2023

Experiences of Non-Tenured African American Female Nursing Faculty at Predominately White Institutions

Allison R. Bethune
Walden University

Walden University

College of Education and Human Sciences

This is to certify that the doctoral study by

Allison R. Bethune

has been found to be complete and satisfactory in all respects,
and that any and all revisions required by
the review committee have been made.

Review Committee
Dr. Jennifer Courduff, Committee Chairperson, Education Faculty
Dr. Deanne Otto, Committee Member, Education Faculty
Dr. Ioan Ionas, University Reviewer, Education Faculty

Chief Academic Officer and Provost
Sue Subocz, Ph.D.

Walden University
2023

Abstract

Experiences of Non-Tenured African American Female Nursing Faculty at

Predominately White Institutions

by

Allison R. Bethune

MSN, Walden University, 2010

BSN, University of Wisconsin-Milwaukee, 1997

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2023

Abstract

The proportionally fewer female African American nursing faculty at predominately White institutions (PWIs) have frequently reported adverse employment conditions in academia. The faculty within nursing schools at PWIs does not reflect society's diversity. The problem addressed through this study is the low number of female African American nursing faculty in PWIs. The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. The conceptual framework that informed this study is Crenshaw's intersectionality. The research question addressed the experiences of non-tenured female African American nursing faculty at PWIs. Six non-tenured female African American nursing faculty from PWIs across the United States participated in semistructured interviews. Interview data were coded, cross coded, sorted into categories, and finally, into themes. The key findings revealed that institutional racism contributed to the lack of faculty wanting to attain tenure, a convoluted tenure process for those on the tenure track, and the interactions with White colleagues in faculty meetings created toxic work environments. Implications for positive social change include providing context for the experiences of non-tenured female African American nursing faculty at PWIs. Nursing academia at PWIs acknowledging that institutional racism affects female African American faculty and promoting sincere conversations surrounding diversity, equity, and inclusion may mitigate these factors. The end goals for these conversations are to create safe spaces for female African American nursing faculty, develop and implement actionable items for dismantling the institutional pillars that uphold racism, inequity, and the lack of diversity in nursing academia.

Experiences of Non-Tenured African American Female Nursing Faculty at

Predominately White Institutions

by

Allison R. Bethune

MSN, Walden University, 2010

BSN, University of Wisconsin-Milwaukee, 1997

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

Walden University

August 2023

Dedication

This is study is dedicated to the loving memory of my dad and my grandparents. Dad, I made you a promise, and I kept it. I just wish you could be here to enjoy this moment with me—with all of us. To my grandparents thank you for loving me, believing in me, and guiding me towards greatness. Your words and deeds are forever cemented in my heart. Finally, this study is dedicated to all the African American female nursing faculty trailblazers and history makers. Without you breaking down barriers, fighting racism, and opening doors of opportunity, I would not be.

Acknowledgments

I would like to acknowledge Dr. Courduff for her support and encouragement on this journey, especially during the darkest of times. Your mentorship is priceless, I am forever grateful for you and to you. I would like to acknowledge Dr. Otto and Dr. Ionas. Without your feedback, expertise, and encouraging words I never would have made it across the finish line. To all the angels that guided me to the finish line, there aren't enough words to express my gratitude. I am eternally grateful for each of you. To my family, you all are the real most valuable family. Eddie, I could not have done this without you. Steven and Shaun, thank you for encouragement, support, and when things got rough you kept me focused. To my darling grands thank you for understanding that Nana always had homework. Now, Nana is no longer tied to her computer, so let the fun begin.

Table of Contents

List of Tables

List of Figures

Chapter 1: Introduction to the Study

Minority populations comprise 43.1% of the national population, and 13.6% are African Americans (U.S. Census Bureau, 2022). In spring 2021, African American women represented 4% of all full-time faculty and 8% of instructors/lecturers in a degree-granting institution (National Center for Education Statistics, 2022). Additionally, 77% of White women and 11% of African Americans are full-time nursing faculty; however, the percentage of African American women within that 11% is not known (National League for Nursing, 2022a). The proportionally fewer African American female nursing faculty at predominately White institutions (PWIs) have frequently reported adverse employment conditions in academia. The lack of research on this topic illuminates that African American female nursing faculty in PWIs need additional research (Field-Harris et al., 2017). This study affects positive social change by providing nursing academia at PWIs with a better understanding of the experiences of non-tenured African American female nursing faculty, acknowledging the ways institutionalized racism affects non-tenured African American female nursing faculty at PWIs and promoting PWIs to have intentional conversations that produce actionable change surrounding diversity, equity, and inclusion.

In Chapter 1, the study is described in detail. First, I introduce the study through the background, problem, and purpose of the study. Next, the research question, an overview of intersectionality, and the nature of the study are described in detail. Finally, I discuss the definitions of key terms, the assumptions, delimitations, limitations, and the significance of social change related to the study.

Background

The unique experience of female African American nursing faculty in PWIs originated from the history of colonialization, slavery, the Civil War, Jim Crow, and the civil rights movement (Waite & Nardi, 2017). In 1878, Mary Mahoney was the only African American admitted into the nursing program at a New England Hospital, becoming the first African American professional nurse in an all-White female profession (Iheduru-Anderson, 2020; Waite & Nardi, 2017). In the 21st century, African American female nursing faculty still experience stereotyping by students and peers despite having doctoral degrees and years of clinical expertise (Beard & Julion, 2016). Most PWIs support and accommodate the majority, leaving African American women to bear most of the responsibility for their success (Apugo, 2019). The African American experience differs from other minority groups, contributing to the low percentage of full-time African American faculty in academia (Killough et al., 2017; Whitfield-Harris & Lockhart, 2016).

Research has established barriers to the success experienced by female African American faculty (Killough et al., 2017). Studies on disciplines outside of nursing have detailed the experiences of tenured African American female faculty help to inform topic exploration and understanding (Carter & Craig, 2022; Corneille et al., 2019; Love et al., 2021). Much of the literature has been on tenured nursing faculty (Beard & Julion, 2016; Hamilton & Haozous, 2016; & Salvucci & Lawless, 2016) with few studies focused on the experiences of non-tenured female African American nursing faculty. Bice et al. (2019) explored the experiences of doctoral-prepared tenure-track nursing faculty.

However, most of the participants in the study were Caucasian females, and two participants did not report their race. Therefore, it is still being determined if the experiences shared included those of non-tenured female African American nursing faculty. African American clinical nurses and those in academia stated that they do not have the same access to career opportunities as their White counterparts, thus furthering their perception of workplace racism as a contributing factor to the lack of advancement and mentors (Iheduru-Anderson, 2020a, 2020b). Therefore, there is a scant amount of information concerning the experiences of non-tenured female African American nursing faculty at PWIs.

Nursing academia is on the threshold of a faculty shortage, which can be avoided by recruiting, hiring, and attaining underrepresented minority faculty (Salvucci & Lawless, 2016). Although nursing faculty instruct students on caring for members in a multicultural society, the faculty makeup within nursing schools on the campuses of PWIs does not reflect the racial and ethnic diversity within society. Beard and Julion's (2016) hallmark study showed that female African American nursing faculty at PWIs have endured different experiences than their White colleagues. Due to the cultural climate in the workplace, African American faculty are subjected to racism, microaggressions, marginalization, minimization, and academic bullying. Each theme flourishes in nursing academia (Beard & Julion, 2016; Killough et al., 2017; Whitefield-Harris & Lockhart, 2016).

Problem Statement

The problem addressed through this study is the low number of female African American nursing faculty in PWIs. As of 2021, 11% of full-time nursing faculty are African American, but the percentage of African American women within that 11% is unknown (National League for Nursing, 2022a). Additionally, 70% of nursing faculty are not tenured, and 14% are on the tenure track; however, the statistics for ethnicity and gender within each category have not been detailed (National League for Nursing, 2022a). Nationally, 4% of all full-time faculty are African American women (National Center for Education Statistics, 2022). But various researchers within nursing academia noted the lack of studies focused on the experiences of non-tenured female African American female nursing faculty at PWIs (Beard & Julion, 2016; Bice et al., 2019; Whitefield-Harris & Lockhart, 2016).

Purpose of the Study

The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. To address the need for qualitative studies focused on the experiences of non-tenured female African American female nursing faculty, I developed research questions aligned with the problem and purpose of this study. Semistructured interviews with non-tenured female African American nursing faculty across the United States were used to collect data.

Research Question

What are the experiences of non-tenured female African American nursing faculty at PWIs?

Conceptual Framework

Intersectionality (Crenshaw, 1989) is the conceptual framework that informed this study. Black feminism explicitly creates the space for the atypical experiences of intersectionality, race, gender, and a class of African American women (Love, 2016). Intersectionality (Crenshaw, 1989) originated as a tool of the law to remove the misconceptions and erasures surrounding the social justice demands of Black women (Bello & Mancini, 2016; Chadwick, 2017). The interrelationships of identity, social structure, and marginalization are reinforced by sociopolitical structures mainly affecting African American women (Collins & Bilge, 2020; Simpson, 2009). The experiences of female African American nursing faculty cannot be explained by examining race or gender (Crenshaw, 1991). Intersectionality provided the lens for exploring the intricacies of being female and African American in a White female-dominated profession while working at a PWI. The research question allowed participants to discuss their experiences of being female and African American in a White female-dominated profession while working at a PWI. The follow-up questions allowed the participants to provide clarity, context, and depth to their interview question responses. As intersectionality has forged its way into higher education, research must generate transformative knowledge that can be used to advance social change and social justice within the culture of these institutions.

Nature of the Study

The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. A basic qualitative design

best fit this study because qualitative studies are used to discover the participants'

understanding of their experiences (Merriam, 2009). This research method supported the

study's purpose and research question.

Semistructured interviews were conducted with female African American nursing

faculty in the United States, followed by member checking to validate the accuracy of the

data (Ravitch & Carl, 2016). The participants for this study were non-tenured female

African American female nursing faculty at their respective PWIs. The interviews were

recorded and transcribed after listening to the audio recording several times to ensure the

accuracy of the transcripts. Participants were given a copy of their transcribed interview

to ensure accuracy. For thematic data analysis, several coding iterations were required

(Patton, 2015). All interviews were actively transcribed, and I hand-coded data.

Definitions

African American: Descendants of formerly enslaved Africans born in the United

States (Esenwa et al., 2018). *African American* and *Black* can be used interchangeably to

create a heterogenous group (Iheduru-Anderson, 2020a). However, participants for this

study identified as African American.

Black: Foreign emigrant-born members from African, the Caribbean, and the

diaspora (Iheduru-Anderson, 2020a; Saleem et al., 2022).

Contingent faculty: Non-tenure track faculty, clinical faculty, instructors,

adjuncts, or part-timers (Association of University Professors, 2022).

Institutionalized racism: The characterization of policies, norms, and practices

built into businesses, schools, institutions, or organizations that put black and brown

racialized students, staff, faculty, or patients at a significant disadvantage (Nardi et al., 2020).

Intersectionality: An analysis of race, social class, gender, sexuality, ethnicity, nation, and age form systems mutually constructing features of social organization, which shape Black women's experiences, and in turn, are shaped by Black women (Collins, 2000).

Predominately White institutions (PWIs): An exclusively White institution of higher learning post-Higher Education Act of 1965, which granted African Americans access to these higher education institutions (Grier-Reed et al., 2021).

School of Nursing (SON): The title given to the baccalaureate nursing education department at four-year colleges/universities (Whitefield-Harris et al., 2017).

Assumptions

This study was based on two assumptions. The first assumption was that participants truthfully and honestly answered the interview questions. The second assumption was that participants would be able to respond to the research question in a meaningful way.

Scope and Delimitations

Participants in this study were limited to female African American nursing faculty at PWIs in the United States. Semistructured interviews with open-ended questions were used to collect the data. The participants were chosen through purposeful sampling. Additional participants were selected as alternates if any of the selected participants dropped out of the study.

The participants generated thoughtful, in-depth responses to the interview questions. Many interviewees are unnecessary for thoroughness when alternative points of view are carefully evaluated and explored (Rubin & Rubin, 2012). To achieve transferability, it is essential to report the actual situations being investigated and the purpose and analysis of the study. Therefore, I used rich descriptions from the participants throughout the study to illustrate the contextual relevance of their experiences while reporting and analyzing the data (Shenton, 2004). African American males and females, Asian/Asian-American/Island Pacific and Indigenous and Latino females and males, and White female and male nursing faculty at PWIs were excluded from this study. The study focused on the experiences of non-tenured female African American nursing faculty at PWIs.

The theories of Black feminist thought and critical race theory were considered for this study. Black feminist thought is framed by the political suppression of the ideas and intellect of African American women (Collins, 2000). Political suppression was not the focus of this study. Critical race theory is derived from Bell's (1976) seminal law analysis of the desegregation process of schools in the post-Brown era policies and procedures that failed in the interest of African American families (Hughes et al., 2013). Critical race theory informs intersectionality but does not explicitly consider the interconnectedness of women, race, and sociopolitical influences. Therefore, these frameworks did not address the unique experiences of non-tenured female African American nursing faculty at PWIs.

Limitations

A potential limitation is that the participants came from PWIs across the United States for this study. Another potential area for improvement was the sample size. The sample size of six interviews is acknowledged to be small. However, it provided quality descriptive data. This phenomenon is known as data saturation when no new information is produced after several coding cycles (Ravitch & Carl, 2016; Rubin & Rubin, 2012). As the primary researcher and a former non-tenured African American female nursing professor, I remained aware of my biases and self-limitations. Because of my experience working at a PWI, I had to be conscious of my verbal responses and nonverbal messaging during the interviews. In addition, care had to be taken when asking follow-up questions to ensure the discussion reflected the participants' experiences and did not validate my personal and professional experiences. Biases and self-limitations were acknowledged through self-reflective journaling after each interview and during the coding process (Patton, 2015; Ravitch & Carl, 2016).

Significance

This study is significant because it addresses the low number of female African American nursing faculty in PWIs. Though research documents the experiences of tenured African American female nursing faculty at PWIs, little is known about the experiences of non-tenured female African American nursing faculty at PWIs (Beard & Julion, 2016; Bice et al., 2019; Iheduru-Anderson, 2020a, 2020b; Whitefield-Harris et al., 2017). This study allowed non-tenured female African American nursing faculty to share their experiences at a PWI. The data from this study could provide much-needed

information to create sustainable pathways and support systems in nursing academia to increase the number of female African American nursing faculty. In addition, it could serve as a guide for purposeful conversations about diversity, equity, and inclusion to increase the retention of African American nursing students and other nursing students of color (Beard & Julion, 2016; Flynn et al., 2021; Moorley et al., 2020; Zappas et al., 2021). These potential implications affect social change by providing context to the experiences of non-tenured female African American nursing faculty at PWIs. The visible absence of female African American nursing faculty from nursing schools has significant consequences when addressing health equity and structural racism (Flynn et al., 2021). Having African American faculty and faculty of color creates social equity and enables academia to have faculty with the same cultural background as their patients and students (Hamilton & Haozous, 2017). Furthermore, these experiences could be the impetus for deconstructing racially driven institutional policies.

Summary

In this chapter, I have shown that the experiences of non-tenured female African American nursing faculty at PWIs have yet to be fully explored. I summarized the purpose of this study, which was to examine the experiences of non-tenured female African American nursing faculty at PWIs. The research question aligned with the conceptual framework of intersectionality (Crenshaw, 1989). I concluded the chapter with the study's two assumptions that participants truthfully and honestly answered the interview questions and that participants would be able to respond to the research question in a meaningful way. The scope was the participants in this study was limited to

female African American nursing faculty at PWIs in the United States. The small sample

size of participants generated thoughtful, in-depth responses to the interview questions.

Limitations included participants came from PWIs across the United States for this study.

Another potential limitation was the sample size. The number of participants limits the

data captured but still provides descriptive data. The significance of this study addresses

the low number of female African American nursing faculty in PWIs. In Chapter 2, I

further develop the conceptual framework of intersectionality (Crenshaw, 1989). Then I

provide an overview of relevant recent research applicable to the current study and

further detail the gap in practice that substantiated the analysis.

Chapter 2: Literature Review

The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. The problem addressed through this study is the low number of female African American nursing faculty in PWIs. Much of the literature has been on tenured nursing faculty, with few documented studies focused on the experiences of non-tenured female African American nursing faculty at PWIs. Research findings from disciplines outside of nursing detailing the experiences of tenured female African American female faculty helped inform topic exploration and understanding. The literature search strategy, followed by the conceptual framework of intersectionality (Crenshaw, 1989), are discussed in Chapter 2. Finally, the third section is the literature review relates to key variables and concepts before presenting the summary.

Literature Search Strategy

The literature for this review was obtained using Walden University's library databases and search engines, such as EBSCOhost, ERIC, SAGE, ProQuest, Taylor & Francis online, Elsevier, Lippincott, Thoreau, Google, and Google Scholar. In addition, the American Association of University Professors, the National Center for Education Statistics (NCES), the National Institute on Health, the National League for Nursing (NLN), the National Science Foundation, and the U.S. Census Bureau websites were also used as data sources. Keyword searches used to obtain results in various combinations included *African American nursing faculty, African American female nursing faculty, African American women, African American contingent faculty, African American female*

contingent faculty, African American female nursing contingent faculty, predominately white institutions, nursing academia, contingent faculty, contingent nursing faculty, intersectionality, nursing, female nurses, female nursing faculty, black feminist thought, African American faculty, Black nursing faculty, Black females, Black women, Black nurses, Black faculty, Black contingent faculty, Black nursing contingent faculty, microaggressions, marginalization, tenure, tenure process, racism, and *critical race theory.*

Reference lists from peer-reviewed journal articles and related dissertations were also used as additional resources. The exhaustive research and review of literature consisted of articles from peer-reviewed journals published in the last 5 years that focused on female African American faculty, female African American nursing faculty, tenure, tenure process, female African American contingent faculty, female African American contingent nursing faculty, academia, PWIs, microaggressions, marginalization, black feminist thought, and intersectionality. The literature review, articles, and books older than 5 years are seminal works establishing the theory in the conceptual framework or hallmark studies related to using the conceptual framework in health or nursing. Data from the NCE and the NLN provided the most recent data for the number of female African American faculty nationally, the number of female African American nursing faculty, the number of tenured female African American nursing faculty, and the number of female African American contingent nursing. After conducting the review of the literature, limited findings signify the need for additional research specific to the experience of female African American nursing faculty at PWIs.

Conceptual Framework

The conceptual framework, intersectionality, guided this study. In 1989, Dr. Kimberlé Crenshaw introduced intersectionality as a tool of the law to remove the misconceptions and erasures surrounding the social justice demands of Black women (Bello & Mancini, 2016; Chadwick, 2017). Crenshaw (1991) postulated that race, gender, and other identity categories in mainstream liberal discourses are often treated as echoes of domination and bias, which are intrinsically negative frameworks societal powers use to exclude or marginalize those different. The metaphor Crenshaw (1989) used to describe Black women and intersectionality is likened to a car being in an intersection and the driver being injured by cars from multiple vehicles in multiple directions. If a Black woman is harmed because she is in the intersection, the injury can result from race discrimination, or it can result from sex discrimination (Crenshaw, 1989). For this study, intersectionality is defined as an "analysis claiming that systems of race, social class, gender, sexuality, ethnicity, nation, and age form mutually constructing features of social organization, which shape Black women's experiences, and in turn are shaped by Black women" (Collins, 2000, p.320). Collins and Bilge (2020) went a step further to define intersectionality as "investigating how intersecting power relations influence social relations across diverse societies as well as individual experiences in everyday life. Intersectionality is a way of understanding and explaining in the world, in people, and human experiences" (p. 2). The writings of Collins and Bilge will be discussed further in the next section.

Synthesis of Primary Writings and Seminal Works

Crenshaw (1989) postulated that Black women experience discrimination in various ways, contradicting the assumptions that their exclusion claims must be one-directional. In race discrimination cases, the terms are viewed as sex or class-privileged Blacks, and sex discrimination cases focus on sex and class privileged for primarily White women (Crenshaw, 1989). Therefore, due to the intersection of racism and sexism, the lives of Black women cannot be explained by looking at the race or gender dimensions of their experiences (Crenshaw, 1991).

Many have credited Crenshaw for naming the intersectionality conceptual framework. However, intersectionality existed before the 1980s (Bello & Mancini, 2016; Collins & Bilge, 2020). The deeply entrenched roots of intersectionality stem from Black women and feminism (hooks, 2015; Collins & Bilge, 2015; Crenshaw, 1989). For example, intersectionality was present during Sojourner Truth's impassioned 1852 speech "Ain't I A Woman" at the second annual convention of women's rights (hooks, 2015). The concept of intersectionality is succinctly summarized in Ms. Truth's speech. In her remarks, she juxtaposed the White males' interpretation of a White woman's value, image, and place in society against the White males' interpretation of a freed black woman's value, image, and place (Crenshaw, 1989; hooks, 2015). Truth also used her experience as an enslaved woman to dispel the ideological myths of womanhood and the reality of the Black woman's experience (Crenshaw, 1989). This established the foundational supposition for White women as the standard ethical definition of being a woman and securing their right to vote before Black women.

During the 19th century, Black women were aware of the sexist oppression they endured as they remained America's most oppressed female group (hooks, 2015). Hooks (2015) further opined that the common misconception of modern historians placed the Black woman's fight against racism above feminism when the truth of the racism of White women created segregated clubs preventing Black women from being allies in the fight for women's rights. Additionally, in current feminist and antiracist practices, the intersection of racism and sexism seldom occurs (Crenshaw, 1991). Once again, Black women were left to create a space for themselves.

The racist behaviors that Caucasians exhibited during the 19th century continued well into the 1960s as Black women were still fighting for equal rights and against racism. Black feminists in the 60s were dismayed and disillusioned by White women's lack of concern for the poorer White women and the non-White participants in the movement (hooks, 2015). Furthermore, the focus of feminism for White women meant different things for different women. However, the one collective refrain for all was the lack of concern or cared to provide a space for Black feminists to participate in the revolution (hooks, 2015). In 1971, the Combahee River Collective's "A Black Feminist Statement" laid out a comprehensive framework that pervaded black feminist politics for years (Collins & Bilge, 2020). The Combahee River Collective's importance in Black feminism remains significant because of its intersectional analysis in the context of social movements for decolonization, desegregation, and feminism (Collins & Bilge, 2020). The intersectional analysis of decolonization, desegregation, and feminism in the context of social movements approached the confines of academia.

In the mid-20th century, social movements pushed for institutional transformation in several areas. However, transformation needed to happen in educational institutions and the knowledge they embodied (Collins, 2019). Social change in academia ignited the desegregation of marginalized groups, coupled with the decolonization of knowledge, which allowed these historically excluded groups to challenge curricular offerings and the truth of traditional education (Collins, 2019). One criticism of using intersectionality in academia centers on the overuse of personal identity as an analytical category and how it underplays structural analysis (Collins & Bilge, 2020). On the other hand, social context establishes how people use identity to create room for personal freedom (Collins & Bilge, 2020).

Social inequality, power, relationality, social context, complexity, and social justice comprise the core ideas of intersectionality (Collins & Bilge, 2020). These core ideas were developed in the context of social movements of their times, which faced the challenges of colonialism, militarism, racism, sexism, and capitalistic exploitation (Collins & Bilge, 2020). However, the convergence of power systems dynamically affected women of color, primarily American (African American) women. To illustrate the concept of intersectionality, Simpson (2009) developed the intersectionality wheel shown in Figure 1.

Figure 1

Intersectionality Wheel

Politics
Colonization
Globalization
Legal System
Capitalism
Homophobia Ableism Racism Discrimination
Heterosexism
War
Economy
Ageism
Education System
Social Forces
Transphobia
Sexism
Classism
Ethnocentrism
Historical Forces
Immigration System

Indigeneity   Education
Gender   Occupation
Age   Caste
Class
Background   Income   Geographic
Social   Location
Status   Life
Sexuality   Experience
Spirituality   Skin
Colour
HIV   Family
Status   Refugee   Status
Disability   Status
Housing   Experience of
Situation   Work   Racialization
History
Citizenship   Religion
Status

Unique Circumstances of Power, Privilege and identity

Note. This model shows the many contextual factors that influence identity (inner white circle), the social structure (inner green circle), the marginalizing or labeling (the blue circle ism) and reinforced by sociopolitical structures (outer green circle; Mayut, 2020; Simon, 2009).

Crenshaw (1989, 1991) utilized intersectionality to fill in the gaps between what it means to be Black and a woman in the eyes of the judicial system. Leckie and Buser De (2020) employed intersectionality to address the perceived disconnect between teachers and their increasingly culturally and linguistically diverse student body. Intersectionality detailed the inequity for female African American professors in the public administration academy (Thomas, 2019). Bowleg's (2012) hallmark study introduced intersectionality

into public health. Using intersectionality as a unifying public health framework would address the multiple interlocking systems of privilege and oppression and the social inequities contributing to health disparities (Bowleg, 2012). Subsequently, nursing would utilize intersectionality to develop culturally and socially competent nursing care for historically marginalized populations (Hall &Carlson, 2016). Maykut (2021) opined that using intersectionality to analyze individual identity improves and fosters better professional relationships with colleagues who live and work in intersection spaces.

Beard and Julion's (2016) seminal study on whether race matters in nursing addressed why the number of female African American nursing faculty is significantly less than their White female counterparts. Although Bice et al. (2019) explored the tenure track process of doctoraly prepared nursing faculty, none of the participants in the study identified as African American. Furthermore, neither study utilized or incorporated intersectionality as a framework. My study will explore the female African American nursing faculty experience at PWIs using intersectionality as the framework.

Literature Review Related to Key Concepts and Variables

Racism in Nursing Academia

Race is the epicenter of inequality in nursing education and practice (Cottingham et al., 2018). Specific to nursing academia, racism often isolates female African American nursing faculty employed at PWIs, and these nursing faculty's invisibility and oppression contribute to nursing education's institutional and systemic barriers (Jefferies et al., 2018). Racism infiltrates the institutional culture of PWIs (Apugo, 2019), establishing institutional racism that affect hiring practices and the tenure journey of

female African American faculty (Ferguson et al., 2021). PWIs strategically sidestep faculty diversification using code words, biased selection processes, and double-standard rules for hiring and retaining African American faculty (Wheeler & Freeman, 2018). The process of PWIs attempting to diversify faculty continues under the guise of the inability to find qualified African American candidates. For example, PWIs seek candidates who will "fit" into their institutional culture. Fit can be interpreted as a covert term for racial bias (White-Lewis, 2020).

Hiring practices within higher education establish the precedence of diverse full-time faculty. In 2021, 77% of White women, compared to 11% of African Americans (gender statistics not given), were full-time nursing faculty and were 4% of all full-time faculty were African American women (National Center for Education Statistics, 2022; NLN, 2022a). Additionally, in 2020, 4% of all full-time faculty were African American women (National Center for Education Statistics, 2020). In 2019, 9% of full-time nursing faculty were African American women, and 3% of all full-time faculty were African American women (National Center for Education Statistics, 2021; NLN, 2019a). In 2019, 81% of White women compared to 9% of African American women are full-time nursing faculty (NLN, 2019a). Considering that African Americans in 2022 were 13.6% of the United States population, the statistical representation of African American females in academia and nursing academia requires further research (U.S. Census Bureau, 2022).

The lack of racial diversity within schools of nursing (SON) directly impacts the profession's ability to serve cultural and ethnic communities struggling with various health disparities (Julion et al., 2019). Schools of nursing that actively address

fundamental racism with an institutional diversity plan empower female African American faculty from recruitment through retention (Hamilton & Haozous, 2017). However, nothing changes until nursing leadership and educators view a systematic influencing systematic structure that impacts the nursing profession (Iheduru-Anderson, 2020a; Waite & Nardi, 2017).

Tenure Process

Achieving tenure status in the academy requires determination. Tenure is an indefinite faculty designation that can only be terminated for cause or extraordinary circumstances, which protects the academic freedom of those who teach and conduct research (American Association of University Professors [AAUP], 2021; Merriam-Webster, 2021). The process entails the probationary period lasting a maximum of seven years that consists of the periodic review, the criteria and notice of standards, and the evaluation and decision (AAUP, 2021). Although the AAUP established the process, the qualifications for progression through the stages of tenure remain institution specific.

African American female faculty represent 4% of full-time faculty at degree-granting institutions (NCES, 2022). The NCES omitted the statistical breakdown of how many of the 4% African American female full-time faculty achieved tenure status. Nursing is not immune to the racial specificity of tenure nursing faculty. In the tenure disposition of full-time nurse educators in 2022, 16% achieved tenure, 14% were on the tenure track, and 70% were not tenured/on the tenure track (NLN, 2022b). Whereas in 2019, 17% achieved tenure, 14% were on the tenure track, and 69% were not tenured/on the tenure track (NLN, 2019b).

African American women on the tenure track at PWIs encounter the pillars of institutional racism that make the journey increasingly difficult. Vagueness in the description of tenure expectations experienced by African American women precludes a lack of scholarly respect, increased levels of stress, and burnout while navigating the systemic oppressions designed to keep African American women in the vein of being anti-intellectual (Griffin, 2016; Wheeler & Freeman, 2018). In their autoethnographic study, Warren-Gordon and Mayes (2017) posited that the process comes with double standards for research requirements, workload requirements, and support. Each obstacle prolongs or curtails the goal of tenure status for female African American full-time faculty.

Research Requirements

Publishing one's research or a collaborative research project with colleagues demonstrates an objective measure of scholarship for those on the tenure track. Research universities or R1 institutions have very high research activity research, and R2 institutions have high research activity (The Carnegie Classification of Institutions of Higher Education, 2018). Research is the expectation of faculty from R1 institutions for tenure, but the integrity of the university's research status correlates to the dollar amount of total research expenditures (AAUP, 2021).

The process for applying for research grants varies depending on the funding source. For example, the National Institutes of Health (NIH) details an extensive procedure for preparing and applying for grants. The process includes strict guidelines for writing the application, formulating a budget, attachments, data tables, and reference

letters (NIH, 2020). On the other hand, the National Science Foundation (NSF) gives applicants the specific characteristics of their two-step process. Applicants submit a preliminary proposal, and the initial proposal is either accepted (invited) to submit a full proposal or declined (not invited) for further submission (NSF, 2020). With the complete proposal submission, researchers await approval or non-approval of their grants (NSF, 2020). Both institutions provide precise instructions for their various research-focused grant applications.

For female African American faculty, the exclusion of research and the lack of collegiality from colleagues creates an exclusion of the researchers' knowledge and a disregard for their body of evidence (Buchanan, 2019). Funding of research poses another problem for African American female faculty. Hoppe et al. (2019) postulated that for the fiscal year 2011-2015, 17.7% of White scientists received total funding from the NIH compared to 10.7% of African American scientists. White women PhDs and MDs were more likely to receive an R01 award than African American women PhDs and MDs (Ginther et al., 2016). Additionally, over 20% of the time, the topic of choice impacted the funding gap between White and African American scientist (Hoppe et al., 2019).

Research and scholarship, teaching service, clinical practice, obtaining grants, and the number of database articles in top journals factor into the nursing faculty tenure process (Broome et al., 2019). R1 universities' SON utilizes the h-index to measure faculty scholarly productivity (Broome et al., 2019). Broome et al. (2019) posited that the h-index measures the number of articles written and the number of citations of the articles by an individual author throughout their career. Additionally, the authors postulated using

publications, citations, and the h-index to develop tenure benchmarks for tenure and nontenure track faculty. However, without the support of PWIs, publications, and funding sources such as the NIH, African American female nursing faculty will fail to meet this crucial objective measure.

Workload Expectations

Teaching, scholarship, and service are the expectation of tenure and tenure-track faculty. The emphasis placed on each area varies according to the terms of appointment, academic discipline, and the type of institution (AAUP, 2003). Academic disciplines can be categorized as high-census disciplines: natural sciences and math, humanities, and social science are low-census disciplines (Jackson et al., 2017). However, nursing as a discipline stands independent of the high and low census categories.

In some institutions, nursing is categorized under the overarching title of health sciences. *Health science* is defined as a hybrid of science that incorporates natural science, behavioral science, and the humanities to health problems (Bench, 1989). Conversely, Whittemore (1999) postulated that natural science and associated philosophies influenced nursing epistemology fueling nursing science as the process of inquiry that generates new knowledge and understanding. Lastly, Lopes de Sousa et al.'s (2019) discussion of nursing science openly acknowledges that for nursing science to be strengthened, it is critical to use the available tools to promote the sociopolitical actions that direct a higher quality of life for international society. Using these tools, nursing science produces a reality of health services community service. It contributes to producing a reality of health services, community services, and nursing training centers,

leading to significant changes beyond the academic sphere (Lopes de Sousa et al., 2019). Significant changes occurring in nursing academia preclude change beyond the academic sphere.

Misra et al. (2021) stated that gender and race contribute to faculty workload inequities that affect faculty diversity and inclusion. For example, compared to White men and women, African American women faculty workloads include more mentoring, service activities, and work centered around diversity, equity, and inclusion versus research and teaching (Ferguson et al., 2021; Misra et al., 2021). Workload equity is one illustration of the many barriers faced by African American female faculty.

Female African American nursing faculty encounter these and additional obstacles. For example, Whitfield-Harris et al. (2017) sought to understand the lived experience of female African American nursing faculty in PWIs. The study found evidence that female African American nursing faculty participants were concerned about workload inequity. Almost all participants perceived the tenure process as complicated, riddled with hidden barriers, and viewed peers and administrators as non-supportive (Whitfield-Harris et al., 2017). These findings illustrate a fraction of African American female faculty's adverse treatment in the academy.

Adverse Treatment

Racism, hostile work environment, microaggressions, marginalization, and isolation exemplify common themes found in the literature of studies focusing on the experiences of female African American faculty at PWIs. Female African American faculty encountered these forms of adverse treatment as African American female

students. Kelly et al. (2019) stated that African American female students experience isolation, lack of support from faculty and support staff, microaggressions, marginalization, and isolation. Unfortunately, female African American faculty continue to encounter the stressors of racism, discrimination, and negative perceptions of African American women as members of the academia (Kelly et al., 2019).

Hostile Work Environment

Lincoln and Stanley (2021) asserted that institutional discrimination affects epistemologies, racism, gender, and sexual orientation. Institutional discrimination proliferates due to the misnomer that discrimination and racism are individual phenomena versus racist and discriminatory institutional policies, rules and regulations, or procedures (Lincoln & Stanley, 2021). Buchanan (2019) detailed how racism, sexism, classism, and elitist beliefs surrounding what constitutes scholarly pedigree and appropriate research created the hostile environment encountered on her tenure journey. So much so that isolating from colleagues protected her safety and psyche from colleagues and students (Buchanan, 2019).

The classroom constitutes a hostile work environment. Female African American faculty encounter resistance from students, colleagues, and support staff (Corneille, 2019). Faculty spend unnecessary energy in the classroom deconstructing racist stereotypes of African American women, balancing the intricacies of their intersectionality of gender and race while navigating the landscape of student diversity within their courses (Corneille, 2019; Ferguson et al., 2021). White students can become overly aggressive when they perceive the female African American faculty has

undermined or demeaned them in front of classmates, more specifically White males (Thomas, 2020). According to Whitfield et al. (2017), White nursing students used course evaluations to describe female African American nursing faculty as pompous, disorganized, unapproachable, and intimidating. The students also challenged the female African American faculty member's academic acumen, yet these behaviors were not displayed toward White female faculty (Whitfield-Harris et al., 2017).

A hostile work environment decreases a female African American faculty's ability to secure a trustworthy mentor. The inability to find a female African American faculty as a mentor can detract from the experience of the doctoral and tenure journeys (McClure, 2019). Bice et al. (2019) stated that mentorship, pressure to publish, work-life balance, and knowing whom to trust are common issues for tenure-track nursing faculty. When the traditional research agenda is valued more than the perceived non-conventional research topics that incorporate culture or community and traditional mentoring programs, disciplines fail to capture the intersection of race/ethnicity and gender (Corneille et al., 2019).

Diversity must be woven into the curriculum, clinical care, patient care, research, and distribution of research funds; however, this cannot be achieved until more racially and ethnically diverse faculty are present in the classroom (Kaplan et al., 2018). Additionally, the confinements within PWIs to eradicate institutional racism and whiteness from their systems create harm and disillusionment of the academy by Black women who challenge those systems (Ferguson et al., 2021).

Marginalization

African American female faculty experience the effects of marginalization throughout the hallows of PWIs. Marginalization occurs when someone is placed or kept in a powerless or unimportant position within society (Merriam-Webster, 2021). Grier-Reed et al. (2021) opined that the antiblackness steeped into the spaces of PWIs from the historical, sociocultural context and the culture of the United States. Using the White racial frame of heteronormative, cisgender White Christian men, higher education within the U.S. institutionalized oppressive policies which blatantly disregarded Black existence, and the academy was not designed as an inclusive, supportive venue for African American females (Grier-Reed et al., 2021; Love et al., 2021). These organizational and cultural structures impact how African American female faculty navigate and negotiate their identities in PWIs.

For example, the issue of race does not exist for White faculty members in the way it does for African American faculty members (Killough et al., 2017). Because higher education has yet to reconcile the existence of African American faculty, marginalization adds to the taxing experience of African American faculty (Ferguson et al., 2021). In addition, African American female faculty remain marginalized in higher education as they encounter the prejudices of being Black and female (Guidry-Nickerson, 2021).

Unfortunately, female African American nursing faculty remain culpable for marginalization in nursing academia. Marginalization of female African American nursing faculty occurs through isolation, being the designated voice for African American

students by White colleagues and having policy suggestions ignored in meetings (Whitfield-Harris et al., 2017). Faculty acknowledgment of academia's inherent biases and systemic failures encompasses a portion of the role of nursing faculty, which should seek to combat structural racism in nursing (Avery-Desmarais et al., 2021). A significant factor that disrupts institutional efforts to achieve diversity and inclusivity and the ability to assist faculty members in reaching their full potential is active marginalization (Beard & Julion, 2016). Nursing has a beautiful opportunity to center the voice of the marginalized so that the profession is not on the wrong side of history (Flynn et al., 2021; Moorley et al., 2020; Weitzel et al., 2020).

Microaggressions

Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, or harmful messages to target persons based solely on race/ethnicity, gender, culture, religion, ableism, or sexuality (Sue, 2010). Corbin et al. (2018) postulated that "African American women encounter the automatic, indirect, stunning, innocuous verbal and non-verbal microaggressions which devalue them and other people of color, leaving them dealing with racial battle fatigue" (p.630). Although microaggressions for African American women at PWIs are the norm, not the exception to the rule. The constant and consistent exposure to these racist behaviors and attacks drains and depletes the psyche of its intended target.

Racial factors that discriminate impact African American, such as racial microaggressions deleteriously affecting the mental health of African American women

(Hollingsworth et al., 2017). Continuous exposure to microaggressions affects African American women's mental health and cognitive functioning. In their research study, Banks and Landau (2021) stated that racially microaggressive classmates create hostile climates that can negatively impact the academic performance of Black female students. On the other hand, Zambrana et al. (2017) postulated that daily microaggressions predispose underrepresented minority faculty to repeated acts of discrimination, such as being treated less than others, insults, harassment, and threats. Additionally, the contradictory feelings of frustration and accomplishment are an unfortunate experience for female African American faculty (Haynes, 2019).

Racial disparities, racism, and microaggressions within nursing academia continue to impede the tenure process of female African American nursing faculty. The climate in nursing schools is isolating, discriminatory, and unsupportive toward faculty, which produces poor recruitment, the inability to advance tenureship, inequitable workloads, and unconscious bias toward their White colleagues (Bell, 2020). In addition, Zappas et al. (2021) stated that repeated exposure to microaggressions contributes to stress-related biological illnesses such as posttraumatic stress disorder, depression, anxiety, gastrointestinal and cardiovascular disease.

Female African American nursing faculty often encounter microaggressive behaviors such as blatant disrespect from students and colleagues, enduring covert racist comments from White faculty members, incivility, and workload inequity (Whitfield-Harris et al., 2017). The predominately White nursing faculty lack the critical skills, confidence, and language to address the topics crucial to dismantling racism (Zappas et

al., 2021). The deficits in this area will continue to classify race as a biological construct rather than a social construct; doing so allows African American female nursing faculty to be repeatedly stung by the microaggressions of the dominant culture (Bell, 2020; Beard & Julion, 2016).

Granted, understanding the experiences of female African American faculty at PWIs creates the pathway for understanding the experiences of African American female nursing faculty at PWIs. However, the genesis of these experiences at PWIs is rooted in colonialism, slavery, Jim Crow, the Civil Rights Movement, structural and institutional racism (Iheduru-Anderson, 2020a, 2020b; Waite & Nardi, 2017). African American female faculty at PWIs experience a plethora of racially motivated insults in the work environment. Unlike their White female colleagues, African American female faculty at PWIs develop a more complex skill set for negotiating their gender and race (Corneille, 2019; Ferguson et al., 2021). This skill set remains true for African American female nursing faculty.

Whitefield-Harris et al. (2017) studied the lived experiences of African American nursing faculty at PWIs. Most participants deemed the tenure process extremely complicated with hidden barriers, varying rules, and eligibility requirements (Whitefield-Harris et al., 2017). The experiences of the African American nursing faculty included hostility, higher workloads, invisibility, and a hostile work environment. The daily barrage of microaggressions from White colleagues and White students predispose African American female nursing faculty to stress-related physical illness, mental health disorders, and fractured working relationships (Beard & Julion, 2016; Bell, 2020;

Hollingsworth et al., 2017, Zappas et al., 2021). In their 2016 study, Beard and Julion posited does race still matters in nursing. The researchers explored the experiences of African American nursing faculty in higher education. They determined that the historical challenges female African American tenure track nursing faculty encountered hindered what could be a fulfilling and successful career (Beard & Julion, 2016). The obscurity of studies related to the experiences of non-tenured female African American nursing faculty remains constant. These studies specifically address the experiences of tenured and tenure-track female African American nursing faculty employed at PWIs.

Summary and Conclusions

In this chapter, I have comprehensively reviewed the literature that guided this study. The review began with a discussion of the intersectionality framework. Intersectionality allows for the use of various identities to explore the research problem. The major themes within the literature related to the study problem and purpose comprise the next section. This section included literature discussing racism in nursing academia, the tenure process, research requirements and workload expectations, and adverse treatment, encompassing a hostile work environment, marginalization, and microaggressions.

Racism in nursing academia starts with the PWIs' historical roots of colonialism, continuing to the Civil Rights Movement (Waite & Nardi, 2017). Racism is the precipice for the tenure process, research requirements, and workload expectations for female African American nursing faculty (Apugo, 2019; Cottingham et al., 2018; Jefferies et al., 2018; Warren-Gordon & Mayes, 2017). The trickle-down effect of racism in the tenure

process created the adverse treatment of female African American nursing faculty and the effects of a hostile work environment (Buchanan,2019; Ferguson et al., 2021; Thomas, 2020). Literature also included additional studies on the marginalization and microaggressive experiences of female African American nursing faculty.

The importance of these studies presenting the experiences of female African American nursing faculty remains understated. These women shared their stories to help nursing academia change course to be more inclusive and to hold space and understanding for African American female nursing faculty. The literature substantiated that African American women survive the tenure process, however, there is a gap in information regarding what we know about the experiences of non-tenured female African American nursing faculty.

Bice et al. (2019) studied the tenure track experiences of doctorally prepared nursing faculty. However, of the 19 study participants, no one identified as an African American female. With the limited sample size and the absence of tenure track female African American nursing faculty for this pilot study, the paucity in the literature supports the qualitative study focuses on the experiences of non-tenured female African American nursing faculty. Chapter 3 details this basic qualitative study's design, implementation, data collection, data analysis, trustworthiness, and ethical procedures.

Chapter 3: Research Method

The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. Using a basic qualitative study, a researcher attempts to discover participants' understandings of their experiences (see Merriam, 2009). This chapter begins with discussing the research design and rationale for the study, followed by the role of the researcher, methodology, participant selection, instrumentation, data collection, data analysis, trustworthiness, and ethical procedures. The chapter concludes with a summary of the elements of the research method and process.

Research Design and Rationale

The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. The study purpose, research method, and design informed the following research question: What are the experiences of non-tenured female African American nursing faculty at PWIs?

The conceptual background for this study was intersectionality. Intersectionality, as a tool of the law, removes the misconceptions and erasures surrounding the social justice demands of Black women (see Bello & Mancini, 2016; Chadwick, 2017; Crenshaw, 1989). Additionally, race, gender, and other identity categories in mainstream liberal discourses are often treated as echoes of domination and bias, which are intrinsically negative frameworks societal powers use to exclude or marginalize those who are different (Crenshaw, 1991). Black women live within the convergence of social and societal constructs that shape their experiences and, in turn, are shaped by Black

women (see Collins, 2000). Intersectionality provided the lens to understand the experiences of non-tenured female African American nursing faculty at PWIs.

The purpose of the study and the research question supported a qualitative design with a basic qualitative approach. One central characteristic of qualitative research is that it is used to understand how people make sense of their lives and experiences (see Merriam & Tisdell, 2016). The research question was used to examine the experiences of non-tenured female African American nursing faculty in PWIs. Qualitative inquiry uses narrative reporting to discover and describe the actions in the daily lives of a specific population, along with detailing what their actions mean to them (see Erickson, 2011). Qualitative interviews are essential when the study process is nearly invisible (see Rubin & Rubin, 2012). But limited information exists regarding the experiences of non-tenured female African American nursing faculty at PWIs. Using interview questions with the non-tenured female African American nursing faculty produced descriptive answers of a process never known and experienced. Uncovering and interpreting the meaning of how people make sense of their lives and their worlds is the primary goal of a basic qualitative study (see Merriam & Tisdell, 2016).

A quantitative research design was not appropriate for this study. Quantitative studies are used to analyze data numerically using mathematical means or statistics (see Ravitch & Carl, 2016). The open-ended research questions in this study were answered with descriptive data obtained through interviews. Incorporating follow-up probes clarifies and keeps the conversation on the topic (see Rubin & Rubin, 2012). The research question was designed to examine the experiences of non-tenured female African

American nursing faculty at PWIs. In contrast, a quantitative study would be used if the research question was causal or relational to test a hypothesis between two or more variables (see Babbie, 2017).

Role of the Researcher

The researcher is the primary instrument for gathering narratives, descriptions, and data analysis (see Merriam, 2016; Rubin & Rubin, 2012). As the researcher, I contacted the administrators of the private social media groups I belong to, the administrators of The Association of Black Nursing Faculty (ABNF), and the potential participants. As the objective interviewer of non-tenured female African American nursing faculty, I discovered how they described their experiences at PWIs. Additionally, I collected, transcribed, analyzed, and properly stored the data for this study.

My role as an independently contracted nurse educator and my experience as a former professor of nursing fueled my interest in this topic. I served as the sole researcher and interviewer for this study. I am a member of the private social media groups for Black nurses, nurse educators, and Sister Scholars. I did not have a personal or professional affiliation with the ABNF. Although these groups were used to seek potential participants for this study, I did not hold any authority over the participants in any group.

My role as the sole researcher also required the acknowledgment of any potential bias (see Ravitch & Carl, 2016). In addition, self-reflective journaling acknowledges the researcher's bias and self-limitations (see Patton, 2015). Note-taking during interviews and reflective journaling occurred after each interview.

Methodology

I utilized basic qualitative interviews with non-tenured female African American nursing faculty to understand their experience. Understanding how people make sense of their lives and experiences defines a qualitative study's purpose (see Merriam, 2016). This section details the elements of data source selection, instrumentation, and data analysis.

Participant Selection

Non-tenured female African American nursing faculty from PWIs across the United States participated in this study. The participants were selected for the basic qualitative study using purposeful sampling. Purposeful sampling is selecting information-rich cases that, by nature and substance, will illustrate the investigative research question (Patton, 2015).

A letter was sent to the administrators of each social media group and the contact person for ABNF to request permission to post an invite in the groups and on the ABNF members' site. After receiving permission from all the administrators, participants were selected from members of ABNF and private social media groups. Participants for this study were on the tenure track at their respective PWI.

Respondents to the posted invitation were selected to meet the requirements of being female, African American, and non-tenured nursing faculty at a PWI. The expectation was to conduct interviews with the selected participants. The end of the interview process helped with data saturation. Data saturation happens when no additional data are found, and the researcher can create properties of the category (Guest

et al., 2006). Although qualitative research does not require a specific number of participants for a study to demonstrate saturation, researchers agree that saturation occurs between six and twelve participants (see Guest et al., 2006; Patton, 2015; Ravitch & Carl, 2016; Rubin & Rubin, 2012).

Instrumentation

The instrumentation for this study was a researcher-developed interview guide (see Appendix) since semistructured interviews were used to collect data for this study. This interview format permitted a mix of structured and less structured questions, allowing the researcher to respond to the emerging worldview of the participants by asking follow-up questions (see Merriam & Tisdell, 2016). Participants were asked a set of core questions applicable and separate questions based on non-tenured employment status. Using my research question as a guide, I developed interview questions that explored the participants' experiences, perspectives, and opinions while making participants feel comfortable during the process (see Lambert, 2012). Table 1 illustrates the alignment between research and interview questions. Additional instrumentation for this study included consent forms and interview recordings. To establish content validity, I shared the interview guide with my dissertation committee and peers within the research cohort. I used the guide to practice interviewing colleagues working as contingency faculty at PWIs to see if they could produce answers to my research question. To accommodate the two different non-tenure track faculty groups, I renumbered interview Questions 5 and 6 to 5a and 5b for tenure track faculty and inserted Interview Question 6 for contingent faculty.

Table 1

Interview Guide

Research Question	Interview Questions	Follow-Up Questions
What are the experiences of non-tenured female African American nursing faculty at PWIs?	IQ1. What region of the country do you live?	
	IQ2. How long have you been a nurse?	FQ: What was/is your specialty area?
	IQ3. How long have you been in nursing academia?	FQ: Why did you enter nursing academia?
	IQ4. How long have you been at your college/university?	FQ: What are some other colleges/universities where you have taught?
		FQ: Can you describe the catalyst for your journey?
	IQ5. When did you begin your tenure journey?	
		FQ: How many tenure-track African American female nursing faculty are in your department?
	IQ6. How would you describe your tenure process?	
		FQ: Can you explain how these interactions affect your process?
	IQ7. How would you describe your interactions with your White colleagues in faculty meetings?	
	IQ8. In what ways has the intersectionality of being African American, and a female impacted being non-tenured faculty?	FQ: What is your motivation for staying the course?

Member checks or participation validation ensures the accuracy of the data (see Ravitch & Carl, 2016). After the interviews, I provided each participant with a full interview transcript. The participants could correct or expound on the information if needed. This process strengthened the accuracy of the interview for data analysis.

Procedures for Recruitment, Participation, and Data Collection

After receiving permission from the Walden Institutional Review Board (IRB) (approval # 07-06-22-0074324) and the respective group administrators, I began

recruiting participants. The invitation was posted in private social media groups and on

the ABNF members' webpage. Ten to 12 interviewees were sought with those who met

the study requirements then being emailed the consent form. Upon completing the

consent form, individual participants were emailed information regarding the interview

process and the opportunity to select a time slot for the video Zoom interview. If

participants were unable to or unwilling to participate in the Zoom interview, I offered a

phone interview. The interview lasted from 45 minutes to an hour. This included time at

the end of the interview for additional comments.

Zoom was used to conduct and record the interviews. Transcription software was

used to transcribe interviews to look for relevant themes to the research question. After

each interview, participants received an emailed copy of their transcribed interview. In

addition, as a form of member checking, participants were reminded that I would reach

out to them for an informal follow-up during the data analysis process to review the

interview transcript for accuracy and, if necessary, to make corrections. Lastly, all

participants received a thank you email for their time and participation.

Data Analysis Plan

In this study, I aimed to understand better the experiences of non-tenured female

African American nursing faculty at PWIs. Inductive analysis generates insight and

understanding of naturalistic inquiry study (see Patton, 2015). After conducting the

interviews, I listened to the audio recordings several times to ensure the accuracy of the

transcript. The interviews were transcribed into a Microsoft Word document. I made

handwritten notes and hand-coded the data to identify patterns, keywords, phrases, and categories to produce themes (see Saldaña, 2016).

The initial coding cycle was direct and involved simple codes as the researcher became acquainted with the data (see Saldaña, 2016). Next, I used codes ranging from a single word to complete sentences and then into groupings (see Rubin & Rubin, 2012). In the second coding phase, I developed categorical codes based on extended passages (see Saldaña, 2016). Finally, thematic descriptions for the analysis required several coding iterations (see Patton, 2015).

I listened to the audio interviews, reviewed the notes, and read the transcripts to address discrepancies. Inconsistencies found during data collection and analysis were appropriately included alongside the findings. I contacted the participant to clarify the specific area where the data inconsistency exists (see Patton, 2015). If the data appeared to be accurate after checking with the participant, the inconsistent case stands alongside each round of coded data (see Ravitch & Carl, 2016). An inconsistent study could contradict the main findings and extend the richness of coding by strengthening the study's credibility (see Patton, 2015; Ravitch & Carl, 2016).

Trustworthiness

All qualitative researchers should have confidence in their study's process and findings (see Lincoln & Guba, 1985; Merriam & Tisdale, 2016). The authenticity of qualitative research lies in being balanced, fair, and conscientious with the findings faithful to the participants' experiences (see Patton, 2015; Ravitch & Carl, 2016). Lincoln and Guba (1985) established the following four criteria for trustworthiness: credibility,

transferability, dependability, and confirmability. This section will discuss the methods

for ensuring credibility, transferability, dependability, and confirmability in this study.

Credibility

In qualitative research, trustworthiness results from credibility. Credibility deals

with how research findings match reality (see Merriam & Tisdale, 2016). To accomplish

credibility in this study, I conducted member checks with participants. I provided

participants with a copy of the interview transcript to make necessary adjustments.

Member checks test the truth of the data, codes, interpretations, and conclusions with the

participants (see Lincoln & Guba, 1985). Semistructured interviews were the source

employed for data collection. Therefore, I utilized member checking, reflective

journaling, and detailed notetaking for data quality and accuracy throughout the process.

Transferability

Transferability concerns the applicability of the findings in other settings and

contexts (see Lincoln & Guba, 1985; Merriam & Tisdale, 2016; Ravitch & Carl, 2016).

The readers will decide how the findings in the study apply to their circumstances (see

Ravitch & Carl, 2016). To achieve transferability, I used thick descriptions throughout

the study to convey the actual situations being investigated and the purpose and analysis

of the study (see Shenton, 2004). I detailed how the study was conducted, including

participant selection, data collection methods, limitations, and time. Finally, to achieve

transferability, I provided the specifics of this study, including delimitations and potential

limitations.

Dependability

Dependability entails the stability of the data and the extent to which the findings can be replicated in the same context, with the same methods, and with the same participants (see Merriam & Tisdale, 2016; Ravitch & Carl, 2016; Shenton, 2004). This study was embedded in the conceptual framework and the phenomenon studied—the experiences of non-tenured female African American nursing faculty at PWIs. The interview guide aligned with the research question and produced rich descriptive data regarding the experiences of non-tenured female African American nursing faculty at PWIs.

Confirmability

Confirmability refers to the objectivity of the study. Specifically, steps are taken to ensure findings result from the participants' ideas and experiences rather than the researcher's preferences (Shenton, 2004). To ensure confirmability throughout this study, I used an audit trail that included detailed descriptions of the data collection and analysis procedure to process potential biases and member checking. The audit trail helped establish dependability and confirmability by acknowledging and exploring how the researcher's biases and prejudices can impact the interpretation of the data (see Patton, 2015; Ravitch & Carl, 2016). I reflectively journaled throughout the data collection and coding process and took detailed interview notes.

Ethical Procedures

Before participant recruitment or data collection, I received approval from Walden University's IRB. I contacted the administrators of each social media group and

the contact person for ABNF for permission to recruit participants. The invitation clearly described the research topic and participant qualifications. All participants were given a form of consent that informed them of their rights and obligations in the study. Participants were reminded that they had the right to refuse participation or withdraw from the study during the process.

Pseudonyms TT1 (tenure track1) were used to identify participants to protect their anonymity. Data were stored on a password and biometrically secured computer in my home office. Field notes, journals, transcriptions, and data analysis were stored on an external hard drive in a locked filing cabinet. During the interviews, the audio recordings were stored on a private password-protected cloud server. Upon completion of the interviews, the recording was downloaded to an external hard drive and kept in a locked file cabinet. Once an interview was downloaded onto the hard drive, it was deleted from the private cloud server. Data will be destroyed 5 years post-research duration to protect participant confidentiality.

Summary

This chapter detailed the study's research design and rationale, the role of the researcher, the methodology, the participant selection, the instrumentation, the procedures for recruitment, participation, data collection and analysis plan, trustworthiness, and ethical procedures. This basic qualitative study was conducted with non-tenured female African American nursing faculty at PWIs meeting the study's eligibility requirements. The study consisted of one round of semistructured interviews followed by member checking for the quality and accuracy of the data. The study's

findings are discussed in Chapter 4. The setting, data collection, data analysis, results,

evidence of trustworthiness, and a summary of the results are covered in this chapter.

Chapter 4: Results

The purpose of this basic qualitative study was to examine the experiences of tenure track African American female nursing faculty at PWIs. After 2 months of not having any participants, my committee, content coordinator, and I expanded my participation pool to include African American female contingent nursing faculty. The American Association of University Professors (2022) defined contingent faculty positions as non-tenure track faculty, clinical faculty, instructors, adjuncts, or part-timers. Furthermore, I decreased the number of participants from 10–12 to six to eight. This chapter will discuss the research setting, demographics, data collection, analysis, and trustworthiness. Lastly, I will examine the results related to the research question.

Setting

This study was conducted on the Zoom virtual platform. The participants represented various PWIs across the United States. The interviews were conducted in my home office to ensure privacy and decrease background noise and distractions. The participants worked at institutions in the Northeast, West South Central, Southeast and Midwest regions of the United States. Many of the interviews were conducted during the fall semester. Therefore, the timing may have impacted potential participants' availability to make time for an interview.

I asked the participants to share their nursing experiences, specialty, and years in nursing academia to understand their experience better. The participants' years of nursing ranged from 8–26 years. Nursing specialties include cardiac, family nurse practitioner, midwifery/women's health, neuro/ortho nurse practitioner, pediatrics/neonatal intensive

care, and long-term acute care. Years in academia ranged from 1–19 years. The

demographic data for each of the participants are shown in Table 2.

Table 2

Research Participants' Demographics

Participant	Location	Years in Nursing	Nursing Specialty	Years in Nursing Academia
TT1	West South Central	12	Cardiac	5
TT2	Southeast	8	Long-Term Acute Care	1
TT3	Northeast	25	Family Nurse Practitioner	19
CF1	Northeast	14	Pediatrics/Neonatal Intensive Care	8
CF2	Northeast	24	Acute Care Orthopedics/Neurology	8
CF3	Midwest	26	Labor and Delivery/Women's Health	13

Data Collection

I collected data from African American female nursing faculty using

semistructured interviews. The inclusion criteria were that participants had to be African

American female nursing faculty on the tenure track or contingent faculty at PWIs. An

invitation flyer for participants was posted into the private social media groups for Black

nurses, nurse educators, and Sister Scholars. The ABNF distributed the flyer to their

member network. If they expressed interest, I provided them with the consent form and a

brief, in-depth explanation of the study. Interviews were scheduled once the consent form

was returned.

Each interview was scheduled and completed between September 15, 2022, and

October 17, 2022. Before starting the interview, all participants were reminded that the

interview was voluntary and that they could terminate their participation at any time. The

participants were then informed that only the audio would be recorded on Zoom, and the

recordings would be as audio files. Although the video portion would not be used, the option of not appearing on camera was presented to every participant.

All interviews were semistructured and adhered to the interview guide's themes and the conceptual framework intersectionality. I developed interview questions that explored the participants' experiences, perspectives, and opinions about being a tenure track African American female nursing faculty or contingent African American female nursing faculty at a PWI. Except for the first interview question, all questions had follow-up questions. Follow-up questions were asked to provide clarity or context to initial answers, and written notes were taken during the interviews. At the end of the interview, participants were asked if they had additional comments regarding their experience in academia. After each interview, I created memos to process my feelings concerning the shared information.

After conducting the interviews, the interviews were transcribed using transcription software. I reviewed the transcripts and listened to each interview four times to make corrections. Participants were given a copy of the transcript to check the accuracy of their responses. Each participant was given a pseudonym according to their position to protect their identities. Data were stored on a password and biometrically secured computer in my home office. Memos and transcriptions were stored on an external hard drive in a locked filing cabinet. During the interviews, the audio recordings were stored on a private password-protected cloud server. Upon completion of the interview, the recording was downloaded to an external hard drive and kept in a locked file cabinet. Once the interview was successfully downloaded onto the hard drive, it was

deleted from the private cloud server and my personal computer. After 5 years, I will delete all recordings and transcript copies following Walden University protocol. The data collection process was uneventful without unusual circumstances.

Data Analysis

In this basic qualitative study, I collected data using semistructured interviews. The interviews were later transcribed, analyzed, coded, and categorized to identify emerging themes. Next, I used descriptive coding to understand the experiences of each African American female nursing faculty. The first coding cycle used the participants' words to develop descriptive codes. Descriptive coding uses a word or short phrase to summarize the basic topic of the passage of qualitative data (see Saldaña, 2016).

After transcribing the interviews, I compared the audio recordings to the transcripts to see if there were any discrepancies. I then coded the participants' answers to each interview question and created groups of descriptive codes. For the second cycle of coding, I grouped similar codes to form categories using pattern coding. I developed category labels by identifying similarly coded data through organization and meaning (see Saldaña, 2016). The last coding cycle created themes from the categories, and I created a matrix representing the interview codes, categories, and themes. Finally, I wrote memos while coding each group's interview data. The memos served as the medium for notating my biases, thoughts, and experience.

After coding the individual participants' responses to the interview data, I cross-coded the participants' responses. The cross-coding method followed the same three-step

process of descriptive coding and categories to determine the themes, which were included in the matrix and addressed the research question.

The descriptive codes provide a brief snapshot of the tone of the participants' experiences. For example, TT2, at the time of the interview, was one month into her tenure track process and stated, "I'm not as nurturing as I thought it would be… I'm not as nurturing" versus "It"s not as nurturing…" The participant clarified the statement by saying "It's a free for all, I'm getting the information from where I can get it." On the other hand, TT1, who is a year into her process, stated, "Overall, I haven't had a problem here." TT3 is the most experienced faculty regarding the tenure process. At the time of her interview, she was at a second institution attempting tenure for the second time. She voiced concern over the course she had been assigned to teach and how it would affect her achieving tenure. She stated, "So they have given me courses that I don't even specialize in to teach. It's another way to undermine me."

The unscripted follow-up questions mainly coincided with the interview question categories. The unscripted questions produced the contextual richness of each participant's tenure track experiences through their personal stories. For example, when discussing her tenure track experience at a previous institution, TT3 stated, "You're like working double, double the publications double the service, double the volunteering on committees. And then in the end, they figure out a way, that you're not getting it." The contingent faculty unscripted questions were the vehicle for the participants to recall their experiences with their faculty members, coworkers, and students. CF1stated,

I don't tell people what I'm doing or what my plans are. Because I find that

they'll say, "oh, you can't do that, or that's going to be too much, or how can you

handle that?" So, I just like to tell them after you know the fact because I don't

need that negativity. So, I usually move in silence.

Because of the questions, the interview group was separated into tenure track and

contingent faculty, within which two additional categories were discovered. Students and

community factors represent the additional categories for tenure-track faculty. Two

tenure track faculty discussed how their process impacts their students. TT1 stated, "If we

are dealing with nursing students, we need people that look like us in these positions."

TT3 expressed concern over being assigned a course that affects the students' experience:

"It's not my specialty. So, I'd say I can't even give real life experiences to the students.

So it went, it limits my effectiveness and those courses."

TT1's experiences were the outlier which will be detailed in depth in the analysis

section. TT1's experience was contrary to TT2's and TT3's. The issues of mentorship,

intersectionality, and interactions with TT1's White colleagues did not correlate with the

findings in the literature. However, her information presented a different perspective of

tenure-track African American female nursing faculty at PWIs. The college and nursing

department is proactive in keeping a pulse on race relations within their community and

working to help with the health and needs of the community. Therefore, she discussed the

relationship among the institution, the nursing department, and the community. The

institution's mission is to have a positive relationship with the surrounding community.

The basis of this relationship begins with understanding the community. Additionally, TT1 stated,

> We are like a small town in south… and it's a very tight-knit culture here. So, a lot of the people do get along, but you still have a lot of racial injustices just like anywhere else. But at this part, it's a very tight-knit community. It is equally essential for the nursing department to serve the community while fulfilling the college's mission. Um, as a college and the nursing program, we are focusing more on diversity, equity, and inclusion. And you know that's something new that we brought about. And they make it a point to, um, try not to let outside factors influence what they're doing for nursing.

Faculty interactions and students represent the additional categories for contingent faculty unscripted follow-up questions. Interacting with full-time faculty during faculty meetings and discussing student issues is expected. Contingent faculty are always present for the first faculty meeting of the semester. CF1 disclosed her feelings about faculty during meetings, and CF3 discussed the tone and environment of a specific meeting. Per CF1, "So I do find that, oh, my colleagues get really up in arms, you know, about things that are really like, can we not talk about this, like we in the faculty meeting?" Sometimes the meetings become contentious. For example, CF3 stated, "There's sometimes a little bit of polarization when it comes to people who don't teach full time or who are not engaged in academia full time."

Teaching students in the clinical setting is a component of the contingent nursing faculty's job. CF2 described an incident with one of her male students, "You know, it, it

was almost like, he felt that he could, you know, skate by, and you can make excuses, and I didn't really see what was going on." The student believed he could do below the bare minimum and still pass clinical. "I gave him warnings. They were written, they were on paper. I can't pass you. You weren't adequately prepared, and I can't do that. So, I failed him." A failing clinical grade translates to failing the entire course, an outcome a nursing student does not want.

Categories

For the second cycle of coding, to synthesize the descriptive codes to produce categories, I used pattern coding. Second-cycle coding develops categorical organization, specifically pattern coding (Saldaña, 2016). Pattern coding organizes the initial data into smaller categories to develop emergent themes (Saldaña, 2016). The second cycle categories represent a precursor to the final themes of the TT faculty's experience. The answers to the interview question about intersectionality elicited interesting responses, specifically for TT2 and TT3. TT2 focused on the gender of her co-worker as the reason why he was able to easily receive valuable information needed for the tenure process instead of acknowledging her gender and ethnicity as contributing factors to her experience. TT2 stated,

> There's also a male nurse here. That's a new faculty member. And I've gotten so so much info- and we're in the same level, we teach in the same level. And he just has all of the information, all the information that I have pulled teeth to try to get.

TT2 viewed intersectionality through the lens of gender, which negated the multiple identities that position her differently within complex social inequalities than White men or White women (Collins & Bilge, 2020).

In the first cycle I used the participants' words to develop descriptive codes to understand the experiences of each African American female nursing faculty. I then coded the participants' answers to each interview question. The questions subsequently created categories for the descriptive codes. The second cycle of coding used pattern coding for each participant that identified similarly coded data through meaning. This coding cycle created categories. The last coding cycle created themes from the categories, and I created a matrix representing the interview codes, categories, and themes for the tenure track faculty and the contingent faculty. After coding the individual participants' responses to the interview and follow-up questions, cross coding the participants' responses was made. The cross-coding method followed the same three-step process of descriptive coding and categories to determine the themes, and a matrix of the final themes was created. Finally, I created a matrix of themes to address the answer to the research question and the framework.

Results

In this section, I will discuss the themes related to the tenure track experiences and contingent experiences of African American female nursing faculty at PWIs. I include quotes from the participants' transcripts to support the themes. I also discuss the nonconforming data as appropriate for each theme. I used a basic qualitative design to address the research question and semistructured interview questions. Through analysis, I

created categories that aided in the organization and analysis of the data. All participants

answered the same general questions and then participants were asked questions specific

to their position. Table 3 illustrates the general categorical themes that emerged from the

research question—What are the experiences of non-tenured female African American

nursing faculty in PWIs?—dedication (Theme A), income opportunity (Theme B),

seeking answers (Theme C), love of teaching (Theme D), and safety (Theme E). The

following section addresses data analysis by interview question category and then by

themes.

Table 3

The Connection Between the Research Question and General Themes

Interview Question Categories	Theme A	Theme B	Theme C	Theme D	Theme E	Theme F
Academia: length and reason for entering	Dedication	Income Opportunity	Seeking answers	Love of teaching	Safety	Representation
Number of African American tenure track faculty	Small amount of tenure-track African American female faculty	Representation				
Interactions w/White Colleagues in faculty meetings	Respect vs. Disrespect	Toxic work culture	Discounted & Devalued	Intent	Relaxed	Generalizations
Intersectionality	Female dominate profession	Respect Male-female dynamic	Inequitability	Double standards	Gender role conflict	Prove yourself
Motivation	Positive representation	Self-worth	Family situation	Role models	Protecting the future	Love of teaching

Academia: Length and Reason for Entering

The participants' responses yielded the following themes: dedication (Theme A),

income opportunity (Theme B), seeking answers (Theme C), love of teaching (Theme D),

and safety (Theme E). Each participant had various reasons for entering academia. According to TT1, "I never really had intentions on being in academia. I was working at the hospital, and one of the nursing instructors asked if I had my Masters and they had some needs at the local institution." TT2 stated, "I was hiring more new grad nurses with very poor clinical judgment [Theme E]. And I needed to understand why [Theme C]." TT3 entered academia as an income opportunity [Theme A] while obtaining an advanced degree. The tenure track faculty remains steadfast, with an average of 8.5 years in academia.

CF1 stated, "I've always had a love for teaching [Theme D]." "Because I love teaching new nurses," said CF2. CF3 stated "To increase visibility of diverse nursing force [Theme F], and to hopefully have an impact on the education and training of future midwives and nurses [Theme A]." The contingent faculty remains steadfast, with an average of 11 years in academia.

Number of African American Tenure Track Faculty

The participants' responses generated a small amount of tenure track African American female faculty [Theme A], representation [Theme B], and advisors for each other as themes. In addition to the participant, TT1 and TT3 each had another African American female tenure track colleague, and TT2 had three African American tenure track colleagues. Representation in the fact that each of the participants was steadfast on becoming tenured faculty. None of them wanted to give up, even if their experience made their goal hard to achieve. All participants had another African American female to share in the process. TT2 noted the support and guidance of her colleagues were extremely

vital in her journey. She explained, "They have all been here for a couple years at least." Their experiences help her to navigate her journey.

Additionally, CF1's institution has one African American female on the tenure track, however per CF1:

> On tenure track, we only have one person who's African American, but she is not even a nurse. So, she is because you can hire somebody who's not necessarily a nurse because she is so research focused. So, she teaches the graduate and undergraduate research courses.

CF2's PWI possibly has four African American female nursing faculty on the tenure track. She stressed the size of the school by saying, "To be honest, I don't know, maybe it's a very small school, I think maybe like four. It's very small." As for CF3, her PWI has zero African American female nursing faculty on the tenure track. "There's one that has achieved tenure, and there's one who was going for tenure but recently resigned," she stated.

Category 3: Interactions with White Colleagues in Faculty Meetings

The responses from the participants furnished the following themes: respect vs. disrespect [Theme A], toxic work culture [Theme B], devalued [Theme C], discounted [Theme D], intent [Theme E], relaxed [Theme F], and generalizations [Theme G]. TT2 described her interactions with her White colleagues in faculty meetings by saying, "Think they are just what they are it's just an interaction. And that's probably not even the best way to describe that." TT3 shared a similar sentiment: "Oh, they just, oh my god, I hate all of it. We hate the faculty meetings because they just, they cut us off." On the

contrary, TT1 stated, "Overall, I really haven't had a problem here." Because of the accepting positive work environment, TT1 is seen, heard, respected, and acknowledged by her White colleagues. Additionally, she shared that "Whenever I say something, they listen. Like, I am in some leadership positions here, and um, so, it's like talking to anybody else."

Conversely, according to TT3, in faculty meetings with her White colleagues, "They tell you what you're going to do. They don't ask you." In the same way, TT2 recounted an interaction with senior faculty members by saying:

But I will say that the majority of the faculty that I'm with, they're more a lot more experienced in academia than I am. An example for you, we've changed the textbooks that our students are using here, just here, just, just recently. And I've voiced that, you know, this is not the best resource, or this is the best resource because it's more accurate to what's taking place at the bedside. This is what the students need to know. So, I have a lot of faculty that have that mentality that this is how we've always done and we not changing.

Additionally, TT3 provided more information about meeting culture, saying:

They tell you, and then um, if you try to give your thoughts, they just talk over. So, all black faculty at the faculty meeting, we just stay quiet because there's no point they get together before the meeting and decide what they want. So, it doesn't really matter what we say. We're outnumbered.

Thus, making it more difficult for the exchange of ideas and engagement in active dialogue related to problem-solving for the best student outcomes.

When describing her interactions with White colleagues in faculty meetings, CF1 had this to say:

> I would say that my interactions are fine. I would say that. Hmm. I feel like there's just some, like they don't even know, you get what I mean. Like, they don't even realize that some comments or some ways of how they're looking at things has a little bit of racism there. But I don't think it's intended. But I don't think they realize.

In contrast, CF2 described her interactions in this manner: "So there are, there's like, one big meeting at the very beginning. And, you know, that's ah, relaxed, you know, meeting in terms of where we're all equals. And that's good." However, she did mention there can be discourse during meetings. She stated, "That is the administrative part, which is sometimes unorganized. And so that can get contentious."

CF3's experience parallels the experience of CF2. For example, when describing the meeting structure, she stated, "For the most part, I would say it is very structured to curriculum matters or student issues." But she revealed how the tone of meetings could become tense, saying:

> But there definitely is some strain, especially if there's some cultural incompetence that pops up. So, when they're, when I check faculty, especially if they're dealing with students of color, and generalizations are made, it can become extremely, extremely tense.

Intersectionality

The participants' themed responses included: female dominant profession [Theme A], respect and male/female dynamic [Theme B], Inequitability [Theme C], double standards [Theme D], gender role conflict [Theme E], and proving yourself [Theme F]. The tenure track participants addressed the concept of intersectionality based on gender. For example, all participants agreed that nursing is a female dominant profession. TT3 discussed the dynamics of being in a room filled with women. According to TT3, "I think a lot of decisions are made, not based off, like facts, like, emotions get in it, because nursing is all women." Additionally, she stated, "Women who don't might not have the same goals and might not support each other as much, you know, as they should." Finally, TT1 acknowledged that nursing academia is female-dominant but has not had any issues with her race and gender, stating, "Um, more females work in academia anyway, you know. So, that's not the issue."

Interestingly, TT2 responded to the question based on her relationship with her White male coworker by stating:

There's also a male nurse here. That's a new faculty member. And I've gotten so so much info- and we're in the same level, we teach in the same level. And he just has all of the information, all the information that I have pulled teeth to try to get. But I cannot say that I have attributed that to me being black and female, it was just more like, oh, well, it's just because he's a guy. And it's easier for him to get this information. They're more willing to give him this information.

She did not attribute her race and gender to why she did not receive the same information that her male colleague readily obtained. However, further inquiry into this subject revealed more information to be discussed in the unscripted follow-up questions section.

TT3 expounded on the possible effects of having more male representation in nursing, stating, "We need more male representation in nursing. So that sometimes we can just get down to the facts of things and be able to make progress. Have things more standardized." She further opined about standardization, saying, "If things are more standardized, they like to have wiggle room. Sort of wiggle room can be applied to certain people and not to others." More questioning revealed the meaning and implications of "wiggle room" to be detailed in the unscripted follow-up questions section.

CF1 and CF2 recounted how intersectionality impacts their on-the-job performance. CF1stated:

> I mean, I feel like being an African American female just impacts my everyday life, for forever. Like, you just have to always work twice as hard. Or you always have to prove yourself, you always have to cross your t's and dot your i's. \Don't give them a reason to bat an eye. I feel like it just goes for everything. I'm, you know, I'm very efficient. I'm very, I'm always on, and I'm always doing something. I'm always trying to go higher, better, improve, you know. And it's like, I can do justice. All that just, you know, for my counterpart to do okay, just to be respected, you know, what I mean?

On the other hand, CF1 said, "I feel like I'm not treated differently." She said, "If anything, I'm being treated different, more so because of my rank, not my ethnicity. I would say that right now." CF3 shared some of the same sentiments as CF1. She stated:

Again, you know, it's a, I won't say it's a double, double whammy. But I think women in academia, number one, have a pretty decent cross to bear in terms of, you know, establishing your credibility, establishing that your degrees provide you with the background and the bones to stand on when you have an opinion. And being a black female, it's almost like you have to do even more to prove yourself credible or reliable as a source.

Whereas CF1 and CF3 talked about intersectionality as it relates to their jobs, CF2 verbalized intersectionality from the perspective of student interactions. She said, "I never felt dismissed, disrespected by anyone. I mean, what would you find more as the male students. You know, that's where that becomes a factor. Not with my colleagues or the administration. I've never had that." The interaction with the student is discussed in the next section.

Motivation

The participants' responses returned these themes: positive representation [Theme A], self-worth [Theme B], family situations [Theme C], role models [Theme D], protecting the future [Theme E], and the love of teaching [Theme F]. Each participant has their journey, yet to stay the course, external factors are sometimes needed as extra encouragement to achieve tenure. For TT1 positive representation in nursing, academia is

the catalyst. She stated, "I like what I am doing, and we need more people. We definitely need more people that look like me here."

TT2's motivation stems from personal and professional intentions. In relation to her intent, she stated, "To prove a point. The first point is going to be to myself simply because I just have to be the best at whatever I'm doing. That's just me that's personal." Secondly, referencing her professional intent, she said, "But then too, I need to show you why you, you must know what, you didn't build is not the end all be all. It can be better. And I know I can make it better if given an opportunity."

Family is the external motivator for TT3. However, staying the course may alter her professional goals. She stated, "Because this fits in with my personal life right now. But also looking to the future that as my personal life change, my career goals will change too."

All of the contingent faculty participants addressed representation as a source of motivation. CF3 stated:

> So really, it goes back to my undergraduate years, and not having anyone really who looked like me, who I felt like that was that go-to person. I want them (the students) to at least, you know, in my small way, be able to have a small level of influence and presence for students who are going through.

In the same way, CF3 spoke about representation, CF2 also expressed the importance of representation. "And I feel like other young Black nurses need to see that they can excel in this profession," she said. Finally, CF1 and her colleague rallied around the Black student nurses to help them navigate race relations within the program. She

stated, "And, you know, I want, you know, my black students to feel comfortable."
Further, she said, "I've always had a love for teaching."

The participants are role models to their students. All participants are practicing clinicians in highly specialized areas where African American female nurses are scarce. For example, CF1 stated specialty is "pediatrics and neonatal intensive care." CF2's specialty is "acute care, specifically ortho neuro," and CF3's specialty is "labor and delivery slash Women's Health."

CF3 has a personal understanding of the nuances and context of being an African American nursing student at a PWI said:

> So having gone to a PWI. And having been situated in nursing school, where I was the only person of color in my class, there were a couple of males, but I was the only person of color in my class of 80, I did not have any black nursing faculty in that in that whole college of nursing that I felt that I could turn to as an ally in the best way.
>
> There's some stuff that's specific, that you want someone that looks like you and understands your background and understands your context that you can bounce ideas off of, or go to with concerns or problems that you can trust what they're going to say and trust how they're going to guide you. So that type of stuff is what I like to prevent happening for future, future students.

Table 4 illustrates the tenure track categorical themes that emerged from the research question.

Table 4

Connection Between Research Question and Tenure Track Themes

Interview Question Categories	Theme A	Theme B	Theme C
Tenure Journey: start and catalyst for journey	Career longevity	Concern for the future of the profession	Investment into nursing academia
Tenure Process	Supportive	Unguided process	Undermined/sabotage
Mentorship	Proactive	No impact	
White colleague interactions effect on tenure	Guided	Challenging time ahead	Self-preservation vs Professional preservation

Tenure Journey: Start and Catalyst for Journey

The participants' responses yielded the following themes: career longevity [Theme A], concern for the profession's future [Theme B], and investment in nursing academia [Theme C]. Participants were asked to describe their tenure journey's beginning and the catalyst. TT1 and TT2 were offered tenure-track positions. TT3 was part of a state initiative to obtain her Ph.D. for free and become nursing faculty. The state of new graduate hires and a concern for the profession's future pushed TT2 to become nursing faculty. "I've encountered so many nurses that was just, I'm just trying to graduate and get this money. And that just not enough. What are you all learning if anything? That's what got me to academia." Career longevity ignited TT1's tenure journey. "Well, I'm going to be in academia for a while, I say I might as well go on and get my doctorate. Why not be on the tenure track." TT3 viewed the state initiative as an investment into nursing academia.

Tenure Process

The participant responses provided these themes: supportive [Theme A], unguided processes [Theme B], and undermined/sabotage [Theme C]. TT1 experience did not correlate with the literature or the other two participants. This participant did not express adverse treatment from those directly involved with her tenure process. When describing the helpfulness and the encouragement of faculty members, by stating:

Well, overall, it's been, um, so far, it's been okay. I've had a lot of different faculty reach out to me, and they have been supportive of me getting my doctorate. And telling me what I need to do to be on the tenure track and helping me with publications and different things like that.

TT1 could not think of one negative experience in her process. Furthermore, she credits her colleagues with the pace of her progression. "Well, I think I'm moving along a lot faster than I would if I had to do it by myself. So, I definitely wouldn't have been doing that on my own."

Although this case is discrepant, the participant's positive experience could be essential. The acknowledgment of the culture within the nursing department of this PWI is paramount. According to TT1, the institution is "in a small town in south Louisiana, and it is a very tight-knit culture." She did acknowledge that the community is not immune to social injustices. However, the college does not let societal conditions affect the cultural climate within the institution. "Um, as a college and the nursing program, we are focusing more on diversity, equity, and inclusion. That's something new. They make

it a point to try not to let outside factors influence what they're doing for nursing," she

stated.

At the time of her interview, TT2 was a month into the tenure track process. She

describes her tenure journey as "Um, it's a free for all, I'm getting the information where I

can get it." The lack of coworker support astonished TT2. "I have to be extremely

resourceful and find those that are willing to help willing to seek out the information."

The unsupportive environment served as the impetus for success. When discussing the

steps in achieving tenure, she stated, "It's, it's tacked up on my wall, I don't know off the

top of my head." Even though the work culture is not conducive for success, TT2

implemented self-sustaining strategies to obtain tenure despite the lack of assistance from

tenured faculty. For example, she stated, "And just being resourceful, I'm finding other

bits of information from other people. So, I've polled the crowd, so to speak, to gather my

information. So, I can prepare for the end."

On the other hand, TT3 has tenure track experiences at two different institutions.

The first institution was research-intensive, and this PWI is where she wanted to stay,

stating:

> I wanted to be tenured at (states institution). But I didn't receive the support. They
>
> never tenure black faculty at (said institution) is very rare. But I would have had
>
> tenure had I received the support, but I ended up having to leave there.

She and two other African American female nursing faculty were also up for tenure.

When asked if they achieved tenure, she responded, "None. And the other two who didn't

get tenure, they were advised to remove their packets withdrawn." No one successfully

achieved tenure. About the first experience, she stated:

> So, they will lure you in. Because the goal, they'll put it as a goal as a strategic
>
> goal, the goal is to hire more minorities, they are hiring you, but they don't have
>
> no intentions of keeping you. So, when a minority goes to these institutions, they
>
> have to figure out what they're gonna get from it. And it probably won't be tenure.

TT3 also knows she has the credentials and the research criteria to become a tenured

nursing professor. She said, "Because I'm the top researcher, you can look my name up,

my articles are all over the country. But as I said, if I can't get tenure, nobody can." This

participant initially discussed African American female nursing faculty leaving PWIs for

a historically Black college or university (HBCU) or a more diverse institution. "I think

we have to go maybe to other institutions like historically black colleges to get tenure. Or

universities where they're used to seeing different races. You know, like maybe in New

York or California, they're more friendly," she said.

She further revealed her knowledge of additional methods to prevent her

promotion, such as, "They have friends ask you about your personal life, and then they'll

put in measures that would interrupt that. They always say that you have to have

publications. Then, say you don't have enough."

However, this participant still had her goal of being tenured nursing faculty. Three

years into the tenure process at the new institution, TT3 states, "It's similar. I mean, it's

not as stringent, like I don't have to have as much publication. So, there are three areas

through scholarship, service, and teaching." However, she also voiced concern about teaching as a potential barrier to tenure:

> So, the other part is teaching. So, they have given me courses that I don't even specialize in to teach. It's another way to undermine me. It's another way to undermine me. From the time I got there, the chairperson told me I have no choice. And they've been, they've been hiring other faculty who are not my complexion and asking them what would you like to teach? You got it.

Benchmarks in each area must be met or exceed expectations. Having prior tenure track experience, this participant understood that she must exceed expectations in all three areas. TT3 fears that teaching will not meet or exceed expectations:

> I'm a family nurse practitioner. I should be teaching in a grad program. Everybody is teaching something that's aligned with their specialty and I keep sending emails to the dean to the chair and it says this is a workload imbalance. They gave me a course that's a hospital course when I told them I have not worked in the hospital since 2003. I've never even put in a G Tube. I said, don't give me that course. Because now I gotta go read about how to do the stuff. And that's extra work. So, it went it limits my effectiveness and those courses. And the courses were underdeveloped. So, they were courses that were already known to have low student evaluations. So, my teacher scores are not the best. That's what they gave me to teach because they know that that's the area that they can possibly impact my tenure.

When asked if she thought she would make tenure, she responded:

So, I have three more years here until tenure. And I'm like Okay, so for these last three years, I might as well just figure out what I can get from them. Because I believe in the end, they're gonna find something.

Mentorship

Proactive [Theme A] and no impact [Theme B] are the themes generated from the participants' responses. TT2 and TT3 stated mentorship did not affect their tenure track process. For example, TT2 was not assigned a formal mentor until she researched how to "get tenure" at her institution. When asked if she was given a mentor, she stated:

That term was not used itself. I was told that this is a person you can reach out to for help. I didn't understand the word you know, meant me having a mentor and until myself being resourceful. So, me finding the policy and say, oh, okay, well, I was supposed to be assigned a mentor. So, I go back to that person and say, Okay, how do I get assigned a mentor to- Okay, well, this will be your mentor, was the response that I received. So, I go back to that person who was not told that they would be my mentor.

Had she not researched the process, she would not have had a formal mentor, as documented in the institution's policy. The three African American female nursing tenure track colleagues not only function as informal mentors but as a support system. According to TT2, "Without me having to ask it's hey, let me let me make sure you got this Hey, girl. And there I'm very thankful that they're here…".

TT3 described the ineffectiveness of mentors at both PWIs, stating, "Yeah, oh, no, this is just from formal, it's, I mean, it's a formality, it's really it really don't do much.

They really don't know, it's just like a name only." She discussed the mentors' role when disputing the promotion and rank committee's (PRC) recommendation to withdraw the promotion packet. Further stating, "Well, there's not enough power for the mentor to even have any power either... So, it's like, there's, what is the mentor going to do?"

Although TT1's PWI does not have an official mentor for the tenure track, she has a lot of support from her colleagues, stating:

No, I do not have a specified mentor, but I have a lot of different people definitely reaching out and helping me do a lot of different things. I can say about 5-6 reliable people that consistently reach out and help me do things, a lot of collaborations.

The consistent, proactive actions of the faculty create a positive, encouraging an environment conducive to success. These actions might demonstrate intentional supportive spaces for diverse, equitable, and inclusive opportunities in nursing academia can be successful.

White Colleague Interactions Effect on Tenure

The participants' responses produced the following themes: guided [Theme A], challenging time ahead [Theme B], and self-preservation versus professional preservation [Theme C]. Albeit interactions with White colleagues are unavoidable, what is unknown is how these interactions affect the tenure process of their African American colleagues. When questioned about how her interactions with her White colleagues will impact her tenure process, TT2 bluntly stated, "It's gonna make it more difficult. That's what I think. I think it's just gonna make it more difficult." TT2 credits her colleagues with helping her

with her vocal delivery by stating, "And I've had some of my colleagues that look like me say, girl, you better, better stop, need to chill out. Don't do that. Don't say that."

TT3 disclosed, "So I'm going to speak to the Dean about that today. Why I don't know." Later she decided against speaking with the Dean, citing, "I'm not gonna say much. Because, you know, you never know who's in cahoots." She acknowledged the Dean's support but stated, "but the Dean and the faculty have two different mindsets." Additionally, revealing, "The Dean, don't she just; she's just there, she doesn't really get involved with anything. She just there, basically."

In contrast, TT1 interactions positively affect her process. As a result of her colleagues' supportive active participation in her journey, she stated, "I'm learning more about the research process, learning more about publications, I'm, you know, learning more public, getting up in public speaking, different presentations." TT1's experience speaks to PWIs authentically incorporating inclusivity into the institution's environment and policies.

The experiences of African American female contingent nursing faculty helped me to understand why the participants chose not to pursue the tenure track. Table 5 explains the categorical themes that emerged from the contingent nursing faculty experience and the research question.

Table 5

Connection Between Research Question and Contingent Faculty Themes

Interview Question Categories	Theme A	Theme B	Theme C	Theme D
Time at current institution	Stability	Familiarity with institution	Familiarity with policies and procedures	Dedication

Past teaching experience	Different institutional culture, policies, procedures, and students		
Contingent experience	Opportunity for advancement	Work-life balance	Representation
Pursued or considered tenure	No one wants tenure at this time		
Deciding factor for not pursuing tenure	Personal life	Commitment	Time consuming
How interactions w/White colleagues in faculty meetings affect participants' role	Race relations	Leadership shortcomings	Advocate
Faculty Interactions	Positive: Equality respect partnership	Negative: Leadership shortcomings racially coded language veracity when speaking about students of color	

Time at Current Institution

The themes generated by the participants' responses are stability [Theme A], familiarity with the institution [Theme B], familiarity with policies and procedures [Theme C], and dedication [Theme D]. The average time spent at their current institutions equates to seven years. CF3 stated, "Where I am now nine years." CF2 shared the amount of time at her institution when she said, "About eight years." CF1 stated, "For five years. Full time five years."

Past Teaching Experience

Different institutional cultures, policies, procedures, and students represent the major theme [Theme A] from the participants' responses. CF1 has eight years of teaching experience, and CF3 has seven years. CF stated, "So, for adjunct, I have taught for a university. And I have also taught for a small, private college I adjunct for them to."

Regarding her previous experience, CF3 said, "Yep, I was at (states institution)." CF2 did not have prior teaching experience.

Contingent Experience

The participants' responses indicated the themes of opportunity for advancement [Theme A], work-life balance [Theme B], and representation [Theme C]. CF2 discussed the flexibility of being contingent faculty congruent with her current life. She stated:

I just, you know, it, it frees me up to work when, when I want or, you know, in terms of like, if I want to make a change, I can, which is what I plan to transition to. So, I mean, I guess I don't really, I just describe it as a teaching job.

On the other hand, CF1's rank as an instructor allows her to teach didactic and clinical. She said this about being contingent faculty:

I mean, what does it mean to be that faculty it means that most of your time is spent teaching. It means large class sizes. It doesn't necessarily mean you're doing a lot of clinical because as an instructor rank, but for instructor rank equates that you're doing some kind of clinical, even if it's not all your time, you're doing something related to clinical if you're at that rank.

She also disclosed how she was able to teach both courses with the rank of instructor. She stated:

They really needed to hire people who will be full-time and teach clinical, so that's how I started, but they knew I wanted to advance and go on, so they were okay with me teaching didactic courses. Pretty much (I) just restarted in 2017

when I became full-time faculty because that allowed me to be able to teach

didactic courses by being full-time.

CF3 highlighted the positives and negatives of being contingent faculty as well as

the responsibility of being contingent faculty at a PWI, saying:

It is rewarding and challenging at the same time. Having a, having representation,

and having a voice in terms of student matters and curriculum is sometimes

dismissed. But it's still we still get around to including the opinions in the voice.

Pursued or Considered Tenure

Interestingly, the participants' responses produced the same theme [Theme A]. No

one wants tenure at this time. Various reasons for not pursuing or considering tenure

ranged from uncertainty to full-time clinician joy. For example, CF3 spoke of being

fulfilled as a full-time clinician. However, when asked if she ever pursued or considered

tenure, she responded, "No."

CF2 responded to the concept of tenure by saying, "I don't know. Maybe, you

know, um, possibly." She does not have a definitive plan for the tenure track. She

expounded on the rationale for her decision in the next section.

CF1 considered a lot of factors in determining if she would consider tenure. She

consulted persons on the tenure track in helping her to decide, saying:

I am currently trying to figure that out. It's definitely I figure out, you know, what

I'm going to do, but I've been talking to a lot of people on tenure track, and I'm

starting to lean away from it. My impression and what I know about tenure track

first I don't like, and I don't know if all the universities are like this, but you know,

if you don't get promoted, you essentially lose your job after those six years.

Deciding Factors for pursuing Tenure

Personal life [Theme A], commitment [Theme B], and time consuming terms

[Theme C] illustrate the three themes generated from the participants' responses. For

CF2, commitment bodes as the contributing factor for pursuing tenure. "So, you know,

the deciding factor would be the commitment. And if I'm still wanting to make that kind

of commitment when I get to that point," she said.

CF1 cited the importance of her personal life as a factor in pursuing tenure when

she stated:

My family life is another big, huge piece, you know, it's I know, it's going to be

time consuming. Can I do it? Sure, sure. I can do it, but at what cost? Is it worth

the costs, you know, I wanted to attend academia because I love teaching, but I

also wanted the flexibility with my family.

In addition to her personal life, she alluded to the concept of commitment by saying:

So yeah, how much do I really love grant writing and XYZ? I do enjoy research, I

still will do research, whether I do tenure track or not, or do I want the ball to be

more on my court and not have this hanging over my head? That's something that

you could definitely hang over my head, like, well, you know, if you don't get

XYZ, right, so yeah, there's a lot of things.

According to CF3, "I have no interest in doing academia full time." Furthermore,

she expounded on the joy of being a full-time clinician, saying:

I want to continue in clinical practice. And that has a very heavy demand on both

my time and energy. So being committed to remaining a clinician, as long as I'm

physically able when I'm not a clinician, I'm not gonna be interested in

transitioning to academia.

How Interactions with White Colleagues in Faculty Meetings Affect the

Participants' Role

The themes yielded from the participants' responses are race relations [Theme A],

leadership shortcomings [Theme B], and advocacy [Theme C]. CF2 explained that

leadership's actions affect her in the following ways: "Well, you know, I obviously, you

know, not happy, I wouldn't say upset, just like, frustrated and feeling that the powers

that be are incompetent and disorganized." CF1 and CF3 shared different experiences of

how their interactions with their White colleagues affect them. Which subsequently

impacts the students.

CF1 addressed how the interactions affect the students. She and her colleague are

the Black Student nurses' faculty advisors. They and the students held a meeting to

discuss the classroom environment. She said:

And we invited all the faculty, there was a mixture of faculty that came along with

students to have how to make the classroom more inviting. And a lot of the

faculty were very surprised to hear what those students like how the students felt

because it's a primarily Caucasian school. They said how some of the professors

will make general, general comments, like, oh, well, usually black people, blah,

blah, you know, right? And, like, that's not okay. Like, you can't say that. So, it was like a really good conversation.

Additionally, CF1 followed up with this comment about her White colleagues:

But all in all, I don't feel uncomfortable, or I don't feel like I, I don't feel like I'm treated differently because of my race or anything amongst my colleagues. I don't feel like that at all. If anything, they feel comfortable being transparent with me and saying, hey, what do you think about this, I don't want it to be misinterpreted. So, what do you think about this? Or how can you help me or, because they also I found are fearful, right? Because if they do something that they don't intend to be racist, it's like they're going to be wiped off instantly. So, they're, like scared to say or do the wrong thing even though their intention is pure? Because they don't want to be misinterpreted? You know, so almost like trying to avoid it.

CF3 discussed how these interactions impact her. She expressed her dismay saying:

Yeah, initially, I get a little angry, I do get angry with the fact that we are where we are in 2022, or 2021. And these conversations are still being had. But then I also use as motivator to kind of dig my heels in and stay the course because students need an advocate.

Faculty Interactions

The participants' responses produced two categories of themes, positive and negative. The positive category themes [Theme A] are equality, respect, and partnership.

The themes in the negative category [Theme B] are leadership shortcomings, racially coded language, and voracity when speaking about students of color.

According to CF1, "I feel like the faculty as a whole, we work very well together, there's not a divide between tenure and non-tenure." CF2 described her faculty interactions as "relaxed and where we're all equals." CF3 did not respond to this category.

All participants shared experiences that contributed to negative interactions. For example, CF1 and CF2 disclosed leadership shortcomings. CF2 elaborated on the inability of the administration to work out issues, "Because, you know, you're put in a situation with things that technically shouldn't be your problem, they should have been figured out before it came to you." Likewise, CF1 talked about the leadership within her department, saying, "Actually, the administrator of our department is pretty bad. So, we have really come together, you know, to get through her five-year contract. We're currently on year three. Just really us trying to hold one another up."

Conversely, CF3 articulated a scenario about a student issue concerning cheating. She said:

> A student who had basically done everything that she needed to do, reported on another student for some cheating, and cheating at that institution is a means for dismissal from the program. There was a faculty member that this young lady who had been accused of cheating was very close to, so she ran to that individual. And she's like, well, you know, most people are always trying to accuse someone of cheating when they have better grades.

Unfortunately, the student who reported the cheating was African American, and the accused student was White. CF3 expressed ire, regarding the faculty members' comments, by saying, "I had to go and do that to be like, no, that's not what this is. You know, this has been an issue with the same student for a long period of time."

In the same way, the essence and emotions of the tenure track participants' experiences were documented in their answers to the unscripted follow-up questions, the same held for the contingent nursing faculty participants.

Interactions with White Colleagues in Faculty Meetings

The response of the participants generated the following themes: adverse work culture, disrespect, validation, micro/macroaggressions, student advocate, veracity, and unwritten expectation for two communication styles. TT3 discussed how the behaviors of the Dean impacted the interactions with White colleagues in faculty meetings, stating, "If there is an issue, she just says, y'all, you go talk it over. You know, guys, just discuss it. She keeps a hands-off approach.". She followed up by highlighting the positive characteristics of the Dean. Saying, "She's a very nice lady, though. She's very nice. And she's, she's not biased or anything." However, TT3 previously noted that in meetings, White faculty, "They'll just cut you off and say, No, we're doing it this way." In the end, TT3 alluded to how the "hands-off approach" of the Dean impacts the work culture she said, "But, you know if she leaves everything up to them…".

When asked how she thinks her White colleagues view her authenticity, TT2 reflected, saying:

I don't really know how to answer that question. And that's solely because it's not

it's not something that I've considered before. How do you think they view you?

How I think they would like to view me sit down and be quiet. Do these tasks and

turn them in on time.

TT2 was also asked if this was the experience of her tenure-track African American

female nursing colleagues. She responded, "No one has used those words. But in a

nutshell, yeah."

TT1 did not report experiencing any negative interactions with her White

colleagues in faculty meetings. She focused her comments on the faculty's interactions

with an African American nursing professional organization in the community, stating:

Collaborating a little bit more. Like I'm a part of a uhhh, have you ever heard of

the (mentions a national organization for African American nurses)? I'm a part of

the local chapter here. But, um we're doing a lot of collaboration with them and

the university.

CF1 and CF2 did not divulge additional information concerning their interaction

with their White colleagues in faculty meetings. However, CF3 shared detailed

illustrations of her interactions in faculty meetings.

CF3 provided additional examples of her interactions with her White colleagues

in faculty meetings. She went into more detail about the generalizations of her White

colleagues in faculty meetings. She noted the vocabulary used by these colleagues when

speaking about African American nursing students. She said, "They or them. It was never

a you people cause if you people had a happened, I'd of jumped across the table. So, you

people didn't come out, but it was we were close." The researcher does not condone violence of any kind. However, there is great significance in the metaphorical statement made by this participant.

She also noted the communication styles of her colleagues in meetings. "I've noticed that other faculty don't necessarily have to have all the information. They can make some broad statements and get the nods that I guess we understand." Although this may be the accepted form of communication for her White colleagues in faculty meetings, CF3 acknowledged that this is not expected from her. However, she stated, "I know that if I'm going to speak on something, I have to have all of my ducks lined up in a way that other faculty who are non-black or non-people of color don't necessarily have to do."

Students

For this section the findings are presented according to rank as tenure-track and contingent faculty have different student experiences. Deficient student experience and breaking stereotypes are the themes produced by the tenure-track participants' responses. The participants disclosed the ways that their tenure track experiences impact their students. For instance, the course assigned to TT3 was not her area of expertise. She stated, "So they give me the underdeveloped courses that are not part of my specialty. So, I'd say I can't even give real life experiences to the students." Faculty's real-life experiences help students grasp, visualize, and understand nursing concepts. Without these experiences, TT3 knew that the students would not receive an optimal learning experience.

On the other hand, TT1 viewed being an African American female tenure track nursing faculty as a way to recruit other African American nursing faculty to pursue tenure and to inspire nursing students to think beyond a career at the bedside. She stated:

What advice would I give… I would probably encourage them. Try to encourage more people to do it. As you know, as faculty, we are not represented very well. If we are dealing with nursing students, we need to get them more involved. We need people that look us in these positions.

She also spoke about how the students revere her, stating, "They are very open to me. I guess one of their favorites. And actually, the students nominated me for one of the awards here, one of the regional awards, and I was selected for it."

Concerning student resources, TT2 spoke up regarding the faculty's selection of student textbooks, saying:

We've changed the textbooks that our students are using here, just here, just, just recently. And I've voiced that, you know, this is not the best resource, or this is the best resource because it's more accurate to what's taking place at the bedside.

She is one of the few faculty members who currently work at the bedside, therefore having first-hand knowledge of the current nursing practice. The faculty did not select the textbook she recommended. TT2 attributes the selection to faculty inflexibility. "So, I have a lot of faculty that have that mentality that this is how we've always done and we not changing." Faculty textbook selection should be a student-centric decision.

Each contingent participant spoke about student issues either directly or indirectly in faculty meetings. These responses were broken into positive themes: accountability,

professionalism, documentation, integrity, advocacy, and negative themes: White male privilege, machismo, entitlement, and disbelief. When faced with a difficult student, CF2 recalled the measures she employed to navigate his behaviors successfully. For example, she stated:

> I gave him several warnings. I pulled him aside, and I said, listen, you know, I would show him what was lacking, and make sure that he understood. And so, you know, my position was strong because I gave him direction. I gave him warnings. They were written, they were on paper.

> CF1 and CF3 supported their students. For example, when a White faculty member attempted to retaliate against an African American student, CF3 stated, "But when, when advocating and fighting for students that I know, are doing what they need to do to fulfill their requirements, I try to level the playing field by being clear that she's a perfect student." Likewise, CF1 facilitated an open discussion with the Black Student nurses' organization, White faculty, and students. The discussion created awareness of the African American students' experience at the PWI.

> CF2 encountered an unbelievable student in the clinical setting. As the instructor, she gave examples of the student's behavior. She said:

> You know, he'd be like, well, you know I'm an EMT. So, I, I know all this, you don't need me to do this. I'm like, why would you not need to do it if they (classmates) need to do it?

This student exhibited unsafe patient practices and a blatant disregard for the rules. She continued by saying:

Well, you know, I mean, he didn't say I'm using my white privilege. But you

could, I could tell that he felt as though he could do that because of who he was.

Calling in for clinicals, you can only miss, like, one clinical. And, you know, if

you've missed another one, it had to be a really good idea or not a good idea. But

he definitely had a good excuse. And he would just openly be at a Giants game

and have it all over Facebook, and his colleagues could show it to me.

In the end, she remained professional and held her ground. She stated:

So, when, when I finally was like, listen, I can't pass you. I said, what would it

look like if I passed you on to the next level, next person, and you didn't know

what you were doing? I can't do that. So, I failed him. He was shocked. Quiet, he

didn't go off on me or anything like that. But he was shocked. Is there anything I

can do? No, you had several chances.

Intersectionality

The responses of participants produced negative and positive themes. The positive

themes are loyal friends, workplace cheerleaders, being a resource to others, earned

students' respect, peace, and understanding. Self-preservation, the identity of self,

underrepresented, isolation, disrespect, frustration, anger, feelings of not being enough,

going above and beyond, misogyny, chauvinism, lack of control, and presentation style

communication represent the negative themes. Additional themes of intersectionality

occurred during student, faculty, and White colleague interactions. In this section, TT2

and TT3 provided extensive examples of how intersectionality impacts their tenure track

journey. Originally, TT2 and TT3 addressed the interview question based solely on

gender. However, the unscripted follow-up questions allowed the participants to peel back the layer of gender and address being African American and female on the tenure track of a PWI.

TT2 attributed the gender of her co-worker as the reason why he was freely given the information she had to "pull teeth" to receive. Next, the question of the comfortability of the White female faculty when disseminating information to the male co-worker versus when she inquired about information was asked. TT2 responded, "More comfortable? I honestly just think it's because, you know, they look alike, and they want to see him succeed. Like, his success is, is their success. That's, honestly, the way that I think." Naturally, the next question addressed why her success isn't their success. She stated:

> I probably talk too much. That's probably the issue. I don't. I don't say I'm not conforming to what's already here. It's how this university is. I ask a lot of questions. If it don't make sense, I'm not doing it. You don't just do things that don't make sense.

Coincidentally, TT2 believed that being a novice faculty member weighed more heavily on the faculty's reasons for discounting her suggestions and dismissing her questions than her ethnicity. She said, "I think it's solely because of the years of experience. That's, that's what I would say. That's the only vibe I get there. Because otherwise, I won't say anything." Seemingly, TT2 perceives talking too much and asking questions as barriers to the White female faculty embracing her success. She understood the deep-rooted underpinnings of her experience with intersectionality.

TT2 shared she considered leaving the PWI for a historically Black college or university (HBCU), stating, "If I can't do it here, I've thought about this, it's a HBCU not too far. And I probably just leave and go there to build up my people, kind of like how I ended up in academia." The statement that revealed the underpinnings of her experience with intersectionality said:

> I'm here at this nursing school, and I felt like okay, well, as the black woman, I don't feel like I'm, I'm getting the support I'm not getting the love that I felt like I should be getting with the amount of work that I'm putting in… Because I feel like, as a, and not just in academia, with my entire nursing career. Being a black nurse, it's like, you just got to be better. It's got to be better, like excellent is the standard. It's almost like in a competition.

TT3 echoed the same sentiment while describing her work ethic to achieve tenure. She said:

> When you're a professor, you're on the tenure track, and you're doing everything so they, pretty much you do everything to support the school in hopes that that will give you tenure. So, you're like working double, double the publications double the service, double the volunteering on committees. And then, in the end, they figure out a way that you're not getting it. So, it's like, trick.

TT3 previously spoke about needing more male representation in nursing to "Have things more standardized. They like to have wiggle room." When asked to expound on the meaning of "wiggle room," she responded:

Like you have a rule, but the rule is broad, so that you might let some people slide

past it, and others stick it to 'em. So, they can pick and choose who to apply to and

who not to depending on the benefits that they perceive are there or that they

would be, so you know, looking at the larger picture of things. And I think that

plays a role in decisions that are made for others and against others.

TT3 disclosed the treatment of the African American faculty. The African American faculty are "outnumbered." White faculty members "cut them off and don't let them speak" in meetings. The application of wiggle room occurs when the faculty majority decides to whom the rules apply and when they will be applied. The faculty minority are rendered powerless as they are subjected to the rules. As an illustration, when the PRC instructed TT3 to withdraw her promotion packet because of her teaching scores, they created ambiguity in the promotion policies and process. In contrast, her White coworker with lower teaching scores submitted her promotion packet and achieved tenure. According to TT3, "It's not a bad place to work. It's just, um, people are set in their ways. And that's it. And for us, it will always be, find a way for us not to make it. Always find a way."

CF1 discussed why she kept her doctoral journey a secret work from her colleagues. She said:

I often move in silence. So, I don't tell people what I'm doing or what my plans

are. Because I find that they'll say, oh, you can't do that, or that's going to be too

much, or how can you handle that? So, I just like to tell them after you know the

fact because I don't need that negativity.

Albeit she did not disclose that she is working on her Ph.D. to her coworkers, CF1 does have an inner circle on whom she depends. "And I have my village, and they know what's going on. And that's all." Eventually, her colleagues were informed of her studies. During a discussion of another colleague's success, CF1's educational status was exposed. According to CF1:

> I wasn't even going to tell them, but the other colleague who's not a nurse, that's African American, there's another counterpart, we start at the same time. They didn't know, and they were like, Oh, my goodness, like so good for her blah, blah, blah. And then she was like, and (says her name) in school, too. They were like, you are, and I was like, Yeah, you know, after the fact, you know. But I understood why she shared it. But you know, I was just gonna move in silence for as long as possible.

> In her previous discussion of intersectionality, CF2 said, "I never felt dismissed, disrespected by anyone. I mean, what would you find more as the male students." When asked to discuss what you find with male students, she said:

> So specifically with the white male students, and this is more one in particular. And I don't think he ever took me seriously. But I think that he felt that he, number one, was dealing with a black woman and female and that I wouldn't do that to him. I wouldn't fail him.

CF2 was the clinical instructor for this particular student. She went on to detail the student's behaviors, saying:

That's what I felt like he felt he was using his charm, and his white privilege so to

speak, to try and get by, and it was, it was, it was egregious, I mean, it wasn't even

like, like he was saying the quiet part out loud. And it was just his attitude to is

very, you know, macho, you know, puff his chest up type person, you know, and

a little bit condescending to women.

CF2 also stated this student's behavior was the worst-case scenario, but this attitude is

not uncommon with White male students. "I had experienced that type of attitude before

with white males. But I wouldn't call it a pattern, you know, just a few select males that,

you know, think that they can do what they want," she shared.

Yet, CF2 did not experience this behavior with White female students. "No, no,

not even anyone that I can think of, you know, I had a reputation. Apparently, they didn't

want to come to me because I was tough," she stated. She also recognized that she would

not have had those issues if she had been a White female instructor. She said, "Because I

do believe that it had been an older white female, he wouldn't have been if he had it had

been my lead instructor. He would never have done it never."

CF3 spoke about the exhaustion of being an African American female in nursing

academia. She articulated her experience by saying:

It is exhausting. And it's frustrating. But it's not new. And I don't think it's going

to be anything that changes anytime soon. Because historically, we have been

upper, underrepresented not just in nursing but in so many higher levels of

education that we've always, and you know this too you've been taught this you

have to be twice as good, twice as smart. Twice as you know, you have to kind of

overachiever even to get to the level of the most mediocre of someone who was

not a patient or a student or a woman of color. And that is exhausting.

Tenure Process

Determined to succeed, survival, steadfast, going through the process, and guided

represents the themes produced from the participants' responses. Previously, TT2

described her approach as "a free for all." When asked to expound on if she was given a

blueprint for tenure or if she was resourceful in searching out information on the process,

she stated: "Was I given that? No, I was not given that information. I found the

information." After finding the information, she said, "See, it's actually on the back of the

door, so I can shut it and just look at it and then work on me knock some things off the

list.". Sadly, this participant's choice of isolation as a method of survival and

determination equates to successfully achieving tenure. However, TT2 did acknowledge

the support and encouragement of the other tenure-track African American female

nursing faculty. Concerning "knocking some things of the list," she said this about her

three African American female nursing faculty colleagues, "They have all been here for a

couple years at least. [They will ask] Have you heard this? Have you seen this? So, there

is help because I would probably really be scrambling if they were not."

Having undergone the tenure process before, TT3 was extremely transparent

when sharing her experiences. Regarding the process of tenure, she stated:

So, the black women, we're up against losing a job completely, or except it's like a

plea deal. You know, in the criminal justice system, they tell the guys to take a

plea deal. You either lose your job completely or take this lesser thing (a clinical

role). And unfortunately, a lot of us will do the lesser thing.

This quote was one of the most poignant quotes from the participants. To liken the tenure

process experience for an African American female nursing faculty to a plea deal is

surreal.

She is on the tenure track for the second time at another PWI. Opining on if she

will achieve tenure at the current institution, she commented:

I think they're gonna find something. I don't think so. So, I'm trying to strategize.

These last three years, if I shall leave now or get somewhere else, or just like, so

there are some benefits to me staying for the next three years. So, I'm considering

what those benefits are on my end personally and weighing that up against what I

want to do professionally. Unfortunately, so I don't know.

Although she voiced uncertainty, she also speculated on her future, stating:

So, I will stick it out toward the end of the process, I will stick it out. But also

making plans for if I don't get tenure. I probably go work for the state of (where

she lives) health department If I don't get tenure here.

On the other hand, TT1 verbalized the positivity of her process. She noted that

without the support of her colleagues that her process would not be progressing at such a

fast pace, stating:

You know, 'cause I'm getting the things that I need done. You know, it's definitely

helping me grow and learn. I'm learning more about the research process, learning

more about publications, I'm, you know, learning more public, getting up in

public speaking, different presentations.

In addition to the support given, her colleagues have afforded opportunities for leadership

roles. She stated, "I am over the interview committee. I am responsible for interviewing. I

do not select them, but I do interview them."

Mentorship

The participants' in-depth responses about their experiences with mentorship

provided the themes of genuine, shared success, support, representation, and informal

mentorship. TT1 and TT2 expounded further on their mentorship experiences. TT3 did

not provide any additional information regarding her mentorship. According to TT1,

because of her positive mentorship experience, she is reaching out to another African

American female nursing faculty who is starting her tenure track process. She stated:

Well, this person just started, but I am reaching out to her more. Trying to get her

more involved in publications now that I am learning more about it, bringing her

into it; so she can get everything she needs.

At this point, she considers herself an "informal" mentor but did not shy away from

assuming the role of mentor once she has attained tenure, stating, "I would consider it."

When asked why she would consider it, she said, "For those same reasons to promote us

and promote the profession (representation)."

TT2 spoke highly of the other African American female nursing faculty on the

tenure track. For example, noting her matter-of-fact personality, she said, "Because my,

my personality's almost, almost say what I gotta say. I'm gonna try to make it as

professional as possible." The participant noted she does speak up in meetings in this manner. When asked what her colleagues thought of her delivery style and if they offered advice, she acknowledged the wisdom by stating, "No, I have never asked them why, but I do heed what they say." She also cited the support of her colleagues as another rationale for heeding their advice by saying:

> Because in the short amount of time that I've been here, you haven't let me down, yet you one of the few people that's been looking out for me, making sure I got what I need. Come by my office, make sure I have everything. The only people that let me know that I didn't have to buy the textbooks that they should be giving them to me. So, I do heed what they tell me because of that reason.

Motivation

The participants' responses produced the themes of personal accountability, representation, sacrifice, family, and students. TT2 stated on several occasions the need to "work on myself." The complexity and passion of her answer were astounding. When asked to expound the meaning of "working on myself," she said:

> Blinders on, put my head down, and work do what I can to make myself better right now. So right now, is goal is just to work on myself, build myself up, like start from the bottom to build my foundation. So, when it's time to reveal who the best instructor is here, I can do that and then just let my work speak from for itself.

The first layer of her response focused on her comparison to her White colleagues that she belongs. She will put in the work to become the best and will let her work speak for

her. As she continued to expound, the depth of her response went several layers deep, by saying:

> Because I feel like, as a, and not just in academia, with my entire nursing career. Being a black nurse, it's like, you just got to be better. It's got to be better, like excellent is the standard. It's almost like in a competition. So, what I mean by working on me is I felt as though I needed to go back and get my master's degree because I got, I have to be better than what I'm currently seeing. But I've never worked under somebody that had a degree higher than mine. But I can't get hired. Even though the job qualification says you need these degrees, you're hiring somebody with an associate degree like I have to be better. Okay, I have to get the experience. Alright, well, let me get this certification. And this, I may get another certification. But that's what I mean by work on me. Because of excellence, but some like some unwritten rule that excellence from black women is the standard.

> The families of TT1 and TT2 served as motivating factors. TT1 comes from a

family of nurses, saying, "You know my mom, she was a nurse, my sister's a nurse, my dad they just proud. They are all glad, uh, they are excited to see the accomplishments." Her journey has inspired her sister as well. She stated, "My sister she is an NP and thinking about enrolling in a DNP program within the next year or so."

> Likewise, TT3's family keeps her going, "It's the work-life balance right now. So, I have kids, so you know, we consider our personal situations," she said when speaking on why she will see the tenure process through to the end. Additionally, she added that she and a friend share similar dilemmas, "We have a personal

situation that doesn't allow us right now to go off where we want to be. But since

we have this right now, it works with our personal life."

Contingent Experience

The participants' responses to the interview questions produced the themes of

disrespected, muted, full-time clinical, and loneliness. Next, CF2 and CF3 elaborated on

their contingent faculty experience. CF2 revealed 10 African American female nursing

faculty working as contingent faculty at her PWI. When questioned about their

interaction with and support for each other, she said:

No, no, there was never anything like that. It was actually in that way. I felt a little

secluded just kind of everybody kind of went their own way. And I can't say that I

was much different than that I had children to deal with.

In retrospect, she stated, "So it was kind of like get the work done and get going, but it

probably should have been something that we did."

In describing her contingent experience, CF3 stated, "Having a, having

representation, and having a voice in terms of student matters and curriculum is

sometimes dismissed." When asked to elaborate on "sometimes dismissed," she stated:

So sometimes it's like, oh, you're not, you know, you're not this, you're not that it's

especially for those who are a full-time faculty, because I'm not full-time faculty.

So, some of us who are still in clinical practice, our voices are sometimes silence,

but not all the time.

Deciding Factor for Pursuing Tenure

The responses from the participants yielded self-worth and leverage as themes. CF1 was the only participant that received advice from an African American female faculty who achieved tenure on things to consider if tenure is the goal. This is the advice given to CF1, she shared:

> She just said, make sure you really want to do this because it is so much work and time and energy. And she said when if I do want to do this, make sure even if they give me the option to say like how you were asking, just Oh, automatically, you can be tenure track. She said, Don't do it. She said interview and apply because that's going to be your best opener to negotiate pay. And you're not going to be able to negotiate pay if they just kind of bump you. They're just going to bump you whatever (salary) it is, but if you interview, that's when you'll be able to try and maximize your work the most. So, she said whatever you do, reapply.

Faculty Interactions

The themes for faculty interactions are broken into three categories: Meetings, Administration, and Eurocentric Worldview. The themes for Meetings are equality, control, rank, respect, and perspective. The themes for Administration are disorganization, leadership shortcomings, generational differences, and outdated and rigid policies. Finally, the themes within Eurocentric Worldview are culture, race, life differences, and racially coded language.

Meetings

CF1 discussed intermingling with tenure-track faculty in meetings. She said, "So when we have faculty meeting, it's everybody. That we're all like, created equal." CF2 also spoke of equality between contingent and tenure faculty, "One big meeting, meeting in terms of where we're all equals." CF1 also touched upon how rank affects meetings in her institution, saying, "There's one faculty meeting we're one faculty is everybody's in there. Then we have different committees. Now the committee speak to the rank, but it does not speak to the track." This institution has two tracks for their faculty, tenure track or clinical track.

On the other hand, CF3 talked about the tone of faculty meetings. She stated, "There's sometimes a little bit of polarization when it comes to people who don't teach full time or who are not engaged in academia full time." CF1 spoke about the other side of meetings as well. The work environment can be draining for African American female nursing faculty. She said, "You have moments of being tired of being in this environment all the time. It's definitely some cultural difference."

Administration

CF2 talked about the frustrating behaviors of the administration at her PWI. "The administrative part, which is sometimes unorganized." According to CF1, the abysmal leadership inadvertently pulled staff together. She said, "We have really come together, you know, to get through her five-year contract. Just really us trying to hold one another up."

The student handbook is always discussed during the first faculty meeting of the year. CF1 recalled a discussion about the dress code, she stated:

We spent about 20 minutes talking about if we should add about the fake eyelashes, if students should be allowed to have fake eyelashes? Like, who cares? I don't care that that doesn't dictate what kind of nurse they're going to be. Let's not like try to micromanage all these things here. But what are some of the items you think we need to address or fix with the Student Handbook, and so it came up. We just really need to make it more realistic to real life, but that's how it came up with the whole eyelashes, and you know everybody was going back and forth.

Eurocentric View

CF1 described how the student dress code is out of date and the role of the majority of faculty in policy creation. She said:

You know, ours (dress code policy) is very, very specific, you know, obviously no nail polish, no hair color other than your natural color, you know, so you can't walk in there with pink or purple hair. It has to be of natural color. No visible tattoos, which is pretty outdated at this point, but we literally, they have to put a band-aid over it or something, or they will be dismissed, they will not be allowed to go to clinical.

CF3 discussed the strain of "cultural incompetence and faculty generalizations of students of color." She also commented on the language used by faculty members to describe African American students, saying: "Oh, I've even heard that you people are they and them. So you know, I very politely, for the most part, corrected people

sometimes not so politely, sometimes I have to pull out the hood in (states her name). And she does come out when she needs to."

The only notable difference between the participants is rank. Although rank gave a different perspective of the participants' job description, responsibilities, and workload, these women shared similar experiences of institutional racism as female African American nursing faculty working at PWIs. When examining the tenure track faculty's experiences with the tenure process, only one had a positive experience. The contingent faculty stated that they did not want to pursue tenure. Only one tenure track participant cited positive interactions with White colleagues in faculty meetings, thus subsequently having a positive effect on her tenure process. Similarly, one contingent faculty participant gave an example of positive interactions with White colleagues in faculty meetings. However, these interactions had no bearing on her as contingent faculty.

The participants' responses to intersectionality were layered. On the surface, the majority stated they had no issues with being African American and female and were not treated differently. Yet, the richness of their experiences came from the unscripted follow-up questions. These questions allowed the participants to process and explore the depths and layers of how intersectionality has impacted their journeys. On the other hand, one tenure track participant detailed the intersectionality between the community and the institution's relationship. As, she did not express an issue with her gender and race impacting her tenure process.

The participants shared similar motivating factors, such as family, representation, and the love of teaching. The participants provided a glimpse of their curriculum vitae by

outlining their years of experience as registered nurses, their nursing specialties, the years spent in academia, and the rationale for selecting their academic path. The accomplishments of the participants speak for themselves.

Evidence of Trustworthiness

As discussed in Chapter 3, credibility, transferability, dependability, and confirmability ensure the validity and meaning of the study's conclusions and findings are meaningful and valuable enough to be applicable in other settings.

Credibility

Credibility deals with how research findings match reality (Merriam & Tisdale, 2016). I designed an interview guide without non-threatening questions, allowing participants to respond authentically. Participants were given a copy of their interview transcripts to review for accuracy, and they were allowed to correct discrepancies and supply additional information to support their answers. For example, one participant requested the names of a national nursing organization and its local chapter be omitted from her interview. Another participant provided context and clarity to a statement she provided. After each interview, I created a memo in my reflective journal. Reflective journaling also helped to identify potential researcher bias. I also practiced detailed note-taking and probing questions during the interview process. Finally, I used debriefing with peers and with my dissertation chair to ensure further credibility.

Transferability

To ensure transferability, it is essential to convey the actual situations being investigated and the purpose and analysis of the study. This includes participant

descriptions, data collection methods, and time periods. The readers will decide how the study results apply to their circumstances (Ravitch & Carl, 2016). Table two, in the settings section, thoroughly describes the participants' characteristics for transferability in chapter four. I included the interview guides in the appendices for review and replication. I used thick descriptions from the participants throughout the study to convey the contextual relevance of their experiences while reporting and analyzing the data. Furthermore, I increased the transferability of my findings by documenting my results, sharing my understanding, and providing the rationale for my conclusions and analysis.

Dependability

Dependability refers to the stability of the data and the extent to which the findings can be replicated in the same context (Ravitch & Carl, 2016). I included quotes from the participants' interviews whenever possible to reduce researcher bias. I created an unbiased interview guide aligned with the research questions to demonstrate validity and dependability. Throughout the process, I used reflective journaling and memos to decrease issues of bias during data collection and interpretation, as suggested by Ravitch and Carl (2016). I detailed the data analysis process and other data related to this study. The Walden IRB and my committee also provided valuable and direct feedback during the research process.

Confirmability

Confirmability refers to the objectivity of the study. Specific steps were taken to ensure the findings were a result of the participants' ideas and experiences rather than the researcher's preferences. The interview guide employed open-ended and pre-planned

follow-up questions allowing participants to share their thoughts and experiences. The unscripted follow-up questions clarified a participant's response and permitted participants to expound on their thoughts and ideas, mitigating the opportunity for researcher bias or interpretation. Reflective journaling, memos, and notes were used throughout the interview process and during data analysis. Participants were given a copy of their interview transcripts for review to ensure the data obtained was correct.

Summary

This chapter established the key findings of the research questions through the data collection and analysis process used for this study. The descriptive interview responses revealed that the African American female tenure track and contingent nursing faculty at PWIs experienced the effects of institutional racism. A review of the data generated the following key findings of RQ: because of the experiences with institutional racism, the process for African American female tenure track nursing faculty is unguided, undermined, and sabotaged, the small number of tenure track African American female nursing faculty corresponds to the need for more diversity in nursing academia, having the support of other African American female colleagues on the tenure track makes them more willing to stay on the course, mentorship did not impact their process, interactions with White colleagues in faculty meetings created toxic work environments and influenced the tenure process, intersectionality affected their journey to tenure in various ways, specifically regarding garnering respect in a White female dominant profession, and the motivating factors for these women included family and self-worth. The key findings of RQ showed: because of the experiences with institutional racism, African

American contingent nursing faculty appreciated the opportunities for advancement and the work-life balance of their rank, no one aspires to attain tenure, the small number of tenure track African American female nursing faculty corresponds to the need for more diversity in nursing academia, interactions with their White colleagues in faculty meetings centered around their colleagues' use of contextual language and how these interactions impacted race relations between faculty and students, intersectionality prompted double standards, and the motivating factors for these participants are representation, being a role model, and protecting the profession's future.

In chapter 5, I will analyze and present the interpretation of findings with the literature and the conceptual framework. Finally, the study's limitations, recommendations for further research, implications for social change, and conclusion will be discussed.

Chapter 5: Discussion, Conclusions, and Recommendations

The purpose of this basic qualitative study was to examine the experiences of non-tenured female African American nursing faculty at PWIs. The research question directly addressed this purpose. I used a basic qualitative design for this study because qualitative studies attempt to discover the participants' understanding of their experiences (Merriam, 2009). In addition, this study was conducted to address the gap in practice in understanding the obstacles of African American female tenure track and contingent nursing faculty endure while working at PWIs.

Key findings for tenure track African American female nursing faculty related to experiencing institutional racism included the process for African American female tenure track nursing faculty is unguided, undermined, and sabotaged; the small number of tenure track African American female nursing faculty corresponds to the need for more diversity in nursing academia; having the support of other African American female colleagues on the tenure track makes them more willing to stay on the course; mentorship did not impact their process; interactions with White colleagues in faculty meetings created toxic work environments and influenced the tenure process; intersectionality affected their journey to tenure in various ways, specifically regarding garnering respect in a White female dominant profession; and the motivating factors for these women included family and self-worth. The key findings for contingent African American female nursing faculty related to experiencing institutional racism encompassed appreciating the opportunities for advancement and the work-life balance of their rank; no one aspires to attain tenure, the small number of tenure track African American female nursing faculty

corresponds to the need for more diversity in nursing academia, interactions with their White colleagues in faculty meetings centered around their colleagues' use of contextual language and how these interactions impacted race relations between faculty and students, intersectionality prompted double standards, and the motivating factors for these participants are representation, being a role model, and protecting the profession's future. In this chapter, I present the interpretation of findings and how this study confirms, disconfirms, or extends the knowledge of the tenure track experiences and the contingent experiences of African American female nursing faculty at PWIs. The study's limitations, recommendations for future research, and implications for social change are also provided.

Interpretation of the Findings

The tenure track experiences and the contingent experiences of female African American nursing faculty at PWIs were viewed through intersectionality. In this section, I explain how the results of this study confirm, disconfirm, or extend the knowledge of the tenure track experiences and the contingent experiences of African American female nursing faculty at PWIs based on the literature. In nursing, subjective data is the information from the primary source (the patient or their representative), such as feelings, concerns, or perceptions obtained in the nurse's interview (Faubion, 2023). Objective data can be measured through physical examination, observation, and diagnostic testing (Faubion, 2023). For this study, the definitions of subjective and objective data are related to research findings. Subjective data are participant-specific information pertaining to their academic career, such as length of time in academia, the reason for

entering academia, and how their tenure journey began. Objective data are the participant information that can be aligned with and correlated to the literature. Therefore, only objective data will be used to interpret the findings in relation to the literature. I interpreted these results organized by research question (What is the experience of non-tenured female African American nursing faculty in PWIs?) and the key findings for each.

Interactions with White colleagues in faculty meetings

Tenure tack participants disclosed their interactions with their White colleagues in faculty meetings as disrespectful, dismissive, devaluing, and creating a toxic work culture. Daily microaggressions predispose underrepresented minority faculty to repeated acts of discrimination, such as being treated less than others, insults, harassment, and threats (Zambrana et al., 2017). The racialized obstacles produced the marginalization of the participants through isolation, constituted being the designated voice for African American students by White colleagues, and having policy suggestions ignored in meetings prevent African American female nursing faculty from reaching their full potential (Avery-Desmarais et al., 2021; Beard & Julion, 2016; Carter & Craig, 2022; Whitfield-Harris et al., 2017).

The participants stated that the faculty interactions also negatively impacted their tenure process. Previous research confirmed the participants' experiences by saying that racialization, isolation, unsupportive attitudes, the inability to attain tenure, inequitable workloads, and the unconscious bias of their White colleagues affect the tenure process

(Bell, 2020; Carter & Craig, 2022). Participants in the current study expressed concern regarding the interactions impacting the difficulty and success of achieving tenure.

During meetings, the contingent participants discussed having intentional, relaxed conversations with their White colleagues. One participant stated that she had no issues with her White colleagues, but she did mention the administration's ineptness during meetings. However, the other participants noted the use of generalizations when speaking about students of color, specifically African American students. Killough et al. (2017) confirm the findings of this study by stating the importance of encompassing diversity, equity, and inclusion in the conversations between African American and White faculty when making decisions involving race. In addition, the participants stated advocating for their African American students when they shared incidents of microaggressions and bias from White faculty. Microaggressions and other forms of mistreatment experienced by students in the health professions contribute to poor academic performance, high-stress levels, and depression (Ackerman-Barger et al., 2021).

Tenure Process

In a review of the literature on the tenure process, African American women experienced vagueness in the description of tenure expectations, a lack of scholarly respect, increased levels of stress, and burnout while navigating systemic oppression (Griffin, 2016; Wheeler & Freeman, 2018). The findings of this study confirm the current literature, as one participant described her tenure process as a free for all and non-nurturing. Another participant expressed double standards, inequitable teaching assignments, and passive leadership as roadblocks to tenure. Most participants

experienced misaligned teaching assignments, exceeding the requirements, and being self-reliant. Other studies further support the participants' experiences of process ambiguity, double standards in research requirements and workload requirements, and lack of support in the promotion process (Mayes, 2017; Whitefield-Harris et al., 2017).

Outlier

Though the literature confirmed the experiences of the other participants, one participant did not share the same experience. This participant stated having supportive faculty involved in her learning the research process, assisting with publications, sharing the requirements for tenure, and selecting her as the head of the interview committee. Her experience contradicts the current literature on the tenure process. Further research is needed to ascertain how the institution created its welcoming and nurturing environment. However, the current literature does provide a potential rationale for how it occurred. For example, PWIs seek candidates who will "fit" into their institutional culture. Fit can be interpreted as a covert term for racial bias (White-Lewis, 2020). However, in the case of this participant, she seemed to have fit in well and aligned with the institution's culture.

The contextual interpretation of fit may illustrate a candidate's alignment with the institution's culture. Schools of nursing that actively address fundamental racism with an institutional diversity plan empower African American female faculty from recruitment through retention (Hamilton & Haozous, 2017). A small amount of emerging literature indicates that institutions that employ intentional measures for institutional diversity plans begin with an acknowledgment of academia's inherent biases, systemic failures, the active institutional practices of marginalization (Avery-Desmarais et al., 2021; Beard &

Julion, 2016) and follow up with interventions for the recruitment, retention, and promotion of African American female nursing faculty. More research on this subject is needed for future research on the implications for practice.

Contingent Faculty Experience

The participants stated enjoying their role and did not express aspirations to become full-time tenure track nursing faculty. The participants also stated having a good working relationship with the full-time faculty. The literature discussed the needs of novice contingent nursing faculty but did not address the specific needs of experienced faculty. Although studies have discussed the importance of orienting and mentoring novice contingent faculty, the all-faculty meeting at the beginning of the semester suffices for the experienced faculty (Knowles, 2020; McPherson, 2019; Morrison, 2020). As all participants have years of experience as contingent faculty, the literature did not confirm, contradict, or extend the current literature. More research on this subject is needed for future research on the implications for practice.

Interpretation of the Findings in Relation to the Conceptual Framework

Crenshaw's (1989) intersectionality guided this study. The framework was used to develop the research questions, interview guide, and data analysis. The study's findings are related to the framework as intersectionality established the unique experiences of the African American female tenure track and contingent nursing faculty at PWIs. All participants explained the intricacies of being female and African American in a White female-dominated profession while working at a PWI. The tenure track faculty disclosed feelings of disrespect, frustration, anger, inequitability, and of not being enough

because of their White colleagues. The contingent faculty encountered double standards, gender role conflict, and isolation compared to their White colleagues. Because of the intersection of racism and sexism, the experiences of African American female tenure track and contingent nursing faculty cannot be explained by examining race or gender (Crenshaw, 1991). Collins & Bilge (2000) further confirm these experiences by stating that the multiple identities of women of color position them differently within complex social inequities than White men or White women. Additionally, unlike their White female colleagues, African American female faculty at PWIs develop a more complex skill set for negotiating their gender and race (Corneille, 2019; Ferguson et al., 2021).

Limitations of the Study

Three African American female tenure track and three African American contingent nursing faculty employed at PWIs participated in this basic qualitative study. One limitation of the study is the size of the participant pool. Although guidance on assessing specific sample sizes needed for qualitative research remains vague, research confirms saturation occurs with sample sizes between five–24 interviews (Hennink & Kaiser, 2022). Therefore, the findings from this study cannot unequivocally be applied to a larger participant pool. Another limitation is the use of one semistructured interview per participant. The design did not allow for additional post interview follow-up questions or further clarification with participants. Therefore, negating the verification of the interpretation of interview answers. Lastly, the use of one source of data collection prevents the triangulation of data. Subsequently, presenting another limitation of this study.

Recommendations

Recommendations for further research are grounded in the strengths and limitations of this study. The first recommendation relates to the finding that interactions with White colleagues in faculty meetings affects the tenure process and the contingent faculty role. For African American female nursing faculty at PWIs, blatant disrespect from colleagues, enduring covert racist comments from White faculty members, incivility, higher workloads, and invisibility are daily microaggressive attacks (Whitfield-Harris et al., 2017). However, further research is needed to examine the dynamics between African American female nursing faculty and their White colleagues during faculty meetings and how it affects achieving tenure and the role of contingent faculty.

The second recommendation is related to the experience of the outlier. Therefore, more research needs to be done to explore the contextual interpretation of fit when hiring African American female nursing faculty at PWIs, as it may illustrate bias or alignment with institutional culture (Hamilton & Haozous, 2017; White-Lewis, 2020). Specifically, intentional implementation of institutional plans for diversity.

The last recommendation related to the limitations of this study is the sample size. This study was done with three African American female tenure track and three African American contingent nursing faculty at PWIs in the Northeastern, South Central, and Midwestern regions of the United States. Therefore, this study should be replicated to expand the number of participants and to other regions within the United States.

Implications

This study will contribute to positive social change in several ways. The first at the individual level, African American female tenure track and contingent nursing faculty at PWIs have context for their experiences. There is potential for change at the organizational level for this study's results to assist nursing academia at PWIs in acknowledging the ways institutional racism affects African American female faculty and have sincere intentional conversations surrounding diversity, equity, and inclusion. Furthermore, include female African American nursing faculty in developing a clear, transparent path to promotion. As a result, this study may also advance the diversification of nursing academia using the voices of this study's participants. Finally, the findings of this study could lead to positive social change by contributing to the gap in knowledge regarding the tenure track and contingent experiences of African American female nursing faculty at PWIs. Therefore, acknowledging and dismantling institutional racism in nursing academia and at PWIs may lead to the diversification of nursing and the creation of a culturally inclusive curriculum.

Conclusion

This basic qualitative study was conducuted to examine the experiences of non-tenured female African American nursing faculty at PWIs in the United States. The data from this study came from semistructured interviews of three African American female tenure track and three African American contingent nursing faculty. The data showed that the tenure process for African American female tenure track faculty is unguided, undermined, and sabotaged. Interactions with White colleagues in faculty meetings

created toxic work environments and influenced the tenure process. Intersectionality affected their journey to tenure in various ways, specifically regarding garnering respect in a White female dominant profession. The data regarding the contingent experience yielded African American contingent nursing faculty appreciated the opportunities for advancement and the work-life balance of their rank. No one aspires to attain tenure. Interactions with their White colleagues in faculty meetings centered around their colleagues' use of contextual language, how these interactions impacted race relations between faculty and students, and intersectionality prompted double standards.

Ignoring the data from this study further silences the voices of African American female non-tenured nursing faculty at PWIs. Therefore, equipping the predominately White nursing faculty with the critical skills, confidence, and language to address the topics crucial to dismantling racism and the diversification of nursing academia is paramount (Beard & Julion, 2016; Zappas et al., 2021). Understanding the intersectionality of African American female nursing faculty permits the declassification of race as a biological construct and reclassifies race as a social construct (Bell, 2020; Beard & Julion, 2016). This action initiates the creation of a safe space for African American female nursing faculty to survive and subsequently thrive within PWIs.

References

Ackerman-Barger, K., Jacobs, N. N., Orozcor, R., & London, M. (2021). Addressing

    microaggressions in academic health: A workshop for inclusive excellence.

    MedEdPORTAL, 17, 1–9. https://doi.org/10.15766/mep_23748265.11103

American Association of University Professors. (2003). *Contingent appointments and the*

    academic profession. https://www.aaup.org/report/contingent-appointments-and-

    academic-profession#b6

American Association of University Professors. (2021). Tenure.

    https://www.aaup.org/issues/tenure

American Association of University Professors. (2022). Contingent faculty positions.

    https://aaup.org/issues/contingency

Apugo, D. (2019). A hidden culture of coping: Insights on African American women's

    existence in predominately White institutions. *Multicultural Perspectives, 21*(1),

    53–62. https://doi.org/10.81080/15210960.2019.1573067

Avery-Desmarais, S. L., Hunter Revell, S. M., & McCurry, M. K. (2021). A theoretical

    framework for to promote minority Ph.D. and DNP student success in nursing

    education. *Journal of Professional Nursing, 37,* 1149–1153.

    https://doi.org/10.1026/j.prof.nurs.2021.10.002

Babbie, E. (2017). *Basics of social research* (7th ed.). Cengage Learning.

Banks, B. M., & Landau, S. E. (2021). Cognitive effects of racial microaggressions

    directed at Black college women. *The Journal of Negro Education, 90*(1),84–95.

Bell, B. (2020). White dominance in nursing education: A target for anti-racist efforts.

Nursing Inquiry, 1–11. https://doi.org/10.1111/nin12379

Bello, B. G., & Mancini, L. (2016). Talking about intersectionality. Interview with

Kimberlé W. Crenshaw. *Sociologia Del Diritti, 43*(2), 11–21.

Bench, R. J. (1989). Health science, natural science, and clinical knowledge. *The Journal

of Medicine and Philosophy: A Forum for Bioethics and Philosophy of Medicine

14*(2), 147–164. https://doi.org/10.1090/jmp/14.2.147

Beard, K. V., & Julion, W. A. (2016). Does race still matter in nursing? The narratives of

African American nursing faculty members. *Nursing Outlook, 65*, 583–596.

http://dx.doi.org/10.1016/j.outlook.2016.06.005

Bice, A., Griggs, K., & Arms, T. (2019). Narratives of doctorally prepared nursing

faculty on tenure track: A pilot study. *Journal of Professional Nursing, 35*, 293–

299. https://doi.org/10.1016/j.profnurs.2019.01.004

Bowleg, L. (2012). The problem with the phrase *women and minorities*: Intersectionality-

an important theoretical framework for public health. *American Journal of Public

Health, 102*(7), 1267–1273. https://doi.org/10.2105/AJPH.2012.300750

Broome, M. E., Oermann, M. H., Douglas, C. E., Simmons, D. F, & Woodward, A.

(2019). Publication productivity of nursing faculty in selected schools of nursing

across the United States. *Journal of Nursing Scholarship, 53*(3), 346–355.

Buchanan, N. T. (2019). Researching while Black (and female). *Women & Therapy,

43*(1-2), 91–111. https://doi.org/10.1080/02703149.1684681

Carter, T. J., & Craig, M. O. (2022). It could be us: Black faculty as "threats" on the path

to tenure. *Race and Justice, 12*(3), 569–587.

https://doi.10.1177/215336872210873366

Chadwick, R. (2017). Thinking intersectionality with /through narrative methodologies. *Agenda, 31*(1), 5–16. https://doi.org/10.1080/10130950.2017.1341172

Chancellor, R. L. (2019). Racial battle fatigue: The unspoken burden of Black women faculty in LIS. *Journal of Education for Library and Information Science, 60*(3), 182–189. https://doi.org/10.3138/jelis.2019-0007

Collins, P. H. (2000). *Black feminist thought*. Routledge.

Collins, P. H. (2019). *Intersectionality as critical social theory*. Duke University Press.

Collins, P. H., & Bilge, S. (2020). *Intersectionality* (2nd ed). Polity.

Corbin, N. A., Smith, W. A., & Garcia, J. R. (2018). Trapped between justified anger and being the strong Black woman: Black college women coping with racial battle fatigue at historically and predominately White institutions. *International Journal of Qualitative Studies in Education, 31*(7), 626–643. https://doi.org/10.1080/09518398.2018.1468045

Corneille, M., Lee, A., Allen, S., Cannady, J., & Guess, A. (2019). Barriers to the advancement of women of color faculty in STEM. *Equity, Inclusion, and Diversity: An International Journal, 38*(3), 328–348. https://doi.org/10.1108/EDI-09-2017-0199

Cottingham, M. D., Johnson, A. H., & Erickson, R. J. (2018). "I can never be too comfortable": Race, gender, and emotion at the hospital bedside. *Qualitative Health Research, 28*(1), 145–158. https://doi.org/10.1177/1049732317737980

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist

critique of antidiscrimination doctrine, feminist theory and antiracist politics. *University of Chicago Legal Forum, 1,* 139–167.

Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. *Stanford Law Review, 43(6),* 1241-1299.

Erickson, F. (2011). Chapter 3: A history of qualitative inquiry in social and educational research. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The SAGE Handbook of qualitative research* (4th ed., pp. 43-58). Sage Publications.

Esenwa, C., Tshiswaka, D. I., Gebregziabher, M., & Ovbiagele, B. (2018). Historical slavery and modern-day stroke mortality in the United States stroke belt. *Stroke, 49,* 465-469. https://doi.org/10.116/StrokeAHA.117.020169

Faubion, D. (2023). Subjective vs. objective nursing data: What's the difference. https://www.nursingprocess.org/subjective-vs-objective-nursing-data.html

Ferguson, T. L., Berry, R. R., & Collins, J. D. (2021). "Where is our space within this ivory tower?" The teaching experiences of Black women faculty in education programs. *Journal of Research on Leadership Education,* 1-18. https://doi.org/10.1177/19427751211002229

Flynn, K. C., Reverby, S. M., Smith, K. M., & Tobbell, M. (2021). "The thing behind the thing": White supremacy and inter-disciplinary faculty in schools of nursing. *Nursing Outlook,* 1-3. https://doi.org/10.1016/j.outlook.2021.03.001

Ginther, D. K., Kahn, S., Schaffer, W. T. (2016). Gender, race/ethnicity, and National Institutes of Health r01 research awards: Is there evidence of a double bind for women of color? *Academic Medicine, 91(8),* 1098-1107.

https://doi.org/10.1097/ACM.0000000000001278

Grier-Reed, T., Said, R., & Quiñones, M. (2021). From antiblackness to cultural health in

higher education. *Education Sciences, 57*, 1-16.

https://doi,org/103390/edusci11020057

Griffin, R. A. (2016). Black female faculty, resilient grit, and determined grace or "Just

because everything is different doesn't mean anything has changed." *The Journal*

of Negro Education, 85(3), 365-379.

Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? An

experiment with data saturation and variability. *Field Methods, 18*(1), 59-82.

Guidry-Nickerson, J. C. (2021). Black women in higher education leadership: A

phenomenological research study examining their utilization of cross-race and

cross-gender mentorship. *International Journal of Humanities Social Sciences*

and Education, 8(10), 75-93. https://doi.ord./10.20431/12349.0381.0810009

Hamilton, N., & Haozous, E. (2017). Retention of faculty of color in academic nursing.

Nursing Outlook, 65, 212-221. https://dx.doi.org/110.1016/j.outlook.2016.11.003

Harris, A.**,** & Leonardo, Z. (2018). Intersectionality, race-gender subordination, and

education. *Review of Research in Education, 42,* 1-27.

https://doi.org/10.3102/0091732X18759071

Haynes, C. S. (2019). A loophole of retreat? Predominately White institutions as

paradoxical spaces for high-achieving African American women. *International*

Journal of Qualitative Studies in Education, 32(8), 998-1018.

https://doi.org/10.1080/09518398.2019.1635281

Hennink, M., & Kaiser, B. N. (2022). Sample sizes for saturation in qualitative research:

A systematic review of empirical test. *Social Science & Medicine, 292,* 1-9.

https://doi.org/10.1016/j.socscimed.2021.114523

Hollingsworth, D. W., Cole, A. B., O Keefe, V. M., Tucker, P. R., Story, C. R., &

Wingate, L. R. (2017). Experiencing racial microaggressions influences suicide

ideation through perceived burdensomeness in African Americans. *Journal of*

Counseling Psychology, 64(1), 104-111. https://doi.org/10.1037/cou0000177

hooks, b. (2015). Ain't I a woman: Black women and feminism (2nd ed). Routledge.

Hoppe, T. A., Litovitz, A., Willis, K. A., Mesero, R. A., Perkins, M. J., Hutchins, B. I.,

Davis, A. F., Lauer, M. S., Valentine, H. A., Anderson, J. M., & Santangelo, G.

M. (2019). Topic choice contributes to the lower rate of NIH awards to African-

American/black scientists. *Science Advances, 5,* 1-13.

Iheduru-Anderson, K. C. (2020a). Barriers to career advancement in the nursing

profession: Perceptions of Black nurses in the United States. *Nursing Forum, 55,*

664-667. https://doi.org/10.1111/nuf.12483

Iheduru-Anderson, K. C. (2020b). The White/Black hierarchy institutionalizes White

supremacy in nursing and nursing leadership in the United States. *Journal of*

Professional Nursing, https://doi.org.10.1016//j.profnurs.2020.05.005

Jackson, J. K., Latimer, M., & Stoiko, R. (2017). The dynamic between knowledge

production and faculty evaluation: Perceptions of the promotion and tenure across

the disciplines. *Innovative Higher Education, 42,* 193-205.

https://doi.org.10.1007/s10755.016-9378-3

Jefferies, K., Goldberg, L., Aston, M., & Murphy, G.T. (2018). Understanding the
    invisibility of black nurse leaders using a black feminist poststructuralist
    framework. *Journal of Clinical Nursing, 27,* 3225-3234.
    https://doi.org.10.1111/jocn.14505

Jones, A. M. (2021). Letters to their attackers: Using counterstorytelling to share how
    Black women respond to racial microaggressions at a historically White
    institution. *International Journal of Qualitative Studies.*
    https://doi.org/10.1080/09518398.2021.1942292

Julion, W., Reed, M., Bounds, D. T., Cothran, F., Gamboa, C., & Sumo, J. (2019). A
    group think tank as a discourse coalition to promote minority nursing faculty
    retention. *Nursing Outlook, 67*, 586-595.
    https://doi.org/10/1016/j.outlook.2019.03.003

Kaplan, S. E., Gunn, C. M., Kulukulualani, A. K., Raj, A., Fruend, K. M., & Carr, P. L.
    (2018). Challenges in recruiting, retaining, and promoting racially and diverse
    faculty in medical schools. *Journal of the National Medical Association, 110*(1),
    58-63. https://dx.doi.org/10.1016/j.jn.ma.2017.02.01

Killough, A. L., Killough, E. G., Walker, E., & Williams, O. (2017). Examining the
    delicate balance of maintaining one's blackness as a Black professional on the
    predominately White campus. *Journal of Best Practices in Health Professions
    Diversity: Education, Research, and Policy, 10*(2), 81-110.

Knowles, S. (2020). Initiation of a mentoring program: Mentoring invisible nursing
    faculty. *Teaching and Learning in Nursing, 15*, 190-194.

https://doi.org/10.1016/j.teln.2020.02.01

Lambert, M. (2012). *A beginner's guide to doing your education research project.* Sage

    Publications.

Leckie, A. & Buser De, M. (2020). The power of an intersectionality framework in

    teacher education. *Journal of Multicultural Education, 14(1),* 117-127.

    https://doi.org/10.1108/JME-07-2019-0059

Lincoln, Y. S. & Guba, E. G. (1985). *Naturalistic inquiry.* Sage Publications.

Lincoln, Y.S., & Stanley, C. A. (2021). The faces of institutionalized discrimination and

    systemic oppression in higher education: Uncovering the lived experience of bias

    and procedural equity. *Qualitative Inquiry,* 1-13.

    https://doi.org/10.1177/10778004211026892

Lopes de Sousa, N. D., Pavia de Abrew, L. D., Arayo, E. S. S., Torres, R. A. M., Célia de

    Freitas, M., & Guedes, M. V. C. (2019). Nursing and science: A reflection about

    its consolidation. *Journal of Nursing UFPE On Line 13*(3), 839-843.

    https://doi.org/10.5205/1981-8963-v13i0a238070p839-843-2019

Louis, D. A., Rawls, G. J., Jackson-Smith, D., Chambers, G. A., Phillips, L. L., & Louis,

    S. L. (2016). Listening to our voices: Experiences of Black faculty at

    predominately White research universities with microaggression. *Journal of Black*

    Studies, 47(5), 454-474. https://doi.org/10.1177/0021934716632983

Love, B. H., Templeton, E., Ault, S., & Johnson, O. (2021). Bruised, but not broken:

    Scholarly personal narratives of Black women in the academy. *International*

    Journal of Qualitative Studies in Education, 34(7), 1-24.

https://doi.org/10.1080/09518398.2021.1984607

Love, K. L. (2016). Black feminism: An integrated review of literature. *The Association of Black Nursing Faculty Journal, 27*(1), 11-15.

McClure, C. (2019). Where all my sista's @?!: Exploring the graduate school experiences of Black women and implications on faculty career choice. *Journal of Underrepresented & Minority Progress, 3*(1), 51-62. https://dx.doi.org/10.32674/jump.v3i1.1021

McPherson, S. (2019). Part-time nursing faculty needs: An integrated review. *Journal of Nursing, 58*(4), 201-206. https://doi.10.3928/01484834-20190321-03

Maykut, C. (2021). Deconstructing identity: Professional relationships for sustaining morally habitable workplaces. *Archives of Psychiatric Nursing, 35,* 213-271.

Merriam, S. B. (2009). *Qualitative research: A guide to design and implementation.* Jossey-Bass.

Merriam, S. B. & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed). Jossey-Bass.

Merriam-Webster. (2021). Marginalization. https://www.merriam-webster.com/dictionary/marginalization

Merriam-Webster. (2021). Tenure. https://www.merriam-webster.com/dictionary/tenure

Misra, J., Kuvaeva, A., O'Meara, K., Culpepper, D. K., & Jaeger, A. (2021). Gendered and racialized perceptions of faculty workloads. *Gender & Society.* https://doi.org/10.1177/08912432211001387

Moorley, C., Darbyshire, P., Serrant, L., Mohamed, J., Ali, P., & De Souza, R. (2020).

"Dismantling structural racism: Nursing must not be caught on the wrong side of history." *Journal of Advanced Nursing, 76,* 2450-2453. https://doi.org/10.1111/jan.14469

Morrison, L. (2020). Assessing part-time nursing faculty needs: A needs assessment for a quality improvement project. *Teaching and Learning in Nursing, 15,* 42-44. https://doi.org/10.1016/j.teln.2019.08.011

Nardi, D., Waite, R., Nowak, M., Hatcher, B., Hines-Martin, V., Stacciarini, JM. R. (2020). Achieving health equity through eradicating structural racism in the United States: A call to action for nursing leadership. *Journal of Nursing Scholarship, 52*(6), 696-704. https://doi.org.10.1111/jnu.12602

National Center for Education Statistics. (2022). Characteristics of postsecondary faculty. *The condition of education: Characteristics of postsecondary faculty* [Annual Report]. https://nces.ed.gov/programs/coe/indicator/csc

National Center for Education Statistics. (2021). Full-time faculty in degree-granting postsecondary institutions by race/ethnicity, sex, and academic rank: Fall 2018, fall 2019, and Fall 2020. [Integrated Postsecondary Education Data System (IPEDS): Spring 2019 through Spring 2021 Human Resources]. https://nces.ed.gov/programs/digest/d21/tables/dt21_315.20.asp

National Institutes for Health. (2020). *General instructions for NIH and other PHS agencies.* http://grants.nih.gov/grants/how-to-apply-application-guide/forms-f/general-forms-f.pdf

National League for Nursing. (2022a). Disposition of full-time nurse educators by race

[NLN Faculty Census Survey 2020-2021]. https://www.nln.org/docs/default-source/research-statistics/full-time-nurse-educators-by-race-2021.pdf?sfvrsn=6a4c6f47_3

National League for Nursing. (2022b). Disposition of full-time nurse educators by tenure status [NLN Faculty Census Survey 2020-2021]. https://www.nln.org/docs/default-source/research-statistics/nln-faculty-census-survey-highlights-infograhic-2020-2021.pdf?sfvrsn=42e56904_3

National League for Nursing. (2019a). Disposition of full-time nurse educators by race [NLN Faculty Census Survey 2018-2019]. http://www.nln.org/docs/default-source/default-document-library/distribtion-of-full-time-nurse-educators-by-race-2019-(pdf).pdf?sfvrsn=2

National League for Nursing. (2019b). Disposition of full-time nurse educators by tenure status [NLN Faculty Census Survey 2018-2019]. http://www.nln.org/docs/default-source/default-document-library/disposition-of-full-time-nurse-educators-by-tenure-status-2019.pdf?sfvrsn=2

National Science Foundation. (2020). *Proposal and award policies and procedures guide.* http://nsf.gov/pubs/policydocs/pappg20_1/nsf20_1.pdf

Patton, M. Q. (2015). *Qualitative research and evaluation methods: Integrating theory and practice.* (4th ed). Sage Publications.

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual, theoretical, and methodological.* Sage Publications.

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data.* (3rd

ed). Sage Publications.

Saldaña, J. (2016). *The coding manual for qualitative researchers* (3rd ed). Sage

    Publications.

Saleem, F., Lambert, S., & Rose, T. (2022). Ethnic-racial socialization as moderator of

    associations between discrimination and psychosocial well-being among African

    American and Caribbean Black adolescents. *Cultural Diversity and Ethnic*

    Minority Psychology, 28(2), 145-157. https://doi.org/10.1037/cdp0000521

Salvucci, C., & Lawless, C. A. (2016). Nursing faculty diversity: Barriers and perception

    on recruitment, hiring, and retention. *Journal of Cultural Diversity, 23*(2), 65-75.

Shenton, A. K. (2004). Strategies for ensuring trustworthiness in qualitative research

    projects. *Education for Information, 22*, 63-75.

Simpson, J. (2009). *Everyone belongs: A toolkit for applying intersectionality.* Canadian

    Research Institute for the Advancement of Women.

Sue, D. W. (2010). *Microaggression and marginality, manifestation, dynamics, and*

    impact. Wiley.

Thomas, N. (2019). In the service of social equity: Leveraging the experiences of African

    American women professors. *Journal of Public Affairs Education, 25(2),* 185-

    206. https://doi.org/10.1080/15236803.2018.1565041

Thomas, V. (2020). "How Dare You!" African American faculty and the power struggle

    with White students. *Journal of Cases in Educational Leadership, 23*(4), 115-126.

Turner-Kelly, B., Raines, A., Brown, R., French, A., & Stone, J. (2019). Critical

    validation: Black women's retention at predominately White institutions. *Journal*

of College Student Retention: Research, Theory & Practice, 1-23.

https://doi.org/10.1177/1521025119841030

United States Census Bureau. (2022). Quick facts.

https://www.census.gov/quickfacts/fact/table/US/RHI825221 - RHI825221

Vassar, R. R., & Barnett, C. (2020). No country for Us: A qualitative exploration of

Black women faculty's experiences navigating isolating spaces in the academy.

Journal of the Professoriate, 11(2), 59-83.

Waite, R., & Nardi, D. (2017). Nursing colonialism in America: Implications for nursing

leadership. *Journal of Professional Nursing, 35,* 18-25.

https://doi.org/10.1016/j.profnurs.2017.12.013

Warren-Gordon, K., & Mayes, R. D. (2017). Navigating the academy: An

autoethnographic approach to examining the lived experience of African

American women at predominantly White institutions of higher education. *The

Qualitative Report, 22*(9), 2356-2366.

Weitzel, J., Luebke, J., Welp, L., Del Carmen Graf, M., Ruiz, A., Dressel, A., &

Mkandawire-Valhmu, L. (2020). The role of nurses as allies against key

resistance movement. An analysis of our time. *Advances in Nursing Science,

43(2),* 102-113. https://doi.org/10.1097/ANS0000000000000290

Wheeler, E. M., & Freeman, S. (2018). "Scholaring" while Black: Discourses on race,

gender, and the tenure track. *The Journal of the Professoriate, 9*(2), 58-84.

White-Lewis, D. K. (2020). The façade of fit in faculty search processes. *The Journal of

Higher Education, 91*(6), 833-857.

https://doi.org/10.1080/00221546.2020.1775058

Whitfield-Harris, L. & Lockhart, J. S. (2016). The workplace environment for African-American faculty employed in predominately White institutions. *The Association of Black Nursing Faculty Journal, 27*(2), 28-38.

Whitfield-Harris, L., Lockhart, J. S., Zoucha, R., & Alexander, R. (2017). The lived experience of Black nurse faculty in predominately White schools of nursing. *Journal of Transcultural Nursing, 28*(6), 608-615. https://doi.org/10.1177/1043659617699064

Whittemore, R. (1999). Natural science and nursing science: Where do the horizons fuse? *Journal of Advanced Nursing, 30*(5), 1027-1033.

Zambrana, R. E., Wingfield, A. H., Lapeyrouse, L. M., Dávilla, B. A., Hoagland, T. L., & Valdez, R. B. (2017). Blatant, subtle, and insidious: URM faculty perceptions of discriminatory practices in predominately White institutions. *Sociological Inquiry, 87(2),* 207-232. https://doi.org/10.1111.soin.12147

Zappas, M., Walton-Moss, B., Sanchez, C., Hildebrand, J.A., & Kirkland, T. (2021). The decolonization of nursing education. *The Journal for Nurse Practitioners, 17,* 225-229. https://doi.org/10.1016/j.nurpa.2020.11.006

Appendix: Revised Interview Guide

Research Question	Interview Questions	Follow-Up Questions
What are the experiences of non-tenured female African American nursing faculty at PWIs?	IQ1. What region of the country do you live?	
	IQ2. How long have you been a nurse?	FQ: What was/is your specialty area?
	IQ3. How long have you been in nursing academia?	FQ: Why did you enter nursing academia?
	IQ4. How long have you been at your college/university?	FQ: What are some other colleges/universities where you have taught?
	Tenure Track Faculty IQ5a. When did you begin your tenure journey? IQ5b. How would you describe your tenure process?	FQa: Can you describe the catalyst for your journey? FQb: How many tenure-track African American female nursing faculty are in your department?
	Contingent Faculty IQ6. Did you ever pursue the tenure track?	FQ: Can you explain the deciding factors in your decision? FQ: How many tenure-track African American female nursing faculty are in your department?
	IQ7. How would you describe your interactions with your White colleagues in faculty meetings?	FQ: Can you explain how these interactions affect your process?
	IQ8. In what ways has the intersectionality of being African American, and a female impacted being non-tenured faculty?	FQ: What is your motivation for staying the course?