

ARTICLE REVIEWED

Reclaiming the Conveyor Belt: Physical Education Teacher Education as a Pipeline to the Professoriate for Black Males

Wallace, J. L., Clark, L., & Cooper, J. E. (2022). Reclaiming the conveyor belt: Physical Education Teacher Education as a pipeline to the professoriate for Black males. *Journal of Teaching in Physical Education*, 1(aop), 1-8.

THE PROBLEM:

Current research indicates there is a shortage of academic achievement for Black males in the United States (Dyce, 2013; Harper, 2012). This is further evidenced in higher education by the lack of Black males in administrative and tenure-track positions (National Center for Education Statistics, 2018). However, this paper focuses on strategies for the successful recruiting and retaining of Black males through doctoral physical education teacher education (D-PETE) programs. Specifically, the authors use their own experiences as well as recognizing the contributions of Black males in PETE such as E.B. Henderson, who blazed a trail for the representation and recognition of Black males in physical education.



Research Summary:

The purpose of this paper was to reclaim the pipeline that has previously been used to exploit Black bodies and talent for the benefit of white gains through collegiate athletics to now serve Black students, specifically males, through D-PETE programs. The authors use their own experiences as well as contributions from Black culture such as the network of fictive kin to provide a strategy for recruiting and retaining Black males in D-PETE. The fictive kin network provides Black males with *othersiblings* such as older Black males graduate students and *otherfathers* through Black male faculty. This leads to cascade and constellation mentoring, which allows for Black males to progress from the experiences of others before them, while providing them with a familial network.

Conclusion:

Additionally, the authors note the ability of D-PETE programs to foster more than narrowed disciplines within PETE. They provide an example in Table 1 of the manuscript which shows how one D-PETE program mentored doctoral students across multiple areas of sport, including combining areas with sport, such as PETE and social studies.

Key Takeaway:

In this paper, the authors provide insight into their own experiences and advocate for a mentor strategy that reclaims the pipeline for Black males' success in D-PETE. They also challenge D-PETE programs to expand their horizons through the inclusion of multiple areas of interest as it will lead to the advancement and inclusion of students interested in sport, specifically minority groups.

ADDITIONAL RESOURCES:

Dyce, C.M. (2013). Disappearing into the unknown: The state of Black male achievement in American public schools. *Multicultural Perspectives*, 15(3), 165–167. <https://doi.org/10.1080/15210960.2013.809307>

Harper, S.R. (2012). Black male student success in higher education: A report from the National Black Male College Achievement Study. University of Pennsylvania, Center for the Study of Race and Equity in Education. [https://web-app.usc.edu/web/rossier/publications/231/Harper%20\(2012\)%20Black%20Male%20Success.pdf](https://web-app.usc.edu/web/rossier/publications/231/Harper%20(2012)%20Black%20Male%20Success.pdf)

National Center for Education Statistics. (2018). Race/ethnicity of college faculty. <https://nces.ed.gov/fastfacts/display.asp?id=61>