

The Process of Academic Success Among Black Women: A Retrospective Constructivist Grounded Theory Study

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This study explores the academic experiences and success of Black girls and women, providing a shift in discourse from highlighting perceived weaknesses of Black girls and women as the problem to a more strengths-based approach that identifies and elaborates on the factors contributing to their academic achievements. This research also offers actionable strategies for enhancing support for Black girls and women in educational environments. Grounded in a retrospective constructivist grounded theory, the methodology enables an in-depth exploration of the educational trajectories of Black women who have achieved doctoral degrees while also considering the author's role as an active participant in the research process. Through intensive interviews with 12 Black women across various disciplines, this study uncovers how parental influence and psychosocial and interpersonal factors contribute to academic success. This research enriches the current academic discourse on the topic and offers insights and, ultimately, a conceptual framework that can inform practices and policies to enhance Black girls and women's educational experiences across their academic journeys.

Keywords: academic success; persistence; strengths-based; grounded theory

This article offers a theoretical framework for studying academic success among Black women in the United States of America. A more holistic representation of factors that lead to academic persistence and success among this group is vital, as current studies mainly emphasize educational barriers that lead to dropout (Spady, 1970; Tinto, 1975). Second, current academic theories fail to apply an intersectional lens to recognize how students' unique, interconnecting social identities inform their social and educational experiences in varied school settings, especially how they encounter and overcome multiple forms of oppression (Ricks, 2014; Evans-Winters, 2010). To address these gaps, this article first includes a brief review of literature that explores the gendered racial academic experiences of Black girls and women. Then, this article will present a more holistic model of academic success rooted in the lived experiences of Black women from early childhood to doctoral education.

The Student Experience of Black Girls and Women

K12 Education

Black youth in K12 education have long endured anti-Black racism. Existing research highlights how racial discrimination and biased K12 education policies and practices lead to discipline disproportionality, higher school exclusion rates, underrepresentation in gifted programs, and lower academic achievement among Black students (Andersen & Ward, 2014; Arcia, 2006; Evans-Winters, 2014; Kunesh, 2017; Merolla & Jackson, 2019; Morris & Perry, 2016). The impact of this discrimination goes far beyond the school year in which it occurs and can begin a course of poor academic and life outcomes that continues in succeeding years (Schafer, 2023). Black girls, particularly, have the added layer of gendered discrimination in primary and secondary educational settings (Sadker et al., 2009). Decades of research done by Sadker et al. (2009) suggest that teachers spend most of their time talking to boys and are more likely to praise, encourage, and challenge boys to think deeper while rewarding girls' quietness. In short, because of gender biases, girls are often ignored and voiceless in the classroom.

Black girls are uniquely vulnerable to marginalization in K12 education. Chavous and Cogbourn (2007) assert that Black girls experience a lack of recognition and praise, a continued focus on their stigmatized group connection, and emphasis on themes such as teen pregnancy, substance abuse, violence in research discourse, and the adultification of their childhood and adolescence (Johnson, A.M., 2022). Black girls also face misrepresentation of their identities based on media portrayals of historical stereotypes that characterize them as loud, hostile, lazy, and apathetic about education, which can fuel educator and peer biases and usher them into the school-to-prison pipeline (Crenshaw et al., 2015; Morris, 2016).

When scholars fail to acknowledge gendered racism in the school context, Black girls and their experiences become invisible and misunderstood. Invisibility in the classroom may lead to a disconnect between Black girls and their schools, adversely impacting their academic achievement and psychosocial outcomes (Butler-Barnes et al., 2021; Loyd, 2022). When students feel connected to their learning environment, they are less likely to demonstrate risky behaviors, including engaging in sex, alcohol, and drug use, and violence and gang involvement (CDC, 2018). They are also more likely to perform better academically, including attaining higher grades and test scores, better attendance, and higher education status (CDC, 2018).

Yet, Black girls, who often exist in the margins, may find it challenging to connect with school culture as the discrimination they experience often makes it difficult to know how to engage (Walton & Cohen, 2011). Some research argues that Black girls survive race and gendered-based discrimination in their academic environments by disengaging from their racial identities and adopting features of the dominant culture (Fordham & Ogbu, 1986; Marsh, 2013; Ricks, 2014). Although they may see short-term benefits, compromising their personhood and cultural identity may cause Black girls long-term psychological issues (Butler-Barnes et al., 2021).

College Education

Students enter college between the psychosocial development stages in which they make sense of their identities and form loving, intimate relationships with others (Erikson, 1980).

Students who struggle during these stages of development feel insecure about themselves and have experiences of loneliness and isolation (Erikson, 1980). Unfortunately, during their college years, Black women encounter degradation of their identities from others, especially at PWIs, that often adversely impacts their ability to develop a positive self-concept and positive relationships. (Dortch, 2016; Leath, 2019; Lewis et al., 2013; Mayes & Hines, 2014). Black women have reported that institutional ignorance towards racial and gender microaggressions has driven them to self-isolate in academic and social environments (Haynes, 2019). They experience heightened marginalization and alienation, which can diminish their sense of belonging. A poor sense of belonging can adversely impact Black women's sense of self-efficacy (Dortch, 2016a, 2016b; Dortch & Patel, 2017) and result in a lack of persistence and success in college (Hausmann et al., 2007; Tinto, 1975).

Graduate Education

Patterson-Stephens et al. (2017) found that Black women in graduate programs must contend with traditional hardships that doctoral students face, such as academic pressure, time management challenges, and relationship and financial issues while navigating the duality of oppression -- being both Black and a woman. The duality of oppression causes many complications, including difficulty identifying fair and quality advisors and mentors, lacking a sense of belonging in the classroom, and trouble attaining social support (Bertrand Jones et al., 2015; Patterson-Stephens et al., 2017). Black women also experience further marginalization, isolation, and alienation in fields such as STEM, where people of color and women of color are underrepresented (Bertrand Jones et al., 2015; Ong et al., 2011). These barriers are common in their experiences and can lead to program incompleteness (Patterson-Stephens et al., 2017).

Method Design

A retrospective constructivist grounded theory study design was used to explore the academic experiences of Black women in this study. Grounded theory seeks to generate new theories to explain social life that cannot be explained or have been overlooked by grand theories (Glaser & Strauss, 1967). Two major approaches have developed from grounded theory: the objectivist and the constructivist approach (Charmaz, 2006; Clarke, 2005). The objectivist approach is founded on the belief that researchers should remain impartial and objective during data collection and analysis. Charmaz (2014) introduced a constructivist approach to grounded theory in a divergent path from positivism, which allows for the role of the researcher to be noted, taking their personal and professional experience into account, alongside the existing knowledge informing the field of inquiry (Charmaz, 2014). Constructivist grounded theory was the ideal approach for this study to effectively highlight the varied realities of Black women with doctoral degrees and construct a novel theoretical framework for understanding their academic success processes.

This study used a retrospective approach to explore the academic experiences of Black women, asking them to reflect on their past as girls. A retrospective approach was used for this

grounded theory study to capture a robust understanding of the entire academic trajectory of Black women. This approach allowed participants to provide insights based on their memories and interpretations of past events, offering a deeper understanding of how their early experiences influenced their later academic success. This retrospective element also allowed the participants to identify patterns and connections in their experiences that may not have been apparent then, supporting the development of more robust theoretical categories, which is critical to grounded theory.

Sampling

Sampling occurred in two stages: 1) initial purposive sampling "to maximize variation of meaning, thus determining the scope of the phenomena" (Bryant & Charmaz, 2007, p. 236), and 2) theoretical sampling to develop and refine emerging categories (Charmaz, 2006). During the purposive sampling stage, the researcher deliberately recruited participants who were self-reported U.S.-born Black women, at least 24 years old, English-speaking, attended in-person U.S. educational programs, and finished their doctoral degree in the last five years. To recruit participants, a recruitment flyer was posted via multiple social media sites (Facebook, Twitter, Instagram, etc.) and was sent via email to university program chairs and professional organization listservs. Nine women were selected through initial purposive sampling. Theoretical sampling was used as the study advanced; three women were selected through theoretical sampling. A total of 12 women participated in this study as data saturation was reached.

Data Collection

Intensive Interviews

Twelve semi-structured, intensive 2-hour interviews were conducted via Zoom between July 2020 and March 2021 to elicit participants' understanding of their unique lived experiences (Charmaz, 2006). All participants were contacted via phone after initial analysis of the data to conduct member-checking. However, only four participants engaged in the 15 to 30-minute follow-up conversations.

Field Notes

The researcher thoroughly recorded guided field notes immediately after each interview, using Chiseri-Strater and Sunstein's (1997) field notes checklist. This checklist covered aspects such as the date, time, and location of the interview, interview summary, sensory details, personal reflections, specific dialogue, and questions for further investigation. These notes were essential for tracking emerging questions and categories from the data, aiding in planning subsequent interviews. While audio recordings captured participants' narratives, the field notes were crucial for observing nonverbal cues and initial reactions, key elements for a thorough data analysis, as emphasized by Charmaz (2006).

Data Analysis

The coding team coded the transcripts using Dedoose software (Dedoose, 8.0.35, 2018). Before coding, the team participated in reflexivity writing and discussion exercises. Following the reflexivity exercises, the coding team engaged in a multi-stage initial coding process, including initial and focused coding. During initial coding, the coding team coded each transcript and field

notes individually using line-by-line coding (Charmaz, 2014). The first coding round used the InVivo coding technique (Charmaz, 2014). Initial coding offered the foundation for the analysis as the researcher and coding team began to tell the data's story, which helped define the emerged core conceptual categories. Focused coding is "more directed, selective, and conceptual than word-by-word, line-by-line, and incident-by-incident coding" (Charmaz, 2006, p. 55). Fundamentally, focused coding gave the coding team more direction and assisted with organizing thoughts about the data and managing the developing core categories (Charmaz, 2014). Finally, theoretical coding enabled the researchers to gather more focused data on categories until saturation occurred (Charmaz, 2014, Charmaz & Thronberg, 2020) during the constant comparative analysis. Theoretical sampling in grounded theory involves collecting relevant data to refine categories until theoretical saturation is reached, meaning no new findings emerge (Charmaz, 2014). Participants are chosen based on intriguing, incomplete, or puzzling data. For example, the researcher selected new participants to explore intriguing but incomplete categories, such as "mothers completing doctoral programs to create a legacy for their children." The process alternated between data collection and constant comparative analysis until saturation occurred after 12 interviews. Theoretical sorting and integration then refined the relationships between categories, with diagrams created visually representing these connections. These diagrams were shared with the coding team and participants for feedback and validation.

Charmaz (2014) established four criteria for establishing trustworthiness of data for a grounded theory study: credibility, originality, resonance, and usefulness. Additional criteria include member checking (Rubin & Babbie, 2014) and bracketing (Fischer, 2009). To ensure credibility, the researcher provided extensive background information, used a coding team, engaged in reflexivity, and collected data until saturation. Originality was achieved by presenting new insights into the academic success of Black women, a previously underexplored area. Resonance was ensured through follow-up communication with participants to confirm the accuracy of the constructed model, with feedback incorporated into the study. Usefulness was demonstrated by creating a theoretical model to guide future research and practice. Member checking involved participants confirming the accuracy of the research observations and interpretations, while bracketing allowed the researcher to remain aware of personal biases and assumptions, ensuring an objective analysis of the data.

Results

Participant Characteristics

The participants interviewed in this study consisted of a diverse group of 12 Black women with doctoral degrees. They were asked to discuss their schooling contexts and experiences from elementary to doctoral programs. The time the participants were in school ranged from the 1970s to 2020. Most participants were educated at a predominately white institution during their undergraduate and master's programs. All the universities were in the southwest, south, mid-west, and northeast parts of the United States of America. All but one of the participants were raised in

two-parent households, although two participants lost their dads as they were growing up. None of the participants reported growing up in low-income families; they discussed either one or both of their parents as working individuals. Ten of the participants were first-generation college graduates. One was a first-generation MD, and another was a first-generation Ph.D. See Table 1 for more participant demographic data.

Table 1
Participant Current Characteristics

Renee	52	PhD	Educational Leadership	PWI	2017	Y	N	Admin Coordinator
Michelle	29	PhD	Counseling Education	PWI	2020	N	N	School Counselor
Clementine	38	EdD	Education	PWI	2017	Y	Y	Assistant Professor
Brandi	27	MD	Medicine	PWI	2019	N	N	Medical Doctor
Christina	28	PhD	Information and Library Sci.	PWI	2019	N	N	College Career Coach
Camille	32	PhD	Women and Gender Studies	PWI	2018	Y	N	Assistant Professor
Robin	30	PsyD	Psychology	PWI	2020	N	N	Evaluation Consultant
Leslie	56	PhD	Juvenile Justice	HBCU	2019	Y	Y	Assistant Professor
Shannon	35	EdD	Education	HBCU	2018	Y	Y	Assistant Professor
Andrea	36	JD	Law	PWI	2018	Y	Y	Assistant Professor
Tyria	36	PhD	Social Work	PWI	2019	Y	Y	Assistant Professor
Lakia	31	PhD	Musicology	Liberal Arts	2020	Y	Y	Assistant Professor

A Conceptual Model for the Study of Academic Success

The proposed model of academic success was constructed based on the study's data collected from twelve Black women who have earned their doctoral degrees in various fields rather than from existing theories that fail to represent Black women's academic experiences holistically. The model and relationships between concepts emerged from an in-depth retrospective constructivist grounded theory analysis of the participants' academic experiences. A model emerged through intensive interviews, detailed field notes, and constant comparative analysis, highlighting the critical role of parental influence, psychosocial determinants, and interpersonal connections in fostering academic persistence and success. This model diverges from existing frameworks and models as it shifts the focus of current discussions about marginalized students

from examining the barriers to their success to highlighting the supports that facilitate their academic achievements.

This model posits that academic success for Black women starts with parental influence, which includes expectations, involvement, and socialization. These factors collectively shape psychosocial and interpersonal values and elements, including collectivism, educational autonomy, interpersonal connection, participation in responsive learning environments, self-efficacy, and self-acceptance. In this study, collectivism, defined as emphasizing the needs and goals of family or the Black community over individual desires, emerged as a key factor influencing academic persistence. Parental influence instilled a sense of responsibility and the importance of building a legacy. Shannon emphasized the expectation to succeed, stating, "I had to persist... people were depending on me to finish," referring to her family and entire community. Michelle echoed this sentiment, highlighting community pressure where "failure is not an option." Mothers like Brandi and Renee felt a duty to complete their education to provide better opportunities for their children. Brandi noted, "I have to get this degree... it was more about him," while Renee aimed to model perseverance for her daughters. Building a legacy also drove participants, with Andrea focusing on creating financial independence and fostering interests in her family. Tyria shared her commitment to education, ensuring her children witnessed her academic milestones to inspire their own aspirations. Camille and Tyria also aimed to empower future generations through their professional roles, with Camille noting the impact of representation for Black girls: "I like being able to be... that support for Black girls that I didn't necessarily have myself." Collectively, these narratives illustrate how collectivism and a sense of legacy and responsibility underpin academic persistence and success for Black women.

Educational autonomy, which involves individuals taking charge of their educational journey, was a significant theme in this study. Participants were encouraged by their parents to develop independence and responsibility in their education. Renee emphasized, "I've got the responsibility of letting teachers know what it is that I'm interested in and what path I want to take." Clementine shared how her mother pushed her to overcome learning barriers, helping her develop effective study habits: "I had to learn how to study... how to utilize teachers' office hours." Camille's mother allowed her to choose schools that fit her needs, valuing her input in the decision-making process. The importance of education was deeply ingrained in the participants, as Leslie noted, "education was so important" and seen as a pathway to upward mobility. This value, instilled by their parents, often led participants to develop a love for learning. Renee reflected, "Education was always instilled in me from very, very little." Setting personal educational goals further reinforced persistence. Christina tactically focused on her goals to secure scholarships, while Andrea took challenging classes to build confidence and discipline. Camille's awareness of her educational path allowed her to set firm goals and advocate for herself, demonstrating how educational autonomy fueled their academic success.

Michelle explained how educational autonomy reinforced her self-efficacy: "...going into like different schools or different environments as a Black girl there's that aspect of having to prove yourself because I feel like the teachers already have an initial judgment of what type of student

you're going to be or like they have very low expectations. But I set expectations for myself. I was shooting for an A in every single class. I have the mindset of not only do I belong here, but the chances are that actually I probably belong here more than anybody else in this room.”

Interpersonal connections played a crucial role in the participants' persistence towards academic success, as they relied heavily on close social relationships for support, motivation, and acceptance. Family support was particularly significant, as Tyria noted, "They've always been very, very supportive of me in every aspect," which helped her push through challenging times. Brandi shared a similar sentiment, emphasizing her family's involvement and the "village" that provided a safety net, enabling her to make tough decisions and advance her education. Specifically, Brandi shared how her mother's active participation in her school life increased her engagement with peers and developed her advocacy skills: "my mom was always very present. So she was on a first name basis with the teacher. She really got to know a lot of my classmates and understand some of the difficult situations some of them were in. The students knew that she cared about them. So I think that had a huge impact on my educational outcome because I had somebody there who would advocate for me and she taught me how to advocate for other people too.”

Observing older siblings attend college also inspired participants like Lakia and Andrea, who saw college as a pathway to independence and success. Friendships among Black women offered security and motivation, with Camille stating that her friends helped her get through school by providing a supportive and understanding community. Renee highlighted the importance of finding a community of Black students to persevere through undergraduate challenges, and Leslie described how building friendships allowed her to feel valued and supported.

Mentorship, particularly from Black mentors, was identified as another critical component of academic success. Participants valued guidance, representation, and affirmation from their mentors. Shannon appreciated the direction from a Black teacher, while Michelle found solace in a Black advisor who created a safe space for discussing racism. Lakia acknowledged a support group created by Black women staff as vital for her persistence, and Camille's decision to attend a specific medical school was influenced by a Black female interviewer who became a significant mentor. Andrea's academic advisor ensured her success both during and after college. However, the lack of mentorship, especially from Black women, was felt deeply, as Shannon expressed the difficulty of navigating academic environments without such support.

Self-efficacy is also enhanced through interpersonal connections and witnessing peers' success. Clementine found inspiration and motivation from her network of peers: "I think, again, just seeing the network that I had, especially like my older classmates and people that came back. Seeing the work that they had done or were doing was constant. It was a constant inspiration for me...and talking with other people was a constant inspiration and a reminder that, you know, there's a lot of work out there that needs to be done, and I can do it.”

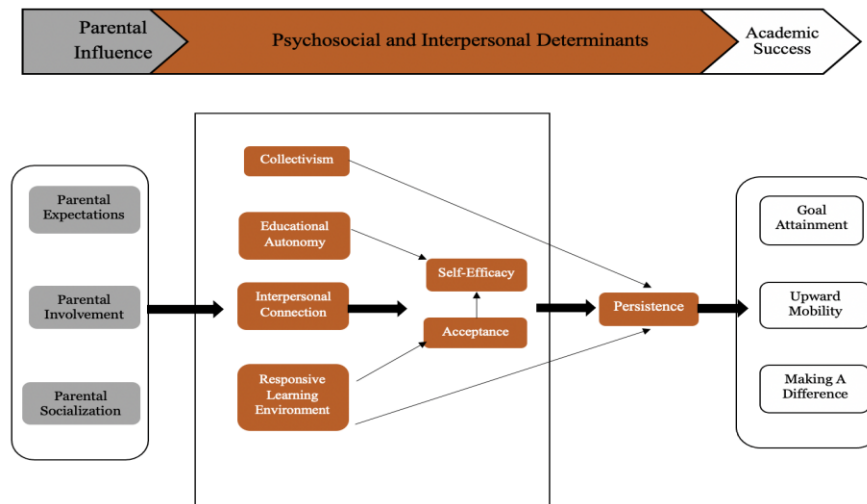
Participants described responsive learning environments as acknowledging and catering to their unique cultural and learning needs, fostering a sense of acceptance and validation. Renee found that such environments allowed her to understand her learning process better and feel seen by her teachers: "I felt like, you know, I was in my space. My teachers knew who I was, they

understood my background." Tyria benefited from the flexibility and support of her professors during a critical period of transitioning into motherhood, which helped her continue her studies. Conversely, participants who did not experience responsive environments often felt marginalized and misunderstood. Michelle recounted how early criticism for her assertiveness led her to suppress her voice to avoid being labeled aggressive, while Shannon noted that low expectations from teachers limited opportunities for Black students. Clementine highlighted the adultification of Black girls, which imposed restrictive norms on their behavior and appearance, and Renee emphasized the detrimental impact of racist peers, underscoring the need for culturally responsive environments.

Brandi and Andrea shared how racist experiences in school environments severely impacted their self-efficacy and nearly led to their withdrawal from school. Shannon's racist experience did lead her to exiting the predominately white institution she was enrolled in. Shannon chose to attend North Carolina Agricultural and Technical (A&T) State University, a Historically Black College/University (HBCU), to escape the exclusion and belittlement she experienced as a Black woman in predominantly white institutions (PWIs). Participants expressed how nurturing HBCUs are to their academic development. Shannon explained, "I got so tired of like, constantly having to prove that like, I deserve to be there." Michelle, a PWI graduate, observed that HBCU graduates often exhibit more confidence in pursuing opportunities, possibly due to the supportive environment where faculty invest in their development. Shannon found that her experience at A&T validated her Black identity and provided the acceptance she longed for, stating, "I learned that there's so many different ways to like, be Black... it was just like this level of acceptance that I had been wanting my whole educational experience." Andrea emphasized the importance of such acceptance, noting that it allows Black women to be vulnerable and protected, which contrasts with the unrealistic expectations often placed on them to always be strong and perfect.

The intersection of these elements promotes academic persistence, which is necessary for overcoming gendered racial obstacles and achieving academic success. Parental involvement, specifically through socialization and active involvement, produces a supportive foundation that nurtures Black women's development of autonomy, self-efficacy, and belongingness. This foundation, along with supportive interpersonal connections and responsive learning environments, propels students towards academic success- which Black women describe as goal attainment, upward mobility, and the ability to use their education to make a difference in their communities.

Figure 2
A Conceptual Model for the Study of Academic Success



Discussion

Parental influence

This study contributes newly found information to the discourse around Black girl's and women's educational experiences. First, this study suggests that Black mothers are critical to transmitting education-based socialization messages to their Black daughters. In a Black mother-daughter dyad study conducted by Thomas & King (2007), 8% of data collected from daughters centered on receiving socialization messages about the importance of education. However, none of the mothers reported teaching about the importance of education. Contrarily, 100% of the participants in this study suggested that parents transmitted socialization messages centered on pursuing higher education; they especially recognized their mother's involvement in the socialization process. This study finding is consistent with previous research that has discovered a strong relationship between Black mother socialization practices and academic success among Black women (Frabutt et al., 2002; Thomas & Speight, 1999).

Like past research, this study has also revealed that parental expectations are strong influencers of students' educational outcomes (Kalu et al., 2020; Shells, 2015). Several studies have found that parental expectations are stronger predictors than expectations from other socialization agents such as teachers or peers (Ma, 2001; Rubie-Davies et al., 2010). This relationship is significant as existing literature explain that teachers hold low expectations for Black students (Gershenson et al., 2015; Gershenson & Papageorge, 2018; Papageorge et al., 2020). Many participants reported experiences with teachers who held low expectations for their academic ability, impacting their self-efficacy. However, because participants had parents who expected academic success and believed in their ability to achieve it, they continued to persist.

Thus, findings from this study support previous research that suggest that positive parental expectations outweigh the negative expectations of educators (Ma et al., 2001; Rubie-Davies et al., 2010).

Educators also hold many misconceptions about Black parental involvement in their children's education, categorizing them as uninvolved and apathetic (Moultrie, 2016). Contrastingly, this study's findings show that Black parents are heavily involved in their children's education, often acting as encouragers to ensure that their children display academic confidence and resilience in the face of low expectations and oppression. Parents also advocate for their children, ensuring their children's educational environments are conducive to their learning needs. These findings suggest that parental involvement and ongoing transmittal of positive socialization messages can combat the adverse effects of negative socialization messages directed toward Black girls and ensure they get the support they need for successful learning.

Although parental influence emerged as a significant factor in academic success, it is essential to note that not all Black women are raised by their parents. Black families with and without traditional structures have often adopted the extended family structure and have built families within their community networks (Park et al., 2019; Taylor et al., 2013). Black families often create kinship and strong social networks for survival, where individuals fill in when help is needed (Park et al., 2019; Taylor et al., 2013). Black caregivers rely heavily on extended and constructed kinship for support in raising their families.

Psychosocial and Interpersonal Factors

Collectivism emerged as a critical psychosocial factor. Collectivism is a core aspect of Black racial identity that highlights the sense of connection and responsibility Black people feel towards one another and the community (Carson, 2009). The prominence of collectivism extends the current literature as limited data were found that highlighted the association between collectivist values and Black women's academic outcomes. This finding suggests that Black women with a collectivist worldview are motivated by their responsibility towards their families and communities. Responsibility heavily influences Black girl's and women's academic behavior. Black girls are socialized to achieve academically and then are held as the educational standard for future generations of Black women in their families. This responsibility may influence them to work harder. Responsibility was even more salient for first-generation college students.

A collectivist worldview also led to recognizing the vital need to construct a legacy for future generations. This finding was most noticeable among participants who were mothers. Mothers felt that achieving academic success was critical to providing a better life for their families and setting an example for their children. This finding supported Lashley's (2014) study that suggested that Black mothers perceived education as an opportunity to enhance their economic and life outcomes and to be good role models for their children.

Having and building community, especially finding mentors, also emerged as a critical factor in academic success among Black women. Black mentors, specifically Black women mentors, helped guide participants' academic journeys. The findings suggested that Black women were better equipped to offer guidance around specific gendered racial experiences and made

participants feel a sense of belonging in their academic environments. These findings confirm those from earlier studies that suggest Black women rely heavily on caring and meaningful mentoring relationships with Black faculty (Thomas, 2018; Wandix-White & Boyd, 2022).

Limitations

Several limitations regarding the methods and results of this study should be noted. First, the study relied on self-reported data; thus, participants could have modified their academic experiences to align with the perceived expectations of the researcher. Acknowledging that the participants' realities are subjective and shaped by their experiences is vital. Consequently, the model derived from this data represents the subjective truths of the participants rather than an objective truth, limiting its generalizability to all Black women. Furthermore, the study exclusively included women who had completed doctoral programs. Their experiences, therefore, might not resonate with those who did not pursue or complete such programs. The unique narratives provided by these women fundamentally influenced the study's results. Lastly, the data were collected through intensive retrospective interviews to examine the trajectory of academic success among Black women over time. While this method allows for a historical perspective, it is important to recognize the potential biases inherent in retrospective studies. Participants might not accurately recall past events or may reinterpret them through the lens of more recent experiences.

Implications

Implications for Research

This study findings offer many implications that can inform several actionable strategies to support the academic success of Black women and girls. Qualitative research focused on expanding the existing model of academic success to specific fields, and focusing in on differences in institution is necessary to gain a more well-rounded understanding of the process. Black women should not only remain at the center of this work but should be the conductors of this research to ensure that their voices, experiences, and perspectives are authentically represented and prioritized. This research should inform the development of targeted support mechanisms.

Investigating the role of diverse family structures, kinship, and othermothering in facilitating academic success can help create more inclusive educational environments and support communities for Black girls and women. Understanding these dynamics allows educators to leverage the strengths of diverse family structures effectively. Critical Participatory Action Research (CPAR), which positions everyday people as researchers of their own social worlds and contexts, is an integral approach to conducting this research. CPAR ensures that Black women and girls actively contribute to and shape the research process, making it more relevant and impactful. By involving them directly, educators and researchers can develop targeted interventions and support systems that genuinely reflect their experiences and needs, ultimately fostering a more equitable and supportive academic environment.

Implications for Practice

To begin addressing the findings of this study, educational institutions should prioritize creating mentoring opportunities for Black girls and women. Given the scarcity of Black women educators in both K12 and higher education, institutions can implement alternative mentoring models such as peer mentoring programs. Schools and universities can establish formal peer mentoring systems where Black girls and women are paired with peers or who have similar experiences. Additionally, leveraging university and community organizations and alumni networks to connect students with Black female mentors can provide valuable guidance and representation. Schools should also develop and support professional development programs aimed at empowering Black women educators, fostering environments where they can thrive and mentor the next generation of students.

Schools must critically evaluate their policies and practices to foster safe spaces and improve the academic experiences of Black girls and women. Clinicians and educators should work collaboratively to review school discipline policies and identify areas that disproportionately impact Black girls. Creating co-constructed safe spaces within schools, where students can discuss their experiences with trusted adults and allies, can significantly enhance their sense of belonging and acceptance. In higher education, institutions should dedicate resources (financial, time, energy, etc.) to establish and maintain formal and informal support spaces for Black women, ensuring these spaces are accessible and inclusive. This can be achieved through student organizations, cultural centers, and dedicated lounges. Moreover, higher education institutions should actively recruit and retain Black educators and staff through targeted pipeline programs that support Black women from undergraduate studies to faculty positions. This multifaceted approach will help create a more inclusive and supportive educational environment for Black girls and women at all levels.

Implications for Social and Education Policy

Parental influence emerged from this study as the primary category in the constructed model of academic success and seemed to be most significant in K12 education. The participants greatly benefitted from parental involvement in their education, whether from conversations about the importance of education or their parent's presence in the school building. However, due to many social issues, especially mass incarceration and the disproportionate and unfair sentencing of Black people, many Black students in America are robbed of parental involvement in their education (Morsy & Rothstein, 2016). One study's findings suggest that Black mothers' participation seemed most critical for Black girls. However, data shows that Black women are overrepresented in the criminal justice system. Additionally, it has been estimated that over 60% of women in state prisons have dependent children (The Sentencing Project, 2020). Children with parents who have been incarcerated are more likely to be suspended and expelled, experience academic deterioration, and drop out of school (Morsy & Rothstein, 2016). Thus, criminal justice policies must be reformed to stop excessive and unfair sentencing of Black people, which may increase Black parent involvement and, indirectly, student outcomes. Further, schools must recognize and honor different family structures to ensure students receive needed support.

This study also suggests that Black women must learn in safe and affirming learning environments that make them feel cared for and seen. Using a culturally responsive, gender and ability-inclusive curriculum is critical for engaging Black women and building relationships with them (Bailes, 2021; Middleton & Ford, 2022; Muhammad & Haddix, 2016). Implementing school policy that mandates a culturally responsive curriculum, including discussions around critical race theory, intersectionality, and other Afrocentric frameworks, is particularly important in today's political climate, given the controversy around teaching race and gender-centered content in K12 and higher education.

Conclusion

A model consisting of thirteen overall categories emerged from this study on the process of academic success among Black women. These categories describe how Black women with doctoral degrees perceive and experience learning and academic success across multiple educational stages. This knowledge contributes to Black feminist epistemology by presenting more data on the academic experiences and success of Black girls and women. The research study both supports and produces differences between findings and current literature. The constructed model successfully depicts how Black women with doctoral degrees achieve academic success. Black women's academic success is mainly facilitated by persistence, which is enabled by parental influence and psychological and interpersonal determinants. As researchers, policymakers, and practitioners search for ways to support Black girls and women continued academic success, they should focus on identifying ways to ensure that Black girls and women are represented, cared for, and affirmed in their learning environments.

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APPENDIX A

Phone Screening Script

First, thank you for expressing interest in participating in this study about academic success among Black women.

My name is Sandra Jeter and I am a doctoral student from the Graduate College of Social Work at the University of Houston. I'm calling because of your expressed interest in participating in the "Process of Academic Success Among Black Women" study that was mentioned on the flyer you may have seen around the city or online. In this study, I want to gain a deeper understanding of the process of academic success among Black women by exploring the intrinsic and extrinsic barriers and facilitating factors of success and how they relate to inform success among Black women with doctoral degrees. You're eligible to be in this study because you:

1. Identify as a Black woman.
2. Are at least 18 years old.
3. Are English speaking
4. Attended in-person U.S. educational programs
5. Currently hold a doctoral degree
6. Finished your doctoral program in the last 5 years.
7. Are willing to participate in an audio recorded individual interview

Is this all accurate information?

No, this information is inaccurate.

Since this information is inaccurate, you are not currently eligible for the study. I appreciate you for taking the time to speak with me today. Enjoy the rest of your day.

Yes, this information is accurate.

If you decide to participate in this study, you will participate in an intensive interview lasting up to 2 hours. The interview can take place anywhere you feel comfortable speaking about your experiences. Your interview will be conducted by one investigator. Your interview will be audio recorded and then transcribed to be used for data analysis. From your interview, along with others who we will also interview, I hope to construct a theory grounded in the data you provide, that will tell us more about the experiences Black women have in their programs, and how they may overcome adverse experiences to acquire success, what resilience and resistance skills you possess that facilitates your success, and how all of these factors relate to inform your success. We plan to use this information to inform practice and research, and that will positively impact the academic experiences of Black girls and women.

There are potential emotional risks as the questions we ask may cause you to focus on negative experience you may have had while in your program. However, we can take a break at any time throughout the interview process to allow you time to process and gather your emotions. You

will not benefit directly from participating in this study. However, your participation in this study may help Black women who are or who have had similar experiences to what you may discuss.

Remember, participation in this study is completely voluntary. You can choose to be in the study or not. If you decide to participate in this study now, you have the option to change your mind at any time. If you'd like to participate, we can go ahead and schedule a time for your interview. If you need more time to decide if you would like to participate, you may email us with your decision.

No, I will not like to participate.

Ok, thank you for your time. Have a great day

Can I think about it?

Certainly! Take some time to think about it. Once you've come to a decision you can email or call me. I may be reached at srjeter@uh.edu or (202) 352-5688.

Yes, I would like to participate.

Ok, fantastic! (*Ask the following questions*)

1. What day/time works best for you for the interview?
2. Where would you like to interview? (*If it's their home get their address. If it's a chain restaurant, make sure to get the correct location*)
3. Can I perform a one-time reminder call/text 24 hours before the interview?
4. Do you have any questions for me at this time?

If you have any more questions about this process or if you need to contact me about participation, I may be reached at srjeter@uh.edu or (202) 352-5688.

Have a great day.

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APPENDIX B
Follow-Up Phone Call Script

There will be at least one attempt to contact research participants for follow-up by phone after the data has been analyzed and themes constructed. The participant will receive a phone call from one of the investigators to give the participant the opportunity to comment on the accuracy of the data. The participant will be asked whether the findings are complete, clear, realistic, and representative.

Hello, [*participant's name*], my name is Sandra Jeter and I'm a doctoral candidate in the Graduate College of Social Work at the University of Houston. About a month ago [*or however long ago*], you participated in an interview for the research project about the process of academic success among Black women. I am following up with you to see if you have a few minutes to briefly discuss the results, and any additional thoughts you would like to share. Do you have about 15 to 20 minutes now to talk with me?

If "No"

Thank you for your time. Have a great day!

If "Yes"

Thank you for taking the time to do this. I just want to remind you that the information we collect from you will be kept private and used only for the research study we are conducting. Ok, let's get started.

So [*participant's name*], I had the chance to review your interview transcript and we appreciate all the valuable insight you provided to help me gain a deeper understanding your process of academic success. After analyzing all the transcripts, I came upon codes and categories that encompass what I learned from all the participants. In the analysis, I found that [*insert major findings*].

Do you have any further thoughts on what we found?

If "No"

Ok, do you feel that the results accurately describe your experiences?

If "No"

Ok, tell me what you feel is inaccurate about these results I presented to you.

If "Yes"

Ok, that's great. Well, I think those are all the questions I had. Thank you for talking with me today. Have a great day.

If "Yes"

Ok, please share with me any thoughts you may have. Let me know if you need to hear the results again.

[*After participant shares and investigators asks any clarifying questions*]

Ok, thank you for sharing. Well, I think those are all the questions I had. Thank you for talking with me today. Have a great day.

APPENDIX C
Recruitment Email

Hello Dr.,

My name is Sandra Jeter and I am a doctoral candidate at the University of Houston in the Graduate College of Social Work. I am seeking eligible participants to participate in my dissertation research study in which I aim to construct a theory to explain how Black women with doctoral degrees achieve academic success. I am reaching out to you because of your status as a doctoral degree holder determined based on publicly available information. I would love to chance to interview you as a part of my study. Participants who are ultimately eligible and selected to participate in and complete the interviews will be compensated with a \$20.00 gift card.

Eligible participants who agree to partake in this study will participate in an interview which will be conducted face to face or virtually, depending on what national and state regulation deem appropriate and what it most comfortable for you. The interview will take no more than 2 hours. The interviews will be audio-recorded and kept in a secured databased until they are transcribed. Once transcribe, the audio-recordings will be deleted. Transcriptions will also be kept in a secured database in which only the research team will have access. Please be assured that your identity will not be disclosed in any written work I produce. I will assign you pseudonyms to protect your identity.

I will request to follow up with you to conduct a “member check”, in which I will give you the opportunity to interpret, ask questions about, and provide feedback on the study’s findings. This is conducted to ensure that my interpretation of the data is close to the perspectives offered in the interviews. Follow up interviews may also be requested to further explore any preliminary findings.

Eligibility criteria is as followed:

- 1.) Identify as a self-reported U.S. born Black woman,
- 2.) At least 24 years old
- 3.) English speaking
- 4.) Attended in-person U.S. educational programs
- 5.) Finished doctoral program in the last 5 years,
- 6.) Willing to participate in an audio recorded interview

If you are interested in participating in this study and meet the minimal criteria, please email me at srjeter@uh.edu or call me at 202-352-5688. If you know of any Black women with a doctoral degree, please tell them about this study and/or forward this email to them.

Please respond within the next 5 business days. Selected participants will be contacted.

Thank you for your consideration and I look forward to hearing from you!

Warmly,

Sandra

APPENDIX D
Recruitment Flyer



Are You a Black Woman with a Doctoral Degree?

You can earn \$20 by participating in a research study to understand the process of academic success among Black women.

For more information, please scan the QR code or contact Sandra Jeter at [\(202\) 352-5688](tel:2023525688) or email srjeter@uh.edu



Participants must:

1. Identify as a Black woman
2. Be at least 18 years old
3. Speak English
4. Have attended in-person U.S. educational programs
5. Currently hold a doctoral degree
6. Have finished doctoral program in the last 5 years
7. Be willing to participate in an audio recorded individual interview



Eligible participants will:

1. Participate in a 60-90 minute interview
2. Agree to be Audio Recorded
3. Consent to participate in study

APPENDIX E

Interview Guide

Thank you for agreeing to participate in this study and engaging in this interview with me today amid the crisis that the entire world is experiencing. My name is Sandra and I am a doctoral student working under the direction of Dr. Sarah Narendorf at the University of Houston's Graduate College of Social Work. I would like to talk to you about the experiences you've had as a Black woman that has led you to earn your doctoral degree. I will ask you about experiences throughout your entire academic journey. I know that some things may be hard to remember so take all the time you need to answer the questions. I do not want you to feel rushed. I also understand that some of your experiences may be uncomfortable to talk about. If anything comes up that's a trigger or makes you feel uncomfortable, we can take a break.

The interview will be at least 60 minutes. I will be audio recording the session because I don't want to miss any of your comments, but I'd like this interview to be more of a conversation between the two of us.

All responses will be kept confidential. This means that your interview responses will only be shared with research team members and we will ensure that any information we include in our report does not identify you as the respondent. With that being said, you do not have to talk about anything you don't want to, and you may end the interview at any time.

Do you have any questions about anything I just explained? Are you willing to participate in this interview?

Background Questions

I'll start by asking a few questions to get to know you a little more.

1. Tell me about yourself.
 - a. Where did you grow up?
 - b. Do you have siblings? Do any of them have doctoral degrees?
 - c. Do either of your parents have doctoral degrees?
 - d. Are you married? If so, what's your spouse' highest level of education?
 - e. Do you have any children? If so, how old are they? Did you have them before/during/ after your program?
 - f. Do you currently reside in the same city where you received your doctoral degree?

Academic Success

2. I want to know what academic success means to you.

Now, I want to transition into discussing your academic experiences. I will start off by asking about your elementary experiences, and we will end this section by discussing your experiences in your doctoral program.

Elementary School

3. Talk a little about your elementary school context

4. What were some of the most difficult aspects, whether personally, socially, and/or academically, of navigating elementary school as a Black girl?
5. How did the academic and/or social experiences you had as a Black girl in elementary school impact your persistence in education?

Middle School

6. Talk a little about your middle school context.
7. What were some of the most difficult aspects, whether personally, socially, and/or academically, of navigating middle school as a Black girl?
8. How did the academic and/or social experiences you had as a Black girl in middle school impact your persistence in education?

High School

9. Talk a little about your high school context.
10. What were some of the most difficult aspects, whether personally, socially, and/or academically, of navigating high school as a Black girl?
11. How did the academic and/or social experiences you had as a Black girl in high school impact your persistence in education?

College

12. Talk a little about your college context.
13. What were some of the most difficult aspects, whether personally, socially, and/or academically, of navigating college as a young Black women?
14. How did the academic and/or social experiences you had as a young Black woman in college impact your persistence in education?

Graduate School

15. Talk a little about your graduate/doctoral school context.
16. How old were you when you started and finished your doctoral degree?
 - a. Can you tell me a little about why it took -- years?
17. What influenced your decision to attain a doctoral degree?
18. What were some of the most difficult aspects, whether personally, socially, and/or academically, of navigating graduate school as a Black women?
19. How did the academic and/or social experiences you had as a Black woman in graduate school impact your persistence in education?

Barriers

20. What are some self and outside barriers you encountered throughout your academic career that you haven't yet discussed?

Facilitators

21. What natural qualities do you have as a Black women that helped you persist in your academic journey?
22. What are some of the external supports you had throughout your academic journey?
 - a. Academic (mentorship, tutoring, etc?)

- b. Social (familial, community, friends, etc.)
 - c. Institutional (financial, facilities, space, etc.)
 - d. Emotional (therapy, sister groups, etc.)
23. You talked about support that you had. Can you talk about any type of tools, skills, and support you needed as a Black girl and women that you did not receive?
- a. At what points in your academic journeys were these devices most necessary?

Ending

24. Reflecting on your entire academic career, what is a piece of advice you'd offer to your younger self to help her better navigate academic experiences as a Black girl/women?
25. As a Black woman, how has earning a doctoral degree directly impacted your life?
26. What would you want people to know about the process of earning PhDs for Black women that you have not already said.
27. Is there anything else you would like to add?

The next step is for me to analyze the information you, along with others, have provided me in through these interviews. Are you still comfortable with me reaching out to you to follow up with some of my preliminary ideas or if I'd like to interview you again?

(Yes)

Ok, great.

Once I have more direction regarding my data, I will reach back out to you over the phone. It was so nice talking with you today. Thank you for your time.

(No)

Ok, thank you for letting me know. This is the end of your participation in the study. It was so nice talking with you today. Thank you for your time.

APPENDIX F

Example of a Field Note

Field Note: Participant 003

1. What is the date, time, and place of observation?

- a. This interview took place virtually via zoom on August 5, 2020 from 6:30 – 8:30 pm. Participant 003 was in her house, sitting on her couch alone. She seemed comfortable, and there were no interruptions throughout the entire interview. She was engaged and excited to talk about her experience.

2. Summarize the interview (specific facts, numbers, details of what happened.)

- a. Participant 003 went to a diverse elementary school. From a young age, she dealt with colorism from her Black friends and classmates in elementary school. She dealt with being called words or words that resembled her skin complexion (darkie). She realized that people viewed her skin as ugly. She felt fortunate to have a family that made her feel beautiful. She also dealt with low expectations from her teachers because of her blackness. Feeling unaccepted and counted out, she felt the need to prove herself in her academic spaces. She also felt that because she had no control over how other people would view her and label her. However, because she did have control over how she performed academically, she made that count by pushing herself to excel academically. This is similar to the point that Participant 002 made in her interview, that being counted out made her want to be competitive and outperform everyone else.
- b. Participant 003 also talked about how she would get in trouble in school for defending herself against the colorism she faced. However, her teachers wouldn't notice the taunting she received; they would only notice her retaliation. She felt that she had to stand up for herself, because no one else would stand up for her.
- c. Participant 003 stated that the need to prove herself continued through middle school. She attended a predominately white middle school. There were 12 Black students in her class out of 100; all 12 of the Black students came from the same elementary school. She attended the top school in her midwestern hometown, a school that people have to pay to get in. Because she was there on scholarship, she often felt that teachers and students felt that she didn't belong. She wanted to prove to them that she did belong, maybe more than the other students who did not need the scholarship. She also talked a lot about her parents sacrificing a lot so that she and her sisters could attend this school. She also wanted to prove to her parents that their sacrifice wasn't in vain.
- d. Participant 003 shared that it was interesting to her that the Black boys who she attended elementary school with started to go after and date the white girls in her predominately white middle school. This made her feel invisible. This idea of wanting relationships with boys was also prevalent in participants' 001 and 001 interviews.
- e. Participant 003 talked about the importance of her school counselor and her math teacher played in high school. She said that her counselor allowed her a safe space for talking about the experiences she encountered in school and how they

impacted how she felt about herself and her white classmates. He validated her experiences. Her math teacher made her feel seen and smart. She said that other teachers viewed her as “smart for a Black girl”, while her Black woman math teacher viewed her as smart, period. This speaks to the importance of Black school counselors and educators.

- f. Participant 003 spoke to the occurrence of Imposter syndrome in college. She once again brought up this idea of persisting in education to prove people wrong and to prove myself right. She also spoke to persisting in order to overcome imposter syndrome.
 - g. Participants 003 stated that finding mentors in medical school was difficult—especially Black women mentors. She dealt with a lot of overt and covert racism. Her white male classmates often tried to make her feel that she did not belong in Medical school. She had support from her family, especially her sisters. I feel that this may be a common theme, as there isn’t a large number of Black women with doctoral degrees. This speaks to the purpose of this study.
 - h. She lost her grandmother while she was in college. She started crying when talking about grandma. Glad that she had her support system.
3. **Write down your sensory impressions: sights, sounds, textures, smells, taste.**
 - a. I have met this participant before, so we were comfortable with each other but not very familiar. She was home alone, sitting in her living room. Every light was on from what I could see. It was quiet, there was no background noise; there seemed to be nothing to distract the participants during the interview.
 4. **Write down your personal responses to the fact of recording fieldnotes.**
 - a. I enjoy recording field notes because this process gives me the opportunity to reflect on how the participants’ experiences connect. It also forces me to further immerse myself in the data.
 5. **What are some specific words, phrases, summaries of conversations, and insider language that stood out?**
 - a. I feel that participant 003 felt comfortable talking with me about racist experiences she encountered because of my Blackness. One conversation that stood out that came up more than once is how unprotected Black women are in America. She has an experience in medical school where a white guy complained about having to learn about the Tuskegee experiment because it focused on Black men. She voiced her concern about his frustration and he became very defensive and dismissive of her experiences. People in her cohort who saw his offensive comments said nothing to him but expressed disdain to her privately. She felt along and vulnerable.
 6. **What are some questions you have about people or behaviors at the site for future investigation?**
 - a. Participants 003 spoke about a 7-year program that pipelined high school students to medical doctors. She did not know about this program until it was too late. She spoke about how most of the people in this program were from affluent families. She also talked about how people of color are underrepresented in this program. My questions is: How can we better pipeline Black, Indigenous, and other students of color who are also first-generation college students into these types of programs?

- b. Participants 003 talked about realizing her Black and Working-Class status, but I wonder what she realized about it. How did she feel about these social categories that she was placed in when she got to middle school? Also, how was her Blackness as a member of a working-class family different from the Blackness of those students from more wealthy families? What specific experiences forced her to learn this information?
- c. She talked about not having a Black male love interest at her school. I'd like to understand how the presence of a Black male in her HS would have changed her academic experience.

APPENDIX G

Description of Emerged Theoretical Categories

Dimension	Category	Sub-Category
<p>Academic Success: Academic success is realized when an individual achieves an educational goal, enhances their social positioning, and uses their education status to contribute to their community.</p>	<p>Goal Attainment: Participants measured their attainment of academic success by whether they achieved a personal academic goal they set for themselves at any level of education.</p>	
	<p>Upward Mobility: Having better social positioning than previous generations; having the resources to improve quality of life.</p>	
	<p>Making a Difference: The desire to have an impact on your community and use what you learned in school to advocate for change and enhance your community’s outcomes and resources.</p>	
<p>Psychosocial and Interpersonal Factors: Characteristics of a person that influences how an individual thinks, behaves, and interacts with others.</p>	<p>Persistence: Continuing to pursue academic success regardless of barriers and complications that may arise.</p>	<p>Resilience: Overcoming adversity through reframing and shielding. Understanding that one can only achieve academic success by reaching out and connecting with others to receive needed support.</p>
		<p>Resistance: Challenging low expectations, and showing that they belong, they are capable, and deserve respect.</p>
	<p>Self-Efficacy: An individual’s belief that she is capable of meeting set academic goals.</p>	
	<p>Acceptance: Acknowledging and welcoming one’s own uniqueness and feeling a sense of welcome from others, and belongingness in one’s learning environment.</p>	
	<p>Collectivism: The value of emphasizing the needs, goals, and advancement of the group over their own desires and needs. Responsibility and building a legacy are both integral components to the study participants’ description of collectivism.</p>	<p>Building a Legacy: Personally, or professionally passing down knowledge, values, and mindsets to future generations to encourage future success.</p>
		<p>Responsibility: Being responsible for the community or feeling a sense of duty to the group.</p>
	<p>Educational Autonomy:</p>	<p>Embrace Own Value of Education:</p>

	<p>An individual is responsible for making decisions pertaining to their own educational journey. The participants demonstrated educational autonomy when they embraced their own value of education and set their own educational goals.</p>	<p>The benefits participants perceived to gain from attaining education.</p> <p>Set Educational Goals: Setting concrete goals to guide their academic progression.</p>
	<p>Interpersonal Connections: Close social relationships or connections with like-minded people who offer support, motivation, and acceptance. The participants developed and/or nurtured interpersonal connections in the form of community, mentorship and sponsorship, and spirituality.</p>	<p>Family Support: The role family plays in the ability to overcome thoughts of quitting, providing security, and modeling college attendance.</p>
		<p>Friendship: Trusted peers offer security, motivation, and consideration.</p>
		<p>Mentorship: Having a knowledgeable and experienced individual who shepherds and supports one along her academic path.</p>
	<p>Spirituality: Having a sense of connection to something bigger than self (i.e., God and ancestors).</p>	
<p>Responsive Learning Environment: Learning environments that are accepting of one’s own unique cultural and learning differences and tailored to their unique academic and social needs.</p>		
Parental Influence	<p>Parental Expectations: Hopes, desires, or goals that parents have for their children’s futures.</p>	
	<p>Parental Involvement: Parents play an active and integral role in their children’s educational journey.</p>	
	<p>Parental Socialization: The process of parents imparting values, beliefs, and ideologies to their children.</p>	