

MEASURING AND ANALYZING RACIAL MICROAGGRESSIONS AMONG BLACK
FACULTY, STAFF, AND ADMINISTRATORS AT A PREDOMINANTLY WHITE
ORGANIZATION

By

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To every little Black girl who ever felt she was not enough or did not belong, know that you are more than enough and there is always a space for you in this world.

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DEFINITION OF TERMS

Discrimination	The unjust or prejudicial treatment of different categories of people or things, especially on the grounds of race, age, or sex.
Exocitized	Being overly sexualized because of one's racial background (Sue, Bucceri, et al., 2007).
Microassault	Conscious and intentional actions or slurs, such as using racial epithets, displaying swastikas or deliberately serving a white person before a person of color in a restaurant.
Microinsult	Verbal and nonverbal communications that subtly convey rudeness and insensitivity and demean a person's racial heritage or identity.
Microinvalidation	Communications that subtly exclude, negate or nullify the thoughts, feelings or experiential reality of a person of color.
Predominately White Organization/Institution (PWO, PWI)	Schools of higher learning or organizations in which white account for at least 50% of enrollment
Race	A specious classification of human beings created by Europeans (whites) which assigns human worth and social status using "white" as the model of humanity and the height of human achievement for the purpose of establishing and maintaining privilege and power (Chisom & Washington).
Racial Battle Fatigue	A theory attributed to the psychological attrition that People of Color experience from the daily battle of deflecting racialized insults, stereotypes, and discrimination (Smith, 2008).

Racial Microaggression

Brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults toward people of color (Sue et al., 2007).

Racism

The belief that all members of each race possess characteristics or abilities specific to that race, especially so as to distinguish it as inferior or superior to another race or races

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Christina A.R. Gladney

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Chair: JeeWon Cheong
Cochair: Christine Stopka
Major: Health and Human Performance

Diversity within an organization is commonly regarded as a positive and valuable component to success and excellence. Although, diversity is promoted and strongly supported, there is a lack of understanding of the negative impact diversity has on individuals of color, specifically, Black Americans. Undesired experiences can range from blatant displays of racism and discrimination, to subtler forms of racism, such as racial microaggressions. Racial microaggressions are subtle, and often-unintentional verbal, behavioral, and environmental slights and indignities directed toward a racial minority group from White individuals. Current literature confirms that people of color experience a significant amount of microaggressions in their daily lives. The collection and manifestation of racial microaggressions significantly contribute to negative consequences in an individual's mental, emotional, and physical health. Studies have shown that Black Americans are more likely to experience microaggressions in common, but specific places, such as academic and work environments. For this reason, measuring and investigating microaggressions among Black Americans in the environments that present the greatest risk of encountering microaggressions was imperative.

The purpose of this study was to examine the prevalence and frequency of microaggression experiences and identify the types of microaggression experiences that are associated with demographic characteristics such as gender, level of educational attainment, organizational position, and professional or academic area. The study results demonstrated that there are differences in the types and degrees to which racial microaggressions are experienced among Black Americans in predominately white organizations. There were significant group differences in the level of racial microaggression experienced by the sample of participants. Significant statistical differences were found among the variables of educational attainment, organizational position, and professional/academic area. Overall, the strongest predictor of racial microaggression experiences was educational attainment. Participants in the area of Business reported the lowest experiences with racial microaggressions compared to any other group. The knowledge obtained in this study will inform future research in the area of racial microaggressions, as well as diversity planning among similar organizations.

CHAPTER 1 INTRODUCTION

Racial and ethnic diversity is increasing throughout businesses, organizations, and communities in the United States. Major companies and employers are supporting and promoting more racially and ethnically diverse work environments. Colleges and universities, both public and private are creating special tasks force and planning committees to increase diversity among their respective institutions. Although there are programs continually being created to promote diversity, there is little understanding of the negative consequences embedded in racially and ethnically diverse environments for people of color, specifically, Black Americans.

Black Americans often experience race-related stress and racial discrimination in environments where they are the racial minority (Sue, Nadal, Capodilupo, Lin, Torino, Rivera, 2008). Over time, it has become less socially acceptable for Americans to partake in blatant forms of racism and discrimination, which has led to subtler, but still insidious acts of racial injustice and inequality (Omi & Winant, 1994; Sue, 2010). Previous research has shown that while most White individuals would not consider themselves as racist and denounce engaging in hate crimes or overtly racist acts, they may still hold racial biases and participate in covert and unconscious racially motivated behaviors (Gaertner & Dovidio, 1986). These covert forms of racism and discrimination are categorized in the literature as aversive racism (Dovidio & Gaerter, 2000), modern racism (McConahay, 1986), and racial microaggressions (C.M. Pierce, Carew, Pierce-Gonzalez, & Willis, 1978; Sue, Capodilupo, & Holder, 2007).

Research examining subtle forms of racism and discrimination have greatly increased, specifically studies examining the impact and negative effects of racial microaggressions among people of color (Nadal, 2011; Sue, 2010). Racial microaggressions are defined as “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or

unintentional, that communicate hostile, derogatory, negative, racial slights and insults to the target person or group” (Sue et al., 2007, p.273). Because the perpetrators of racial microaggressions are often unaware they engage in such prejudice behaviors, they find it difficult to believe they harbor biased racial attitudes and express discriminatory behaviors (Wong, Derthick, David, Saw, & Okazaki, 2014). The subconscious denial of personal ideas, attitudes, and beliefs of racial discrimination toward people of color, specifically Black Americans, by the White majority challenges the understanding of the experiences of racial microaggressions.

Identifying a need for a taxonomy of racial microaggressions, Sue and colleagues (2007) presented an outline for the direction of future racial microaggressions research (Wong et al., 2014). The authors defined three distinct categories or types of racial microaggressions that are experienced by racial minorities and people of color. The three type of racial microaggressions include, 1) microassaults, 2) microinsults, and 3) microinvalidations. “Microassaults represent the more overt forms of discrimination and can manifest in verbal or nonverbal attacks, as well as avoidant behaviors” (Nadal, Griffin, Wong, Hamit, & Rasmus, 2014). Due to the nature of microassaults, White individuals may be more conscious of their discriminatory attitudes, but they often unintentionally hurt the person or people of color that experience the microassaults. An example of a microassault is when a White woman is walking toward a Black man and clutches her pocketbook or purse that displays a sense of threat. The woman may be conscious in her decision to secure her pocketbook, but she may be unaware that such behavior may represent her subconscious stereotype that most, if not all, Black men are dangerous or criminal (Nadal et al., 2014). Racist jokes and racial slurs are also types of microassaults. Although the people who make such statements and phrases claim to do so in a “joking” manner; they fail to recognize or

their internal racial biases and stereotypes. The “perpetrators” of microassaults also fail to acknowledge the negative effects such words may have on the individuals in which these statements are directed.

The second type of racial microaggression presented by Sue and colleagues (2007) is microinsults. “Microinsults are rude or insensitive behaviors or statements that degrade a person’s racial heritage or identity” (Nadal et al., 2014, p.57). There are both verbal and behavioral forms of microinsults. A common example of a verbal microinsult is when a White individual tells an African American woman that she “speaks well to be a Black person”. An example of a behavioral microinsult may be an associate at a high end clothing store who follows a Black man around while he shops. In the first example, the underlining assumption is made that the majority of Black people do not use proper or correct English, and in the second example, a message is communicated that Black individuals regularly steal.

The third and final type of racial microaggressions presented in Sue’s taxonomy is microinvalidations. “Microinvalidations occur when a person negates or denies the thoughts, feelings, or experiences of a person of color” (Nadal et al., 2014). An example of microinvalidation is when minority student’s input and suggestions toward the class assignment are ignored or devalued among his or her White classmates.

Statement of Problem

Over the last decade, a substantial number of studies have examined the negative effects of racial microaggression experiences among people of color (Young, Anderson, & Stewart, 2014). Previous studies confirm that individuals of color experience a significant amount of racial microaggressions on a daily basis within their respective professional and social environments. Studies examining the effects of racial microaggressions and Black Americans show that the experience of racial microaggressions has negative consequence on mental,

emotional, and physical aspects of health (Sue, Nadal, Capodilupo, Lin, Rivera, & Torino, 2008). These negative consequences include, but are not limited to, high blood pressure, psychological stress, depression, sleeping problems, substance abuse, eating disorders, low job performance, and post-traumatic stress (Nadal, 2011). Given the aforementioned negative consequences of experiencing racial microaggressions for Black Americans, it is important to investigate their presence among specific subgroups within the greater population.

Purpose of Study

In order to address the issue of racial microaggressions, we must first understand the prevalence, and nature in which the experiences take place. There are two specific aims for the current study. The primary aim of this study is to measure the prevalence and frequency of racial microaggressions among Black faculty, administration, and staff members employed under a predominately White academic organization (PWOs). The secondary aim for the current study is to determine if there are any significant differences in the experiences of racial microaggressions by personal demographic factors, including gender, educational attainment, and position of hierarchy in the academic hierarchy.

This study will take on the following specific aims seen in Figure 1.

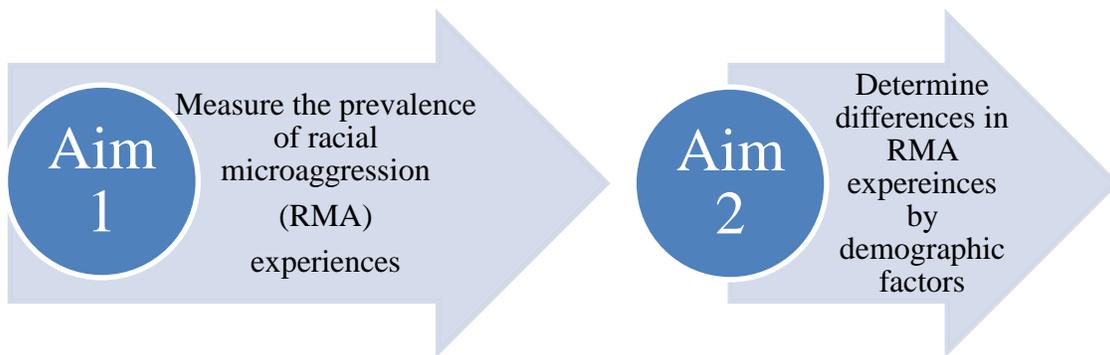


Figure 1-1. Specific Aims

Research Questions

1. What is the prevalence of racial microaggression, microinvalidation, and microinsult experiences among Black faculty, staff, and administrators employed at a predominately white organization?
2. What are the differences in overall racial microaggression experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?
3. What are the differences in racial microinvalidation experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
4. What are the differences in racial microinsult experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
5. What are the differences in Foreigner/Not Belonging scores by gender, position in organization, professional area, and level of educational attainment?
6. What are the differences in Sexualization scores by gender, position in organization, professional area, and level of educational attainment?
7. What are the differences in Criminality scores by gender, position in organization, professional area, and level of educational attainment?
8. What are the differences in Low Achieving/Undesirable background scores by gender, position in organization, professional area, and level of educational attainment?
9. What are the differences in Invisibility scores by gender, position in organization, professional area, and level of educational attainment?
10. What are the differences in Environmental scores by gender, position in organization, professional area, and level of educational attainment?

Assumptions

There were several assumptions employed to the current study. First, the university selected as the sampling frame for the study was considered adequate to provide a sufficiently representative population for the study. Secondly, participants who volunteered for the study were considered adequately representative of the total population of Black faculty, staff, and administrators employed at the university. Third, data collected during the spring semester of the

2016-2017 academic year were considered adequate for the study. The fourth assumption is that participants responded thoughtfully, and with adequate levels of honesty and perception. We assume that the existing scale selected for the study adequately described the relationships between the variables and their associated constructs. We assume participant responses were candid and adequately represented their perceptions and experiences with racial microaggressions in their daily life. Finally, by utilizing a quantitative approach, it provided adequate data analyses and supported legitimate statistical conclusions.

Limitations

There were several limitations to the current study. First, the university used as the sampling frame for the study may not have represented the broader population of universities in the Southeastern region of the United States. Second, participants who volunteered for the study may not have adequately represented the total population of Black faculty, staff, and administrators employed at the University. Third, the political and racial climate of the 2016-2017 academic year may have influenced the participants' perceptions of their racial microaggression experiences. The next limitation acknowledges that participants' responses may not have been completely candid or honest due to the fear of their identity being linked to their responses. Another limitation to this study is that participants may not have considered their experiences with racial microaggressions beyond the campus or university environment. Also, participants who felt comfortable enrolling in the study examining racial microaggression experiences may not have adequately represented the population of individuals who feel uncomfortable with the topic. Finally, utilizing only a quantitative approach to data collection in this study may not have identified and analyzed all relevant constructs.

Delimitations

There were several delimitations to the current study. First, the study was conducted at a large university, predominately-white University in the Southeastern region of the United States. Second, participants included Black faculty, staff, and administrators who willingly volunteered to participate in the study. Third, data were collected during the spring semester of the 2016-2017 academic year. Another delimitation was that data used in the study were self-reported by the study participants. The next delimitation is the duplicate version of an existing scale used to measure the observed variables in the study. Also, participants, overall, were comfortable and willing to participate in the study examining their daily experiences with racial microaggressions. Finally, the study utilized a quantitative approach to data collection, which included a survey instrument which was administered in-person or online.

Significance

Black Americans have the most, if not the largest differences in health risks compared to other racial and ethnic counterparts. Black individuals commonly experience a greater rate of disease, disability, and premature/early death (USHHS, 2012). These differences in health outcomes found among Black Americans are linked to varying degrees and types of stressed experienced in their daily lives. Epidemiological studies have found that Black Americans experience greater morbidity and mortality from stress and stress related diseases compared to White Americans (Jackson & Sears, 1992). According to Centers for Disease Control and Prevention, the top three leading causes of death for Black Americans are heart disease, cancer, and stroke (2016). Each of the aforementioned chronic health conditions are stress-related and occur more frequently among Black Americans than White Americans (Jackson & Sears, 1992). For example, hypertension and other stress-related diseases kill African American women aged

25 to 44 nearly 17 times more frequently than they kill European American women of the same age (Mullings, 1984).

Reducing the risks associated with chronic disease and identifying factors that lead to injury and disease are two of the primary goals of Public health practitioners and health educators. Public health acknowledges that multiple factors play a role in both negative and positive health outcomes. These factors can range from physical to environmental, from social to psychological. In this case, racial microaggressions are social determinants of health that have the ability to negatively influence mental, emotional, and physical states of health when experienced by people of color.

Black individuals working at predominately white organizations are subject to endless forms of racial discrimination and injustice due to their physical and social environments. For this reason, this subpopulation of Black individuals have a heightened risk of experiencing the negative and potentially dangerous consequences of enduring racial microaggressions. Due to their unique position within these organizations, it is important to not only measure their experiences with racial microaggressions, but also identify the types of racial microaggressions they are most likely to experience, and the factors that influence the likelihood of encountering racial microaggression in their daily lives.

This study will provide a better understanding of the types of racial microaggressions experiences that are specific to Black Americans employed at a predominately white organization. The sample will include various levels of hierarchy as it pertains to faculty, administration, and staff members. The current research will assess the prevalence of racial microaggression experiences and examine if those experiences differ among individuals with different demographic characteristics. Results found in this study will inform programming and

interventions aimed at reducing issues of workplace discrimination and racism and promote healthier ideas of diversity among racially diverse groups.

Innovation

The investigations of racial microaggressions described in this proposal are innovative in several aspects. First, the theory of racial microaggressions is a developing area of study in health disparities research. Many of the early scientists investigating racial microaggressions were trained in sociology, psychology, or counseling. The public health and health education scientific communities have yet to investigate the significant impact of racial microaggressions among people of color. However, the first step in the process of understanding the relationship between racial microaggressions and negative health outcomes, is understanding the degree to which these racial microaggressions exists and how they manifest among people of color, specifically Black Americans.

Secondly, this study will investigate racial microaggression within a unique subgroup of Black Americans employed at a large, southern predominately white academic organization. An organization that is comparable in areas of research status and size to various other organizations in the southern region of the United States. The sample will include faculty, staff, and members of administration. This aspect of the study is innovative because there is no current literature published that have measured racial microaggressions among all three levels of positional hierarchy in higher education at a major predominately white organization.

CHAPTER 2 LITERATURE REVIEW

Chapter 2 provides an overview of the history of racism and discrimination in the United States, critical race theory, and the development of the concept and taxonomy of racial microaggressions in scientific literature. The chapter then continues to provide an overview of the published literature examining racial microaggression within different racial and ethnic populations and social environments.

Research questions

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Race and Racism in America

Since the early 1950's, there has been a continued push for equality and demand for the end of racial discrimination in the United States (Nadal, Wong, Griffin, Davidoff, & Sriken, 2014). Collectively, scholars have supported the idea that blatant forms of racial discrimination have decreased in frequency and intensity since the 1960's (Dovido & Gaertner, 2000; McConahay, 1986; Steele, 1997; Sue & Sue, 2007). Although many forms of obvious and blatant racial discrimination, such as segregation and hate crimes have been addressed, through changes in laws and policies on the federal, state, and local levels (Foster, 2005), many social researchers are finding a high prevalence of more covert, less abrasive forms of prejudice behavior (Foster, 2005; Nadal, 2011; Sue, 2010; Sue, Bucceri, Lin, Nadal, & Torino, 2007). Due to the subtle, and less aggressive nature of covert racism and discrimination, "there is no legal recourse for victims of subtle discrimination, making it challenging for members of society to recognize the possibility of victimization and injury to those who experience it" (Nadal et al., 2014, p.461). Over time, there has been a continual increase in the amount of literature examining the negative impact of covert discrimination, which is defined as "microaggressions".

Racial Microaggressions

The use of the term "racial microaggression" in the fields of psychology, sociology, education, and counseling has increased, in recent literature. The term "racial microaggression" was originally coined by Black psychiatrist, Chester Pierce and colleagues (1977) to describe subtle and stunning automatic racial slights against people of color (Sue, 2010). "Racial microaggressions were first defined to explain the race-related slights and indignities Black Americans experienced on a daily basis" (Wong et al., 2014, p.3). According to Pierce,

“the most grievous of offensive mechanisms spewed victims of racism and sexism are microaggressions. These subtle, innocuous, preconscious, or unconscious degradations, and putdowns, often kinetic but capable of being verbal and/ or kinetic. In and of itself a microaggression may seem harmless, but the cumulative burden of a lifetime of microaggression can theoretically contribute to diminished mortality, augmented morbidity, and flatten confidence” (Pierce, 1995, p.281).

According to Sue and colleagues (2008), racial microaggressions were first defined as “subtle statements and behaviors that unconsciously communicate denigrating messages to people of color” (Nadal, 2011, p.470). Extending upon the academic work of McConahay (1986) who utilized the term “modern racism,” Sears (1988) who used “symbolic racism,” and Dovidio et al. (2002) who referred to covert racism acts as “aversive racism,” Sue and colleagues re-introduced the construct of racial microaggressions. As Sue began to define the construct of racial microaggressions, he observed distinct commonalities among the three explanations of modern or contemporary racism. Each explanatory term emphasized that racism, “a) is more likely than ever to be disguised and covert b) has evolved from the “old fashioned” form, in which overt racial hatred and bigotry is consciously and publicly displayed, to a more ambiguous and nebulous form that is more difficult to identify and acknowledge” (Sue et al., 2007, p. 271).

In 2007, Sue expanded Pierce’s model of microaggressions with a definition that encompasses all aspects of racial microaggressions. Sue describes microaggressions as “brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogator or negative racial slights and insults to the target person or group” (Sue et. al., 2007, p.273). Racial microaggressions are hidden in everyday life and social interactions and their undetectable nature aids in widening the gap of racial realities. A unique characteristic possessed by racial microaggressions is that they are often delivered unconsciously in the form of “subtle snubs or dismissive looks, gestures, and tones” (Sue et al., 2007, p.273). Often times, these exchanges are so prevalent and automatic in daily

conversations and interactions that they are often viewed as being innocent or socially harmless. Needless to say, racial microaggressions are extremely detrimental to people of color because they impair performance in a variety of environments and social settings, ranging from the work environment to the academic environment.

Collectively, the majority of Caucasians or White Americans perceive themselves as decent human beings who believe in equality, which makes it difficult to believe that they may subconsciously harbor biased racial attitudes and express discriminatory behaviors, whether publicly or privately (Wong et al., 2014). There is a growing need to bring more awareness and deeper understanding of how racial microaggressions operate, the natures in which they manifest in society, the negative or detrimental impact place on people of color, the dynamic interplay between the perpetrator of racial microaggressions and the victim, and the development of strategies to educate and promote the reduction and elimination of racial microaggressions (Sue et al., 2007).

Types of Racial Microaggressions

In 2005, D.W. Sue urged the field of psychology to consider racial microaggressions at the American Psychological Association. He stated that “insidious, damaging, and harmful forms of racism [that] are... everyday, unintentional, and unconscious are perpetrated by ordinary citizens who believe they are doing right”. Continuing his research agenda in attempting to identify, classify, and define the types and nature racial microaggressions, in 2007, with the assistance of his colleagues, Sue provided a “taxonomy of racial microaggression and a clear direction for researchers to follow” in his article in the *American Psychologists* (Wong et al., 2014). The publication of this racial microaggression taxonomy in scientific literature delineates the point in time when racial microaggressions gained widespread interest and attention in research.

Racial Microassaults

Racial microassaults are defined as “an explicit racial derogation characterized primarily by a verbal or nonverbal attack meant to hurt the intended victim through name-calling, avoidant behavior, or purposely discriminatory actions” (Sue et al., 2007, p.274). Microassaults are described as hostile or overt racial incidents that intentionally cause harm to a person of color (Torres-Harding et al., 2012). Several examples of racial microassaults are referring to a Black individual as “colored” or an Asian individual as “oriental”, using racial epithets, discouraging interactions among different races of people, intentionally serving a White patron before a person of color, and displaying a swastika on one’s body or material possession (Sue et al., 2007).

Microassaults are often called “old-school” or “old-fashioned” racism. This type of racial microaggressions is often displayed on the individual level. Almost always microassaults are deliberate and consciously spoken or performed, although they are commonly expressed in limited “private” settings (micro) that allow the perpetrator of the microassault a degree of anonymity. Simply stated, most often than not, people are more likely to hold their ideas and feelings of minority inferiority privately. It is only when they lose control or feel relatively comfortable to engage in microassaults. In this present study, we are interested in examining the unintentional and unconscious manifestations of racial microaggressions, e.g. microinsults and microinvalidations, therefore microassaults will not be a focus of this study.

Racial Microinsults

Racial microinsults are defined as “unconscious behaviors (including verbal) that demean a person’s racial heritage such as ascribing a certain degree of intelligence based on a person’s race, and assuming that the person is a criminal or deviant in some way because of his or her race” (Wong et al., 2014, p. 3). Microinsults are characterized by words that convey rudeness and insensitivity and demean a racial minority’s heritage or identity. Racial microinsults are

subtle, and perpetrators are commonly unaware of the hidden and insulting message that is encompassed in the verbal exchange (Sue et al., 2007). An example of a microinsult is when a person of color is asked “How did you get your job?” by a White colleague. The underlining message from the perspective of the recipient is viewed as twofold. The first message is that people of color are not qualified, and the second message implies that as a member of a minority group, he or she must have received affirmative action or been selected as a part of a quota diversity program, not due to merit or ability (Sue et al., 2007).

It is important to note that racial microinsults are also non-verbal. An example of a nonverbal microinsult is when a White teacher fails to acknowledge students of color for their academic achievement. Another example of microinsults is when a White supervisor or manager fails to give their Black employee eye contact and turns away during a conversation, conveying the message that the contributions of people of color are not valued or considered important (Hinton, 2004).

Racial Microinvalidations

Racial microinvalidations are defined as “unconscious behaviors (including verbal) that negate or minimize the lived realities of Peoples of color (POC) such as denying the existence of racial issues, denial of racism, and regarding racial minorities as foreigners” (Wong et al., 2014, p.3). Microinvalidations are characterized by words and comments that exclude, negate, or denounce the emotional and psychological experiences of reality for racial and ethnic minorities (Sue et al., 2007). Racial microinvalidations can simply be defined as messages that deny or devalue the experiences of people of color.

Racial microinvalidations exchanges can appear neutral or complimentary on the surface, but underneath suggest that a person or members of their racial group are deficient, and somehow the particular individual is the “exception” of their race or racial heritage. An example

of a racial microinvalidation is when Hispanic Americans (born and raised in the United States) are complimented for speaking good English or constantly asked the country in which they were born. In this instance, the perpetrator of the racial microaggression is negating Hispanic Americans' U.S. American heritage and conveying the idea or message that the racial minority group are "perpetual foreigners" (Sue et al., 2007). Another example of racial microinvalidations is when White Americans express to Black individuals that they "don't see color", are "colorblind", or look at everyone as "all human beings". These verbal expressions of their perspective completely ignore and negate the experiences as racial/ethnic beings in modern society (Helms, 1992). For example, a Black woman is given poor service at a restaurant and decides to share her experiences with her White friends. After explaining her interaction, her friends tell her that she is being "oversensitive" or petty, in this moment, the racial experience of the woman of color is nullified and its seriousness and importance is diminished (Sue et al., 2007).

After extensive study exploring the three specific types of racial microaggressions and their unique characteristics, Sue and colleagues (2007) identified nine categories of microaggressions with distinct themes: alien in one's own land, colorblindness, criminality/assumption of criminal status, ascription of intelligence, second-class status, pathologizing cultural values/communication styles, environmental invalidation and denial of individual racism, and myth of meritocracy.

Among the three specific types of racial microaggressions defined above, there are various themes and subthemes that provide a deeper level of insight on the specific nature of microassault, microinvalidation, and microinsult experiences by people of color. These themes and their respective descriptions are listed in Table 2-1.

Table 2-1. Themes of Racial Microaggressions

Theme	Description
a. Alien in one's own land	Experiences in which people of color may feel like perpetual foreigners. (ex. "you speak good English")
b. Assumptions of criminality	Experiences in which people of color are stereotyped to be deviant or criminal. (ex. A Black man being followed in a upscale department store by employees)
c. Second-class citizen	When customers of color receive substandard service to Whites
d. Ascription of intelligence	When people of color are assumed to be less intellectual or uneducated
e. Assumption of inferiority	When people of color are assumed to be less intellectual or uneducated
f. Colorblindness/ denial of racial reality	When people of color are assumed to be less intellectual or uneducated

Theoretical Framework

Racial microaggressions and its impact on an individual's physical and social health is gaining more attention within various social science disciplines ranging from psychology and counseling to sociology and healthcare. When examining the relationship between racial microaggressions and health, one must employ the appropriate theoretical framework to ensure the fidelity and efficacy of the study and its findings (Sue et al, 2007).

The study of race and racism has brought forth challenges over time. Commonly used methodologies and measurement techniques in social sciences are not culturally and context appropriate for measuring racial injustices and discrimination. The need for a framework to study how racism and discrimination manifests in society became evident during the early 1970's

when racial scholars were finding it increasingly more difficult to investigate the negative effects of these constructs (Bell, 1995).

In the late 1970's two racial scholars developed the Critical Race Theory (CRT). Derrick Bell and Alan Freeman were upset with the slow pace of racial reform and growing injustices in society. For the two scholars, this issue was even more relevant among the law community. They noticed that racial minorities, especially African Americans were not gaining acceptance into prestigious and Ivy League law programs in the United States and strongly suspected and hypothesized that more deeply underlining forms of systemic racism was taking place (Solozarno et al, 1997).

Bell and Freeman suggested that new approaches were needed to address and eliminate the subtler, but still very deeply entrenched forms of racism and discrimination found throughout organizations and institutions, prominent in American society. The two racial scholars posited five tenets that are essential to understanding the impact of racism, discrimination, and other forms of injustices acted out by the privileged and the majority groups of people (Bell, 1995).

The centrality of race and racism and other forms of subordination: According to CRT (critical race theory), “racism is ordinary, commonplace, and is an aspect of the everyday experience of most people of color in the United States” (Delgado & Stefancic, 2001). This tenet emphasizes the idea that racism is a permanent part of American culture. Considering this as fact, efforts must be made to reduce the negative effects racism has on marginalized individuals.

The challenge to dominant ideologies: The second tenet of CRT states that “racism involves issues like “interest convergence” and “material determination.” (Louis et al., 2016, p.460). This tenet dictates that in order to address racial injustice there must be a direct challenge

to the dominant ideas of neutrality, colorblindness, meritocracy, and objectivity in society. Often, reject the idea that racism exists, which greatly adds to challenge of reduces the negative effects caused by racist acts. If one does not belief the phenomenon exist, they will have no interest and take no action in addressing the problems caused by its existence.

The centrality of experiential knowledge: The third tenet of the critical race theory (CRT) addresses the belief and notion that race is socially constructed by members of the majority (Whites or Caucasians) (Louis et al., 2016). This tenet supports the idea that the stories and experiences of marginalized and oppressed people are legitimate, appropriate and highly important to the research process and goal of eliminating racial injustices.

Commitment to social justice: This tenet address that idea that there should be a commitment to reducing the issues faced by the marginalized and to reduce or eliminate all forms of subordination.

Transdisciplinary or Intersectionality of disciplines approach: This particular tenet emphasizes that the elimination and reduction of racial injustices requires a collection of different disciplines, academic areas, and knowledge expertise. Racism and discrimination are both complex constructs, which makes understanding their many facets vital to reducing their prevalence and impact.

The critical race theory has four distinguishing characteristics when applied in the context of public health. In order to conceptualize how the Public Health Critical Race Praxis was developed, we must first begin with understanding the Critical Race Theory from the public health perspective. The first characteristic of CRT is racialization. Examples constructs of racialization are racial phenomena, race, ethnicity, and racism, which are all at the core of the theory. The term racialization describes the way in which racial groups in the United States are

socially constructed with the goal to place an order of importance or ranking on the various groups in society. Questions are then asked, “What is the contribution of racialization to the issues of racism and discrimination?” and “What role does racialization have within the phenomena of health inequities and injustices?” Specific to the current study, how does belonging to a racial or ethnic minority group in a predominately- white organization contribute to an individual’s experience of racial microaggressions?

The second distinguishing characteristic of the Critical Race Theory is race consciousness. Race consciousness encompasses “the acknowledgement and explicit study of racial dynamics both in society and within one’s personal life” (Ford et al., 2010, p.1391). The goal of race consciousness is to differentiate between racial and non-racial factors that contribute to health inequities and inequalities among ethnic minorities. Examples of non-racial factors would include socio-economic status, education, and geographic location. Examples of racial factors would include discrimination and social oppression. Although the goal of race consciousness is to distinguish between the racial and non-racial factors, some of the non-racial factors have a confounding relationship with the racial factors. For example, a non-racial factor is education. An individual’s educational attainment can be influenced by the presence or existence of racial factors in their life, such as access and availability, which in turn will influence social economic status, and possibly geographic location. It is important to consider the interplay between all factors observed. Considering the current study, the researcher is not only accounting for the racial group in which the participants belong, but also non-racial factors such as education.

The third distinguishing characteristic of the Critical Race Theory is social location. “Social location refers to an individual’s or a group’s position within a social hierarchy (e.g.

privileged vs. marginalized, minority vs majority) and informs the perspectives from which one views a problem” (Ford et al., 2010, p. 1391). Social location explores the social position of differing groups of people and the role this position or location in the contextual societal hierarchy impacts the experience of racial injustices and health inequities. Social location is a tool used to identify the membership of individuals in society’s hierarchies. Respective to the current study, how does the social position of the participants (e.g. faculty, staff, or administrator) contribute to their experiences of racial microaggressions in the context of higher education.

An important component of the characteristic of social location is the idea of “centering the margins”. Race scholars have determined that in most social situations, the narrative is controlled by the majority, not the minority. The marginalized are rarely considered, and because of this, “people of color need to give voice to their experiences so that they might communicate to the dominant group about the oppression they face” (Louis et al., 2016, p.460). This is where the action of storytelling becomes essential and necessary. The storytelling of the experience of marginalized people is important in understanding the social phenomenon of racism and discrimination. Storytelling is also an important element to vocabulary and term development. When little is known about a group of people, there must be a sense of humility present when seeking to understand and know more about their culture and life experiences. The enhancement of vocabulary is highly important when there are areas where very little or no information is known as it relates to the experience of the marginalized. According to the authors and supports of the Critical Race Theory, people of color are “uniquely qualified to speak from their experiences with oppression and encouraged to engage in expressive activities like story-telling as a means of giving voice to their plight” (Louis et al., 2016, p.460). This aspect of CRT emphasizes the perspectives of groups that are marginalized. By taking the intentional action to

“centering the margins”, the understanding of the problems of racism and discrimination can be enriched among the mainstream perspective (Schulz & Mullings, 2006).

When considering the context of the current study, the ideas of social location, social position, “centering the margins”, and storytelling are all appropriate components that align with the goals and objectives of this study. Social location is being observed through the selection of the unique population, and gathering of demographic location. The “centering the margins” and storytelling components are addressed through the survey being self-report, rather than merely observation from the perspective of an outsider of the community or population.

The fourth and final distinguishing characteristic of the Critical Race Theory is the challenge to not only understand the racial discrimination and inequities, but to reduce and eventually eliminate them from society (Ford et al., 2010). The idea is to focus on the findings to help inform the development of strategies and programs to address racial and ethnic inequities. Critical Race Theorists are often characterized as “a collection of activists and scholars interested in studying and transforming the relationship among race, racism, and power” (Delgado & Stefancic, 2001, p. 3). Often times, these scholars are considered outsiders within their own area or field of study. The unique aspect of these scholars are that they have the ability to integrate “expertise regarding their disciplines’ theories, methods and conventions with expertise derived from critical personal analyses, experiential knowledge and scholarship on marginalization” (Ford et al., 2010, p.1391). According to Du Bois (1903), this integration of knowledge, creates a “double consciousness”, which supports their ability to draw on multiple or interdisciplinary ideas and perspectives when examining issues related to racial inequities and injustice.

The critical race theory has been applied to issues of social injustices and racial inequities in the fields of law, history, feminism, social sciences, and women’s studies. Some of the most

recent uses of the critical race theory include the examination of racial climate on college campuses and in workplace settings (Brown, 2003). The number of studies examining the effects of racism and discrimination on the health of racial and ethnic minorities and individuals are continuing to increase. Because of the growing interest in the relationship between racism and negative health outcomes, the need for a theoretical framework that specifically address the complexities of both ideas, racism and health, developed.

The Critical Race Theory (CRT) is the most commonly used theory in racial scholarship since the 1980s (Ford & Airhihenbuwa, 2010). Although the theory has high utility, it has gained much criticism in the field of Public Health due to its jurisprudential origins. The Public Health Critical Race praxis was developed to specifically to improve the simplicity and fidelity with which health equity research applies CRT (Ford et al., 2010). The Public Health Critical Race praxis “aids the study of contemporary racial phenomena, illuminates disciplinary conventions that may inadvertently reinforce social hierarchies, and offers tools for racial equity approaches to knowledge production” (Ford et al., 2010, p. 1390).

Upon reviewing the five major tenets and the characteristics of CRT, one can understand the applicability it has to the study of racial microaggressions and minority health. Although, scholars have heavily relied on the CRT framework to address racial health disparities, there are several common criticisms of the model’s applicability and appropriateness in public health studies (Ford et al, 2010).

The critical race theory, similar to the other critical theories, have gained the label of being “too negative”. Critiques of the critical race theory argue that the theory does not leave a lot of hope for improvement or reform with its constant focus on new discoveries and unveiling of “society truths”. Many critics reject the idea of contemporary racism, and feel that the

constant emphasis on identifying racist injury is a distraction from other important factors that have stronger evidence and literary support, for example, socio-economic status (Bell, 1995).

Another major criticism of the theory is its complex methodological approach. Although the critical theory has been used by various fields of study, including, sociology, law, education, feminism, and history, its application is remains a continuous challenge. Attempting to operationalize the tenets of and important aspects of the theory can become tedious and time-consuming. Due to its diverse use, there has yet to be a suggested and supported paradigm to operationalize the theory. The final major critique of the theory is its jurisprudence origin. The critical race theory was developed out law and legal studies. From a public health perspective, the jurisprudence origin and the methodological complexities strongly contrast with public health's ideal approach to scientific methods and practical research methodologies (Ford et al., 2010).

Considering the aforementioned criticisms, Ford (2010) developed a new framework that draws from critical race theory, but addresses the limitations found in operationalizing and implementing the theory's principles and practices. Ford created a structured model that is better suited for studying racial equity, and also employs the appropriated methodological rigor. This newly developed framework is known as the Public Health Critical Race Praxis.

The Public Health Critical Race Praxis has the following four focuses:

Contemporary racial relations: Contemporary racial relations acknowledge that racism is a permanent part of society, but the way it manifests and is observed changes over time. This focus also addresses the idea of overt and covert racism. Pulling from the understanding that racism is demonstrated both, consciously and subconsciously. Different strategies and

interventions are needed for each type with consideration of their respective environments and social settings.

Knowledge production: The information we gather should inform and educate the greater community about the relative issues of racial health inequities

Conceptualization and measurement: Conceptualizations argues that racism is different depending on the population, place, time, and context. Understanding the complexities of race begins with understanding each component of its concept, following by designing the appropriate instrument to measure the variables. Measurement should be context specific. Concepts should be context specific

Action: The action focus, employs the idea of everything coming full circle. This is seen when new knowledge and discoveries are found and considered when designing effective interventions. Another evidence of action is when the storytelling of marginalized people become truth to the scientific inquiry. Finally, there is evidence of action when efforts are being made to directly target and eliminate racial health injustices.

To conclude, the critical race theory alone, may not be the most appropriate theory for studying the relationship racial microaggressions and health, but the Public Health Critical Race Praxis lends itself to be highly appropriate, significantly applicable and practically feasible (Ford, 2010).

Racism and Health

Research has continued to expand examining the role of racism and discrimination in the overall quality of life of Black Americans (Torres et al., 2010). Black Americans have the most, if not the largest differences in health risks compared to other racial and ethnic counterparts (Jackson & Sears, 1992). Perceived discrimination has been associated continually with poor psychological outcomes (Clark, Anderson, & Williams, 1999) and has been shown to be major

contributor to the health disparities, both mental and physical seen among racial and ethnic minorities living in the U.S (Williams & Mohammed, 2009). Black Americans experience a greater rate of chronic disease, disability, and premature/early death compared to White Americans (USHHS, 2012). According to the Centers of Disease Control and Prevention, the top three leading causes of death for Black Americans are heart disease, cancer, and stroke (2016). Each of the aforementioned conditions are stress-related and occur more frequently among Black Americans than among European Americans (Jackson & Sears, 1992).

Racism and Mental Health

The relationship between perceived racism/discrimination and negative mental health outcomes among Black Americans have been well-documented (Carter, 2007; Clark et al., 1999; Williams, Neighbors, & Jackson, 2003). Findings suggest that, for Black Americans, the negative impact of racism and discrimination is even greater and more pronounced for an individual than that of life stress (Utsey, Giesbrecht, Hook, & Stanard, 2008).

In a study examining the racial microaggressions and psychological functioning among highly achieving African-Americans, Torres, Driscoll, and Burrow (2010) identified the most common racial microaggression experiences reported by their sample of 97 African American participants. Assumption of Criminality/Second-Class Citizen, Underestimation of Personal Ability, and Cultural/Racial Isolation were found to have the strongest frequencies in occurrence. Further analyses revealed that Underestimation of Personal Abilities was most strongly associated with greater perceived stress and depression after a one-year follow-up (Torres et al., 2010).

Racial Microaggressions in Academia

Racial microaggressions are commonplace at the collegiate and university level. This issue is salient to Black faculty and staff and their experiences and existence in academia (Louis,

Rawls, Jackson-Smith, Chambers, Phillips, & Louis, 2016). Research has consistently shown the lack of representation of Black faculty members in U.S. colleges and universities. “According to the most recent data from the U.S. Department of Education, National Center for Education Statistics (2014), 6% of full-time instructional faculty members were Black compared with 79% of full-time faculty who were White” (Louis et al., 2016). Even with an increase in Black faculty within postsecondary institutions, the progression toward more diversity in the academy is extremely slow. In 1981, Blacks represented 4.2% of U.S. faculty (Journal of Blacks in Higher Education Foundation, 2008). Considering that there has only been a 1.8% increase in Black faculty, the underrepresentation of Black Americans in the academy is a historical social trend. “This slow progression continues to be a problem for Black faculty members within higher education, especially PWIs, as those who hold positions are subjected to patterns of systematic racial inequities and discrimination” (Louis et al., 2016, p.456).

The racial inequities observed have a huge and important role in the “persistent problem of underrepresentation and low academic status among Black faculty members of the U.S. Higher education” (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000, p.122). In 2000, Allen and colleagues conducted a study examining Black faculty members’ access and success status. The findings demonstrated that Black faculty members face a great number of challenges as it relates to success, promotion, and retention. Expounding from the findings, the authors suggest that “it is less common for Black faculty members to advance in the academic hierarchy, to work at prestigious institutions, and to have a higher salary compared with White faculty members” (Louis et al., 2016, p.47). Despite making less than their White counterparts, many Black faculty members are given additional task and duties within higher education due to their racial background; however, these same expectations are not place on White faculty members

(Louis et al., 2008). Although these additional responsibilities are expected by administrators, they are not valued to the degree as academic scholarship and productivity (Constantine, Smith, Redington, & Owens, 2008). Consequently, many Black faculty members are spread too thin and cannot commit the time and effort needed to produce scholarly works. This, in turn, places the Black faculty member in an unappealing position for the tenure and promotion process as colleges and universities emphasize research and publications (Allen et al., 2000; Constantine et al., 2008). Overall, these factors act as negative and detrimental barriers to the success and retention of Black faculty members (Louis et al., 2016).

When examining the experiences of racial microaggressions, specifically, Black faculty members are at risk for interpersonal racial oppression within the higher education environment (Pittman, 2012). “A number of scholars have explored the interpersonal racial oppression experienced by Black faculty members; however, literature has demonstrated there is still a need to examine these experiences and the negative impact they have on Black faculty members” (Louis et al., 2016, p.457). In 2008, Constantine and colleagues were the first to explore the effect of racial microaggressions in the lives of Black faculty members within higher education. Specially, Constantine and colleagues’ research examined perceived experiences of racial microaggressions among tenure-track or tenured Black faculty members in a counseling and psychology program (Louis et al., 2016). The authors noted that in the higher education setting, racial microaggressions formed from White administrators, faculty, staff, and students who do not “consciously recognize the racist origins or implications of their actions” (Constantine et al, 2008, p.349). As a result, the White individual or perpetrator is not aware of the detrimental impact that racial microaggressions have on Black faculty members (Louis et al., 2016).

Constantine and colleagues' (2008) qualitative study examining the negative impact of racial microaggressions on Black faculty members identified seven distinct themes that were developed from the analyses of the participant's experiences. The authors presented the following themes: 1) alternating feelings of invisibility or marginalization and hypervisibility; 2) qualifications or credentials questioned or challenged by other faculty colleagues, staff members, or students; 3) receiving inadequate mentoring in the workplace; 4) organizational expectations to serve in service-oriented roles with low-perceived value by administrators or other faculty colleagues; 5) difficulties determining whether subtle discrimination was race or gender based; 6) self-consciousness regarding choice of clothing, hairstyle, or manner of speech; and 7) coping strategies to address racial microaggressions (Louis et al., 2016).

In general, Black members of faculty expressed feelings of invisibility and marginalization due to their presence and contributions being often ignored by their White colleagues and counterparts. The Black faculty members reported that they are only felt important when there was a need for their unique expertise within a specific area or topic. Some Black faculty members expressed that they felt "overexposed" when they were given the task to assist with recruiting students of color (Constantine et al., 2008, p.351). Several additional studies supported the common experience of Black faculty members' credentials being questioned or challenged by White faculty members and students (Cartwright et al., 2009; Flowers, Wilson, Gonzalez, & Banks, 2008; Hendrix, 1995; Lewis-Giggetts, 2015; Pittman, 2010, 2012).

In 2009, Cartwright, Washington, and McConnell expounded upon Constantine and colleagues' (2008) study to explore the negative impact of racial microaggressions on experiences among Black faculty members in a Council on Rehabilitation Education (CORE)

program (Louis et al., 2016). Cartwright and colleagues' study provided evidence for six of the seven themes that were identified in Constantine et al.'s 2008 study. The theme of feelings of "self-consciousness regarding dress and manners of speech" was not identified among the sample of participants (Cartwright et al., 2009). The authors did identify the additional theme of "Unequal/Different Treatment" in the results of their study. The majority of the participants in the study reported that they have experienced differential treatment when comparing their experiences with their White colleagues. One of the main differences in treatment experienced by Black faculty members was having to meet different or higher standards or sets of rules that were not formally written or documented (Cartwright et al., 2009).

In 2010, Pittman studied the experiences of faculty women of color. The results of the study showed that White, male students were more likely to challenge faculty women of color's "authority, teaching competency, and scholarly expertise" (Louis et al., 2016). Pittman's study also revealed that it was difficult for the faculty women of color to distinguish whether the discrimination against them was gender-based or race-related, or both (Pittman, 2010).

Many Black faculty members have reported being overly conscious about their appearance, language, and demeanor (Louis et al., 2016). The way in which he or she projects herself in an academic environment has been one of the focuses of Black faculty members. Black male faculty members have reported that they do not want to come off as intimidating and the Black female faculty members have reported great attempts of trying to combat the "Angry Black Women" stereotypes by exhibiting a softer, and in some cases, more passive demeanor (Constantine et al., 2008).

Critiques of Racial Microaggression Studies

As the study of racial microaggressions and their inherent negative effects on people of color increased, some authors began to question whether the research is valid, existent, or at very

least, worth studying (Nadal et al., 2014). Thomas (2008) mentioned that the concept of microaggressions is “pure nonsense” (p.274) and that covert form of racial and ethnic discrimination does not truly exist. He also expressed the notion that authors and clinicians should not be fixated on the concept of race. Harris (2008) focused developing alternative hypotheses to explain or justify the experiences of microaggressions by people of color (e.g., “speculating on perpetrators’ good intentions and victims’ misperceptions”), rather than validating the victim’s perceptions and racial realities (Nadal et al, 2014, p.58).

Arguments such as these revealed the nature of many of the dilemmas that counselors and clinicians may have when examining microaggressions. “What a person of color may consider to be reality may be negated, or in direct contrast to, what is considered a reality for a White person” (Nadal et al., 2014, p.58). Considering the contract in ideas, perception, and reality, some individuals may believe that microaggressions are harmless, which will lead to their lack of recognition of the importance of educating and informing others about racial microaggressions, and preventing such discriminatory behavior toward people of color. Thus, empirical support and evidence that racial microaggressions are negative and detrimental to the victim’s physical, mental, emotional, and social health is necessary for White individuals to fully understand the people of color during every day interactions and exchanges of communication.

CHAPTER 3 METHODS

Research Design

The researcher conducted an observational, non-experimental study to answer the specific research questions of the study. An observational design was selected for several reasons. First, it provides an opportunity to observe an event or occurrence in its natural setting, with no manipulation of the independent variable. Secondly, observational studies are explorative in nature, suggesting that they not attempt to explain a cause and effect relationship between variables, but rather to explore and test developed hypotheses related to particular phenomenon. Finally, observational studies allow for researchers to answer multiple research questions within the context on one study.

Research Questions

1. What is the prevalence of racial microaggression, microinvalidation, and microinsult experiences among Black faculty, staff, and administrators employed at a predominately white organization?
2. What are the differences in overall racial microaggression experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
3. What are the differences in racial microinvalidation experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
4. What are the differences in racial microinsult experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
5. What are the differences in Foreigner/Not Belonging scores by gender, position in organization, professional area, and level of educational attainment?
6. What are the differences in Sexualization scores by gender, position in organization, professional area, and level of educational attainment?
7. What are the differences in Criminality scores by gender, position in organization, professional area, and level of educational attainment?

8. What are the differences in Low Achieving/Undesirable background scores by gender, position in organization, professional area, and level of educational attainment?
9. What are the differences in Invisibility scores by gender, position in organization, professional area, and level of educational attainment?
10. What are the differences in Environmental scores by gender, position in organization, professional area, and level of educational attainment?

Participants

The sample used for this study consists of faculty, staff, and administrators who self-identify as a Black American, employed at a predominately white academic organization in the southeastern area of the United States. Participants were recruited from a varieties of organizations, email list-serves, and databases that are specific modes of communication for Black individuals in the academic environment, e.g. The Black Faculty Association. Black faculty, staff, and administrators employed at predominately white organizations were chosen as the target population of this study due to their unique social position in society. As education, and advancements in employment increases, the likelihood of Black individuals being the minority of their given academic and professional environment increases. Black faculty, staff, and administrators are often one of few, if not the only member of their racial or ethnic group within their respective academic and professional settings. Due to this inherent isolation within their daily environments, this subpopulation of Black Americans are more likely to experience racial microaggressions. Black faculty members and administrators are required to have at least a graduate or professional academic degree. Considering the advancements in education obtained by this subpopulation of Black Americans, they are more likely to hold the level of intellect and maturity necessary to effectively evaluate their daily experiences with racial microaggressions as compared to a sample of Black Americans recruited from the greater U.S. workforce.

Inclusion/Exclusion Criteria: To meet the criteria for participation in the study, participants were required to be of African descent and currently employed at the predominately white organization as a member of faculty, staff, or administration. Acknowledging the fact that there are many different ethnicities and nationalities (e.g. Caribbean American) that may be categorized as Black or African American, it is important to consider the differences in experiences among these sub-groups of Black Americans.

Instrumentation

The Racial Microaggression Scale (RMAS) was the main measurement instrument used in this study. The Racial Microaggression Scale is a self-reporting scale developed by Torres and colleagues in 2012 “to assess the themes and categories of racial microaggressions presented and discussed in the literature” (Torres-Harding et al., 2012). The RMAS measures both the occurrence and frequency (i.e., how often a person experiences racial microaggressions) and the distress stimulated by the incident’s occurrence (i.e. how much the incident caused him or her to feel stressed or upset) (Torres-Harding et al., 2012, p.155). At this present time, no studies are published that have used both components of the scale, the measure of occurrence and the measure of distress caused by the racial microaggression experience. Measuring the distress produced by seemingly subtle or innocuous microaggressions experiences is important in order for researchers and health professionals to ultimately determine the true degree of harm elicited by these occurrences (Torres-Harding & Turner, 2015). The utilization of these distress scale would enable health professionals to measure the perceived stressfulness of the microaggression incident and more thoroughly understand the impact of these events on their patients and clients.

Measures

The Racial Microaggression Scale measures specific themes within the larger categories of microinsults and microinvalidations, which are the underlying basis for the content within the

questionnaire items (Sue, et al., 2007). The the items in the questionnaire were developed to closely match the themes and categories described in the literature exploring racial microaggressions among people of color. After the development of survey items, members of the research team reviewed each item for readability and comprehension. Additionally, specific statements, thoughts, descriptions, and phrasing expressed or quoted by participants in previous qualitative studies were used to inform item development (Torres-Harding et al., 2012).

Alien in Own Land

The first four items assessed the theme alien in own land (Sue et al., 2007) and being treated as if one does not truly belong in a particular environment or social setting (Rivera et al., 2010; Solorzano et al., 2000; Sue et al., 2008; Yosso et al., 2009). Items included content related to the individual's perceptions that being treated as a foreigner, is not a "true" or "real" American, or is made to feel as though he or she does not fully belong or an outsider (Torres-Harding et al., 2012).

Ascription of Intelligence

There are five items in the survey that were created to assess the theme ascription of intelligence (Rivera et al., 2010; Solorzano et al., 2000; Sue et al., 2008; Sue et al., 2007; Yosso et al., 2009). Items included content that assessed the individual's perception of being treated as intellectually inferior, as if low intellectual abilities are expectations of others, and the reoccurring assumption that the person of color is either intellectually gifted or intellectually deficient.

Colorblindness & Denial of Individual Racism

Four items in the survey were created to assess the individual's experiences with colorblindness and denial or individual racism (Constantine, 2007; Constantine & Sue, 2007; Sue et al., 2007). Both themes involve the minimization, invalidation of racial or cultural issues, and

accused hypersensitivity regarding racial and cultural issues. “The items included perceptions that others were minimizing, ignoring, or downplaying the importance of racial issues and that persons of color were being viewed as hypersensitive or exaggerating racial issues” (Torres-Harding et al., 2012, p. 155).

Criminality/ Assumptions of Criminal Status

Five items assessed experiences with the assumption of criminality or criminal status (Constantine & Sue, 2007; Sue, 2007). The theme of criminality/assumption of criminal status encompasses instances in which a person of color is treated as “danger, aggressive, or likely to engage in criminal behavior” (Torres-Harding et al., 2012, p.155). These assumptions are purely based on their personal beliefs and attitudes toward people of color.

Invalidation of Interethnic Differences

There are six items within the survey that were developed to assess invalidation of interethnic differences (Sue et al., 2008). These items measured the participant’s experiences with being treated interchangeably with others of the same race, with the assumption that everyone who share the same background have the same thoughts, ideas, and values (Torres-Harding et al., 2012).

Exoticized

The next category of items were developed to assess the theme of exoticized. Exoticized is defined as being overly sexualized, romanticized, or glamorized because of one’s racial background (Sue, Bucceri, et l., 2007). This particular theme has been noted by Sue, Bucceri, and colleagues (2007) as being highly reported by Asian American women. Although most commonly seen among the previously mentioned minority population of women, items were still developed for this theme because sexual stereotyping has relevance within other ethnic groups, for example, “the Mandingo Warrior”. “The Mandingo Warrior” is an over-sexualized and

exoticized Black male in racial history that symbolizes a strong, powerful sexual beast, who can offer a woman the best pleasure attainable. Three items assessed being treated in an overly sexualized manner due to one's race (Torres-Harding et al., 2012).

Myth of Meritocracy

Five items were developed to assess the theme of myth of meritocracy (Sue, Capodilupo, et al., 2007), which includes being seen as incompetent or having one's success perceived by others as atypical or exceptional (Constantine & Sue, 2007); Solorzano et al., 2000). These five items assessed the "perceptions of others denying structural inequalities that perpetrate racism or blaming people of color for problems that stem from oppression" (Torres-Harding et al., 2012). These items also measured the assumption that the individual of color's lack of intellectual or academic attainment and success stemmed from a lack of effort, focus, or abilities, while also accrediting their achievement to unfair benefits or special treatment (Torres-Harding et al., 2012).

Pathologizing Cultural Values & Communication Styles

The next seven items on the survey instrument measured pathologizing cultural values and communication styles (Rivera et al., 2010; Sue et al., 2008; Sue, Capodilupo, et al., 2007). Items within this category involved others "emphasizing negative, dysfunctional, or problematic aspects of one's background, including being asked to 'play down' aspects of one's culture, being expected to assimilate to White culture, receiving negative feedback about aspects of one's speech, and having others devalue the physical features of one's racial group" (Torres-Harding et al., 2007, p. 155).

Second Class-citizen

Three items in the survey are developed to assess the theme of second-class citizenship (Sue, Capodilupo, et al., 2007). This theme encompasses the experience of being treated as a

“lower status person within one’s community or seeing White persons receive preferential treatment” (Torres-Harding et al., 2012, p. 155).

Environmental Invalidations

There are five items on the survey that are developed to assess the theme environmental invalidations (Sue et al., 2008; Sue, Capodilupo, et al., 2007; Yosso et al., 2009). Environmental invalidations are described as a person of color’s perception of “negative environmental messages deriving from the absence of people from one’s racial background in school or work settings, being in contexts where an individual is the “only person of color,” and observing that visible or powerful roles in one’s community do not include people from one’s own racial background” (Torres-Harding et al., 2012, p.155).

Invisibility

Finally, the last set of five items are developed to assess the theme of invisibility. The theme of invisibility was derived from Franklin and Boyd-Franklin’s (2000) conceptualization of invisibility. According to the authors, invisibility is characterized as being treated as if “one is not visible, and being dismissed, devalued, ignored, and delegitimized by others because of one’s race” (Torres-Harding et al., 2012).

Scoring

For each item, participants were asked to indicate how often they had encountered or experienced a particular racial microaggression on a 4-point Likert-type scale (0= never, 1= a little/rarely, 2= sometimes/a moderate amount, 3= often/frequently). Once a participant positively endorsed the item (indicating that the racial microaggression in fact happened, i.e., 1 or greater on the occurrence item), they then indicated how stressful, upsetting, or bothersome the experiences was for them (0= not at all, 1= a little, 2= moderate level, 3= high level).

Demographics

Demographic information such as age, nationality, gender, position in the organizational hierarchy, and professional area or discipline, was collected within the survey instrument. The collection of these particular characteristics of the sample assisted in exploring and identifying the factors that were associated with the experiences of racial microaggressions for our target population of Black Americans. Identifying and quantifying specific environmental and social risk factors that increase the likelihood of a microaggression encounters for people of color allows for strategic and informed planning of interventions and programs designed to address and reduce these experiences.

Procedures

An implied consent procedure was used to preserve anonymity of the study responses. Data were collected both in person, using paper-and-pencil questionnaires, and through an online survey. Participants were recruited by visiting Black faculty organizational meetings, through email listservs and by disseminating links to the survey to organizations that directly serve faculty of color. Participants were awarded a \$5 gift card for their participation in the study. The study was reviewed and approved by the University of Florida Institutional Review Board to ensure that all ethical standards were fully met in the conduct of the study.

Data Analyses

Descriptive statistics were used to investigate the prevalence of racial microaggressions among Black members of faculty, staff, and administration. The two specific types of racial microaggressions, e.g. microinvalidations and microinsults, and the degree to which they were experienced by our target population were determined by an evaluation and analysis of the descriptive statistics of the sample data.

As an initial inspection of the data, Analysis of Variance (ANOVA) was carried out to determine if there were any overall differences in racial microaggressions experiences among each of the demographic variables. The results of the ANOVA informed the selection of reference groups for the multiple regression analysis. The groups with the greatest extreme from the mean within each category, rather small or large, were selected as the reference group for the organizational position and academic/professional area demographic variables.

Multiple regression was used to compare microaggression experiences across different groups of demographic characteristics in a comprehensive manner, where each of the RMA subscale scores were used as the outcome and all of the demographic variables were included simultaneously as predictors, so that differences by each category of characteristics could be examined while controlling for the influence of the other variables. Multiple regression analysis indicated any group mean differences in racial microaggression scores for each of the following continuous outcome variables: total racial microaggression frequency score, racial microinvalidation score, racial microinsult score, Foreigner/Not belonging subscore, Sexualization subscore, Criminality subscore, Invisibility subscore, Low Achieving/Undesirable race subscore, and the Environmental subscore.

For the categorical predictors, such as academic/professional area and position, dummy variables were created to compare the reference group to each of the other groups in these two demographic variables. For academic/professional area, there were 8 different categories, therefore 7 dummy variables were created to compare group means. Among the 8 categories, Business area was selected as the reference group as they showed the lowest levels of racial microaggression experiences. For the organizational position variable, there were 4 different categories, therefore 3 dummy variables were created to compare group means across the

categories within the variable. Faculty was chosen as the reference group as they showed higher levels of racial microaggression experiences. Results from both analyses are presented in Chapter 4.

Conclusion

The administration of this investigation helped to improve the understanding of the racial microaggressions experiences of Black faculty, staff, and administrators employed at predominately white organizations. Information from this study can be used for several purposes. First, the information gathered in this study could support employee relations at is relates to diversity and cross-cultural communication among colleagues, while in turn, reducing the negative mental, physical, and emotional health outcomes associated with racial microaggression experiences. Secondly, this study provides an epidemiological framework to understand the determinants and distribution of racial microaggression experiences among individuals in the sample, which can be generalized to greater campus and working environments. Thirdly, this study demonstrates the need for more evidence-based interventions, programs, and strategies to address this ever-evolving issue of social injustice and discrimination among racial and ethnic minorities in the United States/

Chapter Summary

This chapter served as an introduction to the concepts being studied, e.g. themes of racial microaggressions. The research designed has been explained along with ethical considerations and potential limitations of the study. The need to explore the relationships between the concepts is highly important to the fields of higher education, psychology, and public health/health education. Currently there is very little in public health and health education literature that examines the negative health effects of racial microaggressions on Black Americans.

CHAPTER 4 RESULTS

This study measured and analyzed the prevalence and frequency of racial microaggression experiences among Black faculty, staff, and administrators employed at a predominately white organization. The results based on the data collected during the study are presented in this chapter. The following sections presented the level to which the study population experiences racial microaggressions, the characteristics of the microaggressions experienced, and the differences in these experiences as it relates to demographic factors. The current study addressed the following research questions:

1. What is the prevalence of racial microaggression, microinvalidation, and microinsult experiences among Black faculty, staff, and administrators employed at a predominately white organization?
2. What are the differences in overall racial microaggression experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
3. What are the differences in racial microinvalidation experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
4. What are the differences in racial microinsult experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
5. What are the differences in Foreigner/Not Belonging scores by gender, position in organization, professional area, and level of educational attainment?
6. What are the differences in Sexualization scores by gender, position in organization, professional area, and level of educational attainment?
7. What are the differences in Criminality scores by gender, position in organization, professional area, and level of educational attainment?
8. What are the differences in Low Achieving/Undesirable background scores by gender, position in organization, professional area, and level of educational attainment?
9. What are the differences in Invisibility scores by gender, position in organization, professional area, and level of educational attainment?

10. What are the differences in Environmental scores by gender, position in organization, professional area, and level of educational attainment?

Participant Demographics

Participants were recruited in-person, or through an online listserv of Black faculty, staff, and administrators employed at predominately white large, southern university. To participate in the study, participants had to self-identify as Black and currently hold a faculty, staff, or administrative position at the institution. Both online and in-person participants were given the IRB-approved informed consent to review and keep, if desired. The final sample included a total of 240 participants. The sample characteristics were presented in Table 4-1 There were 180 female participants (75%), and 60 male participants (25%). Participants ranged in age from 21 to 72 ($M=42.37$, $SD = 12.181$). In all, 208 participants were born in the United States (86.7%), followed by 11 Jamaican natives (4.6%), 5 participants originally from Haiti (2.1%), and the remaining participants were from various countries in the Caribbean, Africa, and Europe.

There were 61 participants who held Bachelor's degrees (25.4%), followed by 55 participants who had earned a terminal degree (22.9%), 52 participants held a Master's degree (21.7%), 31 participants held an associate degree (12.9%), 28 participants reporting their highest level of education as high school (11.7%), and 10 participants reported having earned a trade or vocational certificate or degree. In reference to academic area or discipline, 40 participants were in Medicine/Healthcare (16.7%), followed by 39 participants in Social Sciences (16.3%), 32 participants worked in the area of Liberal Arts (13.3%), 30 participants were in the STEM fields (12.5%), 25 participants worked in the area of Business Administration (10.4%), 24 participants worked in non-academic areas such as, Nursing or higher administration, 15 participants were in Humanities and Law (6.3%), and 12 participants were in the field of Education (5.0%).

Of the participants, 109 participants self-identified administrative staff (45.4%), followed by 44 faculty members (18.3%), 38 members of support staff (15.8%), 25 participants self-identified as senior staff (10.4%), and 9 participants were placed in the category of ‘other’ (3.8%). These participants carried roles as physicians, nurses, and academic advisors, for example.

Table 4-1. Sample Demographic Characteristics

Characteristic	N	%
Gender		
Female	180	75
Male	60	25
Age		
21-29	45	18.7
30-39	58	24.1
40-49	52	21.6
50-51	61	25.4
60 and above	19	7.9
Nationality		
United States of America	208	86.7
Jamaica	11	4.6
Haiti	5	2.1
Other Country of Origin	13	5.4
Education		
High School Diploma	28	11.7
Associate Degree	31	12.9
Bachelor’s Degree	61	25.4
Master’s Degree	52	21.7
Terminal Degree (PhD, JD, MD etc.)	55	22.9
Trade/Vocational Degree	10	4.1
Position		
Administrative staff	109	45.4
Faculty members	44	18.3
Support staff	38	15.8
Senior staff	25	10.4
Other	9	3.8

Table 4-1. Continued.

Characteristic	N	%
Academic or Professional Area		
Medicine/Healthcare	40	16.7
Social Sciences	39	16.3
Liberal Arts	32	13.3
STEM	30	12.5
Business	25	10.4
Non-Academic areas	24	10
Humanities and Law	15	6.3
Education	12	5

- **RQ 1:** What is the prevalence of racial microaggression, microinvalidation, and microinsult experiences among Black faculty, staff, and administrators employed at a predominately white organization?

Overall Racial Microaggressions

In order to measure the overall prevalence/frequency of racial microaggression experiences among the sample of participants, the researcher first created a racial microaggression total frequency sum score for all participants. This score was a sum of the participants' responses to the 32- Likert-style items within the questionnaire (see Appendix). The total frequency racial microaggression sum scores could possibly range from 0 to 96. Zero representing no experiences with racial microaggressions and 96 representing the maximum degree of racial microaggression experiences. The mean for the total frequency sum score for participants was 44.12 (SD= 18.392). The maximum total frequency sum score was 89, while the minimum score was 7. Overall, there was a good range of scores, which suggests that there are normally distributed outcomes.

Racial Microinvalidation Experiences

In order to measure the prevalence/frequency of racial microinvalidation experiences among the sample of participants, the racial microinvalidation score was created. The racial microinvalidation score was a sum of the items that are within the three subscales (themes) that are categorized as racial microinvalidations in the literature. These three distinct racial microinvalidation themes were Invisibility, Environmental, and Foreigner/Not Belonging. A total of 16 items were summed together to create the microinvalidation score. The participants' microinvalidation scores could possibly range from 0 to 48. Zero representing no experiences with racial microinvalidations and 48 representing the maximum level of racial microinvalidation experiences. The overall mean for racial microinvalidations was 21.72 (SD=9.25). The maximum reported microinvalidation score was 44, while the minimum reported microinvalidation score was 1.

Racial Microinsult Experiences

In order to measure the prevalence/frequency of racial microinsult experiences among the sample of participants, the racial microinsult score was created. The racial microinsult score was a sum of the items that are within the three subscales (themes) that are categorized as racial microinsults in the literature. These three distinct racial microinsult themes were assumptions of Criminality, Sexualization, and Low Achieving/Undesirable Culture. A total of 16 items were summed together to create the racial microinsult score. The participants' microinsult scores could possibly range from 0 to 48. Zero representing no experiences with racial microinsults and 48 representing the maximum level of racial microinsult experiences. The overall mean for the racial microinsults was 22.40 (SD=10.48). The maximum reported microinsult score was 48, while the minimum reported microinvalidation score was 0.

- **RQ 2:** What are the differences in overall racial microaggression experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

In order to determine differences in group means across the four demographic variables, multiple regression analyses were conducted. The total frequency score was used as the outcome variable, and the four demographic variables were used as the independent or predictor variables in the model. The results were presented in Table 4-2. There were significant differences in mean scores among levels of educational attainment. There was a positive linear relationship between the level of educational attainment and total racial microaggression frequency scores ($p=.041$). In regards to academic or professional area, participants in Business reported significantly lower total racial microaggression frequency scores when compared to participants in Liberal Arts ($p=.005$), Medicine/Healthcare ($p=.028$), Social Sciences($p=.027$), and those working in Non-Academic areas ($p=.020$). The group mean differences in overall total frequency mean scores were not significant for gender or organizational position.

Table 4-2. Multiple Regression of the Total Frequency score on Gender, Educational Level, Positon & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	2.92	3.08	.070	3.44
Educational Attainment	2.30	1.11	.195	.041*
Faculty vs. Support Staff	8.19	5.53	.164	.141
Faculty vs. Senior Staff	7.06	5.17	.124	.174
Faculty vs. Administrative Staff	.183	4.10	.005	.964
Business vs. STEM	5.45	5.21	.099	.296
Business vs. Liberal Arts	14.16	4.97	.280	.005**
Business vs. Social Sciences	11.07	4.97	.232	.027*
Business vs. Humanities and Law	8.60	6.32	.122	.176
Business vs. Medicine /Healthcare	10.83	4.88	.222	.028*
Business vs. Non Academic	12.48	5.33	.219	.020*
Business vs. Education	6.30	6.86	.077	.359

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); *B* and *SE (-B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

- **RQ 3:** What are the differences in racial microinvalidation experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

The results from the multiple regression for microinvalidation experiences were reported in Table 4-3. There were significant differences in microinvalidation scores among the varying levels of educational attainment. There was a positive, linear relationship between participants' level of educational attainment and their microinvalidation score ($p=.046$). For academic/professional area, participants in Business produced significantly lower group mean scores when compared to participants in Liberal Arts ($p=.018$) and Social Sciences ($p=.048$). There were no statistically significant differences in group mean scores for microinvalidations on the independent demographic variables, gender and organizational position.

When examining each of the demographic variables, separately one by one in ANOVA for the differences in microinvalidation scores, the variable, organizational position was significant. Faculty reported significantly higher scores than both support and administrative staff on the racial microinvalidation subscale. There were also statistically significant differences in microinvalidation experiences for Business and Humanities/Law in the results of the ANOVA analysis. However, these group differences became non-significant when examining the predictors simultaneously in the multiple regression analysis.

Table 4-3. Multiple Regression of the Microinvalidation scores on Gender, Educational Level, Positon & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	2.39	1.52	.115	.118
Educational Attainment	1.11	.553	.190	.046*
Faculty vs. Support Staff	.74	2.73	.030	.787
Faculty vs. Senior Staff	.55	2.55	.020	.828
Faculty vs. Administrative Staff	-2.20	2.03	-.121	.279
Business vs. STEM	2.62	2.57	.096	.309
Business vs. Liberal Arts	5.87	2.46	.234	.018*
Business vs. Social Sciences	4.89	2.46	.207	.048*
Business vs. Humanities and Law	4.05	3.12	.116	.196
Business vs. Medicine /Healthcare	4.07	2.41	.168	.093
Business vs. Non Academic	4.76	2.63	.168	.072
Business vs. Education	2.44	3.39	.060	.473

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); *B* and *SE (-B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

- **RQ 4:** What are the differences in racial microinsult experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

The results from multiple regression for microinsult experiences were presented in Table 4-4. There were statistically significant differences in group mean microinsult scores on the factor of organizational position. Faculty reported significantly lower microinsult mean scores when compared to Senior Staff ($p=.031$) and Support Staff ($p=.021$). There were also significant differences in group mean scores on academic/professional area. Participants in Business reported significantly lower racial microinsults compared to those participants in Liberal Arts ($p=.004$), Social Sciences ($p=.033$), Medicine/Healthcare ($p=.017$), and those working in Non-Academic positions ($.013$). There were significant differences in group means on the factors of gender and organizational position.

Table 4-4. Multiple Regression of the Microinsult score on Gender, Educational Level, Position & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	.527	1.78	.022	.768
Educational Attainment	1.18	.645	.174	.067
Faculty vs. Support Staff	7.45	3.19	.257	.021*
Faculty vs. Senior Staff	6.50	2.98	.197	.031*
Faculty vs. Administrative Staff	2.39	2.37	.122	.315
Business vs. STEM	2.82	3.00	.088	.348
Business vs. Liberal Arts	8.28	2.87	.283	.004**
Business vs. Social Sciences	6.18	2.87	.224	.033*
Business vs. Humanities and Law	4.54	3.65	.111	.215
Business vs. Medicine /Healthcare	6.76	2.82	.239	.017*
Business vs. Non Academic	7.71	3.08	.233	.013*
Business vs. Education	3.86	3.96	.082	.331

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); *B* and *SE (-B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

After examining the mean group differences of microaggression, microinvalidation, and microinsult experiences across demographic characteristics, each of the thematic subscales was examined to further understand the dynamics of racial microaggressions. The means and standard deviations of these thematic subscales were reported in Table 4-5 for Foreigner/Not

Belonging, Sexualization, and Criminality scales and in Table 4-10 for Low achieving/Undesirable background, Invisibility, and Environmental scales.

Table 4-5. Means and standard deviations of thematic subscales of racial microaggressions

Demographic Factor	Foreigner/Not Belonging Mean (SD)	Sexualization Mean (SD)	Criminality Mean (SD)
Gender			
Male	1.70 (2.27)	1.93 (2.21)	5.28 (3.35)
Female	1.82 (2.04)	2.04 (2.95)	4.41 (3.22)
Organizational Position			
Support Staff	1.76 (2.13)	2.00 (2.30)	4.95 (3.72)
Senior Staff	2.24 (1.98)	3.12 (5.15)	4.80 (3.16)
Faculty	2.64 (2.13)	2.09 (2.49)	4.48 (3.06)
Administrative Staff	1.49 (1.91)	1.88 (2.45)	4.63 (3.37)
Other	1.67 (1.32)	1.11 (1.36)	4.11 (2.84)
Academic/Professional Area			
STEM	1.73 (2.06)	1.83 (2.15)	4.80 (3.52)
Liberal Arts	2.69 (2.62)	2.94 (2.85)	4.69 (3.84)
Social Sciences	2.10 (2.43)	2.56 (4.43)	4.59 (2.70)
Humanities and Law	1.87 (1.99)	1.67 (1.95)	4.33 (2.96)
Medicine/Healthcare	1.78 (2.20)	2.50 (2.54)	4.80 (2.90)
Business	1.04 (1.24)	.92 (1.70)	3.48 (2.72)
Education	1.92 (2.19)	1.83 (2.29)	4.67 (3.49)
Non-Academic	1.13 (1.42)		5.38 (4.10)
Education			
High School	1.54 (1.97)	1.18 (2.00)	4.04 (3.31)
Associate Degree	1.42 (2.04)	1.23 (1.99)	5.03 (4.01)
Trade/Vocational Degree	2.10 (2.13)	2.10 (1.52)	3.60 (3.02)
Bachelor's Degree	1.48 (2.11)	1.92 (2.67)	4.75 (3.58)
Master's Degree	1.77 (1.71)	2.92 (3.90)	4.71 (2.93)
Terminal Degree	2.40 (2.46)	1.93 (2.18)	4.64 (2.81)

- **RQ 5:** What are the differences in Foreigner/Not Belonging subscores by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

In order to determine group mean differences in Foreigner/Not Belonging subscores for each of the four independent demographic factors, a multiple regression analysis was conducted.

The participant's Foreigner/Not Belonging subscore was used as the dependent or outcome

variable, and each of the demographic factors were used as independent or predictor variables. The results of the multiple regression analysis were presented in Table 4-6. There were significantly group mean differences were found among the academic/professional area variable. Participants in Business had a significantly lower group mean compared to participants in STEM ($p=.008$). There were no statistically significant differences in group mean scores for microinsults on the independent variables, gender, level of educational attainment, and organizational position, according to the results of the multiple regression analysis.

When each demographic variable was examined one by one in ANOVA, there were significant differences in group means among the various levels of educational attainment. Those participants with terminal degrees had significantly higher group means scores on the Foreigner/Not Belonging scale when compared to participants with associate degrees ($p=.039$) and those participants with whose highest level of educational attainment was a bachelor's degree ($p=.019$).

Table 4-6. Multiple Regression of the Foreigner/Not Belonging subscale on Gender, Educational Level, Position & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	.298	.365	.060	.416
Educational Attainment	.059	.132	.042	.655
Faculty vs. Support Staff	-.532	.655	-.090	.418
Faculty vs. Senior Staff	-.058	.612	-.009	.925
Faculty vs. Administrative Staff	-.842	.486	-.194	.085
Business vs. STEM	.785	.617	.120	.205
Business vs. Liberal Arts	1.58	.589	.265	.008*
Business vs. Social Sciences	.960	.589	.170	.105
Business vs. Humanities and Law	.393	.749	.047	.600
Business vs. Medicine /Healthcare	.847	.578	.147	.144
Business vs. Non Academic	.308	.631	.046	.626
Business vs. Education	.327	.812	.034	.688

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); *B* and *SE (-B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

- **RQ 6:** What are the differences in Sexualization subscores by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

The results of multiple regression for Sexualization subscores were presented in Table 4-7. There were significant group mean differences in Sexualization scores found among varying levels of educational attainment. There was a positive, linear relationship between participants' level of educational attainment and their Sexualization subscore ($p=.020$). In respect to organizational position, Faculty reported significantly lower Sexualization group mean scores when compared to Support Staff ($p=.029$) and Senior Staff ($p=.006$). Participants in Business reported significantly lower Sexualization scores when compared to participants in Liberal Arts ($p=.003$), Social Sciences ($p=.010$), and Medicine/Healthcare ($p=.012$). There were no statistically significant differences in group mean scores for Sexualization on the demographic factor of gender.

Table 4-7. Multiple Regression of the Sexualization subscale on Gender, Educational Level, Position & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	.160	.476	.024	.737
Educational Attainment	.406	.172	.219	.020*
Faculty vs. Support Staff	1.88	.854	.240	.029*
Faculty vs. Senior Staff	2.21	.798	.247	.006*
Faculty vs. Administrative Staff	.881	.634	.152	.166
Business vs. STEM	.798	.804	.092	.322
Business vs. Liberal Arts	2.28	.768	.288	.003**
Business vs. Social Sciences	2.00	.768	.267	.010*
Business vs. Humanities and Law	.824	.976	.075	.399
Business vs. Medicine /Healthcare	1.91	.754	.250	.012*
Business vs. Non Academic	.893	.823	.100	.279
Business vs. Education	.229	1.05	.018	.829

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); *B* and *SE (-B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

- **RQ 7:** What are the differences in Criminality subscores by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

In order to determine group mean differences in Criminality subscores for each of the four independent demographic factors, a multiple regression analysis was conducted. The participant's Criminality subscore was used as the dependent or outcome variable, and each of the

demographic factors were used as independent or predictor variables. There were no statistically significant group mean differences among the four independent variables of gender, level of educational attainment, organizational position, and professional/academic area.

Table 4-8. Multiple Regression of the Criminality subscale on Gender, Educational Level, Position & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	-1.042	.563	-.139	.066
Educational Attainment	.011	.204	.005	.956
Faculty vs. Support Staff	1.06	1.01	.120	.291
Faculty vs. Senior Staff	.622	.944	.061	.511
Faculty vs. Administrative Staff	.383	.750	.058	.610
Business vs. STEM	1.08	.951	.111	.254
Business vs. Liberal Arts	1.28	.908	.143	.158
Business vs. Social Sciences	1.28	.908	.151	.158
Business vs. Humanities and Law	1.03	1.15	.082	.372
Business vs. Medicine /Healthcare	1.31	.891	.151	.143
Business vs. Non Academic	1.92	.973	.189	.050
Business vs. Education	1.48	1.25	.102	.236

Note. * $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed); *B* and *SE (B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

- **RQ 8:** What are the differences in Low Achieving/Undesirable culture subscores by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

The means and standard deviations for the thematic subscales of Low Achieving/Undesirable Background, Invisibility, and Environmental were reported in Table 4-10. In the multiple regression on Low Achieving/Undesirable Background subscales scores (Table 4-9), the group mean differences were significant for the factors of organizational position and academic/professional area. Faculty reported a significantly lower group mean score on the Low Achieving/Undesirable culture subscale compared to Support Staff ($p = .031$). Participants in Business reported a significantly lower group mean score compared to those participants in Liberal Arts ($p = .012$), and those participants working in Non-Academic positions.

Table 4-9. Multiple Regression of the Low Achieving/Undesirable culture subscale on Gender, Educational Level, Position & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	1.40	1.15	.090	.223
Educational Attainment	.772	.417	.175	.066
Faculty vs. Support Staff	4.49	2.06	.241	.031*
Faculty vs. Senior Staff	3.66	1.93	.172	.059
Faculty vs. Administrative Staff	1.12	1.53	.082	.463
Business vs. STEM	.942	1.94	.046	.629
Business vs. Liberal Arts	4.71	1.85	.249	.012*
Business vs. Social Sciences	2.89	1.85	.162	.121
Business vs. Humanities and Law	2.68	2.36	.102	.257
Business vs. Medicine /Healthcare	3.53	1.82	.194	.054
Business vs. Non Academic	4.90	1.99	.230	.015*
Business vs. Education	2.14	2.56	.070	.403

Note. * $p < .05$, ** $p < .01$, *** $p < .001$ (two-tailed); *B* and *SE (B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

Table 4-10. Means and standard deviations of thematic subscales of racial microaggressions

Demographic Factor	Low Achieving/ Undesirable Background Mean (SD)	Invisibility Mean (SD)	Environmental Mean (SD)
Gender			
Male	14.87 (6.95)	9.62 (6.49)	9.92 (3.50)
Female	16.06 (6.71)	9.68 (6.17)	10.38 (3.26)
Organizational Position			
Support Staff	16.92 (6.74)	9.39 (6.76)	9.50 (3.41)
Senior Staff	17.48 (5.79)	10.12 (6.35)	10.40 (3.42)
Faculty	15.39 (5.82)	11.02 (6.09)	11.39 (2.81)
Administrative Staff	15.51 (7.08)	9.16 (5.96)	9.84 (3.44)
Other	13.67 (9.16)	8.56 (7.38)	12.11 (1.96)
Academic/Professional Area			
STEM	14.47 (7.45)	9.23 (6.95)	10.47 (4.10)
Liberal Arts	17.41 (6.92)	10.44 (6.53)	10.16 (2.59)
Social Sciences	15.28 (6.93)	10.33 (6.56)	10.90 (2.89)
Humanities and Law	15.87 (5.23)	10.53 (5.66)	11.27 (3.24)
Medicine/ Healthcare	16.35 (7.07)	9.75 (6.21)	10.25 (3.66)
Business	12.92 (7.48)	6.48 (5.14)	9.72 (3.82)
Education	16.42 (5.21)	9.25 (4.47)	10.42 (3.70)
Non-Academic	17.25 (6.86)	10.08 (5.47)	9.96 (2.61)
Education			
High School	14.50 (6.24)	8.54 (6.47)	9.14 (3.57)
Associate Degree	15.94 (7.89)	9.29 (6.53)	8.61 (3.33)
Trade/Vocational Degree	15.90 (6.50)	10.00 (5.39)	9.60 (2.87)
Bachelor's Degree	15.77 (7.44)	8.93 (6.52)	9.98 (3.35)
Master's Degree	16.13 (6.60)	9.27 (5.49)	11.04 (2.73)
Terminal Degree	15.64 (6.08)	11.45 (6.28)	11.24 (3.24)

- **RQ 9:** What are the differences in Invisibility subscores by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

Multiple regression analysis on Invisibility subscale score revealed significant differences in group mean scores for academic/professional area. Business reported a significant lower group mean for Invisibility compared to Liberal Arts ($p=.030$), and participants in Non-Academic areas. There were no group mean differences in Invisibility scores for the variables, gender, educational attainment, and organizational position.

When examining each of the demographic variables, one by one in ANOVA, and their differences in group means for the Invisibility subscale, there were statistically significant differences found among the various levels of educational attainment. Specifically, those participants with terminal degrees had significant greater group mean scores when compared to participants who had a bachelor’s degree ($p=.030$), and those participants who highest level of education was a high school diploma ($p=.044$). These differences; however; became non-significant after controlling for other demographic characteristics.

Table 4-11. Multiple Regression of the Invisibility subscale on Gender, Educational Level, Positon & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	.858	1.03	.062	.408
Educational Attainment	.528	.375	.136	.160
Faculty vs. Support Staff	.938	1.85	.057	.614
Faculty vs. Senior Staff	.587	1.73	.031	.736
Faculty vs. Administrative Staff	-.782	1.37	-.064	.571
Business vs. STEM	1.56	1.74	.086	.373
Business vs. Liberal Arts	3.65	1.66	.219	.030*
Business vs. Social Sciences	3.21	1.66	.204	.056
Business vs. Humanities and Law	2.79	2.12	.120	.189
Business vs. Medicine /Healthcare	2.90	1.63	.180	.078
Business vs. Non Academic	3.78	1.78	.200	.036*
Business vs. Education	1.86	2.30	.069	.420

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); B and SE (-B) are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

- **RQ 10:** What are the differences in Environmental subscores by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately white organization?

Finally, the multiple regression analysis to determine differences in Environmental subscores on the four demographic variables, significant group mean differences were found for gender and level of educational attainment. Females reported significantly higher scores on the Environmental subscale compared to males in the sample of participants ($p=.026$). For educational attainment, there was positive linear relationship between the participant’s racial microaggression score and their level of educational attainment ($p=.010$). As the level of educational attainment increased, the participants’ Environmental subscores increased. There were no significant group mean differences found among organizational position or academic/professional area.

When examining each of the demographic variables one by one in ANOVA without controlling for the other demographic characteristics, there were significant mean group differences within organizational position. Faculty reported significantly higher group means on the Environmental subscale when compared support staff ($p=.010$), and administrative staff ($p=.009$).

Table 4-12. Multiple Regression of the Environmental subscale on Gender, Educational Level, Position & Academic Area (N=240).

Variable	<i>B</i>	<i>SE (B)</i>	β	<i>p</i>
Gender	1.24	.553	.164	.026*
Educational Attainment	.524	.200	.246	.010**
Faculty vs. Support Staff	.335	.993	.037	.736
Faculty vs. Senior Staff	.027	.927	.003	.976
Faculty vs. Administrative Staff	-.583	.736	-.088	.429
Business vs. STEM	.284	.934	.029	.762
Business vs. Liberal Arts	.645	.892	.071	.470
Business vs. Social Sciences	.724	.892	.084	.418
Business vs. Humanities and Law	.869	1.134	.068	.445
Business vs. Medicine /Healthcare	.328	.876	.037	.709
Business vs. Non Academic	.678	.956	.066	.479
Business vs. Education	.255	1.23	.017	.836

Note. * $p<.05$, ** $p<.01$, *** $p<.001$ (two-tailed); *B* and *SE (-B)* are unstandardized regression coefficient and standard error of estimate; β is standardized regression coefficient.

Summary of Results

The results of the data analysis demonstrate that there are statistically significant differences in the level and type of racial microaggression an individual experiences based on the demographic characteristics measured in the current study. Academic or professional discipline, organizational position, and educational attainment were all found to have a relationship with racial microaggression experiences for the participants in this sample.

There was a significantly lower reporting of total racial microaggression experiences in the professional area of business. Participants in business had significantly lower total frequency scores compared to every other academic or professional area; however, there was a significantly higher reporting of total racial microaggression experiences among those participants who had earned terminal degrees.

Faculty members reported statistically significant higher microinvalidation scores compared to all other categories of staff. Business once again had significantly lower microinvalidation and microinsult scores compared to the other academic or professional areas. Those participants with terminal degrees reported statistically significant higher level of racial microaggression experiences compared to any other level of educational attainment.

On the various subscales, faculty members reported significantly more experiences with being treated as a foreigner or not belonging. Participants with terminal degrees also reported more experiences with being treated as a foreigner or given the impression they did not belong. Senior staff reported the highest levels of Sexualization, which were significantly higher than any other position in the sample. Education and medicine/healthcare reported higher means for Low Achieving/Undesirable background subscale compared to the other professional or academic

areas. Humanities and law and those participants who had earned a terminal degree reported significantly more experiences with feelings of invisibility than any other group.

On the Environmental subscale, gender, level of educational attainment, and organizational position were significant independent or predictor variables in the outcome of experiencing Environmental racial microaggressions.

Considering the results presented in this chapter, it is clear that there are demographic factors that significantly contribute to the experience of racial microaggressions for Black faculty, staff, and administrators who work at predominately white organizations. Chapter five will discuss the study's limitations, implications, and present conclusive thoughts pertaining to future directions for research.

CHAPTER 5
SUMMARY, FUTURE DIRECTIONS, LIMITATIONS, AND IMPLICATIONS

Research Questions

The purpose of this study was to measure the prevalence of racial microaggressions among Black faculty, staff, and administrators who are employed at a predominately White organization. Black faculty, staff, and administrators were chosen as the population of study due to their unique social position. Previous studies have found that educational attainment and exposure of predominately-white environments increases the likelihood of an individual experiencing daily racial microaggressions (Torres et al., 2010; Nadal et al., 2014). Studies have also found that the experiences and manifestations of racial microaggressions are different for various racial and ethnic minorities groups (Foster, 2005; Nadal, 2011; Sue, 2010). Considering these findings, the ideal next step in this area of study is to investigate racial microaggressions among specific racial minority populations to determine the factors that most significantly predict or influence an individual experiencing racial microaggressions in his or her daily life. The following questions were examined in this study.

Research Questions

1. What is the prevalence of racial microaggression, microinvalidation, and microinsult experiences among Black faculty, staff, and administrators employed at a predominately white organization?
2. What are the differences in overall racial microaggression experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
3. What are the differences in racial microinvalidation experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?
4. What are the differences in racial microinsult experiences by gender, position in organization, professional area, and level of education attainment among Black faculty, staff, and administrators employed at a predominately-white organization?

5. What are the differences in Foreigner/Not Belonging scores by gender, position in organization, professional area, and level of educational attainment?
6. What are the differences in Sexualization scores by gender, position in organization, professional area, and level of educational attainment?
7. What are the differences in Criminality scores by gender, position in organization, professional area, and level of educational attainment?
8. What are the differences in Low Achieving/Undesirable background scores by gender, position in organization, professional area, and level of educational attainment?
9. What are the differences in Invisibility scores by gender, position in organization, professional area, and level of educational attainment?
10. What are the differences in Environmental scores by gender, position in organization, professional area, and level of educational attainment?

Summary

The common and daily experience of racial microaggressions can negatively impact one's physical, psychological, emotional, and social health (Sue et al., 2007). Exploratory research has demonstrated the many detrimental consequences of experiencing racial discrimination and injustice in social and working environments. Racial microaggressions can be intentional or unintentional, therefore the need to understand the various ways they manifest is brought forth (Solorzano et al., 2000; Sue et al., 2007). Racial microaggressions have been theorized to occur in three distinct forms: microassaults, microinsults, and microinvalidations (Sue et al., 2007). Microassaults are intentional, derogatory and are intended to hurt the victim. Microassaults may or may not be violent, but are conscious, and deliberate. Microinsults are comments and statements that appear complimentary on the surface, but are actually demeaning, rude, and insensitive. Microinsults are not usually explicitly stated, but more subtly inferred. Microinvalidations are characterized by actions and behaviors that purposely exclude or minimize

the perceptions, feels, thoughts and experiences of the target's racial, ethnic, or cultural reality (Torres, Driscoll, & Burrow, 2010).

This study of racial microaggressions experiences was performed from an epidemiological perspective, with racial microaggressions being observed as a negative health outcome/experience. Racism and discrimination is a social determinant of health, similar to social economic status and geographical location. Racial microaggressions is a form of racism and discrimination, therefore they must be regarded with the same significance as other determinants of health, such as physical activity and proper nutrition. Operating from this perspective, the goal of this study was to find the demographic factors that are the influence or contribute to an individual's daily experiences with racial microaggressions.

Educational Attainment

In this study, educational attainment was the common independent factor related to the experiences of racial microaggressions for Black Americans in this sample. Differences in racial microaggression experiences were seen most often among the various levels of educational attainment for the majority of the dependent variables. Education was significant in predicting the participants' overall racial microaggression experiences, microinvalidation experiences, and experiences among several of the subthemes such as Foreigner/Not Belonging, Sexualization, Invisibility, and Environmental microaggressions. As the level of education increased, the amount of racial microaggression experiences for the participants in this sample, also increased. The findings in the current study are consistent with previous studies examining racial microaggressions among high achieving African Americans.

Foreigner/Not Belonging

Faculty members reported the greatest experiences with being treated as though they were an alien in one's own land. This could possibly be due to the very small number of faculty members currently working at the predominately white institutions. Participants who have terminal degrees also yielded the highest scores on the Foreigner/Not Belonging subscale. The fact that those participants who were faculty members and those who held terminal degrees are reported the highest means is not surprising. The majority of faculty members in the sample also held terminal degrees, therefore it is highly likely that some of the same participants shared both identities. These results are consistent with the information presented in Sue and colleagues' 2008 study examining racial microaggression in the life experience of Black Americans. One of the major themes found in the qualitative study was the denigrating messages of "You do not belong," and "You are abnormal".

Assumptions of Criminality

There was no significant difference in scores for Assumptions of Criminality. No significant differences were found due to all of the mean scores being extremely high for every group, in each demographic category. Overall, men had higher scores than women, and those staff members in support positions reported the greatest experiences with assumptions of criminality. These results were consistent with a previous study by Torres, Driscoll, & Burrow (2010), who examined racial microaggressions among African American doctoral students and graduates of doctoral programs. Assumptions of Criminality were found to one of the most common types of racial microaggressions experienced by the participants in the sample (Torres et al., 2010).

Business

Business reported the overall lowest experiences with racial microaggressions. There are factors present in the field of business that are protecting Black individuals from experiencing a large number of racial microaggressions. There may be characteristics that are unique to the field of business that could be adopted by other professional areas to decrease and alleviate the experience of racial microaggressions among Black Americans and other racial and ethnic minorities. For example, the area of business has developed a systematic culture of focusing on inclusion and diversity. The business industry focuses on capitalism, which in turn, provide a global lens for inclusion and diversity. Although, microaggressions are present and still occur, when compared to other industries and professions, the business industry does an outstanding job in addressing these cultural and social issues. Examples of this include policies, procedures, best practices and training programs that have been incorporated into their professional development. The positive outcomes seen in the area of business, as it relates to diversity and inclusion has initiated other industries and organizations to adopt such practices and policies.

Environmental

Faculty reported the greatest experiences with environmental racial microaggressions. These finding was not surprising considering that the sample is from a predominately white academic institution. Also, in comparison to staff members, faculty member experience more racial and cultural isolation. There were some faculty members who were the only Black individual in their respective academic areas. The greatest experiences with cultural isolation was seen in the academic areas of Humanities and Law. Both academic areas reported the most experiences with environmental racial microaggressions than any other academic discipline or professional area. Examining the sample's demographic characteristics, this group of faculty

members had the lowest representation in the study. These results are consistent with those found on the campus climate survey employed the previous year at the academic organization. Cultural/Racial isolation was a major theme found in Torres and colleagues 2010 study examining racial microaggressions among Black doctoral students and doctoral program graduates.

Future Research

There is a great need for future research in the area of racial microaggressions among Black Americans, especially those working in Predominately-White organizations. First, there is a need for more quantitative studies to support the qualitative studies that exist to strengthen the evidence of the reality of racial discrimination and injustice for Black Americans. Secondly, future research directions should identify the primary sources of the victim's or minority's racial microaggressions experiences. It is important to identify the perpetrators of these social injustices and hold them accountable for their actions. Without knowing the perpetrator, the victim will never truly be liberated from their discriminative racial experiences.

Future research should also explore the types of current educational workshops, trainings, and seminars that are available on cultural humility and sensitivity. A large factor that influences a person perspective is their knowledge. Cultural ignorance plays a huge role in the prevalence of racial microaggressions. In order to address racial microaggressions, we must address cultural ignorance and White privilege. Although there are many White individuals that do not hold negative racial perceptions toward Black Americans, they also do not possess a lot of foundational and cultural knowledge about this unique population of people. Due to their lack of understanding of Black cultural and lived Black experiences of reality, they cannot be true advocates for the community, against the society issues related to racism, discrimination, and

inequality. Thus, it is equally important to establish an educational and training environment to foster cultural knowledge and sensitivity in work places.

Limitations

There were several limitations present in this study. First, the email listserv used did not contain all of the sample population of Black faculty, staff, and administrators. Several participants commented during in-person data collection that they had not received an email regarding the study. The potential participants could have had an impact on the results of the study. Although complete access to the study population was not obtained, the sample was larger than expected. The goal was to reach 10% of the population and this goal was met and exceeded with a N of 240. Each of the demographic variables were diverse and had representation in each of their respective categories.

The second limitation is related to faculty access. It was challenging to reach Black faculty members for several reasons. The first is that many faculty members carry a heavier workload than staff and administrators. Due to their requirement of research, teaching, and service, some faculty members have to be very selective in the ways they allot their time to miscellaneous activities. Secondly, during in-person data collection, there were a number of faculty members who were not present in their offices, and several who did not have physical office spaces. Although, several potential faculty participants were not reached, there was still sufficient faculty representative across the different demographic variables.

The third limitation to this study deals with the participants' ability to fully understand that the survey was to assess their experiences with racial microaggressions in their daily lives, within and outside of the campus environment. Some participants commented that there were several items on the survey that they did not fully understand how it related to their work or

academic environment. More detailed instructions and guidance may have been necessary to ensure that each participant understand the nature of the study. In order to address any misinterpretations, the researcher was readily available to answer any questions or concerns related to the items on the survey for each participant.

The fourth limitation of this study was differing comfort levels as it related to responding honestly and openly to the items on the survey. Some participants expressed fear of their responses being tied to their identity in some way. This was seen heavily among Black staff members in supportive roles and position, such as clerical staff. There were several instances where the researcher was required to discuss the data collection procedures and assure the participants that their identities would remain anonymous and their responses would be kept confidential.

Another limitation was that there was a lack of faculty representation in the area of Business. Only after the data was collected, it was found that no faculty members were included from the various schools in the College of Business. The participants included in the sample that were in Business area were staff and administrators. If faculty members in Business were included in the sample, the overall level of racial microaggression experiences reported by this group might have been different. However, there is no known reason to expect that the result patterns found in the current study would change.

The final limitation was the grouping of the demographic variables, organizational position and professional/academic area. It was a challenge to group the variables in way that the data could be generalized to other predominately white organizations in a meaningfully. There were several different categories for staff positions. Staff could be categorized as technology staff, administrative staff, clerical staff, and senior staff. It was best to combine clerical and

technology to their supportive roles and to reduce the amount of groups. Some participants did not fall into any of the categories, such as those participants in Human Resources and the two physicians.

Implications

There are several important implications to this study. This study demonstrates that racial microaggressions frequently occur among Black faculty, staff, and administrators working at predominately white organizations. The degree and manner in which these racial microaggressions manifest are associated with an individual's educational attainment, positionality in the organization, and the specific academic discipline or professional area to which one belongs. This study also shows that there are professional areas that racial microaggressions experiences for Black Americans may be lower than others. It is important to identify the factors that contribute to these experiences for participants in areas with lower racial discrimination and injustice.

Microinvalidations and microinsults have been demonstrated in previous studies to be more harmful than explicit racism for the victim. The strategy to alleviate racial microaggressions among Black Americans must be three-fold for focusing on perpetrators, victims and environment. Intervention efforts must include the components that identifies and addresses the perpetrator, counsels and gives liberation to the victim, and promotes a positive, respectable, and inclusive working or academic environment. Many of the current efforts to address racial microaggressions have been done to comfort and empower the victim of racial microaggressions, but very little programming has been designed to address the perpetrators, e.g. White America. There is a great need for this audience to acknowledge the subtle, but still very harmful forms of racism that are common and everyday experiences for Black and other minority individuals living

and working in predominately white organizations. Until this acknowledgement happens, there is little hope for the alleviation and termination of racial microaggressions among Black and other minorities in the United States. We must create environments that explicitly condemn racial injustice and have policies and guidelines to address the perpetrators who violate those social policies. Racism and discrimination, whether implicit or explicit has a role in the health of Black Americans. As public health professionals and health educators, we have a responsibility to address this social health issue with the same rigor and passion as we do other health issues, such as breast cancer and heart disease.

Conclusion

The reality for many Black Americans is a racist and unjust reality. This population of people constantly endure the verbal, behavioral, and environmental slights of being a part of a particular race of people. Even those who have earned advanced and terminal degrees, those who have been recognized for their scientific and professional contributions to their respective areas, and those who have demonstrated their high degree of excellence and resiliency have the burden of enduring racial inequality and racial injustice. The physical, emotional, and mental health of Black Americans is threatened and compromised with every racially driven encounter with White Americans. This study demonstrates the need for a collective and strategic movement toward understanding Black culture and the daily lived experiences of Black individuals in the United States.

APPENDIX A
PARTICIPANT INFORMED CONSENT

Informed Consent

Measuring and Analyzing Racial Microaggressions among Black Faculty, Staff, and Administrators at a Predominantly White Organization

IRB Protocol Number: 201602086

Protocol Title:

Measuring and Analyzing Racial Microaggressions among Black Faculty, Staff, and Administrators employed at a Predominately White Organization.

Please read this following carefully before you decide to participate in this study.

Purpose of the research study:

The purpose of this research study is to explore the prevalence of racial microaggressions among self-identifying Black members of faculty, administration and staff employed at a large southern, predominately-white university. You may decline to answer any question. Your responses will be used solely for the purpose of research to complete a doctoral dissertation.

What you will be asked to do in this study:

You will be asked to complete an anonymous survey. You will be asked questions related to your experiences with racial microaggressions in your academic, work, and social environments. The questions assess experiences for which you have felt discriminated or treated unjustly because of your race, e.g. "Because of my race, people assume that I am a foreigner." For each question, you will indicate how often you feel you have experienced the event described, and the extent to which that experience left you feeling bothered, stressed, or frustrated. Lastly, you will be asked to provide basic demographic information that will be used only to describe the group participation as a whole.

Time Required:

Approximately 10-15 minutes

Risk and Benefits:

There are minimal risks associated with this study. Due to the nature of some of the questions, there may be a trigger of negative emotions, thoughts, and feelings as you remember past racially discriminatory experiences. The potential benefit of participating in this study is your elevated feeling of liberation in knowing that others have experienced injustices based on race during their life-course, similar to you.

Compensation:

For your time and completion of the study, you will be compensated with a gift valued at \$5 dollars. Depending on your form of survey, the card will be provided in-person immediately after the completion of the survey, or sent via email if completed online.

Confidentiality:

Your identity will be kept anonymous. Your responses will be strictly confidential. If you provide an email address, it will be kept in a locked file cabinet to which only Christina Gladney has access. Email addresses will be kept separate from the dataset, therefore your email will never be tied or linked with your survey responses. The online survey data will be collected through an online survey-collection program called Qualtrics. There is a minimal risk that security of any online data may be breached, but Qualtrics uses strong encryption and other data security methods to protect your information. Only the study investigator will have access to the data on Qualtrics. Participants' IP address will be masked by Qualtrics and will be unavailable to and unidentifiable by, investigators or others. Qualtrics' privacy policy can be obtained at <http://www.qualtrics.com/privacy-statement>.

Voluntary participation

Your participation in this study is completely voluntary. There is no penalty for not participating. The survey will allow you to decline to answer any question in which you do not want to answer.

Right to withdraw from the study:

You have the right to withdraw from the study at any time without consequence. You can decline to answer any question or quit taking the surveys at any time.

Whom to contact if you have questions about the study:

Principal Investigator: Christina A. R. Gladney, MPH, College of Health and Human Performance, Department of Health Education and Behavior, cgladney@ufl.edu

Faculty Supervisor: Jee Won Cheong, PhD., College of Health and Human Performance, Department of Health Education and Behavior, jwcheong@ufl.edu

Whom to contact about your rights as a research participant in the study:

IRB02 Office, Box 112250, University of Florida, Gainesville, FL 32611-2250; phone 352-392-0433.

Whom to contact if you should want to discuss or explore any issues that might be raised during this survey:

Counseling & Wellness Center, Box 112662, University of Florida, Gainesville, FL 32611-2662, phone 352-392-1575, <http://www.counseling.ufl.edu/cwc/Ind-counseling>.

GatorWell Health Promotion Services - Wellness Coaching, 3190 Radio Road, Gainesville, FL 32611, phone 352-273-4450, <http://gatorwell.ufsa.ufl.edu>.

Student Health Center, Infirmary Building, 280 Fletcher Drive, University of Florida, Gainesville, FL, phone 352-392-11611, <http://shcc.ufl.edu>.

Agreement: I have read the procedure described above. I voluntarily agree to participate in the study.

APPENDIX B
RACIAL MICROAGGRESSION SCALE

The following questions ask whether you feel that you have been treated a certain way by others because of your race. For each question, please mark *how often* you feel you have experienced the event described, and whether the incident caused you to feel stressed, upset, offended, or frustrated. If you have never noticed or experienced the interaction listed, please circle 'never' and go on to the next question. If you are multiracial, please think about whether people treat you as described below because of your mixed or multiple racial backgrounds.

	A. How often does this happen to you?				B. IF THIS DOES HAPPEN TO YOU, how <i>stressful, upsetting, or bothersome</i> is this for you?				
	<i>Never</i>	<i>A little/rarely</i>	<i>Sometimes/a moderate amount</i>	<i>Often/frequently</i>	<i>This has never happened to me</i>	<i>Not at all</i>	<i>A little</i>	<i>Moderate level</i>	<i>High level</i>
1. Because of my race, other people assume that I am a foreigner.	0	1	2	3	0	0	1	2	3
2. Because of my race, people suggest that I am not a 'true' American.	0	1	2	3	0	0	1	2	3
3. Other people often ask me where I am from, suggesting that I don't belong.	0	1	2	3	0	0	1	2	3
4. Other people treat me like a criminal because of my race.	0	1	2	3	0	0	1	2	3
5. People act like they are scared of me because of my race.	0	1	2	3	0	0	1	2	3
6. Others assume that I will behave aggressively because of my race.	0	1	2	3	0	0	1	2	3
7. I am singled out by police or security people because of my race.	0	1	2	3	0	0	1	2	3
8. People suggest that I am 'exotic' in a sexual way because of my race	0	1	2	3	0	0	1	2	3
9. Other people view me in an overly sexual way because of my race.	0	1	2	3	0	0	1	2	3
10. Other people hold sexual stereotypes about me because of my racial background.	0	1	2	3	0	0	1	2	3

11. Other people act as if they can fully understand my racial identity, even though they are not my racial background.	0	1	2	3	0	0	1	2	3
12. Other people act as if all of the people of my race are alike.	0	1	2	3	0	0	1	2	3
13. Others assume that people of my racial background get unfair benefits	0	1	2	3	0	0	1	2	3
14. Others assume that people of my racial background would succeed in life if they simply worked harder.	0	1	2	3	0	0	1	2	3
15. Other people deny that people of my race face extra obstacles when compared to Whites.	0	1	2	3	0	0	1	2	3
16. Other people assume that I am successful because of affirmative action, not because I earned my accomplishments.	0	1	2	3	0	0	1	2	3
17. Others prefer that I assimilate to the White culture and downplay my racial background.	0	1	2	3	0	0	1	2	3
18. Others hint that I should work hard to prove that I am not like other people of my race.	0	1	2	3	0	0	1	2	3
19. Others suggest that my racial heritage is dysfunctional or undesirable.	0	1	2	3	0	0	1	2	3
20. Others focus only on the negative aspects of my racial background.	0	1	2	3	0	0	1	2	3
21. I am mistaken for being a service worker or lower-status worker simply because of my race.	0	1	2	3	0	0	1	2	3
22. I am treated like a second-class citizen because of my race.	0	1	2	3	0	0	1	2	3
23. I receive poorer treatment in restaurants and stores because of my race.	0	1	2	3	0	0	1	2	3

24. When I interact with authority figures, they are usually of a different racial background.	0	1	2	3	0	0	1	2	3
25. I notice that there are few role models of my racial background in my chosen career.	0	1	2	3	0	0	1	2	3
26. Sometimes I am the only person of my racial background in my class or workplace.	0	1	2	3	0	0	1	2	3
27. Where I work or go to school, I see few people of my racial background.	0	1	2	3	0	0	1	2	3
28. I notice that there are few people of my racial background on TV, in books, and in magazines.	0	1	2	3	0	0	1	2	3
29. Sometimes I feel as if people look past me or don't see me as a real person because of my race.	0	1	2	3	0	0	1	2	3
30. I feel invisible because of my race.	0	1	2	3	0	0	1	2	3
31. I am ignored in school or work because of my race.	0	1	2	3	0	0	1	2	3
32. My contributions are dismissed or devalued because of my racial background.	0	1	2	3	0	0	1	2	3

APPENDIX C
DEMOGRAPHIC QUESTIONS

1. What is your age?
2. What is your nationality? (Country of Birth or Origin)
3. How would you classify your position in your organization?
 - a. Clerical Staff
 - b. Senior Staff
 - c. Administrative Staff
 - d. Technology Staff
 - e. Lecturer
 - f. Senior lecturer
 - g. Associate professor
 - h. Assistant professor
 - i. Professor
 - j. Adjunct professor
 - k. Other (Please Specify)_____
4. How would you classify your discipline or academic area?
 - a. STEM (Science, technology, engineering, math)
 - b. Liberal Arts
 - c. Social Sciences
 - d. Humanities
 - e. Medicine/Healthcare
 - f. Law
 - g. Other (Please Specify)_____
5. What is your gender?
 - a. Male
 - b. Female
 - c. Transgendered female
 - d. Transgendered male
 - e. Other_____
6. What is your highest level of educational attainment
 - a. High school diploma
 - b. Associates degree
 - c. Bachelor's degree
 - d. Master's degree
 - e. Terminal Degree (PhD, JD, MD, DPT, etc.)
 - f. Other _____
7. What religion best describes your faith?
 - a. Christianity
 - b. Buddhism
 - c. Hinduism
 - d. Islamic
 - e. Jewish
 - f. Atheist
 - g. Agnostic
 - h. Other _____
 - i.

APPENDIX D
STUDY BRIEF

Measuring and Analyzing Racial Microaggressions among Black Faculty, Staff, and Administrators at a Predominately White organization

IRB Protocol Number: 201602086

Brief Study Snapshot

Purpose:

- Measure the level or extent of racial microaggression experiences among Black faculty, staff, and administrators employed at a predominately white organization.
 - Determine differences among
 - Gender
 - Male vs. female
 - Position in the organization
 - Staff vs. Faculty vs. Administration
 - Academic discipline
 - STEM vs. Social Sciences vs. Liberal Arts
- Three types of Microaggressions
 - Microassaults
 - Microinsults
 - Microinvalidations

Audience:

- White America (general population, academics, and political leaders)

Target Study Population: Black faculty, staff, and administrators

- Unique social position, hence different lived experiences within same academic space
- Differing levels of intellect and knowledge of the subject

If you have any questions, comments, concerns, or would like to talk more in depth about my topic and my goals for this study, please feel free to contact me.

Contact information:

Christina A.R. Gladney, MPH

APPENDIX E
PARTICIPANT'S EXAMPLES OF COMMON MICROAGGRESSION EXPERIENCES

Participant's Common Racial Microaggression Experiences- Categorized

Hair

- Anything hair related.
- Comments about my hair (I have naturally curly hair)
- my boss asking if she can touch my hair
- asking where I'm from, asking about my hair, saying I don't talk black, people think it's odd that I listen to country music, making references to how dark my skin is,

Invisibility

- The most common microaggression(s) that I experience are when I'm ignored and dismissed as someone unable to handle specific situations. For example, when interviewing individuals, I've experienced white individuals ignoring me, not making eye contact with me, and referring their responses to the other individuals in the room, that happen to also be white. I've commonly experienced microaggression(s) from prospective students or people outside of my workplace. Very rarely, in my department, have I experienced microaggression(s).
- I am the office manager that handle day to day operations yet I will often get overlooked and people will go directly to my supervisor instead of coming to me with a problem in an area that I oversee
- Always having to over-perform my white counterparts just to get a little recognition.
- Being in meetings where I am not heard and a white person will repeat what I said and then it's heard AND a great idea.
- failing to acknowledge my presence
- being overlooked in the workplace.
- Being ignored or involved in conversations full of sarcasm or jokes that frankly I either don't understand or don't find funny.
- Ignoring my presence.
- Considering how often it happens, I notice individuals that intentionally divert their faces/attention away from me as we approach in hallways. However, they don't put their heads down, pretend to look at their phone, etc. around other people they encounter in the halls.

Invalidation and Insults

- unfamiliar with term. but i am truly bothered when people think I reached my level because of affirmative action
- question of level of education, ethnicity/background
- Not trusted to do my job without constant supervision.
- Looked on as not being as knowledgeable
- I have to express myself and make it known that I have a degree before I am acknowledged as competent
- They assume I am not MD or in a position of authority because of my race
- Assumption that you are not educated & a service worker

- A colleague who had just accepted an administrative position offered to assist me with a task because she "knew it was difficult." Unfortunately for her, I had spent over 6 years on the committee engaged in "doing" the work.
- Not being addressed as Dr.
- snide remarks. calling me by my first name and other physicians by their last name. patients and their families thinking I am the nurse or janitorial staff, even after introducing myself daily as the doctor. comments like "you are so articulate." Comments about my natural hair. the list is endless.
- Students lack of respect for my position/role
- It's upsetting when you are in uniform with tools in hand and get stopped by and asked what are you doing in this building. The look on their faces tells if they are trying to point you in the right direction.
- Decisions are made about my work and thus I am not included in the process

Lack of advancement/pay raises for African American employees

- Not acknowledged as white peers, overlooked for positions and opportunities although I have more experience and education than the individual selected
- Unintentional maybe, but carefree and without consequence. No interest in learning what may be offensive. The microaggressions that bother me most are the ones that affect my career. Like the quick advancement of mediocre white coworkers, but a lack of urgency for my own advancement: A 'deal with it or leave' attitude or an undertone of 'you should be happy in the position you have'.
- Pay. I recently left a department I worked for 18 yrs. While all the whites received cost of living raise, promotions and extra raises, I and another black employee only received the cost of living. We never received SPIs (Special Pay Increase)
- Where I work is that they don't promote African Americans in specific positions and are paid at a lower pay scale than others.
- I do feel as though I often have to work harder in order to be viewed equally or even superior than my white counterparts. It may also be due to my gender, but I think my race also plays a role.
- Whites are promoted more and hired in my department.

Others using offensive language towards African Americans

- When they attempt to use the latest popular buzzwords in conversation with me, but do so awkwardly. When comments are made about my hair
- White people changing the way they speak to match how I speak. Or trying to use "urban slang" when speaking to me
- Condescending behavior, disrespectful speech and behavior - this is not limited to white individuals, it can also be gender-based
- Someone told me I was really smart and pretty for a black woman.
- People make biased comments and are unaware that they are biased.
- When they attempt to use "black" slang and mock black people
- Use of language that others don't know could be and is in some cases racially insensitive.
- Small subtle responses to make me feel unaccepted or appreciated

Pathologizing Cultural Norms

- asking where I'm from, asking about my hair, saying i don't talk black, people think it's odd that i listen to country music, making references to how dark my skin is,
- Automatically assuming im a great athlete or listen to certain genre of music
- when people call they think I'm white, but when they see me they sometimes look shocked
- At our staff birthday celebrations, I received an Oreo Cake
- Assuming because I am black, I should be able to identify with something they seen on TV or an incident they encountered. Assuming I would like their hand-me-downs.
- comments on aggressiveness "angry/independent black woman", assumptions of familiarity with "ghetto" or "hood" trends
- You are so smart and speak very well for a black woman
- Being accused of taking something or others assume you will be the first serve yourself during an office gathering

Being ignored to help another customer/guest

- The most frequent one is when they try to demand service before you are served when you are ahead of them in line.
- Standing in line to purchase an item only to have someone from another race ask a question and then be checked out before me.

Being treated unfair because workplace isn't aware

- Them not understanding our mistreatment because we are black.
- that they understand exactly how i feel because as a woman they've had the same experiences
-

Offensive comments made among white coworkers

- The most common experience I can identify with being the only African American in my Office, often coworkers whisper to each other. It's a small office.
- The whispers if we interview someone of color versus nothing being said if we interview someone who is white.
- More so just listening to people talk amongst themselves either not knowing my background or not caring

Unfair treatment

- I get unfair treatment because of my race
- Few professional grant funding opportunities offered
- Always feeling that i am angry. I get discipline for the craziest things my white co-works get better treatment than me the management sucks and don't give a care about their employees personal feeling as long as the job get done.
- racism and differential treatment that is not equal
- Prejudice, racial profiling

General

- adverse reception because of my race, regardless of the outcome you feel negativity that is associated with my race
- disturbing
- Denial of implicit biases.
- Fear
- It was related to the election and the other coworker was a Trump supporter. Let's just say words were exchanged based on the different in viewpoints
- They are often rude and selfish
- I am inferior in every way imaginable
- Subtle but annoying
- Only with strangers and in certain stores
- academic/teaching jealousy; popularity
- Being the only person of color at work or in school
- Smiling at me like while trying to cover the shock and disappointment that I am there

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BIOGRAPHICAL SKETCH

Christina Alexis Renay Gladney was born in Grenada, Mississippi. Christina graduated Grenada High School in 2006. After completing high school, Christina pursued a Bachelor of Science in community health sciences with an emphasis in health promotion at the University of Southern Mississippi. Christina graduated from The University of Southern Mississippi with latin distinction, highest honors and as a McNair Scholar in December 2010.

After completing her Bachelor of Science in community health, Christina gained admission into Saint Louis University's School of Public Health in Saint Louis Missouri for the fall semester of 2011. Christina received a Master of Public Health in epidemiology and behavioral Science from the newly established St. Louis University College of Public Health and Social Justice in 2013

After graduating with an MPH, Christina returned to The University of Southern Mississippi to study Higher Education Administration. During her time at Southern Miss, Christina felt that a PhD program in a Health Education/Behavior related field would be more fitting for her professional and academic goals and interests. In 2014, Christina was selected into the Ph.D. program in the Department of Health Education and Behavior at the University of Florida. She will be granted a Doctor of Philosophy in health and human performance with an emphasis in health behavior through the College of Health and Human Performance in spring 2017.