

5-2024

PROGRESSION OF BLACK WOMEN IN TENURE RANKED POSITIONS

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PROGRESSION OF BLACK WOMEN IN TENURE RANKED POSITIONS

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Social Work

by
Unique Givens
May 2024

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ABSTRACT

The intersectionality of race and gender affects the progression and experience of Black women in tenure-ranked positions in higher education. As Black women navigate the tenure process, they encounter systemic issues while fulfilling the criteria of teaching, service, and research. Black women's experiences while obtaining and maintaining tenure-ranked positions in Southern California reflect the discrimination, biases, lack of respect, and value of their roles and contributions to academia. In addition, Black women are being challenged more and questioned regarding their abilities and roles by peers, students, and academic administration. Research studies in the past have demonstrated the underrepresentation of Black women in academia; however, there is a gap in the literature regarding Black women who occupy tenure-ranked positions. The purpose of this study is to bridge the gap through a qualitative exploratory approach. The proposed hypothesis and literature review aligned with the five themes identified through data collected during interviews with Black women. Recommendations for Social work, policy, and future research implications were provided.

Key Words: Race, Black woman, Tenure-ranked Position, Mentor, Microaggression, Self-care

ACKNOWLEDGEMENTS

First and foremost, I would also like to extend a thank you to all CSUSB Social Work staff, especially Carolyn McAllister for providing knowledge, insight, and support during the progression of developing my research. Another person who deserves acknowledgement is my research advisor Dr. Nicole Arkadie. Thank you for your support throughout this entire process and providing an environment where I could be my authentic self. Thank you so much for all your faith and belief in me and sharing my excitement and passion for my research. I appreciate the participants who took the time to participate in my research and openly share their unique experiences. Lastly, I would like to thank my cohort. The support system and bond between all of us provided a comfortable atmosphere where we could vent to each other about things only we could understand as graduate students in this MSW program. I can truly say that I've made lifelong friendships and I hope to have opportunities to collaborate with you all in the future.

DEDICATION

First and foremost, I would like to thank myself for the dedication, hard work, strength, courage, and commitment throughout this process. The hardships and challenges I faced during this process including balancing school, work, internship, and my personal life truly took perseverance. Thank you to my parents Lynette and Lafayette for supporting me through this journey. I'm grateful for the two of you spoiling me during this process with groceries, prepared meals for the week, quality time, and words of encouragement. A special thank you to all my close friends who listened to me vent, provided a shoulder for me to cry on, and provided words of encouragement. Lastly, a thank you to the important people in my life for being understanding when I was unavailable to them during this process, I appreciate your patience and faith in me.

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CHAPTER ONE

INTRODUCTION

Problem Formulation

In the past, academia was male dominated regarding students obtaining higher levels of education and occupying roles in higher education (Hirshfield & Joseph, 2012). Over time, opportunities for women in academia have become more obtainable and available. However, women of color, especially Black women, are still highly underrepresented in higher education such as professors, administration, and college presidents (O'Meara & Templeton, 2022). According to a study by the American Council on Education (2017), women represented 30% of college presidents, and women of color represented 5% of the collective 30%. According to the U.S. Bureau of Labor Statistics (2019), female professors consisted of 76.7% White women, 13.1% Asian women, 7.8% African American women, and 7.1% Hispanic/Latino women. This underrepresentation results from the interconnectedness of race and gender that create barriers for Black women and their progression in higher education.

Systemic barriers in academia and its institutions play a role in the lack of Black women in higher education. Systemic barriers include being impacted by racial and gender oppression and discrimination simultaneously (Crenshaw, 1991). For example, studies have shown that women of color experience barriers in "hiring, work expectations, and promotion and tenure resulting in increased stress, decreased job satisfaction, and attrition" (Hassouneh et al., p.129, 2012).

In addition, the work environment for Black women becomes less professional because colleagues and students question their qualifications and role as educators (Young & Anderson, 2021). These systemic barriers make it challenging for this minority group to obtain and maintain roles in higher education.

Women of color have individual experiences in the pursuit of roles in higher education that affect their everyday lives and opportunities. Women of color experience intersectional microaggressions, fatigue, and emotional and psychological stress when encountering intersecting racial and gender discrimination, resulting in professional exhaustion (Young & Anderson, 2021; Smith et al., 2007). In addition, women of color experience invisibility that results in a lack of acknowledgment of them or their contributions (Constantine et al., 2008; Hassouneh et al., 2012), invalidating their professional roles. Black women's experiences are significantly overshadowed and replaced by the experiences of Black men with whom they share race and White women with whom they share gender (Haynes et al., 2020). Overall, Black women experiencing these issues in their careers while balancing their personal lives can negatively affect their performance in academia as leaders.

Implications for Social Work

A study centered around the progression of women in higher education will have significant implications for social work practice on a macro and micro level. At the macro level, these findings will help social workers uphold NASW ethical principles that challenge social injustices in the education system against clients who are women of color. Understanding the oppression, biases, and disadvantages they face on multiple levels will help social workers serve them better. In addition, these findings will highlight how intersectional identities (Horsford & Tillman, 2012) lead to the marginalization of women of color, specifically black women. Finally, on a micro-level, these findings will show how the interconnectedness of gender, class, and race can affect their client's individual experiences and access to job opportunities, adequate housing, and quality of life.

Research Question. These findings will enhance awareness, improve the competency of social workers, and make them better advocates for women of color in academia. In addition, the findings from this study are essential in addressing the lack of policies that acknowledge intersectional identities that create barriers for women of color, especially Black women, through their progression in obtaining and maintaining positions in higher education. With that said, the research question for this project is as follows: Does the intersectionality of race and gender affect the progression and experience of Black women in tenure-ranked positions in higher education?

CHAPTER TWO

LITERATURE REVIEW

This literature review will provide a critical analysis of the research centered around the experiences of Black women during their progression to positions in higher education. This chapter will highlight the barriers encountered during their professional progression, including mentoring opportunities and racial and gender microaggressions in the workplace. In addition, Black women encounter barriers when seeking to obtain tenure-ranked positions. Finally, applying Kimberlé Crenshaw's theoretical framework on intersectionality and its role in the progression of Black women in obtaining positions in higher education.

Mentorship

In academia, there is an underrepresentation of women of color available for mentoring other women of color trying to obtain positions in higher education. Various research studies provided the experience of Black women and their perspective that mentoring is essential during their development and advancement to leadership roles (Crawford & Smith, 2005; Davis & Maldonado, 2015). Women of color must have access to mentors who share racial, gender, and cultural backgrounds (Stanley & Lincoln, 2005). With this access to mentoring opportunities, Black women can better navigate environments with racial and gender oppression that their mentors may have already experienced (Williams et al., 2011). In addition, mentors can assist Black women by

connecting them to established networks within academic institutions to help advance their careers (Girves et al., 2005).

Mentoring can become invisible labor for the underrepresented women of color who hold positions in higher education. Although these women understand the vital role mentoring plays in the development and advancement of other women of color in academia, it can become overwhelming (Shayne, 2020). This minority group having to provide mentorship for future generations of academic leaders regarding peer faculty and students of color while balancing their work responsibilities can be taxing (Shayne, 2020). Expanding the presence of diverse faculty for mentoring opportunities, especially in predominantly white institutions (Shayne, 2020), is essential for the professional advancement of women of color. In addition, women of color taking on invisible labor regarding mentoring need to be recognized and rewarded in academic institutions (Jeffries, 2021). Gaining further insight into this systemic barrier with the findings of this study can contribute to practical strategies in ensuring academic institutions acknowledge the lack of diversity regarding women of color available for mentoring and the impact it has on everyone involved.

Racial and Gender Microaggressions

Black women experience racial and gender microaggressions during their progression to positions in higher education. Black women experience systemic discrimination and oppression through forms of Hierarchical microaggressive intersectionalities. "Hierarchical microaggressive intersectionalities (HMI) are

those everyday slights found in higher education that communicate systemic valuing (or devaluing) of a person due to the interplay between their institutional role and their other identity categories like race and class" (Young & Anderson, 2021, p. 79). The interconnectedness of their race, gender, and the institution's view on who is fit to occupy leadership roles affects the personal experience of Black women. This systemic discrimination questions and challenges their judgment and ability to bring value to positions in higher education. As a result of this hostile work environment, Black women and their contributions to educational institutions are undervalued. Instead of focusing on their roles in academia, Black women maintain their barriers to shield themselves from the effects of the HMIs they experience (Young & Anderson, 2021).

These HMIs come in verbal, behavioral, and environmental forms that Black women encounter daily from institutional norms and policies, faculty, and students (Young et al., 2015). The individuals inflicting microaggressions are usually unaware of their actions and the psychological and emotional stress they can cause (Constantine et al., 2008). Experiencing microaggressions in the workplace can cause faculty of color to feel self-conscious and invalidate self-identity (Constantine et al., 2008). Faculty of color may feel the need to suppress their authentic selves regarding culture and personality to fit in with their workplace environment. Black women experiencing HMIs questioning their identity and roles as academic leaders is a structural issue (Young & Anderson, 2021). Understanding the impact of HMIs on Black women's progression and

experience while working in higher education is essential in developing approaches to make the work environment more inclusive for women of color.

Tenure

Black women are highly underrepresented in holding tenure-ranked positions within academia. In 2018, Black women represented only 3% of tenured-ranked faculty across U.S. universities (National Center for Education Statistics, 2022). This underrepresentation of Black women in tenured-ranked positions results from systemic discrimination and oppression. Women of color are at a more significant disadvantage due to the intersection of their race and gender that deem them unworthy or incompetent, resulting in them being denied tenure-ranked positions (Shayne, 2020). The criteria and processes of gaining tenure do not reflect or value academic contributions from diverse cultures (Ahidiana, 2021). If the research Black women choose to conduct during the tenure process is centered around the issues of minorities, institutions, and their faculty categorize the research as too personal and inadequate (Shayne, 2020). The perspective of what research concentrations are acceptable and deemed valuable is an institutional barrier that excludes women of color, especially Black women.

The process for obtaining tenure is divided into three sections: teaching, research, and service (Jeffries, 2021). While acquiring this criterion for tenure, black women face intersectional discrimination and oppression throughout the process. First, while teaching in academia, Black women deal with hierarchical

microaggressive intersectionalities between students and faculty, which invalidates them as educators and affects their chances of obtaining tenure (Jeffries, 2021). Secondly, Black women receive minimal support while conducting research regarding funding, publication, access to established networks, and inclusion from universities and faculty (Jeffries, 2021; Yancey-Bragg, 2021). Finally, the service aspect is where women of color are utilized to recruit diverse student populations and mentor peer faculty and students of color. These invisible labor services are not valued or appreciated by those with the power to approve tenure (Shayne, 2020). Black women encountering these barriers while trying to obtain tenure positions results in them having to work twice as hard as their peers, and despite their efforts, they may be denied.

Theories Guiding Conceptualization

Intersectionality originated by critical race theorist and civil rights activist Kimberlé Crenshaw. Intersectionality means being impacted by multiple factors and feeling abandoned and discriminated against in a society that does not represent you (Crenshaw, 2006). This concept was applied specifically to women of color who face bias and oppression based on the interconnectedness of their race, gender, and class (Crenshaw, 1991). Black women, specifically, are the top minority group affected, and they are vastly underrepresented in U.S. society and its systems. Crenshaw (1991) divides the framework of intersectionality using three dimensions: structural, political, and representational.

The first dimension is structural intersectionality, which refers to structural oppression Black women experience due to the intersection of their race, gender, and class (Crenshaw, 1991). This perspective plays out within the educational system when Black women face racial and gendered oppression during their progression toward positions in higher education. Structural intersectionality contributes to the underrepresentation of Black women in tenure-ranked positions and the barriers they face. The structures of systems only address and account for the experience of Black men and white women, and Black women are overshadowed because they share the same race and gender (Haynes et al., 2020). Society and its systems are structured to victimize and normalize White women's experiences, and Black women's experiences are disregarded and stereotypically categorized (Willingham, 2018).

The second dimension is political intersectionality, which highlights the lack of consideration of Black women within political policies and agendas (Crenshaw, 1991). As a result, political policies and agendas do not reflect the challenges faced by Black women regarding racism and sexism (Crenshaw, 1991). The final dimension is representational intersectionality, highlighting how society and the media continuously portray black women in stereotypical identities (Crenshaw, 1991). This dimension of intersectionality affects Black women on a Micro level because the consequences of the stereotypical identities affect their everyday lives and opportunities. "Kimberlé Crenshaw's three-dimensional intersectionality framework supports researchers, activists, and

policymakers in the complex examination of the micro and macro power dynamics shaping Black women's lives" (Haynes et al., 2020, p. 757).

Summary

Black women experience oppression and discrimination during their progression to tenure-ranked positions in higher education. First, black women having access to mentoring opportunities by women of the same race, gender, and culture is essential to their development. However, mentoring can feel like invisible labor due to the underrepresentation of Black women in academia, resulting in those available being spread thin. Secondly, Black women experiencing hierarchical microaggressive intersectionalities experience psychological and emotional stress in the workplace. Third, the criteria and process for obtaining tenure lack inclusion regarding faculty from diverse backgrounds. The research regarding the underrepresentation of Black women in tenure-ranked positions is limited, and the findings from this study will attempt to expand research on their progression and experiences. Finally, these findings will highlight how structural, political, and representational intersectionality leads to the marginalization of women of color, specifically black women.

CHAPTER THREE

METHODS

Study Design

The purpose of this research study is to understand how the intersection of race and gender affects the progression and experience of Black women in tenure-ranked positions. This study highlights the barriers Black women encounter on systemic and personal levels. This study was conducted utilizing a qualitative exploratory approach. Although there has been prior research conducted on this topic, further research will continuously need to be conducted to understand the unique experiences of Black women and their professional progression. In addition, research studies centered on the progression and experience of Black women striving for tenure-ranked positions in academia are limited. Utilizing a qualitative phenomenological research approach is beneficial in gaining an in-depth understanding of the lived experiences of Black women (Davis & Maldonado, 2015) and the barriers they face within their career advancement, specifically tenure-ranked positions.

Sampling

This research study utilized a non-random purposive sampling approach to select participants who meet the specific criteria needed for this study. The specific criteria required for this study are participants who are Black women in

academia who have acquired tenure-ranked positions or are seeking to acquire tenure-ranked positions. The researcher of this study gained access to the population by searching university web pages in Southern California with publicly available information. The researcher gathered information, including emails from the university webpages in Southern California, and contacted potential participants. Participants were emailed a flyer that provided additional information regarding the study. In addition, snowball sampling was utilized, and participants could refer other women of academia who met the criteria of this study. This research study sought to have twelve Black women who met the criteria participate in this study, and a total of eight Black women participated.

Data Collection and Instruments

Qualitative data was collected from participants through interviews with the video conference platform Zoom. The eight participants were scheduled for individual Zoom meetings and asked a series of questions. These questions explored the barriers and experiences Black women encounter during their progression to roles in higher education, specifically tenure-ranked positions. With the use of the transcript data collected from the interview, keywords and themes were identified to answer the research question (Grinnell & Unrau, 2018). Demographic information was collected at the start of each interview. In addition, follow-up questions were asked to explore the experiences of Black women during educational and career development. This instrument is in Appendix A for reference.

Protection of Human Rights and Procedures

Confidentiality and informed consent were discussed at the beginning of the interview with all participants. Participants were informed that the researcher was a graduate student supervised by a representative from the School of Social Work at California State University San Bernardino (CSUSB). The participants were informed that the Institutional Review Board has approved this study at CSUSB. Participants were informed that information gathered during the interview, including themes and direct quotes, will be referenced and utilized in the documentation of this study. This information will be public. However, participants' identities will be protected by removing personal identifiers. After disclosing this information, the participants were informed that participating in this study is voluntary.

The purpose of this study was discussed, which is to gather the experience of black women regarding higher educational opportunities in academia, specifically regarding tenure. The structure of the interview regarding recording the interview, utilizing the transcript zoom feature, and the duration of the interview was described. The participants were instructed to choose a quiet setting where they would not be disturbed during their interview. A request given to the participants to have their cameras on for the interview and informing them that it would be recorded. In addition, the audio from the interview was transcribed through Zoom. The duration of interviews lasted up to 35 to 40 minutes, depending on the responses of the participants. The participants were

informed about potential risks and that answering some questions that may cause discomfort regarding their academic experience and answering an uncomfortable question is not mandatory. Lastly, participants were informed that the sole benefit of the findings of this study is to gain knowledge regarding this area of research.

Data Analysis

All data and information gathered from the participant's interviews were analyzed to identify themes (Grinnell & Unrau, 2018). First, the audio from the participant's interviews was transcribed and categorized into written form. In addition to categorizing the transcripts, the participant's facial expressions and body language were noted and categorized. The purpose of requesting the camera to be on is to view the participant's facial expressions, voice tone, and body language to assist in the engagement process. One participant requested to keep her camera off during the interview, and the researcher obliged the request. Information gathered was sorted based on themes related to Black women's experiences during their academic progress toward obtaining tenure-ranked positions.

First, demographic data was categorized, including age, marital status, sexual orientation, parental status, and the highest level of education. Categorizing demographics helped the researcher identify themes that identify the helpfulness or hindrance of these factors regarding participants. Next,

information gathered from the interview was separated into significant themes contributing to Black women's barriers in academia. Finally, these themes were categorized under factors the researcher hypothesizes contribute to barriers black women encounter. These factors include access to mentorship, racial and gender microaggressions, and tenure criteria. In addition, new themes and subthemes emerged after the interviews were conducted.

Summary

This study examined black women's experiences during their progression in academia while obtaining tenure. This study also examined the barriers that black women encounter based on the intersection of their race and gender. The participants had the opportunity to tell their unique stories based on their journey to tenure-ranked positions. Conducting this study shed light on systemic racism and prejudice. The completion of this study will contribute to helping educational institutions improve policies, norms, and atmosphere that will be welcoming and inclusive for Black women in higher education. Utilizing qualitative methods to facilitate this study will provide the best results to gain information and highlight the experiences of Black women.

CHAPTER FOUR

RESULTS

The following sections detail the results of interviews conducted regarding the progression and experiences of Black women in tenure-ranked positions or in the process of gaining tenure-ranked positions. A total of 8 black women participated in this research study, And they were recruited and interviewed within a four-month recruitment period. All participants completed demographic questions and engaged in an in-depth interview. Seven of the participants identified as African American or black, AND one participant identified as African. Four participants' marital status is married, two divorced, and two single. Six of the participants have tenure-ranked positions at the associate level, And two of the participants are still in the process of gaining tenure-ranked positions. (See Table 1)

Qualitative data was analyzed using the MAXQDA coding system. Interview transcripts were imported into MAXQDA. The interview transcripts, audio, and video recordings were independently read through and analyzed by the researcher. While reviewing the audio and video recordings, The researcher analyzed and noted the participants physical and emotional responses as they shared their unique experiences. Five major themes emerged from the data, which include the importance of mentorship, Hierarchical microaggressive intersectionalities (HMIs), culture of tenure process, experiencing burnout, and

the importance of self-care and outside support systems. The participant's facial expressions, voice tone, and body language were noted and analyzed, while the interview were conducted.

Table 1. Participants Demographic Characteristics

Age	Marital Status	Sexual Orientation	Children
25-32: 2 participants	Married: 8	Heterosexual: 7 participants	Have children: 5 participants
33-40: 1 participant	Divorced: 2	Queer: 1 participant	No children: 3 participants
41-48: 1 participant	Single: 2		
49-56: 2 participants			
57-64: 2 participants			
Tenure Ranked Position	Department	Gender Identified as	Race
Assistant- ranked: 0	Early childhood studies: 1 participant	female: 8 participants	African American/Black: 7
Associate- ranked: 6 participants	Health science: 3 participants		African: 1
Professor-ranked: 0	Kinesiology: 1 participant		
Non-tenure position (In the process)	Sociology: 2 participants		
	Social work: 1		

Source: Data gathered during interviews from participants

Mentorship

The questions administered during the participant's interviews reflected the nature of mentorship during their progression toward tenure-ranked positions and the impact mentorship had on their overall experiences. The first part of this main theme was centered around receiving mentorship during the tenure process and their overall academic career as educators. Most participants stated that they had internal mentorship from the college or university they work at and external mentorship from colleagues outside their institution. Each participant had at least one influential mentor, and some had a committee that guided them through furthering their education and navigating the tenure process and the environment of academia. Each participant told their experiences receiving mentorship as a Black woman and how their interactions and access to mentors contributed to their development. The participant's responses regarding receiving mentorship reflected cultural, race, gender, and sexual identity factors and the provided resources, insight, and knowledge gained from mentors. Black women in this research study stated:

During the whole tenure process, I had a friend of mine who coached me. Because he became the first African-American male at his institution in a tenure-ranked position. And so, he explained to me, because I didn't know the different levels. I didn't know assistant professor, associate professor, and professor, and then I didn't know that even within those three different rankings, there's a thing of being tenured in each rank. So, no one really

explained it except my friend who is not even at my institution who helped me to understand what that looked like.

And so, someone who's the same gender can tell me things to be aware of as a woman, you know, trying to seek tenure and things that may happen like what we know research says is women tend to do more work than the men in their department. You know, they are always taking over and doing more, and they get overwhelmed and burdened with all those things. But then it's also important to have someone who identifies as being African American because that is also a difference in what research shows in the institution of the waters that we have to navigate and the things that we have to be aware of that can be hindrances for us obtaining tenure ship.

He is a black, queer man himself, a black gay man, I should say. He was like my unofficial advisor, dissertation advisor; he might as well be my chair because he really helped me not just navigate but get my dissertation done. And say here is how you should write your teaching philosophy and how you need to do the materials to go on the job market. Nobody else is giving me that kind of mentorship, that hands-on mentorship.

Yes, my chair is a black woman, and that was intentional when going into grad school. I needed a black chairwoman. She helped me understand the cultural capital and what it would be like when I get a job. I had a Latino man on my committee from the same background and neighborhood. He understood where I grew up, and we connected on a personal level. Navigating academia, he would calm me down when I wanted to go off on people. Another committee member, a white man he was great, and he held my hand through the process of applying; I talked to him every day. And a Black woman on the committee was like a second mom.

I was fortunate that there were some mentors from the same cultural background. We are all brown people and minorities, which is the diversity of our department. One of my mentors is from Africa, and three of them are from Asia so that really did help because they are brown people like me, and they know our struggles.

Additionally, the respondents discussed the second part of the first main theme, which is their experience and perspective on providing mentorship to colleagues and students. These black women discussed giving mentorship as a part of the service requirement to gain tenure-ranked positions and their reasons for mentoring peers and students. Black women in this research study stated:

In that role, especially if you are the only one in your department. You become the leader by proxy. And so, we are always trying to be mindful of not being overtaxed with tasks to complete or to be a representative of this, you know, group or whatever. And we have to balance ourselves and the boundaries because it is like, on one hand, you want to be there because representation matters.

I can definitely say one of the things that research talks about is cultural taxation. And so when you are a minority person. The feeling like, oh, because representation matters, that means anything that comes along, I gotta take it on, right? So if someone is doing research and is focusing on, you know, something with black students or something with black, then I gotta take that on because representation matters.

I enjoy it. I think that is part of my gifting and calling in terms of giving back and serving, because I know I benefited greatly from having mentors, and so I know, given that the majority of our students, over 80%, are first generation. I know the importance of having a mentor or someone to speak with or talk to better understand how to navigate.

I am mentoring other faculty members at the university, and now I feel it is more of my responsibility to give back. So now that I found myself and I

have gotten into this tenure-ranked position, now I am helping other people, other black women who are looking to get into a change position.

The participants highlighted the importance of having a mentor who could relate to them in numerous ways, whether sharing race, gender, or being a part of a specialized group. Black women in this research study stated it was essential to be provided with clear expectations of the tenure process, guidance through the academic environment as Black women, and support in their development as a leader in academia. All participants stated in some form or way that they enjoy being a mentor and supporting their students and peers. However, there was also a consensus about maintaining boundaries to avoid cultural taxation due to taking on too many responsibilities or tasks in their departments.

Hierarchical Microaggressive Intersectionalities

The participants responded to questions regarding their environment within the academic institution where they teach. These participants talked about their experiences with Hierarchical Microaggressive Intersectionalities, which are “everyday slights found in higher education that communicate systemic valuing (or devaluing) of a person due to the interplay between their institutional role and their other identity categories like race and class” (Young & Anderson, 2021, p. 79). Six of eight participants gave in-depth responses regarding this theme and gave detailed stories on how experiencing HMIs impacted them as educators

and individuals. Two participants stated they could not recall experiencing HMIs at their current academic institutions due to the majority of the faculty being a diverse group. However, they stated they may have experienced HMIs at other academic institutions in the past. Black women in this research study stated:

It was different. I got challenged more. And I got challenged more because I was a woman because I was a black woman. And I got challenged more by students. And I found that to be, you know, different. And speaking with other people, I heard some of their same stories with the same thing. I can't turn off my blackness. I mean, I walk in, and that is the first thing you see. And so often, what a lot of research shows is that women of color are having difficulty with navigating the waters of academia. Meaning we are judged more harshly.

The sad thing is that we are judged more harshly by our own culture. So other black students judge more, you know, they may not give us the same respect as they do our white counterparts. And something as simple as calling me doctor, but you know, they call everyone else doctor, but then call me by my first name.

She basically told me I did not look professional at the time. At the time, I had an Afro. I was 18 in college, so I was dressing very much like I was 18 in college. She was like, you need to look more professional and more

redefined, and it was very coded. It was very racialized, and the things she was commenting on, and then at the end, when I was graduating, she found out I was getting into grad school, she made the snarky comment like, well, I hope that you actually follow through with it.

Oh, yeah, absolutely. Unfortunately, they are part of our everyday working environment, even though we do trainings people forget those. So yes, I have experienced them, and I am still experiencing them. I don't expect them to go away even tomorrow. I guess if they go away, then the world will be perfect. But yes, I have experienced them even in my current situation. My current position right now, the fact that I am female, the fact that I am black. The fact that I have experienced it with collaborations from peers and administration. You name it, everybody.

A lot of inappropriate behavior and false narratives were being shared. I believe that because I was the black female in that position, and our top candidate at the time was a black female, I think our department wasn't ready for that. I believe that the department and the faculty members in the department used their outside resources and connections to fail our search. So yeah, our chair at the time was very non-supportive. During a meeting, he lashed out at me and made some untrue statements about

me. It was very emotional to the point where another black woman at the meeting was traumatized from that experience and left the university.

Six of the eight participants reported experiencing HMIs in their academic institutions. Some participants described situations reflecting HMIs as undergraduate and graduate students and now as educators. Black women in this research study stated that their roles and abilities as professors were challenged and undervalued by students, peers, and academic administration. Some Black women stated they felt they were judged more harshly, endured inappropriate behavior, and lack of respect regarding their tenured ranked positions. Some participants stated they were questioned more compared to their white counterparts regarding their clothing, hairstyles, and their position as faculty members. Most of the participants stated that experiencing these HMIs stems from the intersection of their race, gender, and the underrepresentation of other black women in their departments.

Tenure Process

The third theme is the experiences these Black women had while gaining tenure-ranked positions. All participants could describe their initial understanding of the tenure process and how they prepared to meet the criteria. The criteria for tenure, including service, teaching, and research, were discussed, and how they navigated each area as a black woman. The responses the participants gave reflected the systemic barriers, biases, and discrimination they experienced during the navigation and selection process for tenure-ranked positions. All

participants had positive experiences and challenging experiences during their tenure process. Black women in this research study stated:

My research topics, I think, many times got minimized, or they would say like, oh, you're putting yourself in a box, or my grammar was like a certain thing.

The concern was whether or not I would be fairly evaluated, if that makes sense. I knew I did the work, so the question and the concern was because there aren't a lot of women of color, particularly black women, who are tenured, the concern was regardless of my record showing that I've earned it or if I deserve it was whether or not I will be fairly evaluated.

So, I was supposed to be one of the finalists, but one of the tenured faculty, who was a white male, objected because he didn't like one of the journals that I published. And so, because he had an objection, he said that it was predatory like I had to pay to get in or something, which I didn't. They didn't push my application forward because a lot of people on that committee were not fully tenured as full professors; they didn't feel they could voice their concerns. And so, my application didn't get to go to the next level. It really did taint me, and I wanted to leave the university.

We have to work twice as hard. That's the reality. I have to produce more than a non-black person. That's just how it is, so we have to work very, very hard. We have to show up and rise to the occasion. It's not even a lie. I'm working days, nights, weekends. So, for tenure and promotion, I had to work really hard to rise, to be above and beyond. And that is true, and it's real, and it's expected, like what does that person have to bring to the table? So, you have to show, and I mean exceptionally, present yourself because you will be treated with biases.

I would say generally that my experience has been positive.

The responses given by the participants varied based on the university or college these Black women teach. Four participants stated that their academic institution needed to be more organized regarding the expectations, standards, and deadlines for the tenure process. Three participants stated that their academic institution had committees to help potential candidates navigate the process and meet the criteria. Two participants stated that their overall experience navigating the tenure process was positive, and their departments provided an inclusive environment. Some participants stated they experienced systemic barriers, biases, and administration politics regarding meeting criteria. This group felt like their research topics were scrutinized and sometimes rejected based on the subjects chosen compared to others. Also, they felt like even if they

met all the criteria and surpassed expectations, other candidates were chosen despite a difference in the number of research publications and service hours. Lastly, when attempting to fulfill the teaching aspect, one participant stated she was blacklisted and penalized as a result of an interaction with a student and was unable to secure classes to teach for a long duration.

Burnout and Self Care

As the interview progressed, participants discussed mentorship, microaggressions, and the tenure process. These factors contributed to Black women in this study feeling overwhelmed, overburdened, or burnout. A few participants spoke of the emotions that were evoked from the psychological stressors attached to dealing with systemic discrimination, biases, and HMIs. In addition, participants discussed balancing their own responsibilities and research projects and taking on academic tasks such as collaborations with peers and students. Some participants who have children discussed hardships due to raising their children and meeting the demands of having tenure-ranked positions. The responses given reflected the factors that contributed to their stress and burnout. Black women in this research study stated:

And then just to burn out thinking about why, when black women get in here, they burn out. Because I have already started to experience that, which is why I'm saying I had to learn boundaries where it's like everyone wants to come talk to you, everyone feels comfortable talking to you. All this added labor that you take on that's not compensated, like being

mindful of that. And it sucks because you want to help them, and you want to be there, but you'll just run yourself to the ground, and then they'll just replace you.

Being mindful, especially as black women, we can get overburdened, so I try to maintain boundaries for my own sanity and sake.

You hear about burnout a lot. And already dealing with the stressful factors and you know people not lasting in the position. Yeah, last semester, I was absolutely 100% in deep burnout. I had those moments where I would just snap.

I was upset too and hurt because I had been doing a lot in the department, more than I needed to. I took on four classes. I was volunteering for a lot of different things and helping them create and develop different things in the university, and I felt that that was overlooked.

I was pregnant with my second child when I was going through the application for tenure. So, like that whole time, I was too clouded to think, and no one would help me, and I was tired all the time. I was stressed because it was a pandemic, and I was a new mom.

The consensus among the participants was to set and maintain boundaries for their health in all aspects. They were also experiencing emotions, including being upset, sad, and frustrated due to feeling undervalued and overlooked. Lastly, the participants trying to find a balance between their careers and home life regarding children and spouses. All participants stated they must take precautions to avoid burnout and practice self-care. Participants shared how they practiced self-care and cope with stress to avoid burnout. Black women in this research study stated:

I'll pull out my to-do list because writing out things is a great way to dump things out of my mind and get it all out on paper. So that's very helpful. I get massages at least twice a month. That's a great way. I exercise. I make sure I stretch in the morning. I can feel the difference if I get up in the morning and just head off.

I removed myself from academia so much so that I could make sure I take care of myself. It makes me realize that sometimes stuff isn't that serious. I try not to get too worked up; it's a job. So, I go through my day; I do a lot of Pilates yoga, go for walks, and do a lot of self-care.

I make sure to go to the gym or walk in my neighborhood at least five times a week, Zumba, and if I have a moment, I take my 30-minute to 1-hour naps.

I find myself kind of always trying to get a schedule where I have teaching time, writing time, exercise, meditation time. And so, it seems to always be a battle that I'm trying to figure out. I try to be conscious of what I'm eating.

I am in therapy.

The participants' responses reflect their self-care routines, including exercising, meditating, going for walks, dancing, getting massages, and scheduling power naps throughout the day. One participant included attending therapy sessions as a form of self-care to help with her mental health and the stressors she experiences. Another participant stated setting boundaries and keeping their work and personal lives separate. Black women in this study emphasized the importance of self-care to avoid burnout and maintain their health.

Outside Support Systems

Participants discussed support systems and mentorship opportunities during their progression to tenure-ranked positions. Participants then reflected on their support systems outside academia, including family and friends. Most participants stated that their outside support systems kept them grounded during the tenure process. Six of the eight participants stated that their relationships were essential during and after the tenure process. Two of the participants had a

hard time thinking of support systems outside of academia. These two participants stated that some family members served as brief support systems, but the contributions towards their tenure process were based on their efforts and from academic mentors. Black women in this research study stated:

You can get caught up in the elitism of academia, so talking to her helped ground me. Having friends outside of academia helped me because they would be like, what? Who cares. I can relax and feel like I don't have to perform around them. When I get caught up in academia, that's when I know I need to take a step back and realize it's not that deep. They played a big role in this process.

Outside of that, my husband is so supportive. He is my number one support system. I mean, I just couldn't have done anything without him just being supportive, whether it's cooking dinner, whether he is taking care of the kids, and being there throughout my upper academic career. My mom is very supportive. She's always encouraging and uplifting me; I have a good network of friends.

Nothing could have been accomplished without my husband's support. I have my church family. My church family and my immediate family have always been supportive of academia.

Family and friends served as more of a personal and supportive role in terms of my personal development, more so than professional development.

I don't think there were many. Other than family saying, we're really proud of you, or you know you're the first doctor in the family, that type of thing but in terms of mentoring me through the process of getting the position that type of thing. Everybody who was a friend or mentor was also in academia themselves.

Most participants stated that their outside support systems included family, friends, and church family, who provided various levels of support. The reported types of support these Black women received included help with household duties, child-rearing, and words of encouragement. In addition, these support systems provided a safe environment where the participants could relax and be their authentic selves. One participant concluded that most of the support she received during the tenure process came from individuals and mentors involved in academia. Another participant reported that her access to personal support systems was limited due to her gaining her tenure-ranked position during the COVID-19 pandemic and balancing motherhood.

Facial Expression, Voice Tone, Body Language

The participants' facial expressions, voice tone, and body language were noted and categorized for engagement and seeing how reflecting on their unique experiences has impacted them. When answering questions, participants had unique body language, including shifting their bodies, waving their arms and hands when emphasizing their point, and crossing and uncrossing their arms. Facial expressions varied depending on the question asked. When discussing mentorship, support systems outside academia, and research topics, participants had smiles and looks of content on their faces. Their tone of voice remained steady and light when responding to these themes. When discussing hierarchical microaggressive intersectionalities, participants' expressions and tones include shock, frustration, and bewilderment. When discussing burnout, most participants verbally sighed, and their body posture shifted. Two participants' body language, tone of voice, and facial expressions remained neutral for most of the interview except for occasional smiling. Overall, the participants' body language provided insight and understanding regarding their experiences obtaining and maintaining tenure-ranked positions.

Summary

This chapter detailed and explained the results of the qualitative study to understand whether the intersectionality of race and gender affects the progression and experience of Black women in tenure-ranked positions in higher education. Five major themes emerged from the data, which include the

importance of mentorship, Hierarchical microaggressive intersectionalities (HMIs), the culture of the tenure process, experiencing burnout, and the importance of self-care and outside support systems. The participants facial expressions, voice tone, and body posture were recorded and analyzed to further understand the impact of their experiences. The findings from this study are essential in addressing the lack of policies that acknowledge intersectional identities that create barriers for women of color, especially Black women, through their progression in obtaining and maintaining positions in higher education.

CHAPTER FIVE

DISCUSSION

Introduction

This study explored how the intersectionality of race and gender affects the progression and experience of Black women in tenure-ranked positions. Due to the shortage of research regarding Black women and tenure-ranked positions in academia, this study implemented a qualitative exploratory approach to understand the unique experiences of Black women. This chapter will discuss the results of the study and the recommendations for Social Work Practice, Policy, Research, and the limitations of the research study.

Discussion

The purpose of this study was to give Black women a chance to voice their perspectives and experiences in academia, including gaining and maintaining tenure-ranked positions. The study hypothesized that the data would reveal that the intersectionality of race and gender has an impact on the progression and experience of Black women during the tenure process. This hypothesis was formulated based on past findings in the research literature that having access to mentoring opportunities by women of the same race, gender, and culture is essential to their development. Secondly, Black women experiencing hierarchical microaggressive intersectionalities experience psychological and emotional stress in the workplace. Third, the criteria and

process for obtaining tenure lack inclusion regarding faculty from diverse backgrounds. The current literature addressed the underrepresentation of Black women in academia and the discrimination, biases, and microaggressions they faced, but the literature lacked data regarding Black women's experiences gaining and maintaining tenure-ranked positions. The results from this study contributed to bridging the gap in the available research and expanded on Black women's positions in educational leadership roles.

The results of the study revealed that the intersectionality of race and gender does affect the progression and experience of Black women in tenure-ranked positions in higher education. The results support the findings cited in the literature review, including aspects of mentorship, hierarchical microaggressive intersectionalities, and lack of inclusion during the tenure process. However, the responses from the participants expanded the anticipated results for the proposed hypothesis and literature review findings. This section will discuss the five themes that emerged from the study and how these themes supported the proposed hypothesis.

The responses given by the participants aligned with the research findings from the literature that stated receiving mentorship from people who share the same race, gender, culture, or background is essential in their development. Most Black women in this study provided positive responses regarding having other Black women as mentors to assist them in navigating the tenure process. The responses also reflected the importance of having mentors who solely share

gender. Participants stated that mentors of the same gender, regardless of race, can show them what to expect during the tenure process as a woman.

Participants also provided positive responses on having Black men as mentors with whom they share race and how those men also navigated the tenure process and were able to relate to the racial struggles they may also encounter.

The results also align with Black women serving as mentors and the intersection of race, gender, and culture impacting their progression and experience as mentors. The responses given by participants reflected the invisible labor, the importance of representation, and the responsibility to serve as mentors to peers and colleagues who share the same culture. Participants spoke of cultural taxation due to Black women being underrepresented in tenure-ranked positions and having to maintain boundaries regarding taking on too many tasks and projects given by their institutions for diversity purposes. Furthermore, students want them as mentors because they also want mentors who can relate to them culturally. Although the participants enjoy mentoring, it is clear that diverse mentorship opportunities are essential.

Additional findings that expanded the hypothesis included the participants benefitting from mentorship from individuals other than Black women. Black women stated that receiving mentorship from individuals from other minority groups was also helpful during their progression to tenure-ranked positions. Participants responded positively to having mentors who were Hispanic/Latino and Asian because, as minorities, they could relate to their struggles regarding

systemic barriers. Some participants also discussed mentors who were white/Caucasian who were essential during their progression to tenure-ranked positions. Overall, the participants had diverse opportunities for mentorship, and participants stated that having more Black women represented in their departments for mentorship would be beneficial.

The responses given by the participants aligned with the research findings from the literature that stated Black women experiencing hierarchical microaggressive intersectionalities experience psychological and emotional stress in the workplace. Most of the participants stated that experiencing these HMIs stems from the intersection of their race, gender, and the underrepresentation of other black women in their departments. Participant's responses reflected the negative aspects of experiencing HMI during their progression to tenure-ranked positions. Participants discussed being challenged, judged, and questioned more compared to their white counterparts regarding their roles as faculty, from their peers, students, and administration, leading to them feeling undervalued and overwhelmed. Participants' responses regarding their experiences conclude that experiencing HMI caused psychological and emotional stress in the academic workplace. Experiencing these stressors contributed to some participants experiencing challenging emotions, wanting to leave their universities, and considering quitting the tenure process. Two participants stated that their academic institutions provided an inclusive environment, and because of that, they experienced no HMIs, and therefore, their psychological and emotional

stressors were minimal to none. Overall, Black women experiencing HMIs experience stressors due to their race or gender or the intersection of both.

The responses given by the participants aligned with the research findings from the literature that the criteria and process for obtaining tenure lack inclusion regarding faculty from diverse backgrounds. The responses given by most of the participants reflected some negative experiences during the tenure process regarding how their race and gender impacted their progression toward tenure. Black women stated that during the initial tenure process, they met the criteria but were overlooked by the tenure committee, and their service and contributions were minimized. Most of the participants stated that sometimes, they are not fairly evaluated nor valued in comparison to their white counterparts. Black women stated they must work twice as hard to obtain and maintain their tenure-ranked positions, resulting in them being overworked and overwhelmed.

In contrast, two participants stated they knew that academia could have systemic barriers regarding the tenure process; however, their experiences were positive due to having a department that provided an inclusive environment. Overall, Black women progressing toward tenure still encounter systemic barriers. However, it depends on the academic institution, and levels of equity, cultural humility, and inclusion shown by the tenure committee may vary.

Additional findings that supported the hypothesis were themes that included Black women experiencing burnout due to barriers centered around mentorship, microaggressions, and navigating the tenure process. In addition to

balancing their careers as educators and their personal lives with their families. Another additional finding is the importance of having support systems from sources outside of academia, including family and friends. Three participants briefly discussed feeling imposter syndrome due to their age and new status as tenure-ranked professors. "Imposter syndrome is the internal psychological experience of feeling like a phony in some area of your life, despite any success you have achieved in that area" (Cuncic, para. 1, 2022). This group stated that being significantly younger or older than their peers while obtaining and maintaining tenure-ranked positions could be intimidating and surreal. Participant's facial expressions, voice tone, and body language enhanced the understanding of how all the listed factors impacted them during the tenure process. The consensus from the respondents regarding navigating the tenure process as Black women is to practice and prioritize self-care in ways that are unique to them.

Limitations

A limitation of this study was the process of searching for participants. The time frame in which this study was approved to be conducted was near the end of the academic school year. Most tenure-ranked professors were not accessible during the summer break time, and they were not responsive to emails sent by the researcher. This study proposed a sample size of 12, and this study received 8 participants, which is more than half of the goal. However, when the time frame ended for interviews, participants who met the criteria were interested in

participating. The sample size could have been more significant, and more data could have been collected for a larger population representation. Time constraints were the main limitation present during this study. However, this study only reflected the colleges and universities in Southern California, so these findings may not represent the perspectives and experiences of the institutions outside of Southern California.

Recommendations for Social Work, Policy, and Research

Recommendations for Social Work Practice are to continue to uphold the NASW values and ethics by acknowledging policies in academic institutions in Southern California that contribute to Black women experiencing systemic barriers while progressing towards tenure-ranked positions. Social work must reflect on past and current research studies, including this one, to allow women of color to share their unique experiences. In addition to acknowledging the underrepresentation of Black women in most professions, especially as leaders in academia. All eight participants in this study stated they were the only Black woman or Black individual in their department occupying tenure-ranked positions. These findings highlight how intersectional identities lead to the marginalization of women of color, specifically black women, in academia and the need for social workers to assist in changing policies to reflect equity and cultural humility practices. At the end of the interviews, most participants stated that their reflections on their experiences made them realize how much they were impacted as Black women in academia.

Future implications for research can seek to conduct interviews with Black women throughout the U.S. and compare their progression and experiences in gaining tenure-ranked positions. There is available research on this comparison. However, the available research could be more extensive. Another implication for future research is conducting interviews or questionnaires with tenure committees to gain perspective from the opposing sides. Comparing the perspectives of Black women and the individuals on the tenure committee can shed light on how the criteria for tenure and the systemic barriers encountered can be acknowledged and improved. Overall, continuing to interview Black women regarding their unique experiences to highlight the barriers and underrepresentation of Black women in educational leadership roles.

Conclusion

The purpose of this research study was to explore if the intersectionality of race and gender affects the progression and experience of Black women in tenure-ranked positions in higher education. This study was essential to address the gap in the literature on Black women's experience gaining and maintaining tenure-ranked positions. This study utilized a qualitative exploratory approach and used interview questions as an instrument to gain insight and data. Five themes were identified based on the responses given by Black women in this study. Limitations and recommendations for Social Work practice, policy, and research were identified. The results of the study revealed that the

intersectionality of race and gender does affect the progression and experience of Black women in tenure-ranked positions in higher education.

APPENDIX A
DEMOGRAPHIC AND TENURE INTERVIEW QUESTIONS

Demographics

1. How old are you?
2. What gender do you identify as?
3. Sexual Identity/Sexual orientation:
4. Marital status:
5. Do you have children? If so, how many?
6. Have you achieved tenure? If so what's your ranked position (Associate, full time)? If not, how long have you been in the process of achieving tenure?
7. What department are you in at your institution?

Interview questions

1. What led you to pursue a career in academia?
2. Describe your initial understanding of the tenure process and how you prepared to meet the criteria?
3. What has been your experience while progressing towards a tenure position?
4. Were mentors available at your institution who helped you navigate the tenure process and criteria requirements?
5. Have you served as a mentor to colleagues or students and what were those experiences like?
6. Did you have influential people in your life outside of academia that contributed to your development

in higher education?

7. Have you received funding for any of your research projects?

8. What is/ or was the topic or focus of your research projects?

8. Do you feel like mentorship opportunities from individuals with the same gender or cultural

background would have been beneficial towards your development and success

as a leader in

academia?

9. Have you ever experienced hierarchical microaggressions in the academic workplace due to your

gender, race, or intersection of both?

10. Have the intersection of race and gender contributed to your development in higher education

APPENDIX B
INFORMED CONSENT

INFORMED CONSENT

The study in which you are asked to participate is designed to examine how the intersectionality of race and gender affect the progression and experience of Black women in tenure-ranked positions. The study is being conducted by Unique Givens, a graduate student, under the supervision of Nicole Arkadie, Associate Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study has been approved by the Institutional Review Board at CSUSB.

PURPOSE: The purpose of the study is to examine the intersectionality of race and gender and its contribution towards progression and experience of Black women in tenure-ranked positions.

DESCRIPTION: Participants will be asked of a series of questions on access to mentorship, racial and gender microaggressions, and tenure criteria.

PARTICIPATION: Your participation in the study is totally voluntary. You can refuse to participate in the study or discontinue your participation at any time without any consequences.

CONFIDENTIALITY: The results of this research study may be used in reports, presentations, and publications but the researcher will not identify you. Participants' identities will be kept confidential by removing all personal identifiers and by utilizing pseudonyms. Printed transcripts from the interview will be secured in a locked desk located in the student researcher's home. The data will be retained for three years after the completion of the research at which point all materials will be destroyed.

DURATION: It will take up to 1 hour approximately to complete the interview.

RISKS: Although not anticipated, there may be some discomfort in answering some of the questions. You are not required to answer and can skip the question or end your participation.

BENEFITS: There will not be any direct benefits to the participants. However, findings from the study will contribute to our knowledge in this area of research.

CONTACT: If you have any questions about this study, please feel free to contact student researcher Unique Givens 004133232@coyote.csusb.edu or research supervisor Nicole.Arkadie@csusb.edu

RESULTS: Results of the study can be obtained from the Pfau Library ScholarWorks database (<http://scholarworks.lib.csusb.edu/>) at California State University, San Bernardino after July 2024

I agree to have this interview be audio recorded: _____ YES _____ NO

I understand that I must be 18 years of age or older to participate in your study, have read and understand the consent document and agree to participate in your study.

APPENDIX C
IRB APPROVAL LETTER



May 6, 2023

CSUSB INSTITUTIONAL REVIEW BOARD
Administrative/Exempt Review Determination
Status: Determined Exempt
IRB-FY2023-42

Nicole Arkadie Unique Givens
CSBS - Social Work
California State University, San Bernardino
5500 University Parkway
San Bernardino, California 92407

Dear Nicole Arkadie Unique Givens:

Your application to use human subjects, titled "PROGRESSION OF BLACK WOMEN IN TENURED RANKED POSITIONS" has been reviewed and determined exempt by the Chair of the Institutional Review Board (IRB) of CSU, San Bernardino. An exempt determination means your study had met the federal requirements for exempt status under 45 CFR 46.104. The CSUSB IRB has weighed the risks and benefits of the study to ensure the protection of human participants.

This approval notice does not replace any departmental or additional campus approvals which may be required including access to CSUSB campus facilities and affiliate campuses. Investigators should consider the changing COVID-19 circumstances based on current CDC, California Department of Public Health, and campus guidance and submit appropriate protocol modifications to the IRB as needed. CSUSB campus and affiliate health screenings should be completed for all campus human research related activities. Human research activities conducted at off-campus sites should follow CDC, California Department of Public Health, and local guidance. See CSUSB's [COVID-19 Prevention Plan](#) for more information regarding campus requirements.

You are required to notify the IRB of the following as mandated by the Office of Human Research Protections (OHRP) federal regulations 45 CFR 46 and CSUSB IRB policy. The forms (modification, renewal, unanticipated/adverse event, study closure) are located in the Cayuse IRB System with instructions provided on the IRB Applications, Forms, and Submission webpage. Failure to notify the IRB of the following requirements may result in disciplinary action. The Cayuse IRB system will notify you when your protocol is due for renewal. Ensure you file your protocol renewal and continuing review form through the Cayuse IRB system to keep your protocol current and active unless you have completed your study.

- Ensure your CITI Human Subjects Training is kept up-to-date and current throughout the study.
- Submit a protocol modification (change) if any changes (no matter how minor) are proposed in your study for review and approval by the IRB before being implemented in your study.
- Notify the IRB within 5 days of any unanticipated or adverse events are experienced by subjects during your research.
- Submit a study closure through the Cayuse IRB submission system once your study has ended.

If you have any questions regarding the IRB decision, please contact Michael Gillespie, the Research Compliance Officer. Mr. Michael Gillespie can be reached by phone at (909) 537-7588, by fax at (909) 537-7028, or by email at mgillesp@csusb.edu. Please include your application approval number IRB-FY2023-42 in all correspondence. Any complaints you receive from participants and/or others related to your research may be directed to Mr. Gillespie.

Best of luck with your research.

Sincerely,

King-To Yeung

APPENDIX D
RECRUITMENT FLYER

Seeking individuals who identify as a Black woman in tenure-ranked positions or in the process of gaining tenure-ranked positions in Southern California!

My name is Unique Givens, and I am a master's student from the School of Social Work at California State University San Bernardino. I am conducting research as a part of the requirements to complete my master's degree in Social Work under the supervision of Nicole Arkadie, Assistant Professor in the School of Social Work at California State University, San Bernardino (CSUSB). The study in which you are asked to participate is designed to examine how the intersectionality of race and gender affect the progression and experience of Black women in tenure-ranked positions. Participating within this study is voluntary and entails answering a series of interview questions that will be administered through the zoom meeting platform. This study will take approximately one hour to complete. Participants identities will be kept confidential by removing all personal identifiers and by utilizing pseudonyms when discussing quotes and identifying themes.

I am recruiting individuals who meet the following criteria (1) Individuals who identify as black women, (2) black women who are in tenure-ranked positions or in the process of gaining tenure-ranked positions, (3) hold tenure-ranked positions or gaining tenure-ranked positions in Southern California.

If you are interested in participating in this research study and meet the three screening criteria, please click the following link below to be directed to an online link to select date and time for interview.

To participate please visit

- **Online Survey link:**
https://docs.google.com/forms/d/e/1FAIpQLScNTMJ9BGNVI4zskd6USuIWiuD72CMa0JB6Rki4Z26Lm0Pd4w/viewform?usp=sf_link

Questions/concerns?

Contact Unique Givens, Student Researcher, anytime at 004133232@coyote.csusb.edu, or Research Supervisor Nicole Arkadie, email Nicole.Arkadie@csusb.edu

This study has been approved by the California State University, San Bernardino Institutional Review Board.

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