Factors that Impact Black Nurses' Leadership Opportunities in Higher-education

by

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Abstract

Lack of Black women represented in higher education among nursing faculty is a challenge that affects the profession of nursing.   The presence of barriers to Black nursing faculty has been documented in the literature. The purpose of this study was to explore the barriers to Black nurse leaders that results in their underrepresentation in academia in the State of Illinois.   Leadership opportunities was the dependent variable used to measure faculty achievement for attaining positions in higher education or nursing administrator roles. The independent variables where the various barriers: racism, financial disparity, self-efficacy, mentoring, and financial disparities.

This mixed method, explanatory correlational study collected survey data to investigate the impact of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity on the attainment of leadership among Black nurses in higher education in the State of Illinois.

The variables of racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity showed a strong correlation with Black nurses' success and ability to advance as leaders within higher education. Diversity was a new category that emerged from this research indicating a need for Black nurses to have representation within academia.

Keywords: self-efficacy, leadership attributes, mentoring, racism, nurses, Black Nursing Faculty, women, institutional support, and financial support.

Certification: In accordance with college and university policies, this dissertation is accepted

partial fulfillment of degree requirements.

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Dedication

This dissertation is dedicated in honor of my baby sister Te-Yama Bland. While you were unable to complete your educational journey here on earth, I pray that I have made you proud and honored your life. Your "can do" spirits resides within me and encourages me on a daily basis.

Acknowledgments

First and foremost, I give honor to God for providing me with the opportunity, the support system, and the resources to pursue this goal. This dissertation would not have been possible without the continued support of my family, friends, and professors. Thank you to my children, Allen, Alex, and Madysen who encouraged and believed in me as their role model. You have been my biggest cheerleaders in life. Thank you to my parents, Christopher and Yvonne Chisim who raised me to forge my own path. You have always supported my personal and professional dreams and goals. A special thanks to my sisters, Chrystal and Te-Yama, there are no words that can express my gratitude for your love. It is my honor to be your big sister. Tim, you started this journey midway through the process and have walked beside me, carried me, and even lovingly nudged me to keep going.

Thank you to all of the professors at The University of St. Francis who would not let me give up. A special thanks to Dr. Madonna Murphy for the countless hours spent guiding me through this process pulling me through some difficult times, and reminding me to keep my eyes on the light at the end of the tunnel. Thank you, Dr. Keith Pain, for encouraging me to use my knowledge of statistics and offering support. The completion of this project would not have happened without all of you!

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CHAPTER 1: Introduction to the Study

Introduction

The achievement of earning an advanced degree should be an obtainable goal that can be realized regardless of race. There is an invisible reality that higher-education is reserved for a select number of Black individuals. Research has shown there are many contributing factors in one's success or failure within a profession and among races. Nursing education among Blacks shows an alarming disproportion when compared with their Caucasian counterparts. This disproportion is a phenomenon among higher-education in the United States (Godfrey 2005).

Lack of Black women represented in higher-education among nursing faculty is a challenge that affects the profession of nursing.   The presence of barriers to Black nursing faculty has been documented in the literature. The purpose of this study was to explore the barriers to Black nurse leaders that results in their underrepresentation in academia in the State of Illinois.   Success measured by leadership opportunities was the dependent variable used to measure faculty achievement for attaining positions in higher-education or nursing administrator roles. The independent variables were the various barriers: racism, financial disparity, self-efficacy, mentoring, and financial disparities.

This mixed method, explanatory correlational study collected survey data to investigate the impact of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity on the attainment of leadership among Black nurses in higher-education in the State of Illinois.

Background of the Study

Leadership Attributes

Leadership is a crucial factor in organizations, especially within higher-education. Successful leaders seek out and discover opportunities that provide an opportunity to learn. Attributes associated with leadership are open/honest communication and respect. The perception of men in leadership is different from women. Men are viewed as "hard" while women are viewed as "soft"; however, there is no significant data to support differences in gender (Byham, 2016). When assessing leadership attributes, it is important to recognize that 37% of all leaders are women whose financial performance falls in the top 20% (Byham, 2016).

Racism/Discrimination in Healthcare and in Academia

There are many obstacles that impede Black women from pursing positions in Nursing Education identified in the literature. Both overt and covert acts of racism are significant barriers according to Hassouneh-Phillips and Beckett (2003). The disproportionately small percentage of persons of color with doctoral degrees in nursing is unlikely to improve because of the lack of retention and recruitment of diverse students at this level of education. In addition; there is a lack of faculty role models for these students. (Hassouneh-Phillips & Beckett, 2003).

Self-efficacy

Self- efficacy refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997). A person's internal motivation is an important factor that serves as the driving force to accomplish task and goals. It is a person's confidence in his or her ability to take action and to persist in that action despite encountering obstacles or challenges that; seems to be especially important for

influencing change efforts (Bandura, 1997). Due to external variables, self-efficacy plans are vital roles for Black nurses to achieve their professional aspirations.

Lack of Mentoring

A solution suggested to address the U.S. Healthcare disparities includes increasing the amount of healthcare providers who represent racial or ethnic minorities. The belief is that these providers will possess the healthcare knowledge and the cultural insight to effectively address health disparities within their own communities (Mkandawire-Valhmu, Kako &, Stevens, 2010). Lack of role models for Black women directly correlates with the number of Black women in healthcare (Mkandawire-Valhmu, Kako &, Stevens, 2010). According to the National Sample Survey, only 10.7% of nurses in the U.S. are minorities (Mkandawire-Valhmu, Kako & Stevens, 2010).

There is a lack of minority educators and this is problematic because students of color need to be able to see themselves reflected in their nursing faculty. By seeing professional role models of one's own race, it contributes to the belief that they can become competent and successful professionals who achieve in the educational arena (Mkandawire-Valhmu, Kako & Stevens, 2010).

Institutions that lack diversity in their faculty and staff may inadvertently contribute to a system that marginalizes women faculty of color. Full time nursing faculty of color represent only 10.5% of the U.S. nursing faculty workforce, which is decidedly less than the 34% of the U.S. population which claim a minority heritage (Mkandawire-Valhmu, Kako & Stevens, 2010). In universities, mentors would be readily available for newer nursing faculty of color. These mentors ideally would be of the same gender and race or ethnicity, to foster trust and can share experiences. Career-building skills, genuine support and role modeling are attributes that a good

mentor would provide to their mentee (Mkandawire-Valhmu, Kako & Stevens, 2010). Within the American Nurses Association (ANA) Ethnic/Racial Minority Doctoral Fellowship Program, mentoring is a critical responsibility to assist minority nurses in achieving doctoral degrees. Mentoring is an effective strategy for career advancement and the development of nurse leaders (Hill, Del Favero, & Ropers-Huilman, 2005). This study reinforced the importance of Black women mentees.

In a study by Hill, Del Favero, and Ropers-Huilman (2005), the authors found their sample of Black nurse leaders to be consistent with the overall composition of the nursing profession with 96% of the sample in baccalaureate and graduate nursing programs being female. Of this sample 30% were deans, and 26% retired or left their leadership position. Of these nurse leaders, 85% of them had been mentored. The study suggested that graduate school is a good environment for fostering mentoring relationships. In most graduate schools, mentors are not assigned to students at the time of admission into the program. Mentees are assigned once students enter their thesis course.

For many Black female administrators' mentoring relationships do not end; rather they change in intensity and involvement. Black nurse leaders in higher-education characterize the mentoring experience and relationship as positive and they believe they are more confident and have more awareness of self (Hill, Del Favero, & Ropers-Huilman, 2005). Students of color need effective mentors and at the same time need acknowledgement of differences and levels of multicultural competence. For Black nurse leaders in the Hill, Del Favero, and Ropers-Huilman study (2005), mentoring was integral to both professional and personal growth of the leader. The evidence supports that mentoring is imperative whether it is same race or cross-race mentoring; however, there are additional benefits to having Black leaders providing mentorship.

Lack of Institutional Support

Scholarly productivity and underrepresentation of minority faculty has been a longstanding problem. Some of the underpinnings to productivity and success as a Black nurse faculty member are related to discrimination, mentorship, pay inequity, geographical location of the university, tenure and promotion, and job satisfaction. It has been well established that Black nurse faculty are underrepresented in higher-education, however it is important to note that the faculty member distribution throughout the nursing programs in the U.S. is not evenly distributed. In the 1990s, less than 30 nursing programs were located on campuses of historically Black colleges and universities. Nearly these 30 historically Black institutions employed half of the entire minority-nursing faculty, or approximately 450 minority educators. This means for the remaining 1470 institutions with nursing programs, there were far less than one minority faculty member per institution (McNeal, 2003).

Financial Disparity

In the study by Bond, Cason, and Baxley (2015), only 20% of nursing faculty members believe the number of available scholarships for minorities was in accord with the percentage of minority students and only 11% of minority students responded that scholarships were available to them. Financial disparity is a documented obstacle that continues to be a theme among the research.

Purpose of the Study

The identified problem is that diversity of students in higher-education is not equally represented among faculty due to numerous reasons listed above. The purpose of this study was to determine the factors that influence Black nurses' leadership opportunities' in the metropolitan Chicago area.

A mixed method, explanatory correlational design was used to investigate the impact of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity among Black nurse leaders in higher-education in the State of Illinois. The independent variable was leadership opportunities and the dependent variables were racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity.

Research Questions

The following research questions in this mixed method, explanatory correlational study collected data to guide the study.

The research questions in the study were**:**

1.) What is the relationship between racism, leadership attributes, mentoring, institutional support, and financial disparity that influence Black women in higher-education professional roles?

   The following null hypotheses proposed:

1. There will be no relationship between racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity that influence Black women in higher-education professional roles.

2. Racism has no impact on Black women in higher-education.

3. Leadership attributes have no impact on Black women in higher-education.

4. Mentoring has no impact on Black women in higher-education.

5. Institutional support has no impact on Black women in higher-education.

6. Self-efficacy has no impact on Black women in higher-education.

7. Financial disparity has no impact on Black women in higher-education.

2.) How would Black women describe influences that contribute to their success as leaders in higher-education?

Significance of the Study

In an effort to understand the barriers that prevent Black women from advancing within the profession of higher-education, this study looked at some challenges affecting Black women. The primary purpose of this research was to identify barriers that inhibit Black women from advancing within academia's settings and provide support to promote success. The study was conducted to assess challenges that Black women face.

The findings from this study will provide research-based evidence of the effect of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity on Black nurse leaders in positions of higher-education. In the diverse academic population of students seeking degrees within the profession of nursing, it is important to have a diversified faculty educating students. Increasing representation within the profession of nursing will assist with understanding the influences between positions of leadership among Black women working in higher-education institutions. One of the variables this study examined was the impact that self-efficacy had on individuals and its relationship to leadership skills, mentorship, racism, institutional support, and financial support.

The importance of the study is that it shows the specific factors, which influence the success of Black women in nursing faculty and higher-education administration roles. This is beneficial to the profession for several reasons. It could:

- Increase the ability to recruit, promote, and retain Black women in faculty and administrative roles.

- Impact the nursing faculty shortage by creating an increased opportunity for Black Nurses.

- Provide information that can improve institutional support for Black female nursing faculty.

- Increase the success of providing future opportunities to educate and improve leadership attributes in Black female nursing faculty; this will draw more Black nurses into the field.

- Provide better mentoring and role modeling for minority students.

As stated earlier, there have been few studies analyzing the impact of self-efficacy on Black women in higher-education. This research added to the body of knowledge by examining links between racism, leadership attributes, mentoring, institutional support, and financial disparity. Knowledge may provide solutions or opportunities to address issues that directly influence the number of Black women who advance into leadership educational faculty roles.

Practioners will be able to utilize the information gained from this study to identify challenges within their institutions and provide an environment conducive to all faculty, but specifically Black women. This will ultimately positively influence the self-efficacy of Black women in faculty roles, students enrolled in the program, and the institution as a whole.

Scope of the Study

The study took place at colleges and universities throughout the Chicago metropolitan area. This study was conducted through The University of St. Francis from spring 2017 through summer 2018.

This study was conducted in Illinois, which houses colleges and universities, in urban, suburban and rural environments. Eight-eight institutions have nursing schools with varying sizes of graduating classes ranging from four to 561 students. These colleges grant the following degrees: Associate Degree in Nursing (ADN), Baccalaureate Degree in Nursing (BSN), Master of Science in Nursing (MSN) and Doctoral Programs in Nursing including the Doctorate in Nursing Practice (DNP), and Doctor of Philosophy in Nursing (PhD).

The convenience sample was obtained through the Illinois Department of Financial and Professional Regulations. The survey was emailed to nursing faculty from 88 nursing schools.

Limitations of the Study

While this study promises to adhere mostly to the quantitative analysis of key features of Black women in higher-education, there are several potential limitations.

This study was limited in the area of size and instrumentation. A larger sample size might reveal greater distinction, Black nurses and their perceptions of self-efficacy, racism, leadership, mentoring, institutional support, and financial disparity. Even though instruments were pilot tested, further evaluation of the reliability and validity of the Likert scale is warranted. Because the study was limited to the State of Illinois, the results cannot be generalized to Black faculty in other parts of the country. The internal threat of respondents interacting was identified as a limitation.

Definition of Terms

Several terms need to be defined for the purposes of this study:

1. **African-American/Black** – as defined in the 2010 census refers to a person having origins in any Black racial groups of Africa (Spector, R., 2017)

2. **Diversity -** defined as all of the ways in which we differ. Among these dimensions are age, gender, mental/physical abilities and characteristics, race, ethnic heritage, sexual orientation, communications style, organizational role and level, first language, religion, income, work experience, military experience, geographic location, education, work style, and family status (U.S. Census Bureau, 2014)

3. **Financial disparity –** relates to the difference between financial statuses among other ethnic/minority groups

4. **Institutional support –** refers to the support received from the institution in which the participant is employed

5. **Leadership –** social influence process where leaders use interpersonal behaviors to motivate followers (Marquis, 2015)

6. **Mentoring** - an experienced person in a company, college, or school who trains and counsels new employees or students

7. **Nursing education –** theoretical and practical preparation that is provided to the training of students to prepare them for the nursing profession (American Association of Colleges of Nursing)

8. **Racial disparity –** relates to differences in Black's compared to other ethnic/minority groups

9. **Racism -** prejudice, discrimination, or antagonism directed against someone of a different race based on such a belief

10. **Self-efficacy –** refers to an individual's belief in his or her capacity to execute behaviors necessary to produce specific performance attainments (Bandura, 1977, 1986, 1997)

Summary

The results of this study were utilized to test the perceptions of Black faculty and their success in current roles and their lived experience. This study showed a correlation between success, racism, leadership attributes, mentoring, and institutional support. It provides a guideline for rectifying the lack of Black faculty in higher-education. The incorporation of mentoring, institutional support, financial support, and leadership provided guidance to encourage success among Black women. Colleges and universities experience low enrollment numbers of Black students; therefore, analyzing variables that contribute to Black women in higher-education will have a positive impact on Black student enrollment. The overall goal was to identify and implement strategies that will enhance the success of Black women in higher-education and ultimately influence student success. Determining the factors hindering Black faculty from achieving success in higher-education will assist with creating a diverse environment that is conducive to promoting achievement of leadership within the profession.

CHAPTER 2: Review of the Literature

Introduction

Achievement of earning an advanced degree should be an obtainable goal that can be realized regardless of race. There is an invisible reality that higher-education is reserved for a select number of Black individuals. Research has shown there are many contributing factors in one's success or failure within a profession and among races. Nursing education among Blacks shows an alarming disproportion when compared with their Caucasian counterparts. Research has shown there are many contributing factors in one's success or failure within a profession and among races. Diversity in nursing education is a barrier directly contributing to the lack of Blacks in the profession of nursing. The National League for Nurses (NLN) report indicates that only 6.6% of nursing faculties are Black compared to 91.0% Caucasian nursing faculty (Godfrey 2005). The NLN Faculty Census 2002 Survey provides information about the faculty component of the nursing workforce (Budden, 2013). By 1999, the number of students enrolled in master's programs decreased to 1,299. Enrollment in nursing programs that prepares graduates for the educator role increased slightly in 2001, but not enough to address the shortage (Godfrey, 2005). This alarming statistic leads to the need for further recruitment of diverse students in nursing programs. This discrepancy is particularly apparent at the doctoral level where persons of color constitute only 9% of enrollees and Euro-American students comprise the vast majority of the student population at 81% (Hassouneh-Phillips & Beckett, 2003). The documented disparity requires closer investigation.

Overview

Theoretical Framework

Bandura's theoretical framework was especially useful to this study because it takes into account several components that influence an individual from a social aspect. Most research performed in relation to nursing utilizes a nursing theorist; however, not much research has been performed in relation to diversity of nurses and the various considerations that affect them.

Bandura's Social Cognitive Model (1977) stated there are three factors that influence self-efficacy: 1. Behaviors, 2. Environment, and 3. Personal/cognitive factors (Butts & Rich, 2011). Self-efficacy is thwarted by confounding obstacles in society including racism and discrimination. The lack of support systems to help Black women to believe they can succeed and attain the level of educational attainment and the role of the Nursing Faculty or Academic Administrator in Nursing is an integral variable for providing Black women with support. No additional theoretical frameworks were considered for this study. Only Bandura's theoretical framework was utilized because he defined self-efficacy as an individual's ability to succeed (Butts & Rich, 2011).

Daniel Levinson's theory is based upon Erik Erickson's research on developmental periods from childhood to adulthood (Kittrell, 1998). According to Levinson, "the life structure evolves over periods of time and does not reflect personality or career development" (Kittrell, 1998). Levinson's theory is not included in this theoretical framework because he only explored the theory of adult development. His theory does not address self-efficacy only periods of the lifespan, that builds upon Erickson's theory of development.

 In the study performed by Vasil (1992), he compared self-efficacy among male and female university faculty. Vasil identified that females were less confident than their male

counterparts were. Hackett & Betz (1981) provided evidence that low self-efficacy can serve as a barrier to a woman's career choice. This may provide information to support why Black women are less likely to enter into leadership positions. In the dissertation performed by Huff (1998), she stated:

> Career and academic self-efficacy studies support the notion that self-efficacy beliefs influence the range of a person's perceived options within a career or role. The skill level and strength of confidence a person has enables the person to choose a career. Skills develop over time and through the sources of efficacy attainment. Performance accomplishments or actual and repeated involvement in performing in the leadership role builds confidence as a leader. Time and repeated opportunities to perform contribute to higher levels of efficacy in the area or field. (p. 18)

As previously mentioned in Chapter 1, the literature shows that Black women are underrepresented as students and faculty in nursing programs due to several factors. Several of the factors mentioned were financial disparity, lack of mentoring, racial inequality, and absence of institutional support. Implementing a system of mentoring that encourages Black women to pursue a doctoral degree would begin to alleviate this particular obstacle (Hassouneh-Phillips & Beckett, 2003). Racism is a social justice issue and many studies explored how racism hinders Black women from joining higher-education. Identifying that racism has a crucial impact on cultivating Black women in higher-education is important to addressing this particular barrier (Hassouneh-Phillips & Beckett, 2003). Encouraging academic accrediting bodies to diversify schools of nursing would positively influence the creation of a diverse nursing profession (McNeal, 2003). The increasing minority population in the United States is creating challenges

for nurse educator leaders within institutions (Bond, Cason, & Baxley, 2015). Other factors that impede Black women included less rank, decreased salary earnings, and less prestigious faculty ranking that limits opportunities to serve in leadership (McNeal, 2003).

The literature revealed that Black nursing faculty have fewer opportunities to participate in funded research, have less opportunity to be published, and face a lack of mentorship programs. These barriers directly influence self-esteem and self-efficacy (Jones & Tucker-Allen, 2000). Some of the common obstacles contributing to the lack of Black women in higher-education are discussed in the next section.

Further research is needed to identity and understand the challenges and barriers that prevent Black women from entering higher-education. Previous research has identified racism, financial disparity, mentoring and lack of institutional support as barriers; however, it seems that more research is required to better understand some complexities. Given the climate of society today, it is imperative that we not only understand the barriers to Black women becoming influential in higher-education, but we need to understand the ways in which we can overcome the barriers to increase the representation of Black women in leadership.

Research Questions

Research Question 1: What is the relationship between racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity that influence the success of Black women in higher-education professional roles?

This research was a mixed method, explanatory correlational study of measurable quantitative success of the influences of Black women in higher-education and how racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity influences success among this population. "When progress is measured from an all-but-zero

base, the reality is that very few minority women have attained the presidency in the last 20 to 25 years" (Bower & Wolverton, 2009, p. 1). There are 22% Black institutions that are led by Black women, while only eight, 4-year institutions that are predominately white are led by Black women (Bower & Wolverton, 2009). While there are many variables that have an impact on the above phenomena, for the purpose of this study we will explore some common themes found in the literature.

Racism

Racism and its effect on Black Americans has been researched in various capacities within the literature. For this study, racism was looked at specifically as it relates to Black nurses. "The historical and cultural legacy of discrimination against Blacks influences their socioeconomic status and affects their health care interactions and clinical outcomes" (Eiser & Ellis, 2007, p. 177). One of the factors that contribute to racism is the lack of trust Black Americans have for their Caucasian counterparts. While this is an issue that needs to be addressed, for the purpose of this study, I focused on the need for an increase in Black faculty. This addressed the challenges of racism and mentorship mentioned previously.

Concerns regarding Black nurses becoming an 'endangered species' in the NHS due to the racism being experienced began in the late 1980's (Baxter, 1988). In the study performed by Grainger (2006), tentative conclusions indicated that factors may be at work in the selection process which are discriminatory against some based upon their ethnicity. Furthermore, race inequality may persist in access to nurse training due to a combination of race, class, and family that prevents equal access to training for Black and minority ethnic nurses (Grainger, 2006).

Leadership

"National demographic data indicates that a significant turnover on college leadership

will occur in the near future, presenting increased opportunities for women and minorities who desire and are prepared to be effective higher-education leaders" (Bower & Wolverton, 2009, p. 5). This information is a call to action to increase Black nurse leaders within colleges and universities. Students of color need to see themselves represented by nursing faculty.

There have been many efforts to increase professionally prepared Black nurses in the workforce as indicated in the Association of Black Nursing Faculty Journal (ABNF). According to an article by Smith (2007), the development of the Leadership Enhancement and Development Project (Project LEAD) was conceived to strengthen a commitment to ensuring preparation and development of Blacks and other minorities. While there has been an increase in different types of leadership programs made available over the past 15-20 years, few of the Black deans enrolled (Smith, 2007). Project LEAD has led to valuable information showing evidence that support from administrators assists nurses with accomplishing their goals of increasing the quality of their respective programs (Smith, 2007).

This study aligned with previous research that directly conveyed the message for additional Black nurse leaders. Chris Beasley stated, "Around twenty percent of qualified nurses are from Black, Minority, and Ethnic (BME) backgrounds, but not enough in senior posts" as noted in an article posted in the Nursing Standard, 2010. She goes on further to say, 'We need to help individuals who have the skills to move forward and grow in confidence.' (Nursing Standard, 2010).

Mentoring

There is a gap in literature in relation to mentorship and Black nurses. Nurse executives (Hill, DeFavero, & Roper-Huilman, 2005) have reported the importance of mentoring. Historical data performed by Fields in 1991 failed to mention any Black nurse leaders in

mentoring relationships. Hattie Benson believed that "mentoring occurs at many levels and should be continuous, goal directed, and under the aegis of a capable person who has the best interest of the protégé as the focal point" (Vance & Olson, 1998, p. 97). The concept of mentoring has also been viewed as a "privilege and a responsibility" (Vance & Olson, 1998, p. 97); one not readily available to Black nurses. The National Health Service (NHS) stated in previous articles and statements that those in leadership must support barriers impeding Black and minority nurses. According to the former NHS chief executive, "senior managers in the NHS must address the barriers Black, Minority, and Ethnic (BME) nurses face (Nurse Management, 2007). The danger is that without BME nurses in positions of leadership, the NHS may fail to inspire the next generation of nurses or give them the confidence to progress in their careers (Nurse Management, 2007).

Institutions that lack diversity in their faculty and staff may inadvertently contribute to a system that marginalizes women faculty of color. Full-time nursing faculty of color represent only 10.5% of the U.S. nursing faculty workforce, which is decidedly less than the over 34% of the U.S. population which claim a minority heritage (Mkandawire-Valhmu, Kako & Stevens, 2010). In universities, mentors would be readily available for newer nursing faculty of color. These mentors ideally would be of the same gender and race or ethnicity, to foster trust and share in experience. Career-building skills, genuine support and role modeling are attributes that a good mentor would provide to their mentee (Mkandawire-Valhmu, Kako & Stevens, 2010). Within the American Nurses Association (ANA) Ethnic/Racial Minority Doctoral Fellowship Program, mentoring is a critical responsibility to assist minority nurses in achieving doctoral degrees. Mentoring is an effective strategy for career advancement and the

development of nurse leaders (Hill, Del Favero, & Ropers-Huilman, 2005). This study reinforced the importance of having mentorship for Black women.

In the study by Hill, Del Favero, and Ropers-Huilman (2005), the authors found their sample of African-American nurse leaders to be consistent with the overall composition of the nursing profession with 96% of the sample in baccalaureate and graduate nursing programs being female. Of this sample, 30% were deans, and 26% retired or left their leadership positions as stated by Schieding (2000). Of these nurse leaders, 85% of them had been mentored. The study suggested that graduate school is a good environment for fostering mentoring relationships. In most graduate schools, mentors are not assigned to students from the time of admission into the program. Mentees are assigned once students enter their thesis course.

Many Black female administrators' mentoring relationships do not end; rather they change in intensity and involvement. African-American nurse leaders in higher-education characterized the mentoring experience and relationship as positive and they believed they are more confident and have more awareness of self as a result (Hill, Del Favero, & Ropers-Huilman, 2005). Students of color need effective mentors and at the same time need acknowledgement of differences and levels of multicultural competence. For African-American nurse leaders in the Hill, Del Favero, and Ropers-Huilman study (2005), mentoring was integral to both professional and personal growth of the leader. The evidence supported that mentoring is imperative whether it is same-race or cross race mentoring; however, there are additional benefits to having African-American mentors in positions of leadership provide mentorship.

Mentoring Black nurses is imperative for continuing to grow the profession including developing future leaders. Mentors serve to positively influence, increase confidence, provide support and influence future nurse leaders.

Institutional Support

"The rising minority population in the United States, labeled the 'new American majority,' challenges nursing education leaders to prepare culturally diverse individuals to practice culturally competent care" (Bond, Cason, & Baxley, 2015, p. 134). The lack of adequate recruitment of Black faculty highlights the lack of institutional support that contributes to the underrepresentation.

At predominantly white colleges and universities, minorities are less likely to be tenured and more likely to hold a lower professional rank than their majority counterparts (Bond, Cason, & Baxley, 2015). They are also more likely to work in less prestigious institutions than their majority counterparts are. In nursing, gender issues are also significant. Women across all academic areas have lower salary earnings, are more likely to be non-tenured, and have less prestigious faculty appointments than their male counterparts (McNeal, 2003). On average, Caucasian women practice as bedside nurses until age 30, while Black women continue their practice past the age of 30. Black women tend to stay at the bedside due to financial status, economics, racism and other disparities that prevent them from pursuing higher-educational opportunities. The role of mentoring Black faculty is a crucial element to developing leaders that exhibit self-efficacy (Hill, Del Favero, & Ropers-Huilman, 2005).

An example is the state of Texas, in which 23.9 % of the nurse workforce is Hispanic or African-American, while the general population in Texas is 40% Hispanic and 11.48% African-American.   Nursing has failed to adequately attract minority students and due to this, there is less diversity among nursing faculty, which has contributed to the nursing faculty decline in recent years. Overall minority enrollment in basic Registered Nurse (RN) programs was 29% in 2009 and decreased to only 24% in 2011 (Bond, Cason & Baxley, 2015).

McNeal (2003), found that minority nurse faculty employed by historically Black colleges and universities earned less than those employed by predominantly white colleges employ and universities and had fewer publications. Recruitment and retention of minority nursing faculty must become a priority for nursing programs at institutions across the United States. Specific attention to methods of improving job satisfaction, increasing opportunities for research and publication, and improving mentoring for minority faculty members must be included in this endeavor (McNeal, 2003).

It is suggested that institutions develop group-mentoring opportunities, which provide wide support systems for women faculty of color. These group-mentoring efforts provide peer review opportunities and academic collaborations, which empower junior faculty of color within an institution (Mkandawire-Valhmu, Kako & Stevens, 2010).

Financial Disparity

Bond, Casey, & Baxley (2015) stated that there is a great disparity among scholarship funding opportunities available to faculty. Creating funding for nurse educators is directly correlated with narrowing the financial disparity among Blacks (Bond, Casey, & Baxley, 2015). Increased financial assistance had a positive correlation in increasing diversity among higher-education.

The Oncology Nursing Society offered a grant funded opportunity in which it would provide workshops for Nurse Educators from Historically African-American Institutions on Cancer Prevention and Early Detection among African-Americans. The educators that completed the workshop could then integrate the information into the nursing program curricula at their institution, in hopes of reducing health disparities and cancer mortality among medically underserved African-Americans. Creating these types of grant funded educational opportunities

for African-American nursing faculty and students contributes to the educational path of students and empowers educators (ONS News, 2003). More targeted grant opportunities are needed to further explore Black faculty contributions to higher-education.

Research Question 2: How would Black women describe influences that contribute to their success as leaders in higher-education?

Nurses expressed their lived experience and the influences that contributed to their success. In addition, self-efficacy was examined as an abstract concept. Academic growth and achievement are abstract concepts that have come to be perceived as concrete in American society. Various measures were used to establish both influences and self-efficacy. The research showed a basis for comparison of individual influences that impact success.

Salvucci and Lawless (2016), stated:

Administrators in nursing education need to focus their attention on the barriers to diversity of faculty in nursing education if nursing is to move forward in serving our increasing diverse patient population. It involves more than training present White faculty on how to be culturally sensitive and competent, but to change the goal to increasing the representativeness of minority faculty role models to help attract and retain minority students. (p. 73)

Salvucci and Lawless' study spoke to the need for academic growth and professional achievement among Black and minority nurses. In a study performed by Gregory (1994), she determined that 86% of her sample had two major characteristics: self-efficacy and job satisfaction. Gregory stated: "It is evident that women in this study were career-orientated and valued the importance of achievement; those who left sought better career opportunities" (p.

156). While more research is needed, it appears that self-efficacy is correlated with job satisfaction.

Implications

Existing bodies of research supported the predicted gap in knowledge specific to leadership attainment by Black nurses in higher-education settings. Moreover, the literature reported similar conclusions, stating that further studies were needed to assess the variables influencing Black nurses and the association of those variables in relation to positions of leadership in higher-education. Hassaouneh-Phillips & Beckett (2003) found:

> The aim of this study was to describe the experiences, challenges, and understandings of women of color in doctoral programs. Analysis of interview data revealed that racism was pervasive and a harmful influence on participants and this influence was largely visible to Euro-American faculty and students. (p. 258)

The afore mentioned research provides insight into the importance of this research study. This research further explains the need to better understand variables influencing Black nurses in leadership. While Black nurses comprise the largest percentage (4.9%) of all minorities (Hill et al, 2005), they still fall behind in leadership positions. Schmeiding stated:

> Nurses in top-level leadership positions in government, health care organizations, advances practice, nursing schools, and professional organizations formulate national policies, establish governmental and private research priorities, develop nursing education agendas, and formulate strategic plans for health care delivery. Most of the nurses are in positions to address diversity issues in health care and in research, as well as the shortage of minority nurses…and the shortage of minority nurse leaders. (p.120)

Published literature reviews, meta-analysis, and this dissertations concluded that additional research is needed to assess the variables that influence Black nurses in leadership. As noted by Jones-Berry (2017), she stated, "More needs to be done to ensure greater numbers of Black and minority nurses take on executive positions due to under-representation at the leadership level" (p. 7). Focusing on qualitative and quantitative data to measure leadership, financial disparity, racism, mentoring, institutional support and self-efficacy were well suggested by existing research. This information justified the data collection methods in this study. Huff (1998), she stated:

> More recent studies of career and academic self-efficacy have included specific tasks related to the career. Schoen and Wincour (1988) examined the academic self-efficacy expectations of male and female faculty in a university setting. Their findings showed that faculty were more confident about teaching tasks than academic tasks of research, administration, and other miscellaneous academic duties. The teaching task is an area where feedback is received from students and peers. (p. 17)

This study is important because it provides insight to the specific variables of influence, which may then be addressed to support Black nurses. This is critical knowledge to provide opportunities for empowering Black nurses as well as building strong role models and mentors for future Black nurses in the United States.

In the article by Hill, Del Favero, & Ropers-Huilman (2005), Black nurses identified that mentors also served as protectors that assisted them with obtaining and maintaining their leadership roles. Anita, one of the nurse leaders interviewed, stated the following lived experience:

> I'm sure she was instrumental in my becoming a faculty member in a majority institution that did not have a minority faculty…I'm sure she lobbied very hard for me to become the first chairperson and director of the program in South Africa because the organization at the University had someone else in mind…a faculty (member) in another department (science)…I remember her calling and saying 'this will never do, we can't allow that to happen,' plus the person wasn't even a nurse (laughing) so they had the nerve to put somebody to start a program in another country who was not a nurse and she (mentor) thought I was custom made for it. (p. 344)

The above experience speaks too many of the lived experiences that have been expressed in previous research. It was the expectation that his study would illicit similar themes.

Conclusion

This review of the research provided a snapshot of how Black women in nursing perceive the various factors that influence their success. Literature indicated that there are complex and dynamic variables that influence Black nurses and impede their attainment of leadership positions and opportunities for professional growth. These factors include: racism, leadership attributes, institutional support, mentoring and financial disparity. "The underrepresentation of minority faculty and their scholarly productivity has been a long-standing problem in the academy" (McNeal, 2003, p. 4). It is also important to incorporate this knowledge into the curriculum, to give students of color or students with differences the ability to mitigate barriers

to their success. Black nurse leaders in higher-education can integrate the knowledge from this study into their professional lives, taking on mentorship roles and serving as an advocate for Black nursing students, Black nursing faculty, and Black nurses within the clinical setting. As stated by McNeal (2003):

> Gender issues also remain of significant concern across all academic disciplines, even after race is factored out of the equation. The apparent overall lack of success of the majority of academic women are evidenced by their lesser professorial ranking, lower salary earnings, non-tenured positions, and less prestigious faculty appointments when compared with the performance of male members. (p. 5)

In summary, this study makes major contributions to the variable that impact Black nurse leaders. Not only does it begin to uncover challenges, it presents insight on how to address the barriers in an attempt to provide a solution. Examining factors that affect academic success for Black women provides the opportunity for diversification and the achievement of upper level leadership positions.

CHAPTER 3: Methodology

Purpose of the Study

The purpose of this study was be to explore the factors that influence Black nurse leaders and their underrepresentation in academia. The findings from this study provided research-based evidence of the effect of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity have on the success of Black nurse leaders obtaining positions of higher-education thus increasing their representation in the profession. This study sought to understand the influences between success and self-efficacy among Black women working in higher-educational institutions in the state of Illinois.

Research Design

This mixed method, explanatory correlational study (Creswell, 2014) collected survey data to investigate the impact of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity upon the success, attainment of leadership and administrative roles, and achievement of higher levels of education among Black nurses in in the state of Illinois.

A statistical analysis of the survey data was conducted to determine any correlation between Black nurses and the influence of racism, leadership attributes, mentors, institutional support, self-efficacy and financial barriers and the participants' achievement and success in their professional role. Narrative responses were evaluated for specific themes and categorized. The sample was evaluated until data saturation was reached and continued evaluation of additional responses consistently produced similar results.

Participants

This study took occurred in Illinois, which houses colleges and universities, in urban, suburban and rural environments. Eighty-eight institutions in Illinois have nursing schools with varying sizes of graduating classes ranging from four to 561. These colleges grant degrees including the Associate Degree in Nursing (ADN), Baccalaureate Degree in Nursing (BSN), Master of Science in Nursing (MSN), and Doctoral Programs in Nursing including Doctorate in Nursing Practice (DNP), and Doctorate of Philosophy in Nursing (PhD).

Participant Demographics

Table 1.

Racial and Ethnic Identity of Participants

	Frequency	Percent
Asian American	1	2.1
Black/African-American	28	58.2
Caucasian/White	14	29.2
Hispanic/Latino	1	2.1
Middle Eastern-American	1	2.1
Pacific Islander/Native Hawaiian	1	2.1
Other	2	4.2
Total	48	100.0

Table 1 shows the participants included 49 nurses working in educational institutions throughout the state of Illinois. One participant was removed from the data set due to failure to complete the survey. Thus, the number of participants decreased from 49 to 48. Of the 48, participants, 24 were of Black or African descent, and 24 were from other ethnic groups.

Table 2.

Age range of participants

Age	Frequency	Percent
31-40	10	20.8
41-50	15	31.3
51-60	14	29.2
61-70	0	18.8
Total	48	100.0

Sixty percent of the participants were in the 41 -50 age group. Participants were recruited from the institutions within the Chicagoland and surrounding suburbs. Twenty-one percent was from the 31-40 age group.

Measures

The researcher developed the Factors that Impact Black Nurses Survey to assess success as identified by individual respondents. The Likert Survey consisted of questions to evaluate nurse's beliefs about leadership roles within higher-education and the impact of racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity. A pilot of the instrument was administered to nurse educators at a nursing school in an Illinois suburb. No changes were made to the pilot instrument after feedback from these professionals were received. Cronbach's alpha of survey was performed with a result of .889 indicating a high level of internal consistency.

The instrument was designed to also assess success qualitatively as identified by individual respondents. This was done by administering the same questionnaire - Factors that Impact Black Nurses Likert Survey - to all nurses, comparing the results of the open-ended questions and looking for common themes among the narrative response.   The survey

instrument was meant to assess the perceived impact of racism, mentors, leadership attributes, institutional support, self-efficacy and financial disparity, further measure of this impact lies in the narrative portion of the survey and served as a point of triangulation.

The survey consisted of 24 Likert scaled questions designed to discern the impact of racism, leadership attributes, mentoring, institutional support, financial disparities, and self-efficacy during the participant's professional careers in nursing education. Respondents were asked to rate their level of satisfaction using a five-point scale. The rating scale for each item score ranged from 1 (very dissatisfied) to 5 (very satisfied). The Likert scale measured how respondents attribute personal success with satisfaction in higher-education. Finally, the survey instrument provided a narrative opportunity for participants to share their lived experience as a Black educator in nursing or as an administrator within a school of nursing to evaluate the qualitative component of the study. Respondents who rank themselves as a 5 on the question (such as what has the impact of a mentor been on your achievement) had this information correlated with responses against rank, salary, administrative position, and level of education. Ultimately, the study identified the factors of influence that correlate with any of the identified measures of success.

The Likert scale measured how respondents attribute personal success with satisfaction in higher-education. Finally, the survey instrument provided a narrative opportunity for participants to share their lived experience as a Black educator in nursing or as an administrator within a school of nursing to evaluate the qualitative component of the study. The survey was sent using the researchers work email and a copy of the consent is included.

The survey was delivered through Survey Monkey. The survey first requested demographic information regarding the institution in which they work (size), location (urban or

suburban), public, private, proprietary, or non-profit. Participant demographic information

included age, gender, race, work status, professional title, salary range, highest level of

education, and number of years in higher-education.

Procedures

Implementation began with performing a randomized sample of nurse educators for

validity of the instrument in this mixed method, explanatory study. After validity of the tool, the

survey was sent to nurse educators among colleges and universities within the state of Illinois.

Email address were obtained from the databank from the American College of Nurses.

Participant Selection

For inclusion in the study, respondents identified themselves as Black, as female, and

between the age of 35 – 65. In addition, they teach in one of the following programs: Associate

Degree, Bachelor of Science in Nursing, or a Master's of Science in Nursing Program.

Respondents have indicated they work as a full-time nursing faculty.

Table 3

Timeline of Implementation

Date	Activity
October 2017	Administration of pilot instrument
June 2018 -August 2018	Administration of survey to colleges and universities within the Chicago and surrounding area
September 2018 – December 2018	Data analysis performed

Treatment Implementation Timeline

The implementation of the survey occurred throughout the 2017 – 2018 school year. This study's procedures incorporated two basic steps: pilot study and faculty survey and collection of data. Table 3 above provides a timeline of the major components of the study. The pilot instrument was developed in August 2017 and administered during October 2017 at a small, private institution with a pre-licensure nursing program. Beginning in June 2018, the survey was administered to colleges and universities with the survey closing August 2018. The data was exported from Survey Monkey into Excel and subsequently into SPSS for analysis of all data received.

Threats to Internal and External Validity

Interactions among respondents from the same Institution were identified as an internal threat. Potential research biases in interpretation of results were also identified as an internal validity threat. To control for the internal threat of maturation, nursing faculty who were promoted to leadership roles within the first six months of the study were excluded. The threat of diffusion was considered. To prevent this threat to validity, respondents were asked to refrain from discussing the survey with their colleagues. Construct validity is the extent to which an instrument measures a characteristic that cannot be observed. The study set out to measure Black nurse faculty significance of racism, leadership attributes, mentoring, institutional support, and financial disparity that influence the success of Black women in higher-education professional roles and success.

In this study, face validity was verified through the process of racism, leadership attributes, mentoring, institutional support, and financial disparity that influence the success of Black women in higher-education professional roles based upon the respondents reply. In order

to prevent an error in measurement due to reliability, two researchers reviewed the instrument for question and item content validity using inter-rater reliability as the measurement. In addition, the researcher looked for consistency among the respondent's replies knowing that personal characteristics and motivation could be a potential source of error.

Data Analysis

The data was collected from 88 colleges and universities, in urban, suburban and rural environments in the greater Chicagoland region and surrounding suburbs that have nursing schools with varying sizes of graduating nurse classes ranging from four to 561 students. A combination of a mixed method, explanatory correlational study collected data to design this study.

For purposes of analysis, the data were grouped by various demographic characteristics. These characteristics were; type of program, primary institution, type of institution, age, years as a registered nurse, number of years as an educator, racial and ethnic identity, and highest degree earned. The grouping used is described in detail in each sub section. Statistical analysis was conducted using and Pearson's r correlation in SPSS. When applicable, a Pearson r was utilized to assess effect size. All data was assessed for missing data and outliers prior to statistical analysis, including for linearity.

Research Question	Data Source	Type of Statistical Analysis	Specific Procedures Utilized
What is the relationship between racism, leadership attributes, mentoring, institutional support, and financial disparity that influence the success of Black women in higher-education professional roles?	Factors that impact Black Nurses	Descriptive	Frequencies
		Inferential	Pearson's r

Figure 1. Chart showing the study's quantitative Data Analysis Plan

Inferential and descriptive approaches was used to analyze the answers given to the questions in the survey to answer the research questions. Pearson's r correlations were used to the relationship between variables and correlated values as indicated on Figure 1.

1.) **Research Question 1:** What is the relationship between racism, leadership attributes, mentoring, institutional support, and financial disparity that influence the success of Black women in higher-education professional roles?

A. There will be no relationship between racism, leadership attributes, mentoring, institutional support, and financial disparity that influence the success of Black women in higher-education professional roles.

Pearson's correlation coefficient was used to analyze if self-efficacy, leadership attributes, racism, mentoring, institutional support and financial support increased among Black women in higher-education.

B. Racism has no impact on Black women in higher-education.

Pearson's correlation coefficient was used to analyze if racism influenced

support for Black women in higher-education.

C. Leadership attributes has no impact on Back women in higher-education.

Pearson's correlation coefficient was used to analyze if leadership

attributes impacted support for Black women in higher-education.

D. Mentoring has no impact on Black women in higher-education.

Pearson's correlation coefficient was used to analyze if mentoring

impacted support for Black women in higher-education.

E. Institutional support has no impact on Black women in higher-education.

Pearson's correlation coefficient was used to analyze if institutional

support affected support for Black women in higher-education.

F. Self-efficacy has no impact on Black women in higher-education.

Pearson's correlation coefficient was used to analyze if self-efficacy

affected support for Black women in higher-education.

G. Financial disparities have no impact on Black women in higher-education.

Pearson's correlation coefficient was used to analyze if financial

disparities influenced support for Black women in higher-education.

Research Question	Data Source	Type of Statistical Analysis	Specific Procedures Utilized
How do Black women describe influences that contribute to their success as leaders in higher-education?	Documents	Qualitative	Open coding Axial coding Selective coding

Figure 2. Chart showing the qualitative study's Data Analysis Plan

2.) **Research Question 2:** How would Black women describe influences that contribute to their success as leaders in higher-education?

Data collected to answer this question came from the survey questionnaire sent to all participants. The researcher implemented open and axial coding by using the following categories to organize the information gathered while exploring this qualitative question: leadership, racism, mentoring, institutional support, financial support and self-efficacy.

Summary

The purpose of Chapter 3 was to discuss the methodology that was used in the study to determine the impact that factors that impact success has on Black nurses in higher-education. A mixed method, explanatory correlational study was used to examine the impact of racism, leadership attributes, mentoring, institutional support, and financial disparity upon the success, attainment of leadership and administrative roles, and achievement of higher levels of education among Black nurses in higher-education in the state of Illinois.

Chapter 3 also contained discussion of the study participants and sample, informed consent and confidentiality, validity and reliability, limitations of the study, data collection, and data analysis procedures. Chapter 4 will discuss the statistical findings of the analysis of this data.

Chapter 4: Results

Introduction

The purpose of this mixed-methods study was to examine the relationship between self-efficacy, leadership, mentorship, institutional support, racism, and financial disparity in Black nurses working in higher-educational institutions. This study examined the relationship between the independent variables, leadership, mentorship, institutional support, racism, and financial disparity and the dependent variable, leadership opportunities. This chapter examines the participant's demographics and analyzes the data yielded from the research questions.

Data Collection

Data was collected from The Factors That Impact Black Nurses Survey utilizing computer-assisted software that participants accessed via a link that was emailed to them via Survey Monkey. Nurses were able to access the survey from April 17, 2017 to June 7, 2017 with information about the survey including an electronic copy of the informed consent document via the link titles Black Nurses Leadership Opportunities.

Data Analysis

Once the survey was closed, data was exported from Survey Monkey and imported into SPSS for analyzation. The surveys were tabulated using frequencies and the frequencies were examined using measures of tendency and spread, Pearson r, and the Cronbach's alpha to see if the responses were significant. The survey was then split by categories to examine each of the hypothesis.

Once all data was imported, the data file was split to evaluate the relation to five main factors: mentoring, leadership, institutional support, racism, and financial support. The Statistical Package analyzed the data for the Social Sciences (SPSS) VIX. When outliers were

identified, data entry was examined and yielded no errors. Testing for homogeneity of variances, was conducted using Levine's Test. Data was deemed reliable based on the robustness of statistical analysis. The Cronbach's alpha statistic was used to test for item analysis reliability for the survey items.

Various calculations were utilized to examine the statistical significance of results. They included measures of central tendency and spread, Pearson r (for effect). The Pearson r was used to evaluate relationships between the study's variables at a $p<.05$ level of confidence. The remainder of Chapter 4 presents the analysis of the data collected and includes analysis of each variable grouped by research questions along with the results.

Research Questions

Research Question 1 – What is the relationship between leadership attributes, mentoring, institutional support, financial disparity, self-efficacy, racism and the success of Black nurses in Higher-education roles?

A. *Is there a statistically significant relationship between Black Nurses and leadership attributes?*

Questions 1 - 4 of the survey assessed the perception of leadership attributes among Black nurses.

Table 4

I feel it is important to be a leader for my colleagues

	Frequency	Percent
Not applicable	1	3.6
Agree	9	32.1
Strongly agree	17	60.7
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 4 shows, shows that twenty-six (92%) of the twenty-eight participants stated, they either agree or strongly agree that being a leader for their colleagues is important.

Table 5

I feel it is important to be a leader for my students

	Frequency	Percent
Not applicable	1	3.6
Agree	5	17.9
Strongly agree	21	75.0
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 5 shows twenty-six participants (92%) indicated they agree or strongly agree it was important to be a leader for their students.

Table 6

I feel that leadership at my institution values my leadership

	Frequency	Percent
Strongly disagree	3	10.7
Disagree	5	17.9
Agree	11	39.3
Strongly agree	8	28.6
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 6 indicates nineteen nurses (68%) agreed or strongly greed that that leadership was valued at their institution.

Table 7

I feel like I am an effective leader

	Frequency	Percent
Disagree	2	7.1
Agree	14	50.0
Strongly agree	11	39.3
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 7 shows twenty-five (89.3%) Black nurses stated they felt as if they were effective leaders.

Table 8

Leadership Correlations

		Leadership	Colleagues	Value	Effective
Leadership	Pearson Correlation	1	.147	.396**	.054
	Sig. (2-tailed)		.324	.006	.720
Colleagues	Pearson Correlation	.147	1	.061	.240
	Sig. (2-tailed)	.324		.685	.104
Value	Pearson Correlation	.396 **	.061	1	.111
	Sig. (2-tailed)	.006	.685		.459
Effective	Pearson Correlation	.054	.240	.111	1
	Sig. (2-tailed)	.720	.104	.459	

**.Correlation is significant at the 0.01 level (2-tailed)

Table 8 shows that there was a significant correlatation with a moderate effect between leadership attributes among Black nurses and institution values with a Pearson's r = .396, p ≤ .01 level.

B. *Is there a statistically significant relationship between Black Nurses and mentoring?*

Questions 5 - 8 of the survey assessed the relationship between mentoring among Black

nurses.

Table 9

Having a mentor is important to me

	Frequency	Percent
Not applicable	2	7.1
Disagree	4	14.3
Agree	4	14.3
Strongly agree	17	60.7
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 9, you will notice that twenty-one (75%) of the twenty-eight participants stated

they either agree or strongly agree that having a mentor is important.

Table 10

My mentor has had an impact on my advancement at my institution

	Frequency	Percent
Not applicable	7	25.0
Strongly disagree	1	3.6
Disagree	7	25.0
Agree	5	17.9
Strongly agree	7	25.0
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 10 shows there is a decrease in numbers when participants were asked if having a

mentor was important with only twenty-one indicating they agree or strongly agree. Twelve

participants (42%) agreed or strongly agreed that their institution had an impact on their

advancement.

Table 11

My institution supports a mentorship model for advancement

	Frequency	Percent
Not applicable	4	14.3
Strongly disagree	1	3.6
Disagree	7	25.0
Agree	8	28.6
Strongly agree	7	25.0
Total	23	96.4
System	1	3.6
Total	24	100.00

In Table 11, fifteen (53%) participants indicated that their institution had a mentorship

model in place for advancement.

Table 12

I have a mentor that is a role model as a Black nurse advancing within higher-education

	Frequency	Percent
Not applicable	8	28.6
Strongly disagree	6	21.4
Disagree	4	14.3
Agree	6	21.4
Strongly agree	3	10.7
Total	23	95.8
System	1	4.2
Total	24	100.00

In Table 12, nine (32%) participants agreed or strongly agreed with the statement they

have a Black mentor that serves as a role model.

Table 13

Mentoring Correlations

		Mentorship	Advancement	Mentor Support	Role Model
Mentorship	Pearson Correlation	1	.546**	-.123	.326
	Sig. (2-tailed)		.000	.411	.025
Advancement	Pearson Correlation	.546**	1	.362*	.588**
	Sig. (2-tailed)	.324		.685	.104
Mentor Support	Pearson Correlation	-.123	.362*	1	.105
	Sig. (2-tailed)	.411	.012		.481
Role model	Pearson Correlation	.326*	.588**	.105	1
	Sig. (2-tailed)	.025	.000	.481	

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Table 13 shows that there was a significant correlation with a strong effect between mentorship and Black nurses advancement with a Pearson's r = .546, $p \leq .01$. A significant correlation with a strong effect was also noted between advancement in relation to having a role model with a Pearson's r =.588, $p \leq .01$ There was a significant correlation with a moderate effect between Black nurses advancement and mentor support Pearson's r = .362, $p \leq .05$. There was a significant correlation with a moderate effect between Black nurses having role models and mentor support Pearson's r = .326, $p \leq .05$.

C. *Is there a statistically significant relationship between Black Nurses and institutional*

   support?

Questions 9 - 12 of the survey assessed the perception of institutional support among Black nurses.

Table 14

Institutional support is equitable at my place of employment

	Frequency	Percent
Strongly disagree	3	10.7
Disagree	11	39.3
Agree	5	17.9
Strongly agree	8	28.6
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 14 informs us that thirteen nurses (46%) agreed or strongly agreed that within their

institution support was equitable.

Table 15

I am satisfied with the support I receive

	Frequency	Percent
Strongly disagree	4	14.3
Disagree	8	28.6
Agree	7	25.0
Strongly agree	8	28.6
Total	27	96.4
System	1	3.6
Total	28	100.00

In table 15, fifteen nurses (54%) indicated that they were satisfied with the current

support they receive.

Table 16

I feel that I have institutional support for personal growth

	Frequency	Percent
Strongly disagree	7	25.0
Disagree	10	35.7
Agree	4	14.3
Strongly agree	6	21.4
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 16, when asked if Black nurses felt excluded or treated differently, ten nurses

(35%) stated they agreed or strongly agreed this was their feeling within their work environment.

Table 17

I feel that I have institutional support for professional growth

	Frequency	Percent
Strongly disagree	4	14.3
Disagree	11	39.3
Agree	5	17.9
Strongly agree	7	25.0
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 17 revealed that thirteen nurses (43%) agree or strongly agree they can advance

within their institution.

Table 18

Institutional Support Correlations

		Institutional Support	Professional Growth	Equitable	Satisfied
Institutional Support	Pearson Correlation	1	.683**	.743	.723
	Sig. (2-tailed)		.000	.000	.000
Professional Growth	Pearson Correlation	.683**	1	.747**	.846**
	Sig. (2-tailed)	.000		.000	.000
Equitable	Pearson Correlation	.743**	.747**	1	.849**
	Sig. (2-tailed)	.000	.000	.000	
Satisfied	Pearson Correlation	.723**	.846**	.849**	1
	Sig. (2-tailed)	.000	.000	.000	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 18 shows that there was a significant correlation with a strong effect between

institutional support and professional growth with a Pearson's r = .683, p ≤ .01. A significant

correlation with a strong effect between professional growth and institutional support with a

Pearson's r 683, p≤ .01 for. There was a significant correlation with a strong effect between equitable institutional support and professional growth Pearson's r =.747, p ≤ .01. There was also a significant correlation with a strong effected between equitable institutional support satisfaction Pearson's r = .849, p ≤ .01.

D. *Is there a statistically significant relationship between Black Nurses and financial*

   disparities?

   Questions 13 - 16 of the survey assessed financial disparities among Black nurses.

Table 19

My institution provides financial resources to assist with my educational and professional advancement

	Frequency	Percent
Not applicable	2	7.1
Strongly disagree	8	28.6
Disagree	4	14.3
Agree	9	32.1
Strongly agree	4	14.3
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 19 indicates, out of the twenty-eight nurses (46%) that were surveyed, thirteen nurses stated their institution provided them with financial resources to assist with educational advancement.

Table 20

My salary is equitable to my colleagues regardless of race or ethnicity

	Frequency	Percent
Not applicable	2	7.1
Strongly disagree	6	21.4
Disagree	7	25.0
Agree	9	32.1
Strongly agree	3	10.7
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 20 shows that twelve nurses (43%) agreed or strongly agreed that their salary is equitable when compared with their colleagues.

Table 21

I feel my salary is commensurate with faculty members at other institutions

	Frequency	Percent
Not applicable	1	3.6
Strongly disagree	5	17.9
Disagree	9	32.1
Agree	9	32.1
Strongly agree	3	10.7
Total	27	96.4
System	1	3.6
Total	28	100.00

In table 21, twelve out of the twenty-eight nurses (43%) agreed or strongly agreed with the question that their salary is commensurate with faculty at other institutions.

Table 22

I faced financial difficulties with obtaining my current nursing degree

	Frequency	Percent
Not applicable	1	3.6
Strongly disagree	3	10.7
Disagree	9	32.1
Agree	7	25.0
Strongly agree	7	25.0
Total	27	96.4
System	1	3.6
Total	28	100.00

In table 22, fourteen nurses (50%) agreed or strongly agreed they faced financial

difficulties obtaining their current degree.

Table 23

Financial Disparities Correlations

		Financial Disparity	Equitable Salary	Commensurate Salary	Financial Difficulties
Financial Disparity	Pearson Correlation	1	.028	.075	-.074
	Sig. (2-tailed)		.850	.616	.621
Equitable Salary	Pearson Correlation	.028	1	.718**	.182
	Sig. (2-tailed)	.850		.000	.221
Commensurate Salary	Pearson Correlation	.075	.718**	1	.122
	Sig. (2-tailed)	.616	.000		.413
Financial Difficulties	Pearson Correlation	-.074*	.182	.122	1
	Sig. (2-tailed)	.621	.221	.413	

**Correlation is significant at the 0.01 level (2-tailed).

Table 23 shows that there was a significant correlation with a strong effect between

having a commensurate salary and an equitable salary among Black nurses. Pearson's $r = .718$, p

$\leq.01$. There was also a significant correlation with a moderate effect between Black nurses

financial disparity and facing financial difficulties with a Pearson's $r = -.074$, $p \leq .05$.

E. *Is there a statistically significant relationship between Black Nurses and self-efficacy?*

Questions 17 - 20 of the survey assessed the significance of self-efficacy among Black nurses.

Table 24

I am confident that I can advance within my institution

	Frequency	Percent
Strongly disagree	3	10.7
Disagree	6	21.4
Agree	9	32.1
Strongly agree	9	32.1
Total	27	96.4
System	1	3.6
Total	28	100.00

In Table 24, eighteen nurses (64%) indicated they agreed or strongly agreed that they can confidently advance.

Table 25

Compared to my colleagues, I perform well as a faculty member

	Frequency	Percent
Disagree	1	4.2
Strongly Disagree	13	54.2
Not applicable	9	37.5
Total	23	95.8
System	1	4.2
Total	24	100.00

In Table 25, fourteen nurses (58%) disagreed or strongly disagreed with the question being asked. In addition, four respondents did not answer the question.

Table 26

I am confident that I can overcome challenges

	Frequency	Percent
Disagree	3	10.7
Agree	8	28.6
Strongly agree	16	57.1
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 26 tells us that twenty-four nurses (86%) are confident with their ability to overcome challenges.

Table 27

It is easy for me to accomplish my professional goals in higher-education

	Frequency	Percent
Not applicable	1	3.6
Strongly disagree	2	7.1
Disagree	11	39.3
Agree	6	21.4
Strongly agree	7	25.0
Total	27	96.4
System	1	3.6
Total	28	100.0

In Table 27, thirteen respondents (46%) stated they strongly disagree or disagree on ease of ability to reach their professional goals, while thirteen indicated the opposite.

Table 28

Self-efficacy Correlations

		Self-efficacy	Self Performance	Challenges	Goals
Self-efficacy	Pearson Correlation	1	-.138	.372*	.364
	Sig. (2-tailed)		.354	.010	.012
Self-Performance	Pearson Correlation	-.138	1	.144	.528**
	Sig. (2-tailed)	.354		.336	.000
Challenges	Pearson Correlation	.372*	.144	1	.066
	Sig. (2-tailed)	.010	.336		.061
Goals	Pearson Correlation	.364*	.528**	.066	1
	Sig. (2-tailed)	.012	.000	.661	

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

Table 28 shows that there was a significant correlation with a strong effect between goals and self-performance with a Pearson's $r = .528$, $p \leq .01$. There was also a significant correlation with a moderate effect between self-efficacy and goals with a Pearson's $r = .364$, $p \leq .05$.

F. Is there a statistically significant relationship between Black Nurses and racism?

Questions 21 - 24 of the survey assessed the perception of racism among Black nurses.

Table 29

There is equal advancement for me at my institution

	Frequency	Percent
Strongly disagree	3	10.7
Disagree	12	42.9
Agree	5	17.9
Strongly agree	7	25.0
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 29 indicates 12 (43%) respondents felt there was equal advancement at their institution.

Table 30

My colleagues excluded or treated me differently because of my race or ethnic group

	Frequency	Percent
Strongly disagree	11	39.3
Disagree	8	28.6
Agree	5	17.9
Strongly agree	3	10.7
Total	27	96.4
System	1	3.6
Total	28	100.00

Looking at Table 30, eight nurses (38%) agreed or strongly agreed they were excluded or treated differently because of their race.

Table 31

I am faced with additional barriers to advancement because of my race or ethnic group

	Frequency	Percent
Strongly disagree	7	25.0
Disagree	8	28.6
Agree	5	17.9
Strongly agree	7	25.0
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 31, thirteen nurses (43%) indicated they were faced with barriers to advancement because of their race. Thirteen nurses agreed or strongly agreed they were faced with additional barriers to advancement because of their ethnicity.

Table 32

I feel there is a system level of acceptance with disparate opportunities related to my race or ethnic group

	Frequency	Percent
Not applicable	1	3.6
Strongly disagree	5	17.9
Disagree	7	25.0
Agree	8	28.6
Strongly agree	6	21.4
Total	27	96.4
System	1	3.6
Total	28	100.00

Table 32, fourteen nurses (50%) agreed or strongly agreed there was a system level of

acceptance with disparate opportunities related to their race.

Table 33

Racism Correlations

		Racism	Equal Advancement	Barriers	Acceptance
Racism	Pearson Correlation	1	.567**	.709**	.243
	Sig. (2-tailed)		.000	.000	.099
Equal Advancement	Pearson Correlation	-.567**	1	-.719**	-.269
	Sig. (2-tailed)	.000		.000	.067
Barriers	Pearson Correlation	.709	-.719**	1	.431**
	Sig. (2-tailed)	.000	.000		.002
Acceptance	Pearson Correlation	.243	-.269	.431**	1
	Sig. (2-tailed)	.099	.067	.002	

**. Correlation is significant at the 0.01 level (2-tailed).

Table 33 shows that there was a significant correlation with a strong effect between equal

advancement and racism with a Pearson's r = .567, p ≤ .01 level. There was also a significant

correlation with a strong effect between racism and barriers with a Pearson's r = .709, p ≤ .01. A

significant correlation with a strong effect was also noted between equal advancement and

barriers with a Pearson's r = -.719, p ≤ .01. Acceptance and barriers to advancement showed a

significant correlation with a strong effect with a Pearson's r = .431, p ≤ .01.

Table 34

Correlations

		Leadership	Self-efficacy	Mentorship	Institutional Support	Racism	Financial Disparity
Leadership	Pearson Correlation	1	.644**	.397	.415*	-.074	-.160
	Sig. (2-tailed)		.001	.061	.049	.736	.465
Self-efficacy	Pearson Correlation	.644**	1	-.087	.665**	-.253	.160
	Sig. (2-tailed)	.001		.694	.001	.243	.466
Mentorship	Pearson Correlation	.397	-.087	1	-.134	-.021	-.250
	Sig. (2-tailed)	.061	.694		.543	.923	.250
Institutional Support	Pearson Correlation	.415*	.665**	-.134	1	-.188	.403
	Sig. (2-tailed)	.049	.001	.543		.390	.057
Racism	Pearson Correlation	-.074	-.253	-.021	-.188	1	-.066
	Sig. (2-tailed)	.736	.243	.923	.390		.764
Financial Disparity	Pearson Correlation	-.160	.160	-.250	.403	-.066	1
	Sig. (2-tailed)	.465	.466	.250	.057	.764	

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

The researcher computed all of the data (Table 34) to further examine the relationship

between Black nurses and self-efficacy, leadership, mentorship, racism, institutional support, and

financial disparity. There was significant correlation with a strong effect among Black Nurses'

self-efficacy when compared to leadership attributes Pearson's r = .644, p ≤ .01 and self-efficacy

and institutional support Pearson's r = .665, p ≤ .01. There were no statistically significant findings among ethnicity, mentorship, and financial disparity.

Research Question 2

How do Black women describe influences that contribute to their success as leaders in higher-education?

Qualitative data collected from the open-ended question was gathered from the survey questionnaire sent to all participants. The researcher implemented open and axial coding by using the following categories to organize the information gathered while exploring this qualitative question and the categories: leadership, racism, mentoring, institutional support, financial support and self-efficacy. See Appendix E for further details.

Leadership

The qualitative data showed that respondents expressed that having an incredible nursing leader in administration that was able to inspire and exhibit kindness would be a valuable asset. Respondents are looking for a leader that can inspire individuals to achieve higher aspiration.

Racism

Respondents stated the importance of having representation of Black nurses; however, there were no responses that stated racism was prevalent at their institution. Black faculty did not identify any forms of racism in relation to self-efficacy.

Mentoring

The qualitative data showed that respondents want a meaningful mentorship experience at work with mentors who are committed to the program and the mentee's growth and success.

Respondents desire a strong mentorship relationship where they are provided with opportunities to grow professionally and advance in their careers. Respondents were interested in having mentors from different ethnic groups and have worked in settings where white colleagues were influential mentors.

Institutional Support

Data revealed that there is limited support for African-American nurses within institutions. Many Black nurses feel that support is needed and in an effort to find such support, they see colleagues that exhibit qualities of nurses considered excellent in their profession.

Financial Support

Many individuals identified the lack of financial support as a Black faculty member at their institution. A common theme that emerged was many stated they were the only Black faculty member employed within the college of nursing. Because of this deficit, they sought out colleagues within higher-education as well as non-nurses and educators for assistance.

Self-efficacy

Some of the research included working with colleagues that understand my worth; desire for life-long learning has to be present; my success is dependent upon my efforts; persevering no matter what; you want to test new boundaries of becoming personally successful; you want to test new boundaries of becoming professionally successful.

Diversity

Diversity was a new category identified. Looking at the data collected, participants identified the importance of associating with a professional organization as being valuable to

supporting diversity among the profession. Many respondents noted that working at a diverse institution increases the value of the organization. This statement supports how important diversity is for Blacks within the profession of nursing. Diversity is key for Black nurses; having other Black women in the field that can serve as a role model and can relate too many of the struggles faced was identified as a factor that provided encouragement.

Summary

Black nurses experience statistically significant greater need for advancement within their institution, leadership roles, mentorship, racism, and financial disparity within their career of nursing. Self-efficacy affected Black nurses on a personal or professional level; however, it appears that there is a correlation between self-efficacy and confidence to succeed given the variables mentioned. Furthermore, regardless of demographics and educational experience, participants were exposed to lack of institutional support, unattainable leadership roles, mentorship, racism, and financial disparity at various times throughout their career in higher-education. This information provides foundational knowledge to build better pathways to advancement for Black nurses within higher-education.

CHAPTER 5: Conclusions, Observations, and Recommendations

Introduction

This chapter is a summary of the study of the impact of self-efficacy, racism, leadership attributes, mentoring, institutional support, and financial disparity upon the success of Black nurses as factors that influence their advancement in higher-education in the state of Illinois. The mixed method study using survey data examined responses through a structured process that offered a methodological approach on variables that affect leadership opportunities for Black nurses. Qualitative research allowed for greater understanding of how such a phenomenon occurred.

Summary of Study

The purpose of the mixed-method study was to examine the relationship between Black/African-American nurses and self-efficacy, leadership, mentorship, institutional support, racism, and financial disparity working in institutions of higher-education. This research examined Black nurse's perception of potential contributors to self-efficacy utilizing the following independent variables: leadership, mentorship, institutional support, racism, and financial disparity.

The current study was sent to several colleges and universities throughout the state of Illinois identified through the Illinois Department of Financial and Professional Regulation public database. The percentage of Black nurse respondents was low in comparison to the number of surveys sent to colleges and universities throughout the State of Illinois Midwest region. In addition, the assumption was the sample size was small which indicates lack of diversity among Black educators within higher-education.

Conclusion and Discussion

This section is organized by each research question. A summary of the conclusions drawn from the data and the implications of the conclusions are noted based upon research of the literature.

Research Question 1. What is the relationship between racism, leadership attributes, mentoring, institutional support, self-efficacy and financial disparity that influence the success of Black women in higher-education professional roles?

The following null hypotheses proposed:

a. There will be no relationship between racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity that influence the success of Black women in higher-education professional roles.

Summary. To answer this question, this study examined six variables: racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity. Pearson's r correlation were conducted to analyze the relationship between the six variables and Black nurses' ability to advance within the higher-education sector. A strong correlation was found between racism and Black nurses' leadership; between leadership attributes and Black nurses; as well as Black nurses' leadership and mentoring; and between Black nurses and institutional support. There is also a strong correlation identified between professional growth and satisfaction and between Black nurses within the categories of self-performance and goals. There was a significantly strong relationship between Black nurses and commensurate salary.

Overall, the majority of the statistically significant findings were of concern when comparing Black nurse's ability to advance within higher-education because of the impact of the variables racism, leadership attributes, mentoring, institutional support, self-efficacy, and

financial disparity. Such significant findings remind administrators to value the role that Black nurses bring to academia, to Black students, and the profession of nursing. This includes valuing their roles, backgrounds, and desire to advance to enhance their personal experiences and those of students. The current study also shows that empowerment of Black nurses into the field of nurse educators within academia will help extinguish stereotypes and break the "minority" stigma to diversify nursing university and colleges. According to Giddens and Thompson, "common challenges facing academic nursing leaders include changes in funding and budgetary constraints. This in addition to a limited pool of qualified nursing faculty and an arduous funding climate to support and advance nursing science" (Giddens, and Thompson, 2018).

The current study occurred within the state to of Illinois at schools that housed schools of nursing, which may prevent findings from being nationally generalizable. In addition, the return rate of the survey was small in comparison to the number of Black nurses within Illinois. The assumption was that participants did not receive the survey link directly into their email inbox.

Research Question 2. How do Black women describe influences that contribute to their success as leaders in higher-education?

Summary. To answer this qualitative question, this study examined six variables: racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity. Respondents were given the opportunity to share their lived experience working as leaders in higher-education. The variables of racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity showed a strong relationship to Black nurses' ability to advance as leaders within higher-education. Diversity was a new category that emerged. Respondents stated that an increase in diversity of faculty would have a positive impact on the organization as well as the profession and students.

The theoretical framework for this research supports Bandura's Social Cognitive Model (1977) which states that there are three factors that influence self-efficacy: 1. Behaviors, 2. Environment, and 3. Personal/cognitive factors (Butts & Rich, 2011). Confounding obstacles in society including racism and discrimination, and the lack of support systems to help Black women to believe they can succeed and attain the level of educational attainment thwart self-efficacy. The role of the Nursing Faculty or Academic Administrator in Nursing is an integral variable for providing Black women with support. Self-efficacy provides Black nurses with the ability to relate, empower, and extinguish stereotypes and break the "minority" stigma mold, which enhances curricular decisions to meet the needs of diverse student populations and patient populations. The research also showed that the self-efficacy connection with motivation within academia leads to diversity in nursing education. Diversifying educators within higher-education will have a direct impact on Black nursing students. In the study performed by Cross, Bazron, Dennis and Issacs (1989) they state:

Diversity refers to a "broad range of individual, population and social characteristics, including but not limited to sex; race; ethnicity; sexual orientation; gender identity; family structures, geographic locations; national origin: immigrants and refugees; language; physical, functional and learning abilities; religious beliefs; and socioeconomic status. Within the past generation, there has been an increase in men, greater racial and ethnic diversity, yet much work needs to be done to close the disparity. The diversity of graduates does not mirror the populations they serve of the United States, especially among Black/African-American and Hispanic or Latino nursing students. (AACN, 2017a, pg. 1).

This supports the emergence of diversity as a new category within the qualitative portion of the study and supports the research for Black nurses to advance within academia to provide leadership for colleagues and students.

Recommendations

Implications for Practice

Overall, the majority of participants stated one or more of the variables affected their ability to advance. There was a statistically significant relationship when comparing self-efficacy and institutional support. Such significant findings remind administrators and educators to value Black and African-American nurses working in higher-education along with greater institutional support. The remainder of the chapter will conclude with the researcher's recommendation for additional research on the impact of Black nurses and leadership opportunities in higher-education.

Future Research

This mixed method, explanatory correlational study collected data to investigate leadership opportunities among Black nurses along with racism, leadership attributes, mentoring, institutional support, self-efficacy, and financial disparity among participants. The current research did not examine Black nurses responses compared with other ethnic groups. Self-efficacy among Black nurses is worth further exploration because the current research indicates a gap in the literature for Black nurses and educators within higher-education.

Future studies might examine other methods of data collection, using different quantitative methods, such as non-electronic surveys. Another recommendation would be to follow the respondent's longitudinally to discover the impact of focusing on attacking barriers that would lead to leadership opportunities. In addition, future research should incorporate

national participants for a larger, more diverse sample. The literature review found limited

number of studies on the areas of racism, leadership attributes, mentoring, institutional support,

self-efficacy, and financial disparity in relation to Black nurses. The results of this study will add

to the existing body of knowledge in the nursing and academic fields.

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Appendix A

Institutional Review Board Approval

UNIVERSITY OF
ST FRANCIS

September 19, 2017

Tamara Bland
College of Education

Dear Tamara:

The Institutional Review Board has approved your research project: *"Factors that Impact Black Nurses; Leadership Opportunities in Higher Education" (IRB # 2016-17-0071).*

Approval expires one year from today. At that point, you may request a renewal, if needed, or close out the study. Should there be any changes to your study, you are required to submit additional documentation to the IRB **prior** to implementing those changes.

If you have any questions regarding this letter, please contact me at irb@stfrancis.edu. Good luck with your study.

Sincerely,

Lisa White-McNulty, Chair
Institutional Review Board

cc: M. Murphy

Bigger thinking. Brighter purpose.

Appendix B

Informed Consent

Consent for Participation in Research

"Factors that impact Black nurses' leadership opportunities in higher education"

Why am I being asked to participate?

You are being asked to be a participant in a research study about leadership opportunities in higher education conducted by Tamara Bland, PI. This study has received Institutional Review Board approval from the University of St. Francis IRB.

You have been asked to participate in the research because you are nurse working within an academic institution. I ask that you read this form and ask any questions you may have before agreeing to be in the research.

First, you should know that whether or not you decide to take part in this study is completely up to you. If you decide to participate, you are free to stop at any time.

What is the purpose of this research?

The purpose of this research is to investigate the impact of racism, leadership attributes, mentoring, institutional support, and financial disparity upon the success, attainment of leadership and administrative roles, and achievement of higher levels of education among Black nurses in higher education.

What are the possible risks and discomforts?

The possible risks related to this study are no more than you would likely see in everyday life.

Are there benefits to taking part in the research?

Determining factors that potentially hinder Black faculty from achieving success in higher education will be the benefit to this area of research. No apparent risks related to this project have been identified.

Can I stop or be removed from the study?

You can choose whether to be in this study or not. If you agree to be in this study, you may stop at any time without consequences of any kind. The investigator may take your data out of the study if something happens that makes your participation unnecessary.

What if I have questions?

The researcher conducting this study is Tamara Bland and Dr. Madonna Murphy. You may ask any questions you have now. If you have questions later, you may contact the researchers at: Madonna.murphy@stfrancis.edu

If you have any questions about your rights, this study, or the way research is conducted at USF, you may contact the University's Institutional Review Board at irb@stfrancis.edu.

Remember: Your decision whether or not to participate will not affect your current or future relations with the University of St. Francis or the institution that you currently work for. If you decide to participate, you are free to stop at any time.

For a printed copy of this form for your records, please contact Tamara Bland at TamaraBland@stfrancis.edu.

* 1. I consent to participating in this survey voluntarily.

Appendix C

Factors that Impact Black Nurses Survey

Demographics

Please complete each of the following questions to the best of your knowledge.

1. In which type of program do you predominately teach?

2. Which of the following describes the primary institution at which you teach?

3. Type of institution at which you teach:

4. Does your institution have any specialty accreditation for your nursing program?

5. What is your primary teaching practice setting?

☐ Classroom

☐ Clinical

☐ Combined (classroom & clinical)

☐ On-line

☐ Simulation

☐ Skills lab

6. What is your age (please select from the drop down menu)?

7. How many years have you been a registered nurse (please select from the drop down menu)?

8. How many years have you been a nurse educator (please select from the drop down menu)?

9. Which of the following best describes your highest earned degree?

○ Diploma

○ Associate

○ Bachelor

○ Master's

○ EdD

○ PhD

○ DNP

Other (please specify)

Survey

Please answer questions to the best of your knowledge.

* 2. Leadership

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I feel it is important to be a leader for my colleagues	○	○	○	○	○
I feel it is important to be a leader for my students	○	○	○	○	○
I feel that leadership at my institution values my leadership	○	○	○	○	○
I feel like I am an effective leader	○	○	○	○	○

* 3. Self-efficacy

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I am confident that I can advance within my institution	○	○	○	○	○
Compared to my colleagues, I perform well as a faculty member	○	○	○	○	○
I am confident that I am able to overcome challenges	○	○	○	○	○
It is easy for me to accomplish my professional goals in higher education	○	○	○	○	○

* 4. Mentorship

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
Having a mentor is important to me	○	○	○	○	○
My mentor has had an impact on my advancement at my institution	○	○	○	○	○
My institution supports a mentor-ship model for advancement	○	○	○	○	○
I have a mentor that is a role model as a black nurse advancing within higher education	○	○	○	○	○

* 5. Institutional Support

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
I feel that I have institutional support for personal growth	○	○	○	○	○
I feel that I have institutional support for professional growth	○	○	○	○	○
Institutional support is equitable at my place of employment	○	○	○	○	○
I am satisfied with the support I receive	○	○	○	○	○

* 6. Racism

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
My colleagues excluded or treated me differently because of my race or ethnic group	○	○	○	○	○
There is equal advancement for me at my instituition	○	○	○	○	○
I am faced with additional barriers to advancement because of my race or ethnic group	○	○	○	○	○
I feel there is a system level of acceptance with disparte opportunities related to my race or ethnic group	○	○	○	○	○

* 7. Financial Disparity

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable
My institution provides financial resources to assist with my educational and professional advancement	○	○	○	○	○
My salary is equitable to my colleagues regardless of race or ethnicity	○	○	○	○	○
I feel my salary is commensurate with faculty members at other institutions	○	○	○	○	○
I faced financial difficulties with obtaining my current nursing degree	○	○	○	○	○

Personal experience

Please answer the question utilizing your personal experience as a nurse and educator.

* 8. How would you describe influences that contribute to your success as a nurse and leader in higher education?

Appendix D

Letter of Authorization

RESURRECTION UNIVERSITY
COLLEGE OF NURSING & COLLEGE OF ALLIED HEALTH

Letter of Authorization

Tamara Bland, Assistant Dean of Nursing, BSN Program at Resurrection, is hereby authorized access to data and information regarding instructors from 2015 – 2016 and 2016 -2017 academic school years as part of her dissertation at the University of St. Francis.

3/8/17
Date

Dr. Douglas Geiger
Vice President of Academic Affairs
Resurrection University

Appendix E

Qualitative Data

Open codes	Axial Codes	Categories
Mentorship is led by determination; strong mentor is needed; strong mentorship; strong mentorship; strong mentor relationship; interaction with mentors who provide opportunities; mentors who are vested in their mentee demonstrates commitment; Mentor who include junior faculty on projects that will advance their career; offer mentorship; Interaction with mentor who don't meet with you out of obligation; have white colleagues who offer mentorship and influential	Wanting a meaningful mentorship experience at work with individuals who are committed to the program and the mentee's growth and success.	Mentoring
Having an incredible nursing leader in administration; Nursing leader who can inspire you; nursing leader who can be kind;	Desiring a leader with significant experience at work assist individuals who are dedicated to growing with the profession.	Leadership

Limited African-American nurse support; I seek support from outside colleagues who are excellent nurse leaders in various industries; sometimes you just go at it alone;	It is essential for the advancement of African-American nurses to have support within the academic institution in which they are employed.	Institutional Support
I had a mentor of my same race that always believed and supported me; sometimes you just have to go at it alone.	It is important to have representation of the faculty for support.	Racism
Association with a professional organization that supports diversity is key; being in an institution that values diversity; being at an institution that values diversity; only AA faculty; having other Black women in field as role model; have white colleagues who are supportive; having other Black women in field to encourage me; having other Black women in field to keep me going; having other Black women in field who understand (firsthand) struggles we face; success has nothing to do the color of my skin;	Being a part of a larger group, outside of the working institution has a significant positive impact on African-American nurses. The ability to learn from a diversified workforce provides additional motivation in addition to Black women in the field of nursing.	Diversity (new category that emerged)

I have limited AA nurse support at my institution as I am the only AA faculty;	Financial support was identified as not being available at all institutions to support Black nurses.	Financial Support
Working with colleagues that understand my worth; working with colleagues who understand my worth; desire for life-long learning has to be present; my success is dependent upon my efforts; persevering no matter what; you want to test new boundaries of becoming personally successful; you want to test new boundaries of becoming professionally successful.	African-American nurses utilize their personal resiliency to professional advance within their profession. This is directly correlated with internal desires to achieve goals and ambitions.	Self-efficacy