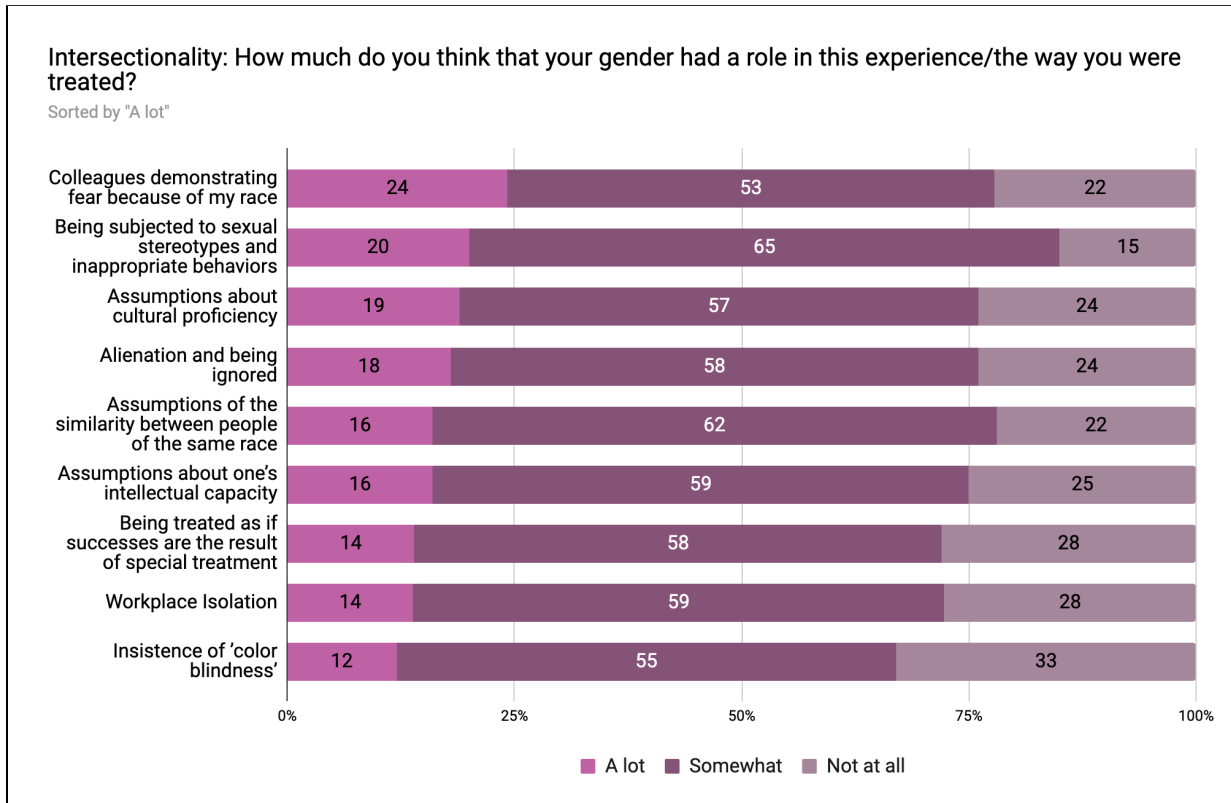
When asked about the extent to which respondents believed that gender identity played a role in their experiences, respondents were especially likely to say it had "a lot" to do with their experience when they were talking about being subjected to sexual stereotypes and colleagues demonstrating fear because of race. Even the experiences rated as having the least to do with one's gender identity ('insistence of color blindness')

¹⁵ The term 'hispanic' was used in the research being discussed.

was reported by a full two thirds of respondents as an intersectional experience. Perceptions of intersectionality of experiences by type (category) are shown in Figure 18.

Figure 18

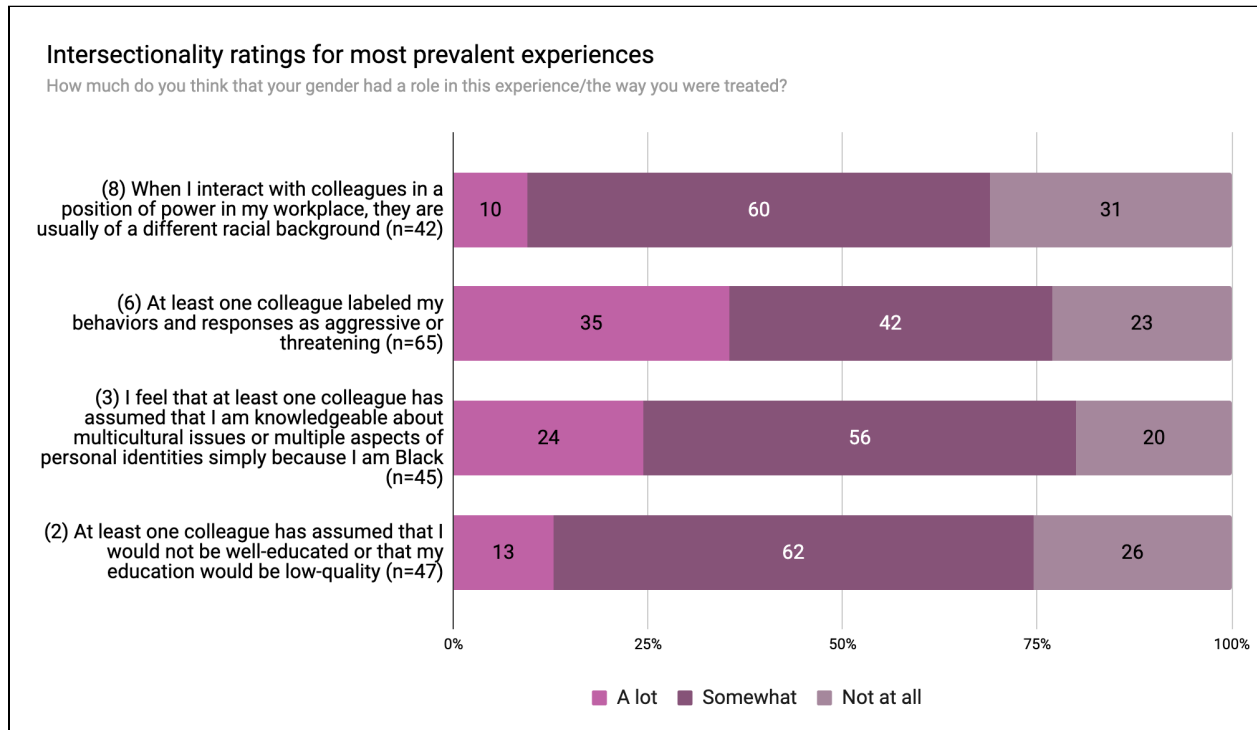
Intersectionality of Experiences of Racism with Gender Identity by Category



Of the four most prevalent specific experiences, intersectionality was cited most by respondents who identified the experience 'At least one colleague labeled my behaviors and responses as aggressive or threatening.' 35% of these respondents rated the intersectionality as 'a lot' with regard to this particular experience (see Figure 19). Almost a quarter of respondents perceived the experience of 'I feel that at least one colleague has assumed that I am knowledgeable about multi-cultural issues or multiple aspects of personal identities simply because I am Black' as having 'a lot' to do with their gender identity.

Figure 19

Perceptions of Intersectionality of Four Most Prevalent Experiences of Racism

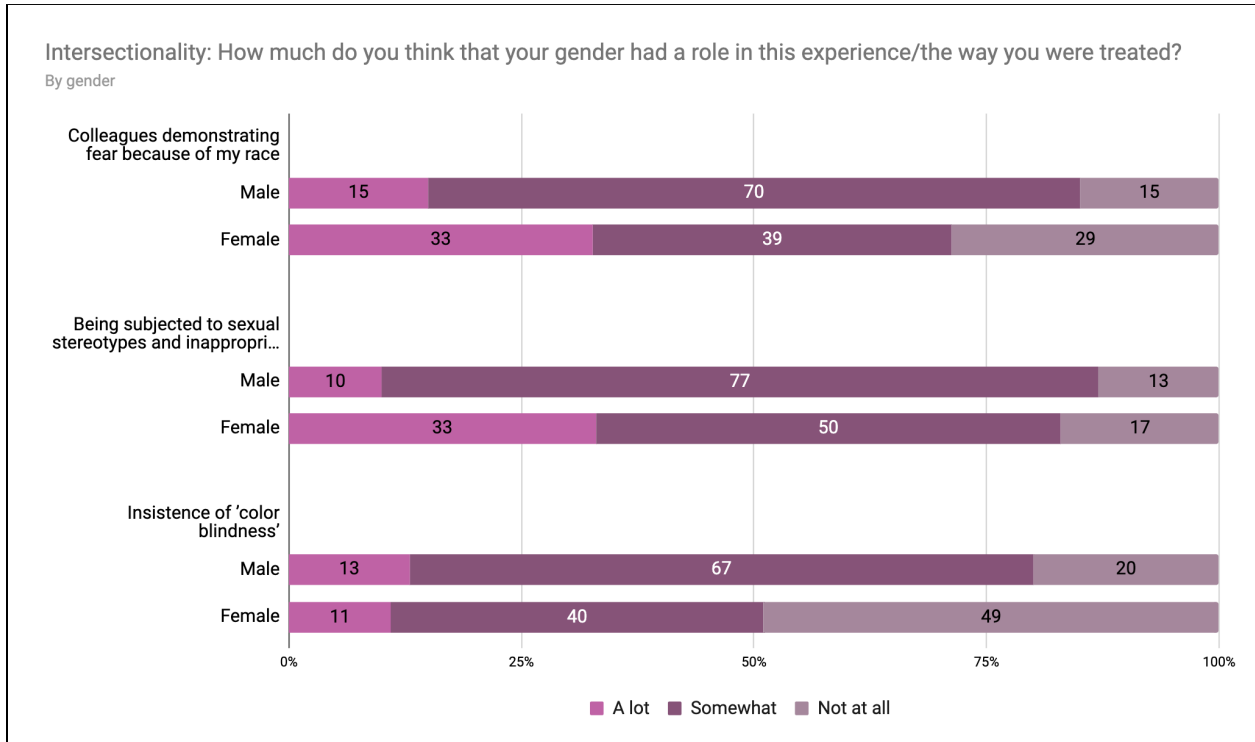


Examining intersectionality of experiences of racism requires an analysis that disaggregates respondents by gender identity. Figure 20 shows respondents' perceptions of intersectionality of experiences by gender identity in three categories (i.e., not specific experiences). In the two categories where intersectionality was most cited ('colleagues demonstrating fear because of one's race' and 'being subjected to sexual stereotypes and inappropriate behaviors'), respondents who identify as female were more than twice as likely to rate the role of gender as 'a lot' than respondents who identify as male, despite male-identifying respondents more frequently reporting the experience has 'somewhat' to do with their gender identity. In both of these cases, it appears that male-identifying respondents clearly perceive the intersectionality of their experiences, but perhaps in a way that is more equally motivated by their race and gender identities, whereas their female-identifying counterparts more frequently report the strong role of their gender identity in their experiences. It is important to note that the frequency of racism experienced related to 'Being subjected to sexual stereotypes and inappropriate behaviors' was equally or more frequently reported by male-identifying respondents (see Tables 5 and C.7 in [Appendix C](#)), despite less frequently reporting that these experiences had 'a lot' to do with their gender identity¹⁶.

¹⁶ Findings related to race-based sexual harassment are presented in Section 3C above.

Figure 20

Intersectionality of Experiences of Racism with Gender Identity



In the category with the least cited intersectionality (insistence of 'color blindness'), respondents identifying as female were more than twice as likely to rate the role of gender as 'not at all' related to the experience than respondents who identify as male. When considering that female-identifying respondents were more likely to report the significant role of their gender identity in other categories, one might conclude that they are more sensitive to the intersectionality of their experience than their male-identifying counterparts. This interpretation, however, requires further research.

3E. Open-Ended Survey Questions

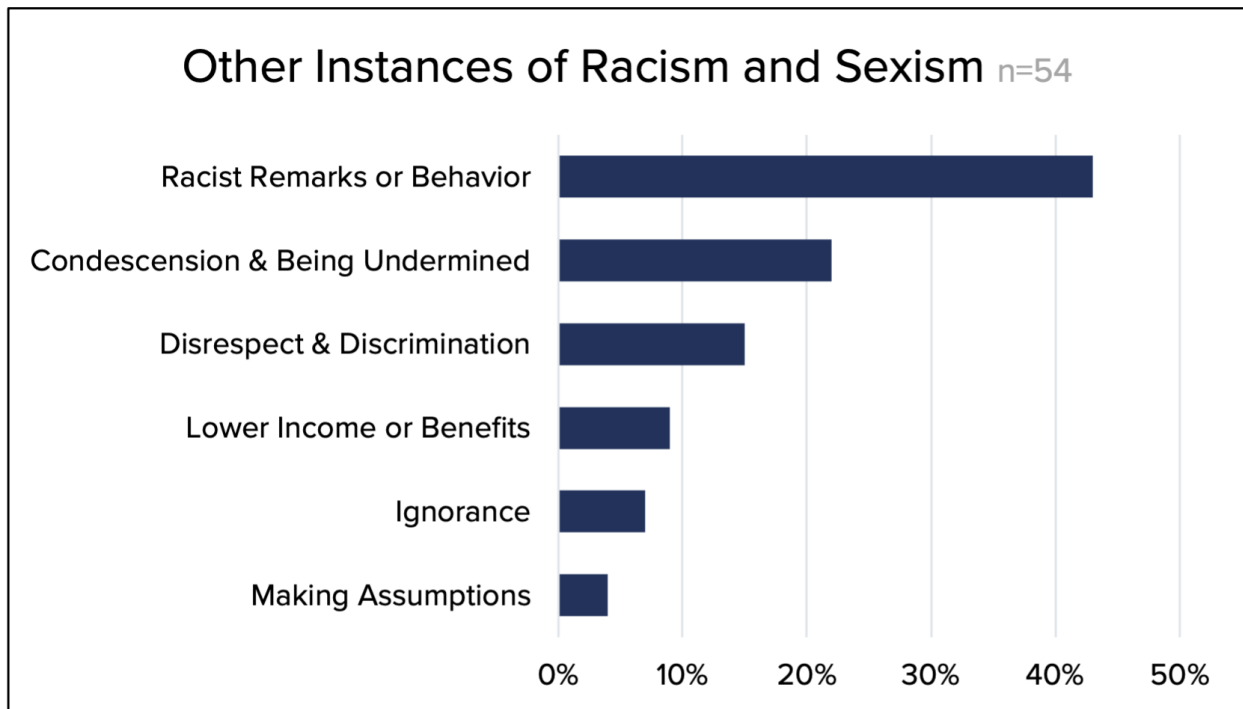
Other instances of racism

Despite the high frequency of experiences of racism reported by respondents, 67% of respondents indicated that in the past two years they had experienced racism or sexism not addressed by prior survey questions. Figure 38 shows the results of a grounded theory analysis (Glaser & Strauss, 1967) of 54 respondents' answers about what other experiences respondents had in the past two years. Among the responses are instances of workplace discrimination (lower income/benefits are separately categorized), racist remarks or behavior from parents of students or from students themselves, ignorance of

colleagues regarding cultural differences and whiteness, among others. The full list of responses is listed in [Appendix E](#).

Figure 21

Other Instances of Racism or Sexism

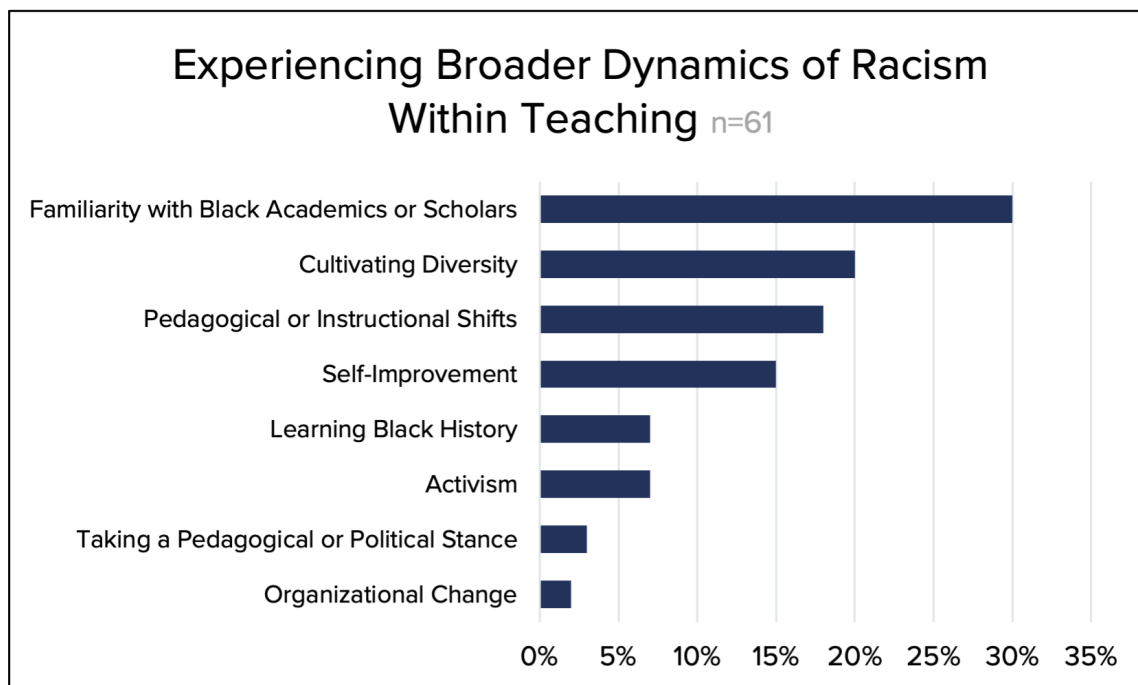


Addressing Racism in Teaching

Respondents were asked about whether there were ways they were thinking about or experiencing dynamics of racism in their teaching. Figure 22 shows the results of a grounded theory analysis (Glaser & Strauss, 1967) of 61 respondents' answers to this prompt. Most frequently mentioned (by 30% of those offering a response) was the approach of becoming more familiar with Black scholars as a way to help them think about the dynamics of racism in their workplace. Cultivating diversity in the workplace and, relatedly, making pedagogical and instructional shifts were also cited as ways educators were addressing racism to their teaching practice. This includes selecting instructional materials and activities that center Black voices, scholars/authors, history, feminism, and, notably, teaching about white supremacy and anti-racism, an act that has recently come under legal attack in several states. Self-improvement, learning Black history, activism, taking a pedagogical or political stance, and supporting organizational change were also mentioned.

Figure 22

Experiencing Broader Dynamics by Category



Impact of COVID-19 on Teaching/Educator Experience

Respondents were asked about the impact of COVID on their teaching/educator experiences. Unsurprisingly, approximately half (46%) of the responses reported were negative impacts of COVID-19 (see Figure 23), including student challenges, logistical problems, teaching difficulties, equity issues, reduced efficiency and student learning, and increased workload (see Figure 24, gray bars). Still, almost a quarter (23%) reported positive impacts including new opportunities like developing new skills and investing time in training, increased support (e.g., active cooperation from parents, strengthened student-teacher rapport, etc.), and being able to avoid racial discrimination (pink bars in Figure 24). Reports of being able to avoid racial discrimination as a positive impact of the pandemic are not surprising given the prevalence of reports of experiences of racism and the disruption of that pattern that quarantine and working from home might have brought. Some impacts (31%) were characterized as neutral or as both positive and negative by respondents, including impacts on interpersonal communication, personal life, and mental health; adopting distance learning; cognitive burden; and impacts on work-life balance and convenience (navy bars in Figure 24).

Figure 23
 COVID Impact

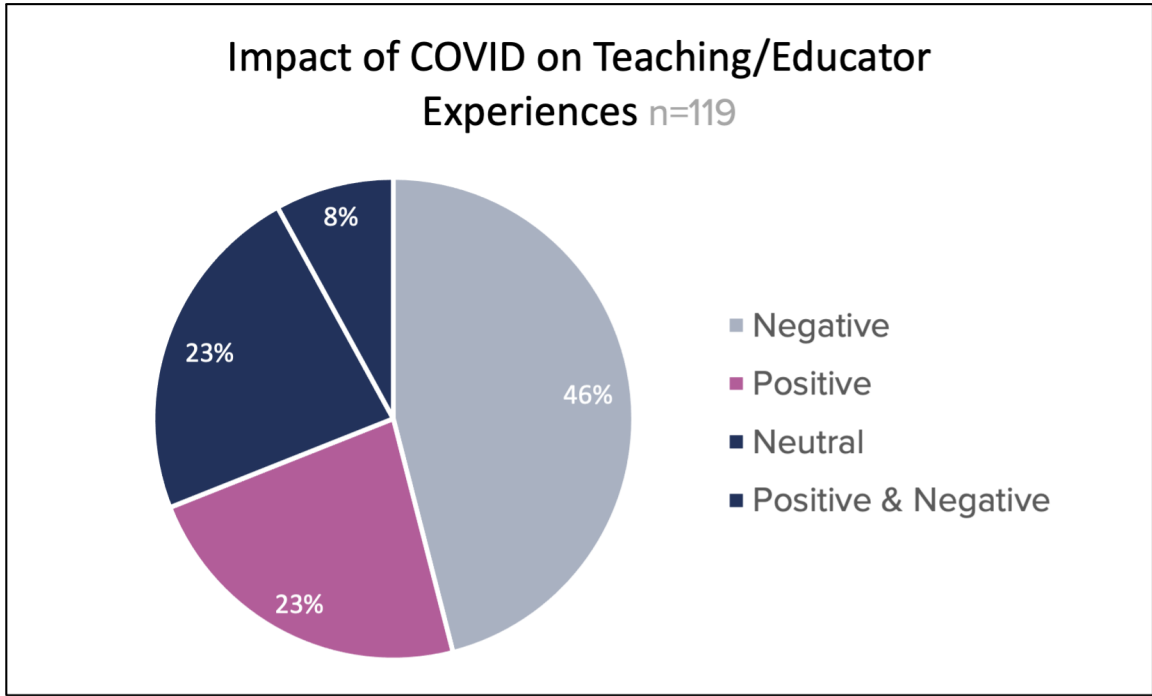
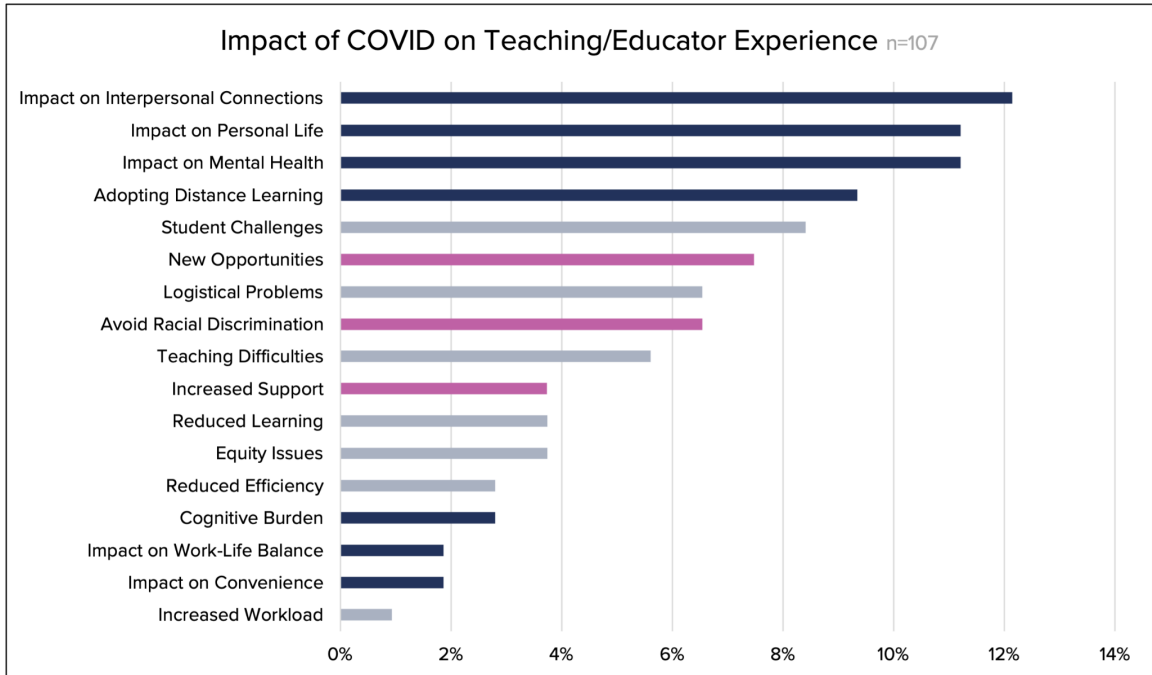


Figure 24
 COVID Impact by Category



3F. Open to follow up and Survey Feedback

Of the final sample of respondents (N=206), 177 people indicated they were open to BlackFemaleProject team members contacting them for follow-up. Moreover, by and large, the survey feedback submitted was positive and, in fact, included expressions of gratitude for the work of BlackFemaleProject writ large. Two comments included some critical feedback including a request for more opportunities to speak to the positive experience of Blackness in the workplace and one that stressed the importance of also discussing racism from families, a topic not addressed by the survey. A list of survey feedback comments is included in [Appendix F](#).

4. Discussion

Findings from this survey lay bare the complex and often painful experiences of Black educators, and illuminate potential strategies and practices to interrupt patterns of racism and other forms of oppression. The *prevalence* of racist experiences reported by Black educators is staggering, at double or more the rates reported by Black adults working in other sectors. The *breadth and intensity* of experiences reported are deeply distressing, making evident the reflection of racism in the education system of a racist society. These findings begin to shed light on the ways Black educators navigate racist experiences, providing insight about supports that can empower Black educators in the workplace. The experiences reported occurred during a time when more educators than ever are considering leaving the field due to increased stress and challenges brought on by the COVID pandemic, the long-term impacts of which are not yet well understood.

Though a critical piece of the puzzle, the survey has some limitations. We consider these limitations minor and par for the course in survey research. First, though the survey initially intended to sample Black educators in California, we ended up collecting responses from across the country. A more targeted recruitment and sampling strategy could be used in future research to ensure a sample representative of Black educators across the U.S. The survey was available via computer or mobile device, excluding those without those resources readily available, though this was not likely to have been a serious limitation for respondents.

Addressing workplace racism reported by educators has powerful and beneficial implications for our education system, our students, and our national, collective well-being. These data provide information needed to restructure the workplace to target discrimination, microaggressions, unconscious bias, and other forms of racism that are, as per these findings, pervasive in the education sector. While these data indicate the *degree* of workplace racism, they just scratch the surface in understanding the *dynamics* at play that reinforce and reward racism or the pathway toward dismantling these dynamics. Important next steps for this research include continued examination of which actors in the workplace are subjecting others to experiences of racism and sexism and how those behaviors are enabled by workplace practices, policies, and educational institutions. More importantly, future research can and must leverage these findings to explore approaches that can consistently support prosocial behaviors.

The authors of this report greatly appreciate the willingness of survey respondents to share their experiences. Their generosity and grace have produced powerful testimony of what many educators have experienced throughout their careers--what one

respondent referred to as “battle fatigue.” We honor their contributions as we endeavor in our role to deepen our own and others’ understanding of racism in education and to envision and co-create radical anti-racist change in educational organizations aiming to transform the very pillars of our communities and society.

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Appendices

Appendix A: Teacher Truth Survey

Appendix B: Experiences of Racism, Ranked by Frequency of Report

Appendix C: Experiences of Racism by Category and Gender

Appendix D: Examining Racial Isolation in the Workplace

Appendix E: Open Ended Responses

Appendix F: Respondent Feedback

Appendix A: Teacher Truth Survey

Black Educators' Experiences of Race and Racism

The purpose of this survey is to document the ways Black educators are experiencing race and racism in their workplaces over the past two years. You will be asked to identify which experiences you've had and what strategies you used to navigate their impacts. This survey is part of a larger project to tell the lived experiences of Black educators. Given the importance of Black educators in our school systems, it is imperative to call attention to workplace dynamics that determine Black educators' daily lives. Your responses will be presented in reports and other publications to that end. We have had an incredible response to this survey and unfortunately can no longer offer a thank you gift card. However, we would greatly appreciate your participation in the survey should you wish to share your perspectives.

We recognize the content of this survey may feel difficult, and we thank you for your interest, time and participation. At the end of the survey, you will be asked if you'd be willing to be contacted by the Project for possible follow up conversations about your experiences.

Page Break

Tell us about you

Do you identify as an educator?

Yes

No

Do you identify as Black and/or African American?

Yes

No

Page Break

This survey is part of a larger project to tell the lived experiences of Black educators. Given the importance of Black educators in our school systems, it is imperative to call attention to workplace dynamics that determine Black educators' daily lives. Your responses may be presented in reports and other publications to that end.

Thank you for your help.

How do you identify your race/ethnicity?

How do you identify your gender?

How long have you taught/been an educator?

Enter # of years:

Page Break

In what school district or organization are you currently employed? Please enter a general region if you prefer not to name the district in which you are currently employed or simply leave this item blank.

How many years have you been employed in this district/organization?

Enter # of years:

If you are a classroom teacher, which grade(s) are you teaching during this 2020-2021 school year?
Select all that apply

Kindergarten

1st grade

2nd grade

3rd grade

4th grade

5th grade

6th grade

7th grade

8th grade

9th grade

10th grade

11th grade

12th grade

Page Break

If you are not a classroom teacher, what is your role at your workplace?

Select all that apply

- Librarian
- Administrator
- Paraprofessional
- Academic Coach
- Specialist
- Other, please specify: _____

Are you in the same position now as you have been for the last two years?

- Yes
- No

Page Break _____

How much do you agree with the following statements?

I am a part of a professional community in my workplace.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

I see myself reflected/represented in the leadership of my school/school district/organization.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

I am connected to my colleagues who are in leadership positions in my workplace.

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

I am a leader in my workplace

- Strongly disagree
- Somewhat disagree
- Neither agree nor disagree
- Somewhat agree
- Strongly agree

Page Break

Your experiences of race and racism in the workplace

We would like to learn more about how Black educators have encountered and navigated race and racism in their workplaces. The following questions ask about your experiences as a Black educator over the past two years, especially whether you have experienced certain types of racism and which strategies you used to cope with each type of experience.

1. Below are some examples of racism in the workplace associated with **alienation and being ignored based on one's race** (i.e., colleagues avoid or disregard one's presence)

Which of the following have you experienced in the past two years?

Please select all that apply

- I receive poorer treatment in my workplace compared to my non-Black colleagues.
- Sometimes I feel as if people look past me or don't see my humanity.
- At least one colleague has assumed that I held a lower-paying job.
- At work, I feel invisible because of my race.
- I feel that my contributions are dismissed or devalued because of my race.
- At work, I feel that I have been treated like a second-class citizen because of my race.
- I have been asked or was expected to perform unpaid labor.
- None of these
- Prefer not to answer

Page Break

Alienation and being ignored

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- I receive poorer treatment in my workplace compared to my non-Black colleagues.
- Sometimes I feel as if people look past me or don't see my humanity.
- At least one colleague has assumed that I held a lower-paying job.
- At work, I feel invisible because of my race.
- I feel that my contributions are dismissed or devalued because of my race.
- At work, I feel that I have been treated like a second-class citizen because of my race.
- I have been asked or was expected to perform unpaid labor.
- None of these
- Prefer not to answer

Page Break

Alienation and being ignored

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices

Praying, meditating, etc.

Never Rarely Sometimes Often Always

Self-protecting

Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

Never Rarely Sometimes Often Always

Altering who you are or self-censoring

You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

Never Rarely Sometimes Often Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

2. Below are some examples of racism in the workplace associated with colleagues' **assumptions about one's intellectual capacity** based on race.

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague has acted surprised at my scholastic or professional success.
- At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.
- At least one colleague has assumed that I would not be well-educated or that my education would be low-quality.
- At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.
- None of these
- Prefer not to answer

Page Break

Assumptions about one's intellectual capacity based on race

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- At least one colleague has acted surprised at my scholastic or professional success.
- At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.
- At least one colleague has assumed that I would not be well-educated or that my education would be low-quality.
- At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.
- None of these
- Prefer not to answer

Page Break

Assumptions about one's intellectual capacity based on race

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices

Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting

Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring

You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

3. Below are some examples of racism in the workplace associated with colleagues' **assumptions of the similarity between people of the same race** (i.e., being treated interchangeably with others of the same race, as if people from one's race are all alike, assuming a universality of the Black experience).

Which of the following have you experienced in the past two years?

Please select all that apply

- I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.
- At least one colleague has acted as if all of the people of my race are alike.
- At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.
- I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black
- At least one colleague asked me to serve as a spokesperson for people in my racial group.
- I've been mistaken for other Black people at my workplace.
- None of these
- Prefer not to answer

Page Break

Assumptions of similarity between people of the same race

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.
- At least one colleague has acted as if all of the people of my race are alike.
- At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.
- I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black
- At least one colleague asked me to serve as a spokesperson for people in my racial group.
- I've been mistaken for other Black people at my workplace.
- None of these
- Prefer not to answer

Page Break

Assumptions of similarity between people of the same race

You indicated that you had this experience in the past two years:
"*<insert response from previous question>*"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices
Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting
Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring
You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

4. Below are some examples of racism in the workplace associated with colleagues' ***insistence of 'color blindness'*** (i.e., race and racial differences are minimized or invalidated).

Which of the following have you experienced in the past two years?
Please select all that apply

- At least one colleague told me that I should not complain about race.
- At least one colleague told me that they "don't see color."
- At least one colleague told me that they do not see race.
- At least one colleague told me that people should not think about race anymore.
- At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.
- At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.
- None of these
- Prefer not to answer

Page Break

Insistence of "color blindness"

You indicated that these are experiences you have had in the past two years, Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- At least one colleague told me that I should not complain about race.
- At least one colleague told me that they "don't see color."
- At least one colleague told me that they do not see race.
- At least one colleague told me that people should not think about race anymore.
- At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.
- At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.
- None of these
- Prefer not to answer

Page Break

[Insistence of "color blindness"](#)

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices

Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting

Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring

You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

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Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

5. Below are some examples of racism in the workplace associated with ***being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race.***

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague suggested that people of my racial background get unfair benefits.
- At least one colleague hinted that I should work hard to prove that I am not like other people of my race.
- At least one colleague suggested that people of my racial background are low-achieving.
- At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.
- At least one colleague presumed that only people from my race have benefited from affirmative action.
- None of these
- Prefer not to answer

Page Break

Being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- At least one colleague suggested that people of my racial background get unfair benefits.
- At least one colleague hinted that I should work hard to prove that I am not like other people of my race.
- At least one colleague suggested that people of my racial background are low-achieving.
- At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.
- At least one colleague presumed that only people from my race have benefited from affirmative action.
- None of these
- Prefer not to answer

Page Break

Being treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race

You indicated that you had this experience in the past two years:
"*<insert response from previous question>*"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices
Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting
Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring
You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

6. Below are some examples of racism in the workplace associated with *colleagues demonstrating fear because of my race*.

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague's body language showed they were scared of me because of my race.
- At least one colleague labeled my behaviors and responses as aggressive or threatening.
- At least one colleague acted as if I am untrustworthy because of my race.
- At least one colleague has assumed that I will behave aggressively because of my race.
- I am singled out by security at work because of my race.
- None of these
- Prefer not to answer

Page Break

Colleagues demonstrating fear because of my race

You indicated that these are experiences you have had in the past two years. Which one of these experiences was the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- At least one colleague's body language showed they were scared of me because of my race.
- At least one colleague labeled my behaviors and responses as aggressive or threatening.
- At least one colleague acted as if I am untrustworthy because of my race.
- At least one colleague has assumed that I will behave aggressively because of my race.
- I am singled out by security at work because of my race.
- None of these
- Prefer not to answer

Page Break

Colleagues demonstrating fear because of my race

You indicated that you had this experience in the past two years:
"*<insert response from previous question>*"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices
Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting

Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring

You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

7. Below are some examples of racism in the workplace associated with ***being subjected to sexual stereotypes and inappropriate behaviors.***

Which of the following have you experienced in the past two years?

Please select all that apply

- At least one colleague suggested that I am “exotic” or treated me in an otherwise overly sexual way because of my race.
- At least one colleague expressed sexual stereotypes about me because of my racial background.
- At least one colleague expressed sexual stereotypes about other people from my racial background.
- At least one colleague made an inappropriate sexual or romantic advance toward me.
- None of these
- Prefer not to answer

Page Break

Being subjected to sexual stereotypes and inappropriate behaviors

You indicated that these are experiences you have had in the past two years. Which one of these experiences was the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- At least one colleague suggested that I am “exotic” or treated me in an otherwise overly sexual way because of my race.
- At least one colleague expressed sexual stereotypes about me because of my racial background.
- At least one colleague expressed sexual stereotypes about other people from my racial background.
- At least one colleague made an inappropriate sexual or romantic advance toward me.
- None of these
- Prefer not to answer

Page Break

Being subjected to sexual stereotypes and inappropriate behaviors

You indicated that you had this experience in the past two years:
"*<insert response from previous question>*"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices
Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting

Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring

You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

8. Below are some examples of racism in the workplace associated with **workplace isolation**.

Which of the following have you experienced in the past two years?

Please select all that apply

- People from my racial background are largely absent from my work settings or from positions of power in those settings.
- When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.
- I notice that there are few role models of my racial background in my chosen career.
- Sometimes I am the only person of my racial background in my workplace.
- I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.
- When I critique curricula, conditions, or systems in my current workplace, I feel isolated.
- None of these
- Prefer not to answer

Page Break

Workplace isolation

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- People from my racial background are largely absent from my work settings or from positions of power in those settings.
- When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.
- I notice that there are few role models of my racial background in my chosen career.
- Sometimes I am the only person of my racial background in my workplace.
- I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.
- When I critique curricula, conditions, or systems in my current workplace, I feel isolated.
- None of these
- Prefer not to answer

Page Break

Workplace isolation

You indicated that you had this experience in the past two years:

"<insert response from previous question>"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices

Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting

Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring

You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

9. Below are some examples of racism in the workplace associated with **assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different for you based on your race.**

Which of the following have you experienced in the past two years?

Please select all that apply

- I have been asked or expected to do additional labor to educate others about race.
- I have been asked/expected to work with all the new/existing Black teachers/educators.
- I have been asked/expected to serve as a site disciplinarian.
- I have been asked/expected to serve as the primary communication liaison for the Black parents and families.
- I have been asked/expected to coordinate “diversity” events like Black History Month, affinity groups/meetings/committees.
- I have been asked to take on additional responsibilities related to race without additional compensation.
- None of these
- Prefer not to answer

Page Break

[Assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different for you based on your race](#)

You indicated that these are experiences you have had in the past two years. Which one of these experiences has been the most impactful to you as a Black educator? *<List includes responses to previous question only>*

Please select one

- I have been asked or expected to do additional labor to educate others about race.
- I have been asked/expected to work with all the new/existing Black teachers/educators.
- I have been asked/expected to serve as a site disciplinarian.
- I have been asked/expected to serve as the primary communication liaison for the Black parents and families.
- I have been asked/expected to coordinate “diversity” events like Black History Month, affinity groups/meetings/committees.
- I have been asked to take on additional responsibilities related to race without additional compensation.
- None of these
- Prefer not to answer

Page Break

Assumptions about cultural proficiency where implicit and explicit expectations in the workplace are different for you based on your race

You indicated that you had this experience in the past two years:
"*<insert response from previous question>*"

How much do you think that your gender had a role in this experience/the way you were treated?

- A lot
- Somewhat
- Not at all

When you had this experience, how did you respond? Below are five strategies. Please indicate how often you used each of them to navigate the experience.

Engaging in religious or spiritual practices
Praying, meditating, etc.

- Never
- Rarely
- Sometimes
- Often
- Always

Self-protecting
Centering on a personal sense of excellence and validation, taking explicit pride in yourself and culture, promoting your abilities and strengthening your determination, defining a limited meaning of your career in life, advancing your work knowledge

- Never
- Rarely
- Sometimes
- Often
- Always

Altering who you are or self-censoring
You shift perspective, body, speech, and attire to counter images of inferiority and stereotypes in the workplace. Codeswitching to de-emphasize racial differences among colleagues, withhold personal information, or to challenge stereotypes of Black women

- Never
- Rarely
- Sometimes
- Often
- Always

Participating in a support network

Having a circle of trusted Black advisors who provide mentorship, strategies, and guidance for addressing career advancement or racism at work (Your Black colleagues or extended network provide advice, access to resources, validate your experiences, support you in not internalizing negative messages)

Never



Rarely



Sometimes



Often



Always



Caring for self

You participate in psychotherapy, physical exercise, spa treatments, vacations, creative reading and writing, etc.

Never



Rarely



Sometimes



Often



Always



Page Break

Other experiences in the workplace

In the past two years, have you experienced other instances of racism or sexism other than the ones already asked about? If so, and you are willing to share, please do below.

Are there other ways you are thinking about and experiencing broader dynamics of racism within teaching (e.g., reading more Black academics/scholars, pedagogical/instructional shifts, taking a pedagogical or political stance, changes in the way you spend your free time)?

Page Break

Being a Black educator during COVID-19

How has COVID positively or negatively impacted your teaching/educator experience (e.g., hybrid instruction, distanced instruction)?

How, if at all, has teaching during COVID impacted the experiences of racism you told us about?

Page Break

[Willing to follow up with our team?](#)

In the next phase of this project, the team will be reaching out to Black educators for interviews to gather more information about: what keeps you motivated at work, what is most rewarding about your work, what gaps you fill as a Black educator, when/how are your race identities welcomed, invited, and/or celebrated in ways that feel positive. If you are willing to be contacted about and possibly participate in this next phase of the project, please enter your name and email address below.

Name _____

Email _____

Click [here to view](#) the BlackFemaleProject privacy policy

Page Break _____

[Thank you for your participation and survey feedback](#)

If you have any feedback for the team about any aspects of this survey, we welcome and thank you for any comments below.

Appendix B: Experiences of Racism, Ranked by Frequency of Report

Table B.1

Experiences of Racism, Ranked by Frequency of Report

Category	Specific Experience	N	%
8	When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background	91	44
6	At least one colleague labeled my behaviors and responses as aggressive or threatening	88	43
3	I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black	79	38
2	At least one colleague has assumed that I would not be well-educated or that my education would be low-quality	78	38
3	At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background	78	38
8	Sometimes I am the only person of my racial background in my workplace	78	38
1	I feel that my contributions are dismissed or devalued because of my race	76	37
6	At least one colleague has assumed that I will behave aggressively because of my race	75	36
4	At least one colleague told me that they do not see race	73	35
8	I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.	72	35
3	At least one colleague has acted as if all of the people of my race are alike.	69	33
2	At least one colleague has acted surprised at my scholastic or professional success.	68	33

Category	Specific Experience	N	%
5	At least one colleague suggested that people of my racial background are low-achieving.	68	33
9	I have been asked/expected to serve as the primary communication liaison for the Black parents and families.	67	33
2	At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.	65	32
6	At least one colleague acted as if I am untrustworthy because of my race.	65	32
7	At least one colleague expressed sexual stereotypes about other people from my racial background.	65	32
1	Sometimes I feel as if people look past me or don't see my humanity.	64	31
5	At least one colleague hinted that I should work hard to prove that I am not like other people of my race.	62	30
9	I have been asked/expected to work with all the new/existing Black teachers/educators.	62	30
2	At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.	61	30
4	At least one colleague told me that they "don't see color."	61	30
4	At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.	61	30
8	I notice that there are few role models of my racial background in my chosen career.	61	30
9	I have been asked or expected to do additional labor to educate others about race.	61	30
7	At least one colleague expressed sexual stereotypes about me because of my racial background.	60	29

Category	Specific Experience	N	%
5	At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.	59	29
3	At least one colleague asked me to serve as a spokesperson for people in my racial group.	58	28
3	I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.	57	28
9	I have been asked/expected to coordinate “diversity” events like Black History Month, affinity groups/meetings/committees.	55	27
1	At least one colleague has assumed that I held a lower-paying job.	53	26
8	People from my racial background are largely absent from my work settings or from positions of power in those settings.	53	26
1	I receive poorer treatment in my workplace compared to my non-Black colleagues.	52	25
8	When I critique curricula, conditions, or systems in my current workplace, I feel isolated.	50	24
9	I have been asked/expected to serve as a site disciplinarian.	50	24
6	I’ve been mistaken for other Black people at my workplace.	48	23
1	At work, I feel invisible because of my race.	46	22
9	I have been asked to take on additional responsibilities related to race without additional compensation.	45	22
1	At work, I feel that I have been treated like a second-class citizen because of my race.	44	21

Category	Specific Experience	N	%
4	At least one colleague told me that people should not think about race anymore.	44	21
6	At least one colleague's body language showed they were scared of me because of my race.	41	20
5	At least one colleague suggested that people of my racial background get unfair benefits.	38	18
1	I have been asked or was expected to perform unpaid labor.	37	18
4	At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.	37	18
5	At least one colleague presumed that only people from my race have benefited from affirmative action.	36	17
7	At least one colleague suggested that I am "exotic" or treated me in an otherwise overly sexual way because of my race.	36	17
4	At least one colleague told me that I should not complain about race.	35	17
7	At least one colleague made an inappropriate sexual or romantic advance toward me.	29	14
6	I am singled out by security at work because of my race.	19	9

Appendix C: Experiences of Racism by Category and Gender

Appendix C Contents

Category 1: Alienation and being ignored based on one's race	1
Category 2: Assumptions about one's intellectual capacity	3
Category 3: Assumptions of the similarity between people of the same race	5
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Category 1: Alienation and being ignored based on one's race

Figure C.1

Experiences reported in Category 1

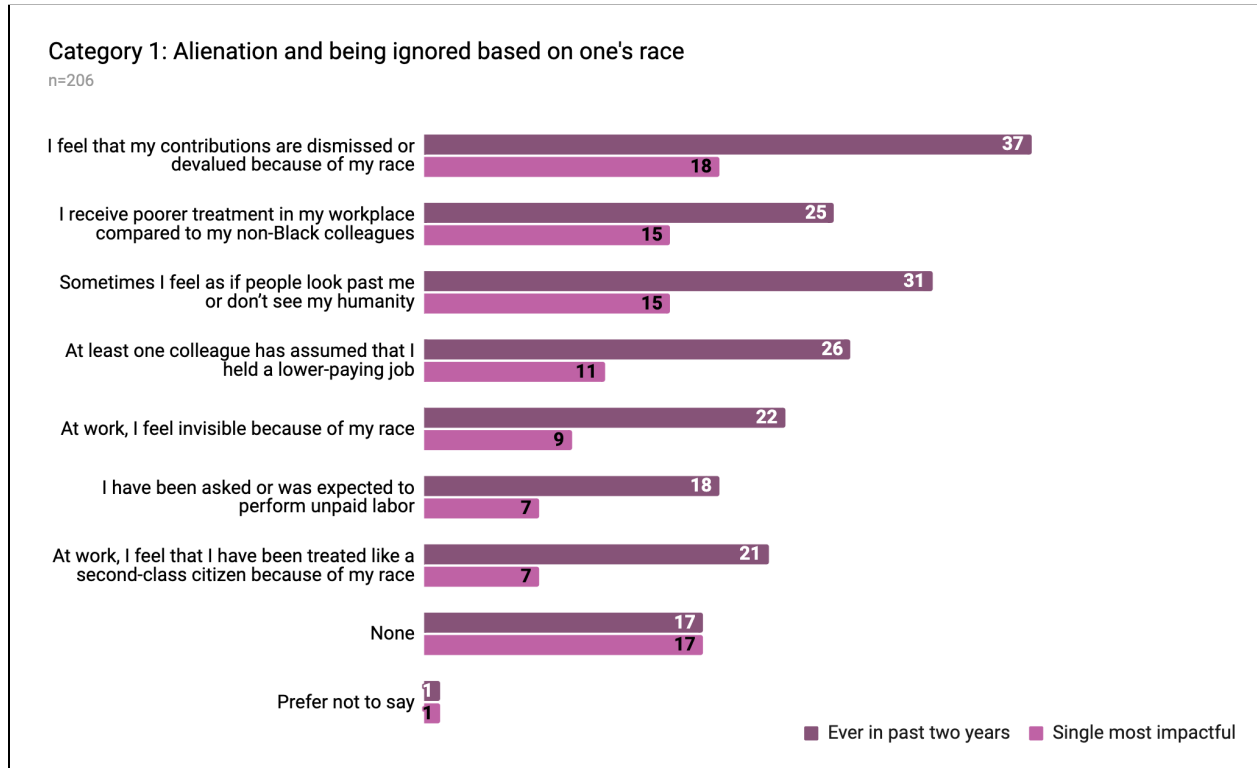


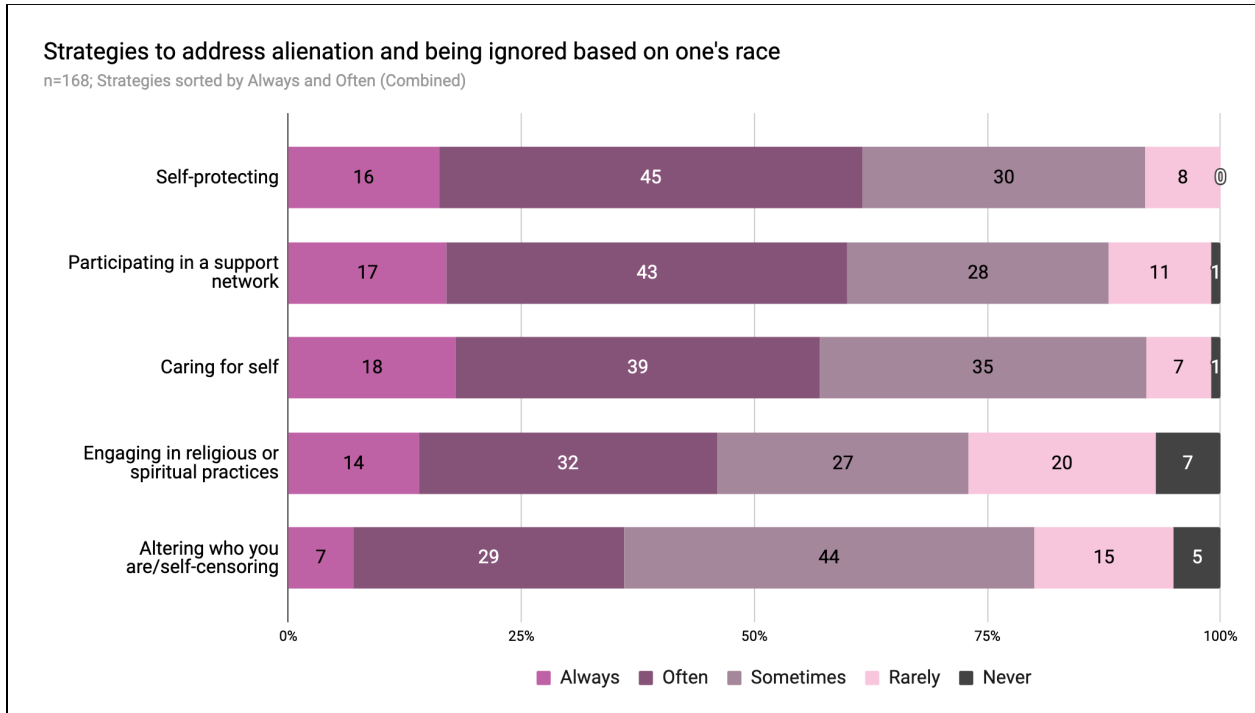
Table C.1

Category 1 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
I feel that my contributions are dismissed or devalued because of my race.	28%	45%
I receive poorer treatment in my workplace compared to my non-Black colleagues.	24%	25%
Sometimes I feel as if people look past me or don't see my humanity.	25%	37%
At least one colleague has assumed that I held a lower-paying job.	26%	24%
At work, I feel invisible because of my race.	25%	18%
I have been asked or was expected to perform unpaid labor.	10%	23%
At work, I feel that I have been treated like a second-class citizen because of my race.	21%	20%

Figure C.2

Strategies used to address experiences in Category 1



Category 2: Assumptions about one’s intellectual capacity

Figure C.3

Experiences reported in Category 2

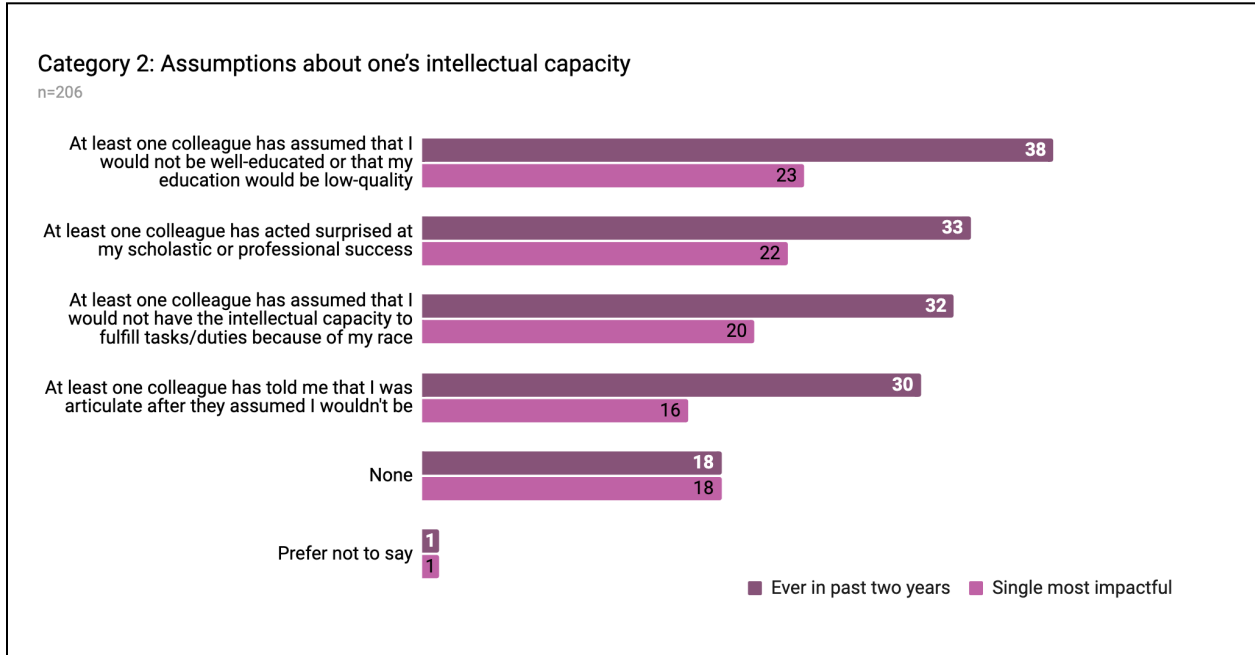


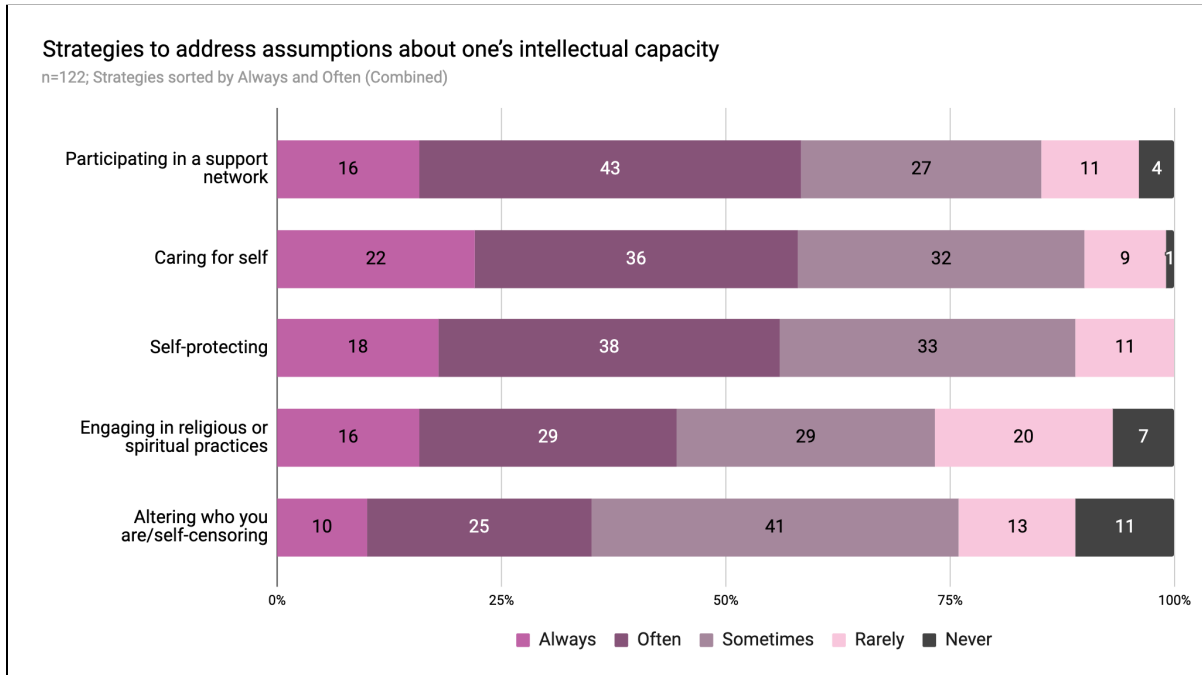
Table C.2

Category 2 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
At least one colleague has assumed that I would not be well-educated or that my education would be low-quality.	40%	38%
At least one colleague has acted surprised at my scholastic or professional success.	27%	39%
At least one colleague has assumed that I would not have the intellectual capacity to fulfill tasks/duties because of my race.	31%	30%
At least one colleague has told me that I was "articulate" after they assumed I wouldn't be.	25%	33%

Figure C.4

Strategies used to address experiences in Category 2



Category 3: Assumptions of the similarity between people of the same race

Figure C.5

Experiences reported in Category 3

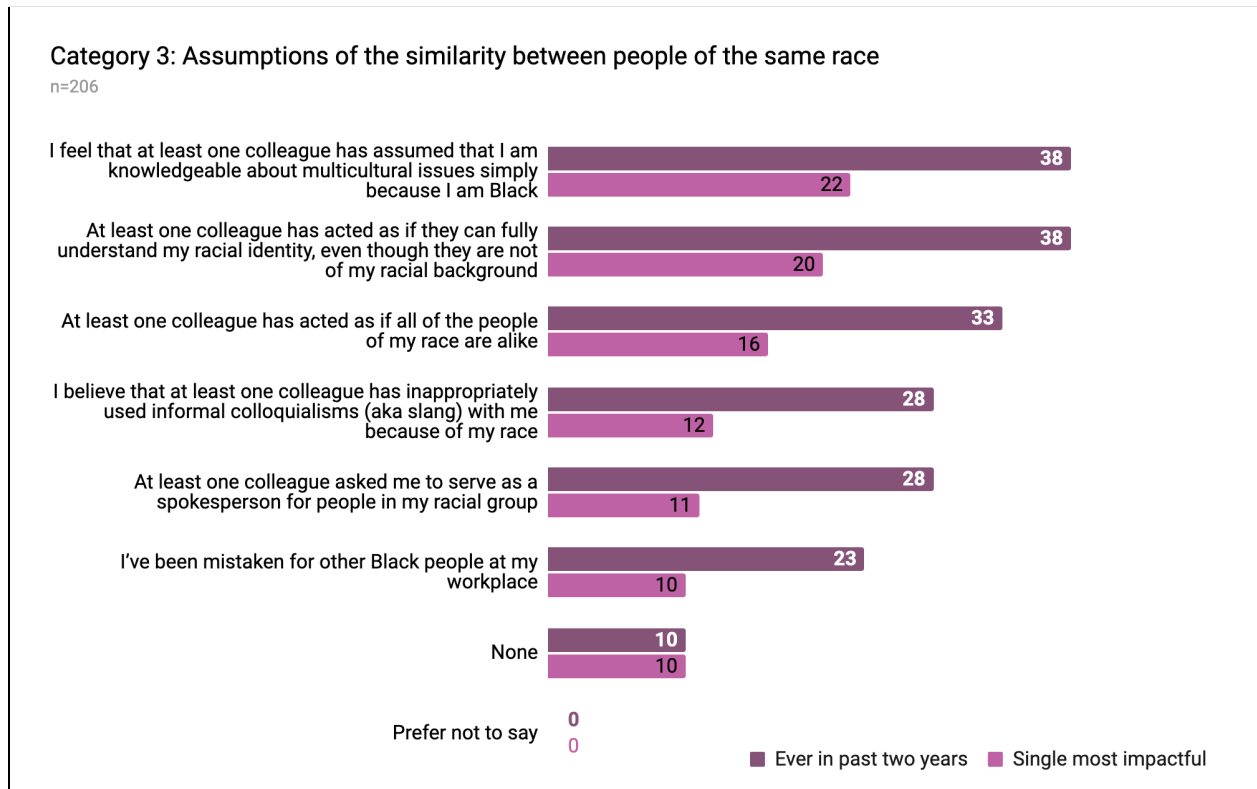
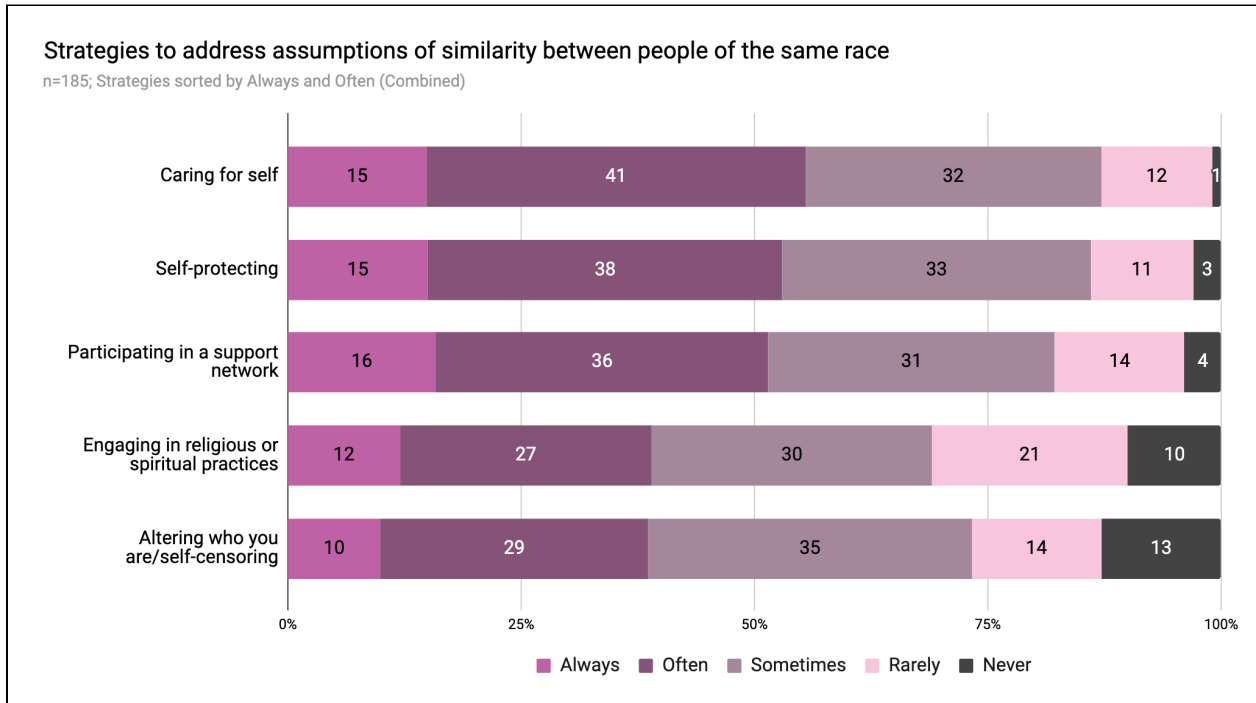


Table C.3

Category 3 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
I feel that at least one colleague has assumed that I am knowledgeable about multicultural issues or multiple aspects of personal identities simply because I am Black	31%	47%
At least one colleague has acted as if they can fully understand my racial identity, even though they are not of my racial background.	29%	46%
At least one colleague has acted as if all of the people of my race are alike.	32%	33%
I believe that at least one colleague has inappropriately used informal colloquialisms (aka slang) with me because of my race.	23%	33%
At least one colleague asked me to serve as a spokesperson for people in my racial group.	24%	31%
I've been mistaken for other Black people at my workplace.	21%	25%

Figure C.6
Strategies used to address experiences in Category 3



Category 4: Insistence of 'color blindness'

Figure C.7

Experiences reported in Category 4

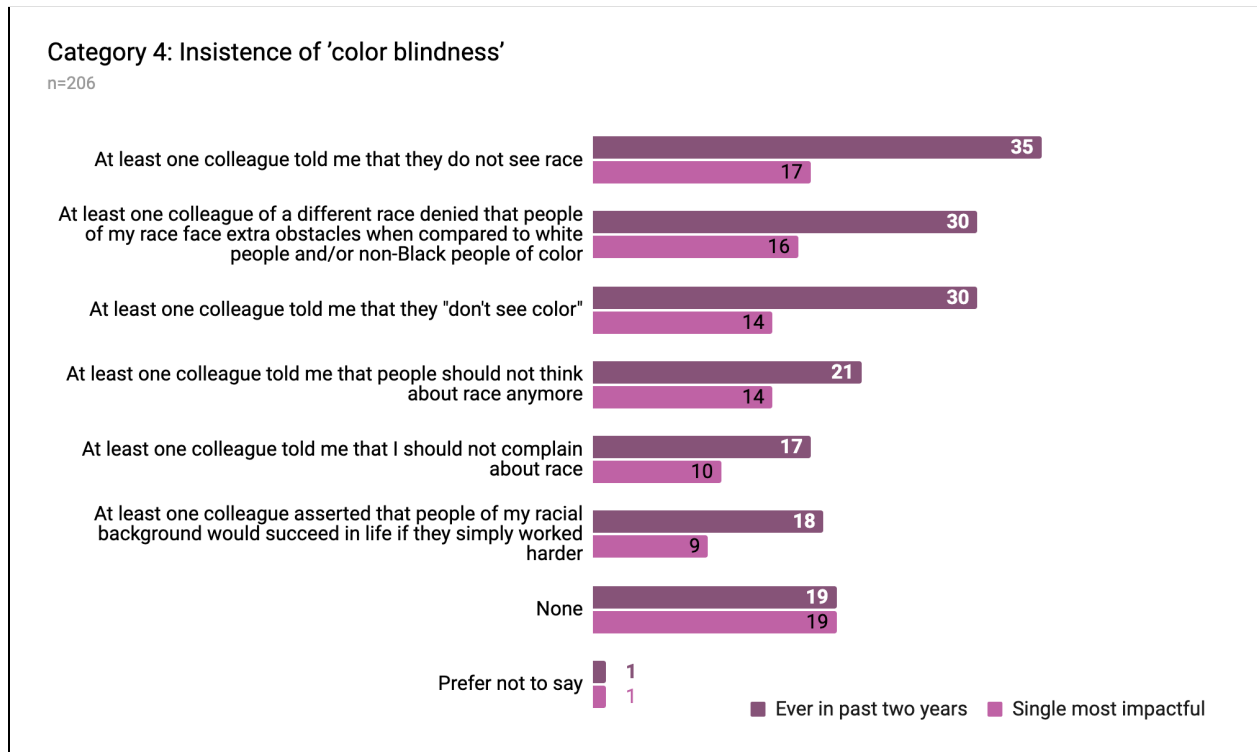
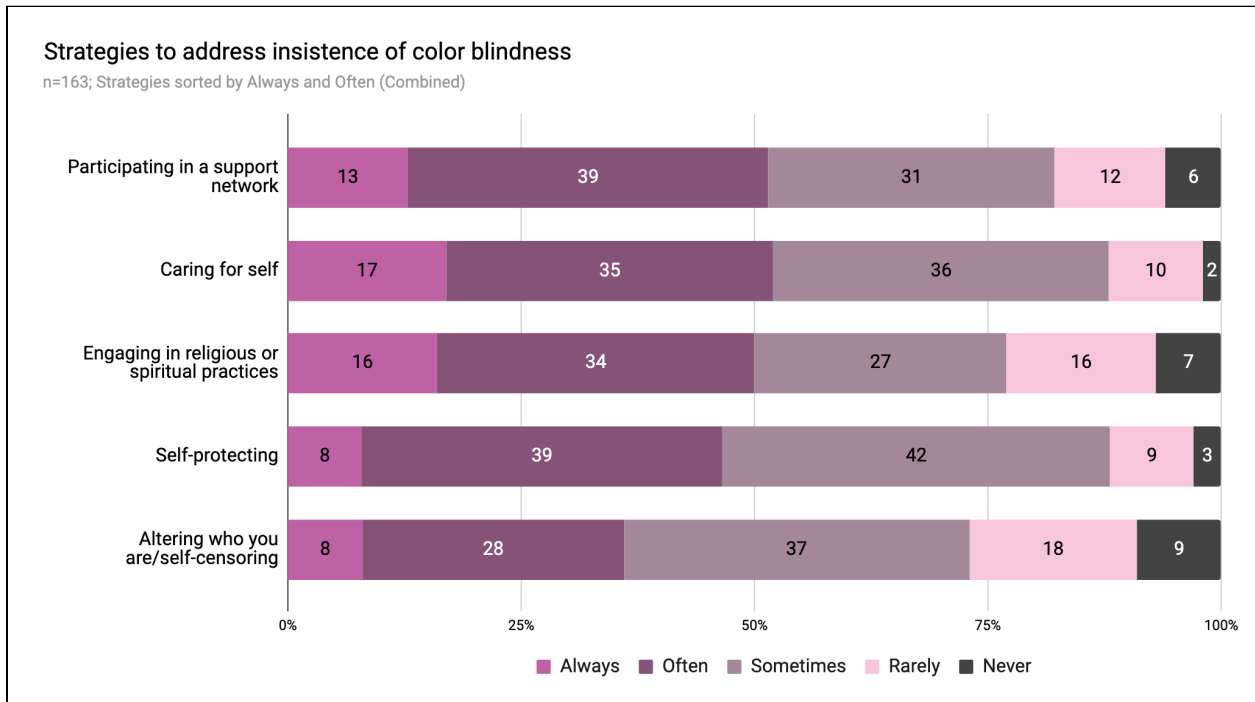


Table C.4

Category 4 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
At least one colleague told me that they do not see race.	44%	28%
At least one colleague of a different race denied that people of my race face extra obstacles when compared to white people and/or non-Black people of color.	24%	36%
At least one colleague told me that they "don't see color."	20%	38%
At least one colleague told me that people should not think about race anymore.	22%	20%
At least one colleague told me that I should not complain about race.	19%	15%
At least one colleague asserted that people of my racial background would succeed in life if they simply worked harder.	21%	16%

Figure C.8
Strategies used to address experiences in Category 4



Category 5: Treated as if people of your racial background are low achieving or as if your successes are the result of special treatment based on race

Figure C.9

Experiences reported in Category 5

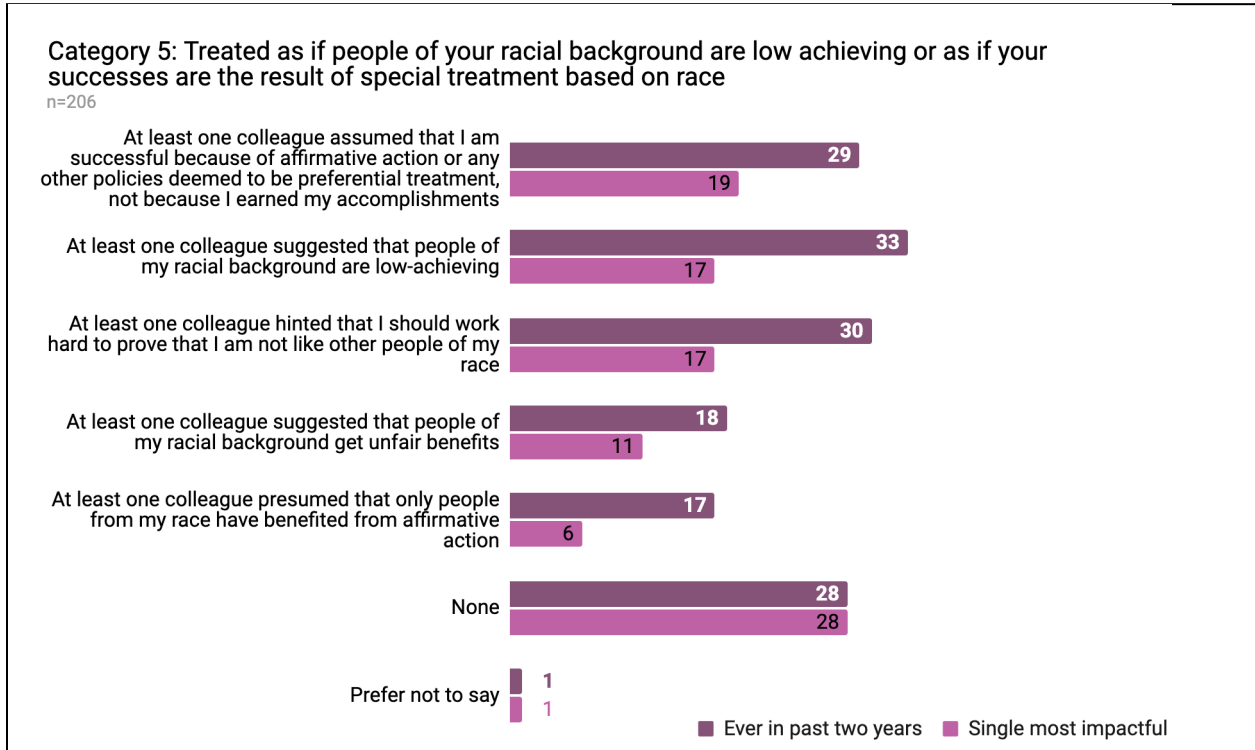


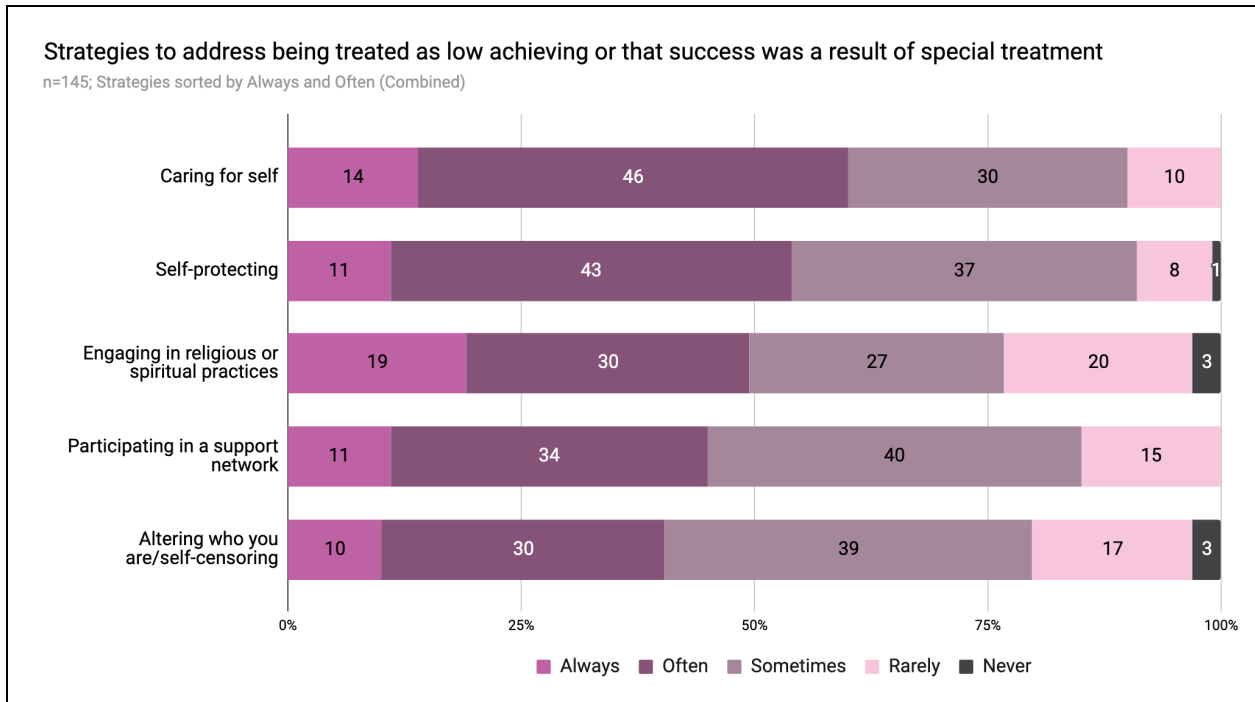
Table C.5

Category 5 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
At least one colleague assumed that I am successful because of affirmative action or any other policies deemed to be preferential treatment, not because I earned my accomplishments.	34%	23%
At least one colleague suggested that people of my racial background are low-achieving.	40%	29%
At least one colleague hinted that I should work hard to prove that I am not like other people of my race.	38%	21%
At least one colleague suggested that people of my racial background get unfair benefits.	16%	21%
At least one colleague presumed that only people from my race have benefited from affirmative action.	15%	19%

Figure C.10

Strategies used to address experiences in Category 5



Category 6: Colleagues demonstrating fear because of my race

Figure C.11

Experiences reported in Category 6

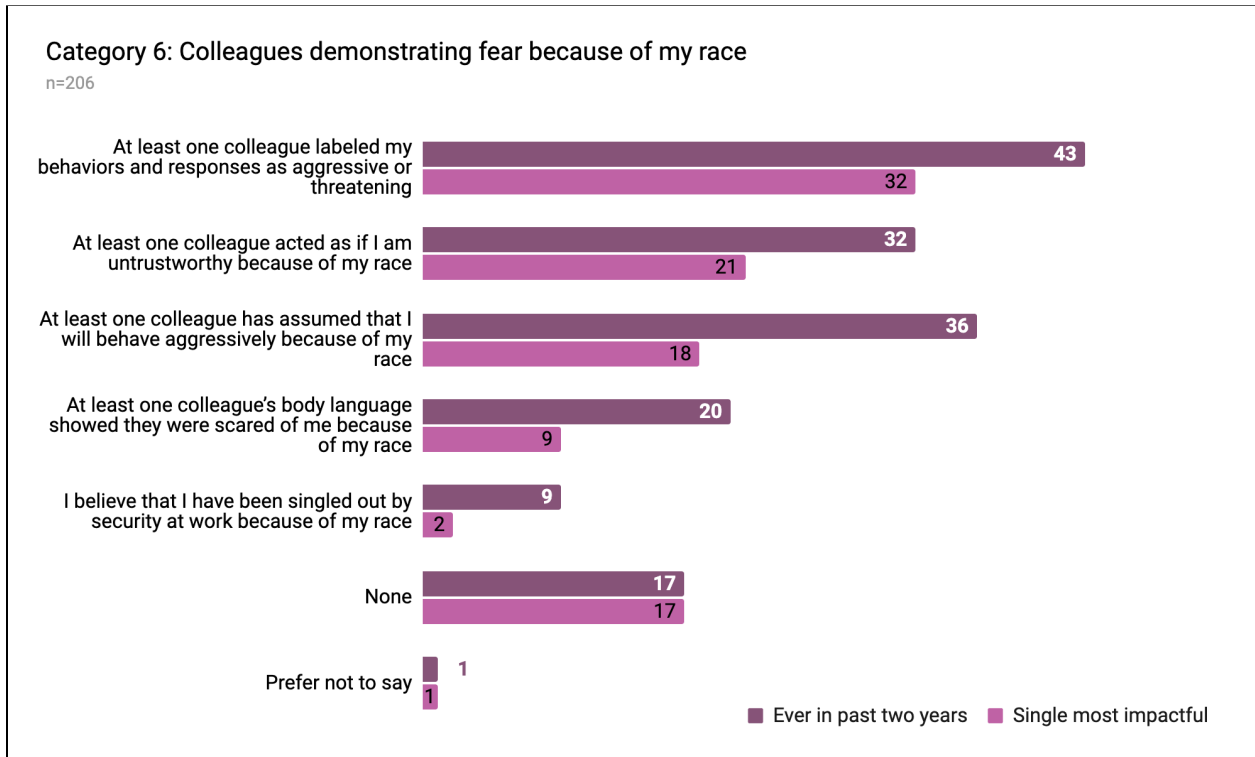


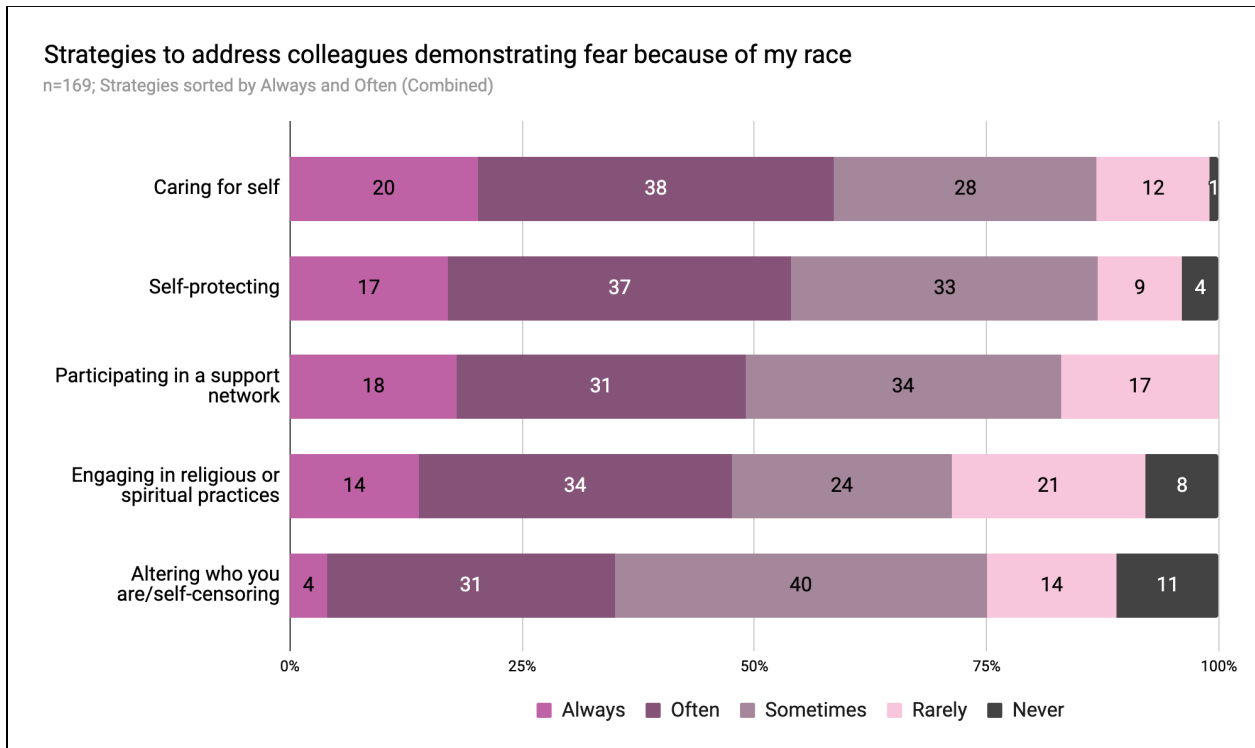
Table C.6

Category 6 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
At least one colleague labeled my behaviors and responses as aggressive or threatening.	30%	54%
At least one colleague acted as if I am untrustworthy because of my race.	34%	28%
At least one colleague has assumed that I will behave aggressively because of my race.	31%	40%
At least one colleague's body language showed they were scared of me because of my race.	18%	20%
I am singled out by security at work because of my race.	13%	6%

Figure C.12

Strategies used to address experiences in Category 6



Category 7: Being subjected to sexual stereotypes and inappropriate behaviors

Figure C.13

Experiences reported in Category 7

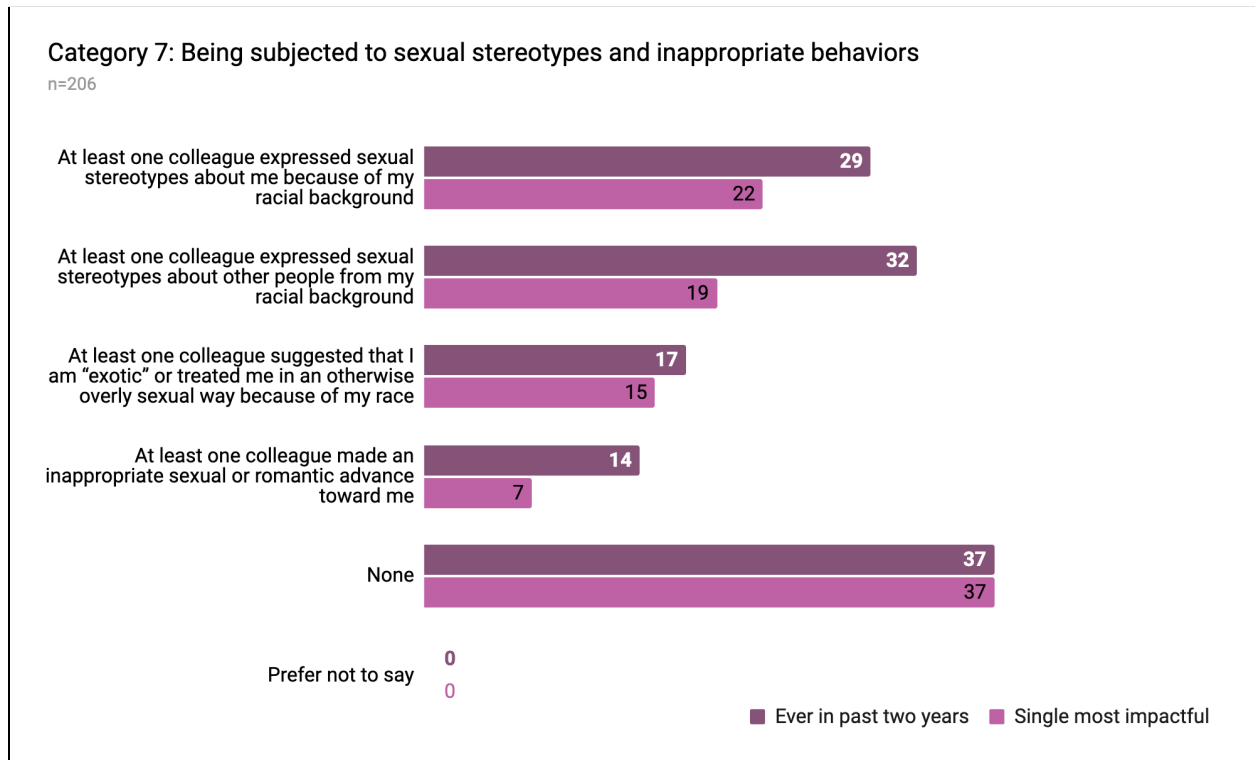


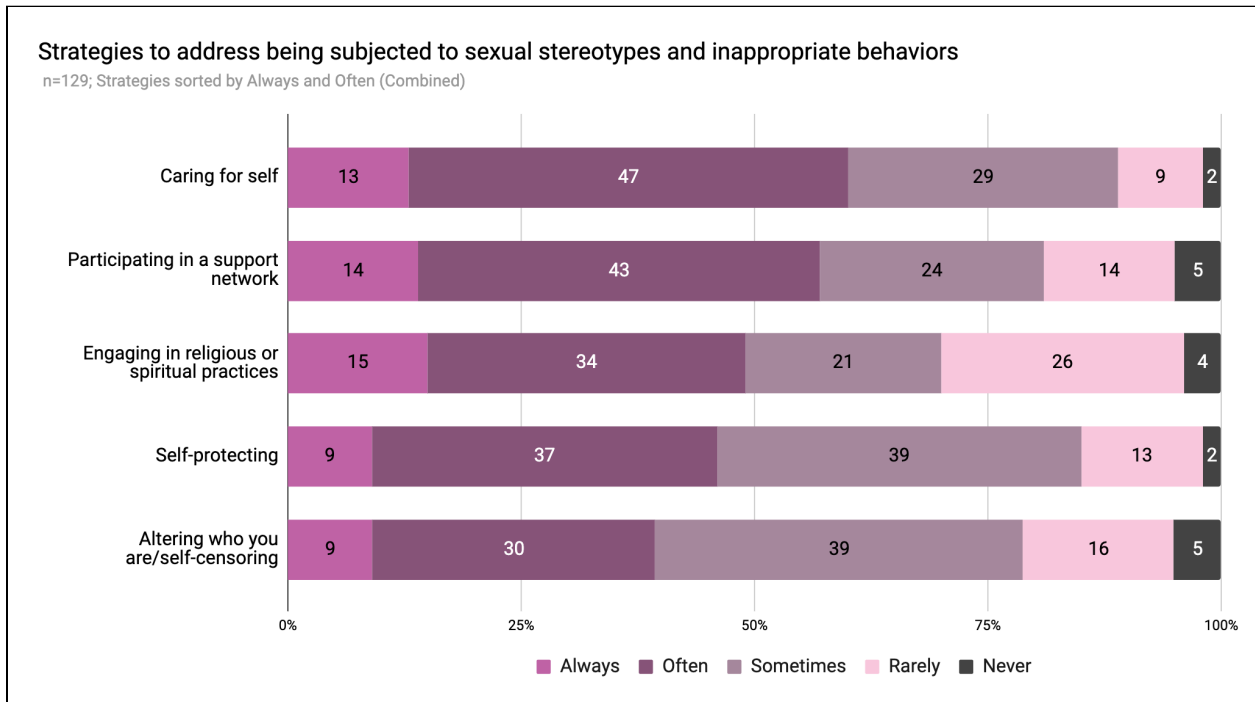
Table C.7

Category 7 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
At least one colleague expressed sexual stereotypes about other people from my racial background.	33%	28%
At least one colleague expressed sexual stereotypes about me because of my racial background.	32%	26%
At least one colleague suggested that I am "exotic" or treated me in an otherwise overly sexual way because of my race.	18%	18%
At least one colleague made an inappropriate sexual or romantic advance toward me.	14%	15%

Figure C.14

Strategies used to address experiences in Category 7



Category 8: Workplace Isolation

Figure C.15

Experiences reported in Category 8

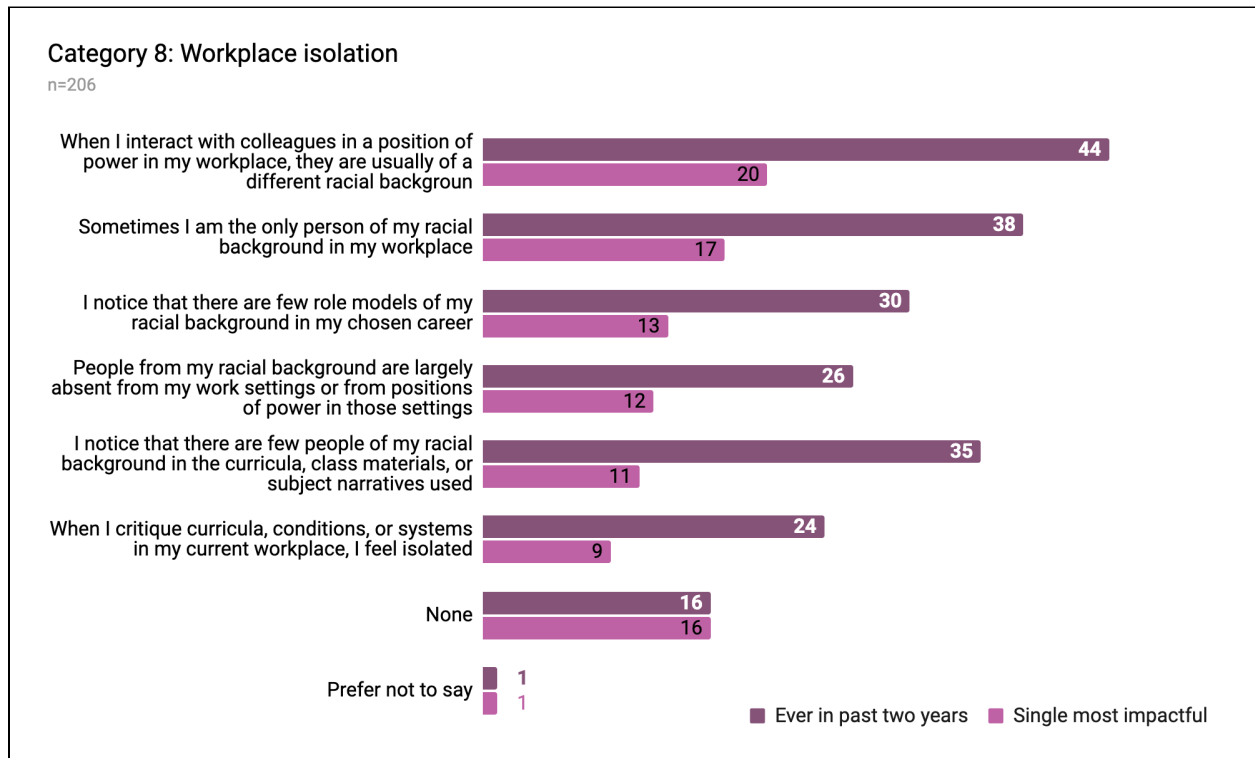


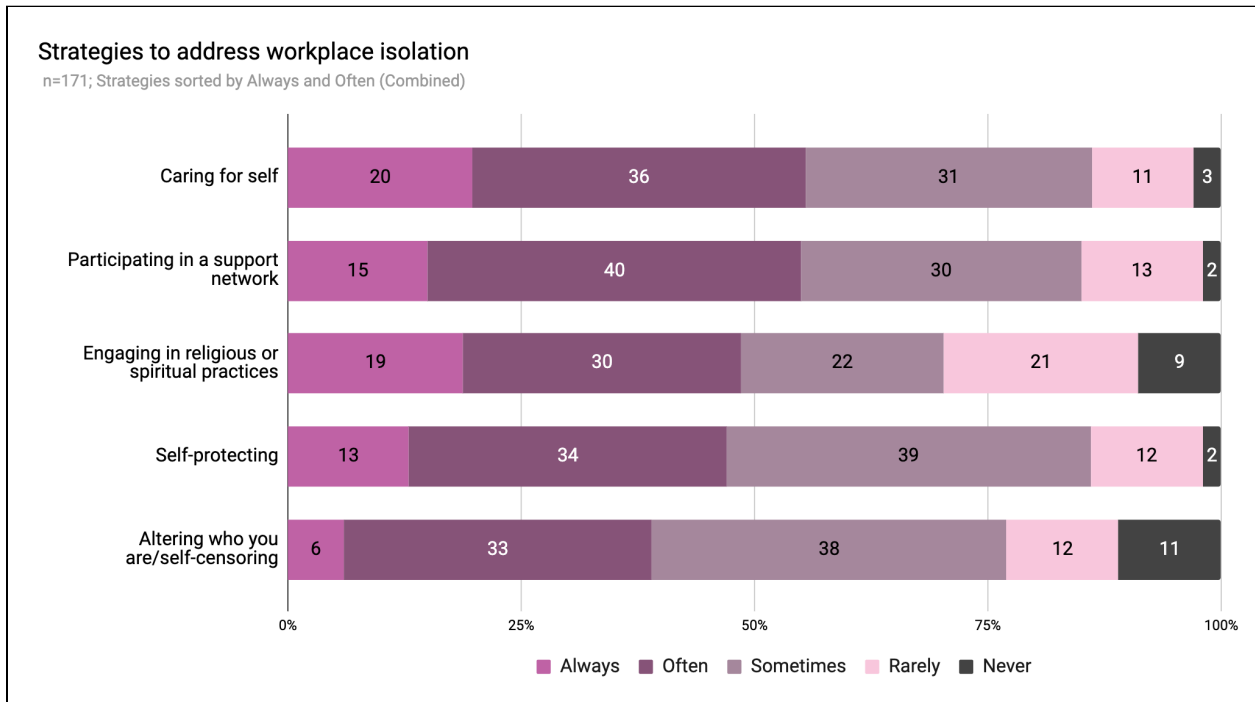
Table C.8

Category 8 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
When I interact with colleagues in a position of power in my workplace, they are usually of a different racial background.	33%	55%
Sometimes I am the only person of my racial background in my workplace.	31%	43%
I notice that there are few role models of my racial background in my chosen career.	26%	33%
People from my racial background are largely absent from my work settings or from positions of power in those settings.	17%	34%
I notice that there are few people of my racial background in the curricula, class materials, or subject narratives used in my current workplace.	25%	45%
When I critique curricula, conditions, or systems in my current workplace, I feel isolated.	16%	31%

Figure C.16

Strategies used to address experiences in Category 8



Category 9: Assumptions about cultural proficiency

Figure C.17

Experiences reported in Category 9

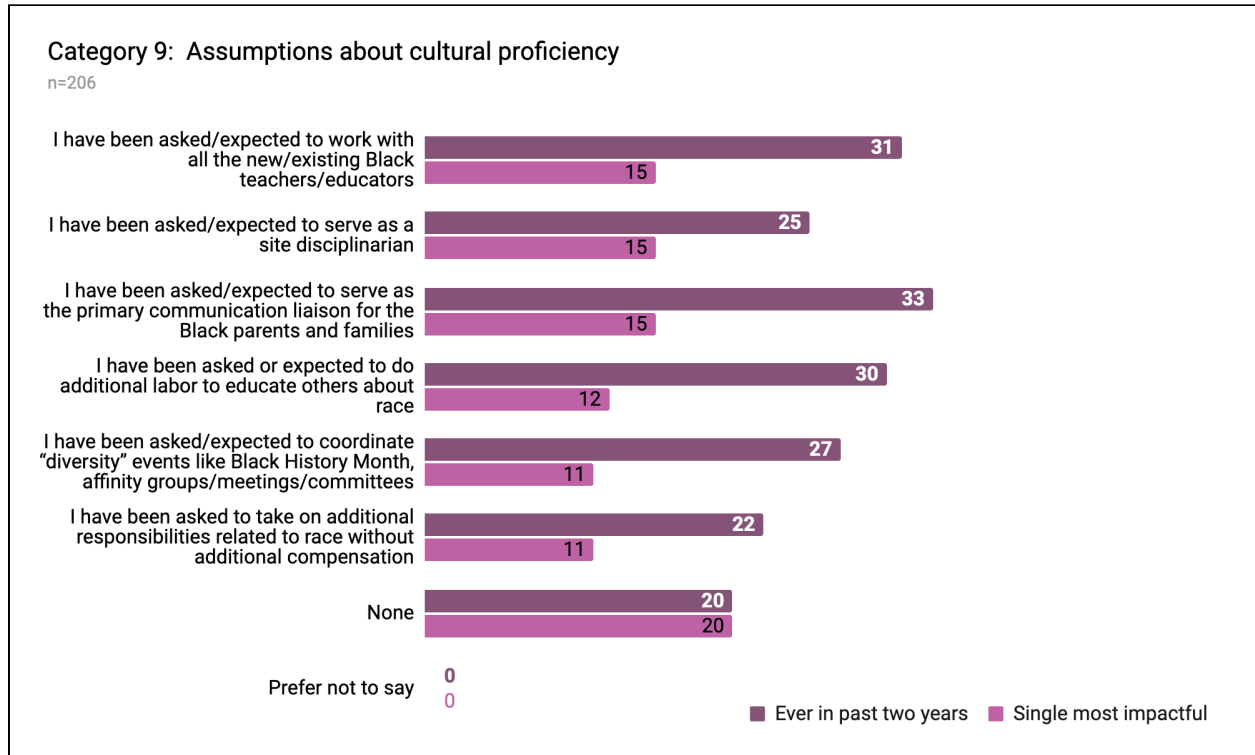


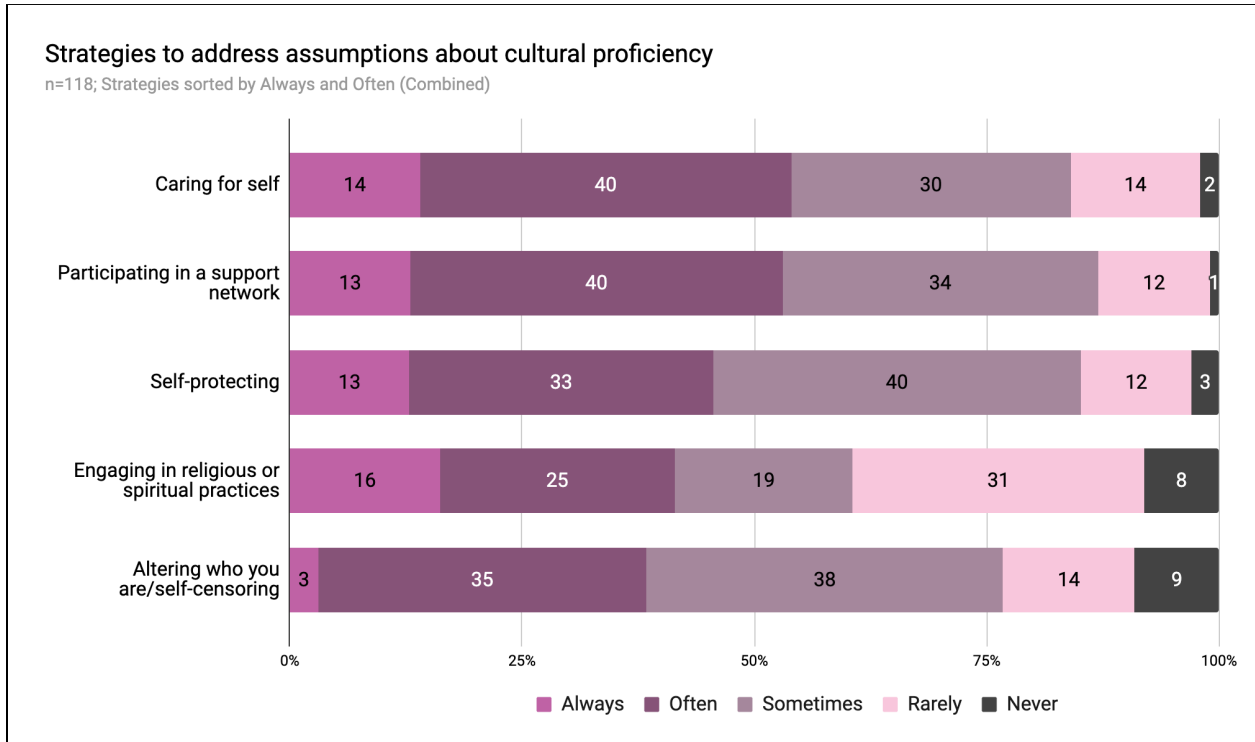
Table C.9

Category 9 Experiences by Respondent-Identified Gender

Experience	Male (n=96)	Female (n=103)
I have been asked/expected to work with all the new/existing Black teachers/educators.	29%	31%
I have been asked/expected to serve as a site disciplinarian.	23%	25%
I have been asked/expected to serve as the primary communication liaison for the Black parents and families.	27%	39%
I have been asked or expected to do additional labor to educate others about race.	20%	37%
I have been asked/expected to coordinate "diversity" events like Black History Month, affinity groups/meetings/committees.	18%	34%
I have been asked to take on additional responsibilities related to race without additional compensation.	11%	30%

Figure C.18

Strategies used to address experiences in Category 9



Appendix D: Examining Racial Isolation in the Workplace

The specific experience, ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ was the most commonly reported by survey respondents. This experience was presented as part of Category 8: Workplace Isolation. 44% of respondents indicated they had this experience in the past two years, whereas 56% did not.

At the same time, there were seemingly more positive findings from items asked in an earlier section of the survey exploring respondents’ perceptions of their role in their workplace/professional community. The vast majority (over 75%) of respondents reported that they feel they are part of a professional community in their workplace. The majority of participants agreed or strongly agreed that they are connected to colleagues in leadership positions (64%) and see themselves reflected among leadership in their workplace (59%). Forty-eight percent agreed or strongly agreed that they play a leadership role.

Are these findings contradictory? To answer this question, we can compare responses to the most frequently reported experience of workplace isolation, ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ with responses to items from the professional community section.

In summary, those who report that colleagues of power are usually of a different background than their own were just as likely to report being a leader in their workplace and were just as likely to feel part of a professional community as those who did not report racial isolation in the workplace. However, they were less likely to agree that they saw themselves reflected in the leadership of their school and were marginally less likely to agree that they are connected to colleagues in leadership positions than those who had not experienced racial isolation in the workplace.

Based on these findings, it does not appear that the findings from these two sections of the survey are contradictory. Reporting the experience of not having colleagues of one’s own racial background in leadership does not relate to whether or not individuals are themselves in a position of power or whether they feel part of a professional community more broadly (i.e., respondents could have been the only person of their racial background in a leadership position). Instead, it does relate to whether respondents’ saw themselves reflected in or felt connected to leadership colleagues. Details of this comparative analysis are shown below.

D1. I see myself reflected in the leadership of my school

Fifty-two percent of the participants who *indicated* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they saw themselves reflected in the leadership of their school.

Whereas 64% of the participants who *did not indicate* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they saw themselves reflected in the leadership of their school.

Table D.1

I see myself reflected in the leadership of my school v. When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background

	Indicated Workplace Isolation	Did Not Indicate Workplace Isolation
Strongly Disagree	14	0
Somewhat Disagree	14	11
Neither Agree nor Disagree	19	24
Somewhat Agree	43	45
Strongly Agree	0	19

While there is some discrepancy (i.e., some people who see themselves reflected in the leadership of their school also noted that their colleagues in a position of power are from a different racial background), those who indicated ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’, were more likely to disagree (28%) that they saw themselves reflected in the leadership of their school than people who did not indicate the same (11%), Pearson Chi-Square: $p < 0.001$, Likelihood Ratio: $p < 0.001$.

D2. I am connected to my colleagues who are in leadership positions

Fifty-eight percent of the participants who *indicated* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they were connected to colleagues who are in leadership positions in their workplace.

Whereas 70% of the participants who did not indicate ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they were connected to colleagues who are in leadership positions in their workplace.

Table D.2

I am connected to my colleagues who are in leadership positions v. When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background

	Indicated Workplace Isolation	Did Not Indicate Workplace Isolation
Strongly Disagree	8	1
Somewhat Disagree	13	13
Neither Agree nor Disagree	21	16
Somewhat Agree	40	44
Strongly Agree	18	26

There was a marginally significant difference in response patterns from participants who indicated ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ and those who did not, Pearson Chi-Square: $p=0.07$. Likelihood Ratio: $p=0.05$.

D3. I am part of a professional community in my workplace

Seventy-eight percent of the participants who *indicated* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they were part of the professional community in their workplace.

Similarly, 74% of the participants who *did not indicate* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they were part of the professional community in their workplace.

Table D.3

I am part of a professional community in my workplace v. When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background

	Indicated Workplace Isolation	Did Not Indicate Workplace Isolation
Strongly Disagree	2	1
Somewhat Disagree	9	9
Neither Agree nor Disagree	11	17
Somewhat Agree	58	48
Strongly Agree	20	26

There was no significant difference in response patterns from participants who indicated “When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background” and those who did not, Pearson Chi-Square: $p=0.49$, Likelihood Ratio: $p=0.48$.

D4. I am a leader in my workplace

Forty-six percent of the participants who *indicated* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they were a leader in their workplace.

Similarly, 50% of the participants who *did not indicate* ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ somewhat agreed or strongly agreed that they were a leader in their workplace.

Table D.4

I am a leader in my workplace v. When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background.

	Indicated Workplace Isolation	Did Not Indicate Workplace Isolation
Strongly Disagree	4	4
Somewhat Disagree	47	21
Neither Agree nor Disagree	32	26
Somewhat Agree	24	33
Strongly Agree	22	17

There was no significant difference in response patterns from participants who indicated ‘When I interact with my colleagues in a position of power in my workplace, they are usually of a different racial background’ and those who did not, Pearson Chi-Square: $p=0.50$. Likelihood Ratio: $p=0.49$.

Appendix E: Open Ended Responses

Other Instances of Racism

Disrespect & Discrimination

- ❖ For me, because of my race, I don't have the right to go to some places of work.
- ❖ Some people can be rude and disrespectful to African American women, and I've been through it several times.
- ❖ Low social status and discrimination
- ❖ The waiters were very rude when we were eating in the restaurant. And the food didn't taste very good
- ❖ During Black history month, I had a dirty sanitary napkin placed behind my black history poster on my door.
- ❖ "Yes. A colleague who is not Black has been asked to speak at events for Black people and the colleague gave the keynote, despite frequently talking about white people who do the same. A colleague doesn't collaborate on projects to which I invite them, responds to emails late and is frequently unavailable during work hours to get work done."
- ❖ They are also discriminated against in public
- ❖ I am often teased by my colleagues, which makes me very uncomfortable

Condescension & Being Undermined

- ❖ I am often misunderstood. When they lose pens or textbooks, I and other black colleagues are first suspected
- ❖ Not believing what I was saying, and then trying to get confirmation from a white woman who didn't know anything about the situation.
- ❖ When in meetings and others want to seem supportive of Black teachers and children they will say they care, but then when policies or practices are specifically designed to support Black teachers or children and their families, these same peers will ask, "What about Latinos? What about Asians? What about Native Americans?" These questions always turn the whole thing into what has been

called "the oppression Olympics" where we have to compete for who is the most oppressed or in need.

- ❖ Yes, a union leader made several decisions out of my hand that I should have had input and/or made the decision.
- ❖ "our union is represented by veteran white teachers who have their own interest first. This showed up when the contract favored things like family benefits and equal benefits when we went remote. Our teachers of color--(who are all single, younger with less years of service, and living in apartments) were not equitably considered as they support like a standing desk or being allowed to teach remotely from work. I've also watched white male educators get paid more to make supplemental positions that gave them an easier job. IE. one white male decided to promote himself to "tech guy" by taking one less period but gets paid MORE for same work.
- ❖ Treated rudely or coldly because of my race or ethnicity.
- ❖ I have been expected to treat another colleague, who is of my same ethnicity, with indifference or treat them like they are lesser than me because of their race and visa versa.
- ❖ Our work is assumed to be subpar.
- ❖ OPINIONS AND WORK FROM MEMBERS OF THE STAFF WHO ARE CAUCASIAN ARE REGARDED MORE HIGHLY THAN OTHERS.
- ❖ I am often held to a different standard than my white-male predecessor.
- ❖ I feel rejection from some parents of students just seeing me for the first time, then this improves a bit over time
- ❖ I am often questioned in my work. They all doubt my ability to work

Racist Remarks/Behavior

- ❖ The issue for is actually other white educators that marginalize our black students and make racist statements about children. One asked a child if he wanted to play sports when he grew up. My student replied that he wanted to be an engineer. Then they pushed, as to assume, that he didn't know what an engineer did. My student actually broke it all down for him. But I remember being so angry that he

wouldve even implied that a black male has to play sports and that he wasn't aware of what a higher tier occupation encompassed.

- ❖ I was terminated for advocating for the Black students, teachers, and families.
- ❖ I am in a battle now forcing the district to recognize thou they say and share that they are anti racist..... they failed to hear me and protect me from micro aggressive statements and behaviors being hurled at me by the white female lead teacher in whose classroom I work in. Now acknowledging this to be a hostile environment for me, I still am expected to preform the duties she allows me to in this class along side a racist. (I apologize for the strong statement and it is my truth).
- ❖ "It is frustrating that so many people with little cultural competency are hired and “we will train them” in racial justice/ equity frame work / social justice/ cultural competency. NO... just don't hurt them. Send them to learn it first!"
- ❖ I think I'm looked down on because of my skin color
- ❖ I have experienced a lot of second hand racism, particularly supporting students who experience racial harm in our school.
- ❖ only the irksome advance of the white men
- ❖ A parent of a student treated me in a racist way
- ❖ Not that I remember, I experienced so much racism in my first 15 years that my last 10 years with the micro-aggressions have blown away.
- ❖ I often get teased by white kids who talk about my skin color behind my back.
- ❖ The intersection of race and gender and diversity within being Black has been a tension at my current site. There are multiple Black women from support staff to admin and the dynamics of what it means to be a Black Woman Educator.
- ❖ I have witnessed many instances of racism towards our children. I have had to step in and defend / support them often from white teachers. I feel as if I am their protector. I have taught a variety of grades 3-6 all in an urban district that has far more white teachers than back ones yet the population we serve is 90% black. My whole career I have been an advocate for our children who are seen as more devious, less than, violet, needy, and academically low. Because of this they are given harsher consequences, or not treated fairly in other ways. I am the "angry black woman" in my building.

- ❖ Racial discrimination among students
- ❖ Racism & sexism are embedded in education and within the system(s) we work in.
- ❖ racism by some students
- ❖ Racist comments from some colleagues
- ❖ Parents are racist. Don't don't their children in your classroom simply bc you are black. Their children refuse to play with black children
- ❖ Yes, I am over-qualified for my current position. I was placed here because I am Black. However, I have more experience and education than others in higher positions.
- ❖ Student parents have a bad attitude because of race
- ❖ Being discriminated against by students' parents
- ❖ The parents of a student think that his child's poor grades are because I am black
- ❖ I feel that other white colleagues are racist against me
- ❖ Students' discrimination against race

Making Assumptions

- ❖ Parents thinking I was a nanny, thinking I was poor.
- ❖ A white colleague that shares my last name decided to send me photos of her ancient family bible that contains the names of all of the slaves that her family owned over centuries. She thought that it might help me trace my lineage, even though we previously had a conversation about how we were definitely not related to each other.

Ignorance

- ❖ Leaders refusing to acknowledge their whiteness. Leaders not taking steps to address their whiteness, instead relying on others to fill the gap.

- ❖ "Because I teach AP English and Ethnic Studies, there are times when my white students are uncomfortable with my lesson and state that they want to learn ""normal"" stuff. Additionally, there was a white student who threatened my coworker, (who is Filipinx) and myself over rhetoric that absorbed from 45. (trump) Again, because I teach ethnic studies, the assumption was that all I do is teach students how to ""riot"" ""defy authority"" and ""cry that white people are the cause of everything bad.""
- ❖ Being ignored when writing a letter with suggestions of ways to honor the Black students in our community.
- ❖ My boss who is white has know understanding about Black people or Black children. In my opinion she is a controing individual who lacks experience in the black field of education.

Lower Income/Benefits

- ❖ In the past two years, because of my unfair treatment of being black, my salary will be less than that of many colleagues, and I will have a lot of work.
- ❖ Because of my race, my income is different from other people's.
- ❖ For example, I lack some benefits
- ❖ I'm not as well paid as any other race
- ❖ As a black, I get significantly less promotion opportunities than other whites

Experiencing Broader Dynamics of Racism Within Teaching

Pedagogical/Instructional Shifts

- ❖ Adopt my own style of education
- ❖ Teach in a special way
- ❖ Teach in a better way
- ❖ "curricula challenges, the use of material that is out dated and or inappropriate for the children I serve. I am a pre-K inclusion class para educator working with a very

green special education teacher who does not feel supported enough to challenge the "lead" teachers mythology that she strongly disagrees with."

- ❖ "i fell often i am emailing or battling others' teachers decisions based on racist or biased grading practices. I have to ask teachers to change grades, doing twice as much work during assessment time. I also have to call parents as other teachers do not communicate often. When i cant influence other teachers I am still battling anxiety on behalf os students."
- ❖ I have changed in teaching
- ❖ There is no discussion of the current political climate as a staff or guidance with how to talk about it with our students.
- ❖ Instructional shifts, reading more black literature,
- ❖ First, all employees, including myself, received a multi-day anti-racism training to build a shared vocabulary, definition and analysis
- ❖ Yes, of course I always rely on the teaching of history to vindicate our race and ancestors
- ❖ I'm thinking about showing my students lesser known african American authors as well as films with featuring prominent African American actors. Just so there's some type of balance.

Familiarity with Black Academics/Scholars

- ❖ Introduce famous black people
- ❖ Read more black scholars/scholars
- ❖ Listening to Black-leaning broadcasts on YouTube.
- ❖ Reading more about changing the dynamics in education. About reform and how to create more succes for our lower performaning black children.
- ❖ I am reading more Black academics and scholars, creating more relationships with Black scientists and teachers, spending more time supporting Black teachers specifically and other historically teachers that I work with.
- ❖ Reading more

- ❖ I have taken on teaching African American Studies courses. As much as possible, I buy and read Black authors, curate a positive and intellectual Black Instagram feed, I have participated in some affinity groups and supported other Black staff.
- ❖ reading more Black academics....
- ❖ I read more Black academics
- ❖ Yes, I will read a lot about some of the problems encountered by black scholars in the teaching process and change the way of my spare time
- ❖ I am spending more time learning about the black pioneers in education to learn from their experiences. Also, I'm taking time to tune into various media, platforms of expression, and outlets that encourages and promote American Descendants of Slaves towards self-reliance, equality, and power in all forms of life.
- ❖ I read a lot of books against racial discrimination
- ❖ I make it a point to research/follow and read the work of Black Woman Scholars. I feel like the theory/narratives of these scholars mirror my own lived experiences and that is what is getting through this very isolating time as a Black Woman educator
- ❖ Study, read
- ❖ Read more books about black scholars
- ❖ Connecting with other Black scholars & reading more on their experiences as academics.
- ❖ Reading more children's literature with black children as the highlight
- ❖ Meet more black educators

Taking a Pedagogical/Political Stance

- ❖ Taking a pedagogical or political stance
- ❖ taking a pedagogical or political stance

Organizational Change

- ❖ Instead, focus on transforming our organizations to work for everyone.

Activism

- ❖ In my spare time, I go to marches and vent racist complaints on the Internet.
- ❖ “Free time” spent coaching a s consulting with orgs (getting paid for teaching others about EDI/DEI, Anti-raviam, pro-Blackmess, etc.
- ❖ Confirm my political position
- ❖ In my spare time, I will take part in some anti-discrimination activities and advocate for the rights of blacks

Learning Black History

- ❖ Learning the history and legacy of famous black people whose contribution made a revolutionary change
- ❖ I have had issues with pushing the history of the LGBTQ communities before pushing African American/Black studies or even other nationalities in education.
- ❖ In my spare time I learn more new things and learn more knowledge in my leisure time to enrich myself.
- ❖ I was raise during a time the Black Panther were really on the rasie. I came from parent who taught me and my sibling about are culture and the history of Black people.

Self-Improvement

- ❖ I am absolutely shifting how I spend my free time and to whom I give my energy, money, and other resources to. I am choosing to no longer invest in systems I nor BIPOC flourish.
- ❖ Racism is implicit in whites, only that they handle it in a hypocritical way, for the most part, it is better to work on your self-esteem and ignore them
- ❖ changes in the way you spend your free time

- ❖ Share my opinion
- ❖ I changed in the way I spent your free time
- ❖ change in the way you spend your free time
- ❖ I will enrich my spare time by reading and running
- ❖ Changing the way I spend my spare time
- ❖ I mostly consult my black elders, but I'm trying to change myself, and I don't want to live like this anymore

Cultivating Diversity

- ❖ As a preservice teacher, I noticed that to books I was selecting for college courses were all by White academics. It became clear to me that if I wanted more Black voices in education I should start by including them in my syllabus. Now I read for more Black authors and experts in the field of education and I will only use books by Black authors.
- ❖ Currently, I am working on my dissertation; it examines racial battle fatigue in Secondary Black Teachers. I try to educate non-Blacks as often as possible about anti-blackness, white supremacy culture and invalidate any misconceptions they have about Blacks. I firmly believe that I need to educate-at minimum-plant a seed to hold them accountable.
- ❖ Having to educate white folks and hold space for white people
- ❖ The other ways include a lack of interest in recruiting Black teachers, invalidating the micro/macro aggressions that we face on a daily basis, and a lack of interest of using curriculum outside of the "canon" of dead white men.
- ❖ My school district had all students take surveys about their experience with racism in school. Loved that idea. A teacher from my school sent a email to every union staff member saying she thought it was inappropriate to allow the student to take the survey and that she feels uncomfortable and hope she doesn't lose her job. Then it became this HUGE email thread of people mostly agreeing and a random few standing up. This is my first year in this district. I had to read those emails and then teach a class full of brown children. This is why we need teachers of color.

- ❖ Implement more talks on this important topic
- ❖ The lack of diverse and multicultural academic materials / textbooks are a reflection of racism. Black teachers have to spend more time creating lessons and infusing our experiences into the curriculum. I feel sorry for our students that never get a "black" teacher during their k-12 experience.
- ❖ "Those in leadership positions are either white, Latino, or black women. Black men who speak up in the best interest of the black students/community are treated poorly, singled out, slandered, ostracized, and eventually pushed out, forced to work for less, or fired/laid off. Here are a few black men who have dealt with this kind of racism during their time working in Oakland Unified School District:
- ❖ Participate in more equal content
- ❖ Participate in more equal content
- ❖ I provide a theoretical argument that recognizes the role of narrative as an anti-narrative behavior. I use the epistemology of black feminism
- ❖ Participate in volunteer activities in the black community

Appendix F: Respondent Feedback

Table F.1

Respondent Feedback

If you have any feedback for the team about any aspects of this survey, we welcome and thank you for any comments below.
As a Black teacher, this pandemic has left me with mental and emotional scars
Great!
Hope that through the investigation can better alleviate the problem between races
I am very lucky to participate in your survey
I can't wait to see the results and your report.
I feel fine, no comments or feedback thank you.
I hope people across the country have a correct view of our race
I hope the government will attach great importance to the issue of racial discrimination
I hope to adopt your suggestions
I hope to pay more attention to the working environment of some African Americans
I hope you will attach great importance to the issue of racial discrimination

I like this kind of investigation very much and hope it can improve us
I like this survey very much.
I like to take part in this survey and will introduce it to my colleagues
I like your research
I thank this is very good as an outlet to express the challenges and experiences of teaching in a hostile America. Especially for new teachers of color. Thank you.
I think your research is very meaningful
I wonder if there could be more prompts and questions about our positive experiences being black in our workspace.
I would really love to see the data you present! I hope it will be shared digitally!
I'm very interested in this survey.
If possible, I hope to receive more information in this field or cooperate with the investigation in the future. Of course, if it can help more people
It was a challenge imputting numerical numbers
It's a great survey
LOVE that you are focusing on this@
No feedback, thank you
No feedback, thank you

No feedback, thank you
really easy -- appreciated the "spiritual" "community" "self care" categories being distinct and explained. makes me realize how much i do
Thank the team for their care and care for the black people.
Thank you
Thank you
Thank you
Thank you for caring to ask these questions.
Thank you for taking making the time and effort to support, encourage, educate, and empower. I truly appreciate it!
Thank you for the survey and the gift card
Thank you for this work and I look forward to what comes from this.
Thank you for your research
Thank you for your work.
Thank You for your work. It is not only necessary but vital. I appreciate you all. by the way that was a great survey. i will encourage others to take it as well.
Thank you!
Thanks

Thanks for asking!
The whole society should pay attention to racial discrimination
This survey is an interesting and useful investigation, since racism is immersed in our daily lives, it is a present but overlooked problem
This survey is very good, and I feel honored to focus on us educators, but I will try my best to do a good job in my education
This survey is very useful
This survey made me feel seen.
This was a great survey. I think talking about how families are racist towards us is important to discuss as well.
Very good survey,
Your survey highlights the last 2 years but much of the racism I experienced that should have pushed me mentally out of the education field happened early on in my career.