



Title

Outline

- Introduction
- Methods
- Results
- Discussion
 - Public health implications



Background

The background features a complex, organic, wavy pattern. The colors transition from a deep blue on the left side, through light blue, purple, and pink, to a bright yellow on the right side. The pattern consists of irregular, overlapping shapes that create a textured, almost cellular appearance.

Research Aim

Therefore, our research seeks to answer: (a) how does race and gender influence how Black women academic nurse leaders' function in their leadership positions; (b) how does race and gender influence how their peers in academic nursing perceive them; and (c) how does the perception of race, gender, class, and power influence the diversity, equity, and inclusion initiatives in the workplace?

Methods

The background of the slide is a vibrant, abstract pattern composed of numerous overlapping, irregular shapes. The colors transition from a deep blue on the left to a bright yellow in the center, with shades of purple and pink in between. The overall effect is a soft, painterly texture.

Conceptual Framework: Critical Race Theory (CRT)

As described by Parker and Villalpando (2007, pp. 520–521), CRT includes:

- an acknowledgment of the centrality of race and racism
- a challenge to the dominant ideology
- a commitment to social justice and praxis
- a centering of experiential knowledge, and
- an approach that honors historical context and promotes interdisciplinary perspectives.

Results



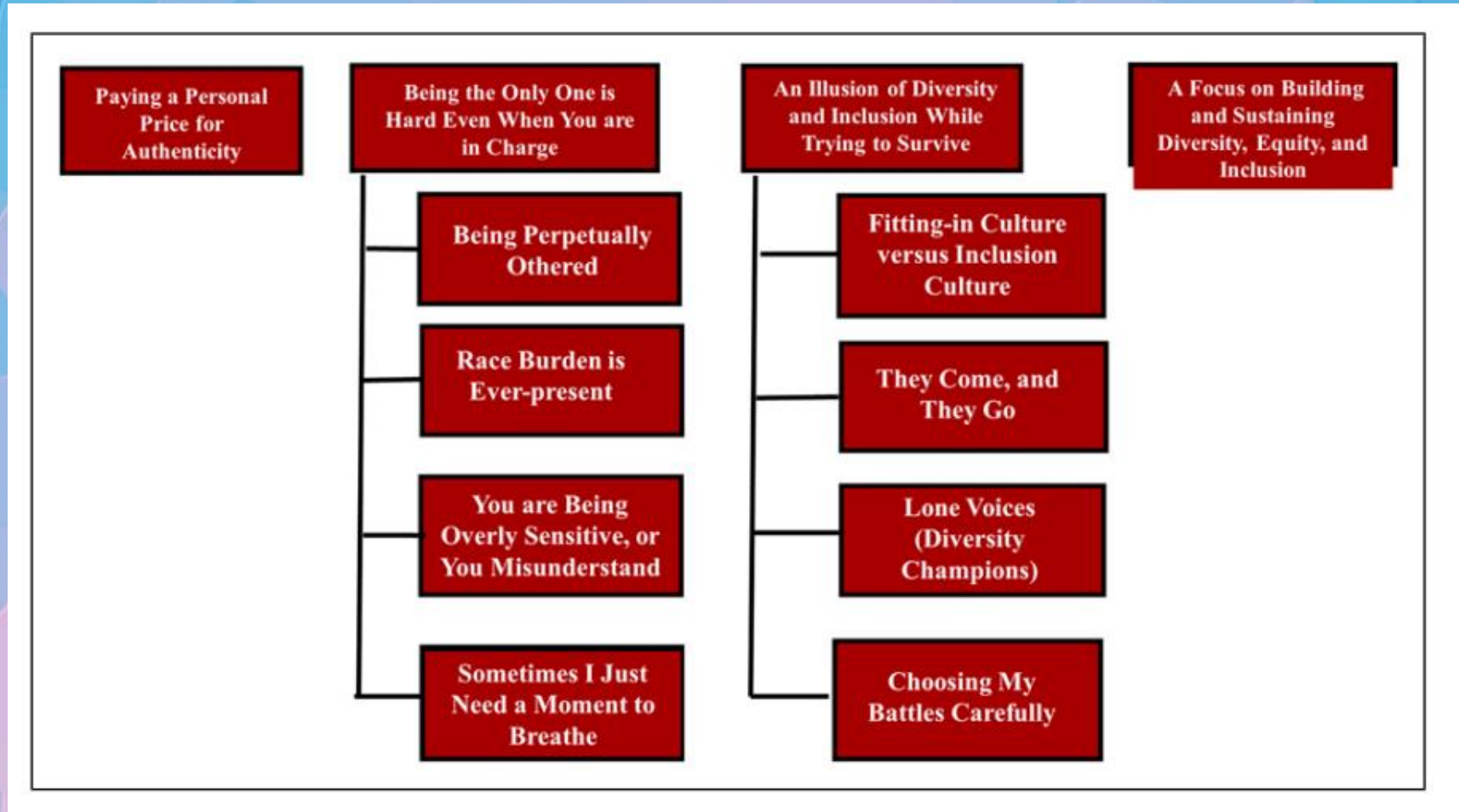
Quantitative Results

Table 1. Participant Demographic Characteristics.

Characteristic	Level	n (%)
Age in years	31 to 40	3 (9%)
	41 to 50	7 (21%)
	51 to 60	13 (38%)
	61 to 70	10 (29%)
	71 and older	1 (3%)
Highest level of nursing education	Master's degree	2 (6%)
	Doctor of Nursing Practice (DNP)	6 (18%)
	Doctor of Education (EdD)	7 (21%)
	Doctor of Philosophy (PhD)	16 (47%)
	Other doctoral degree	3 (9%)
Number of years in nursing profession	1 to 15	3 (9%)
	16 to 20	5 (15%)
	21 to 25	4 (12%)
	26 to 30	7 (21%)
	31 to 35	5 (15%)
	36 to 40	7 (21%)
	41 and longer	3 (9%)

Number of years as nurse educators	1 to 5	3 (9%)
	6 to 10	8 (24%)
	11 to 15	12 (35%)
	16 to 20	8 (24%)
	21 to 25	0 (0%)
Number of years in nursing education leadership	26 to 30	3 (9%)
	1 to 5	18 (53%)
Number of years in nursing education leadership	6 to 10	12 (35%)
	Level	n (%)
Appointment type	11 to 15	4 (12%)
	Non-tenure track	9 (26%)
Appointment type	Tenure track - Not tenured	7 (21%)
	Tenure track-Tenured	8 (24%)
	Not applicable	10 (29%)
Leadership positions	Dean	2 (6%)
	Associate/Assistant Dean	7 (21%)
	Program director/ Department chair	18 (53%)
	Assistant director/Chair	4 (12%)
	Program coordinator	3 (9%)

Thematic Results



Quotes



Discussion

The background of the slide features a vibrant, abstract pattern of overlapping, wavy shapes. The color palette is diverse, starting with deep blues and teals at the top, transitioning through light blues, purples, and pinks in the middle, and ending with soft yellows and oranges at the bottom. The overall effect is a fluid, organic gradient that creates a sense of movement and depth.

Conclusion



References

Parker, L., & Villalpando, O. (2007). A race(cialized) perspective on education leadership: Critical race theory in educational administration. *Educational Administration Quarterly*, 43(5), 519–524. <https://doi.org/10.1177/0013161X07307795>