

# The Main Themes and Experiences Shared with the Hashtag #BlackintheIvory: A Qualitative Analysis

Mopileola Tomi Adewumi, Paul Delgado, Marvin Carr\*, Emily Sowah and Matt Vassar

Department of Health Sciences, Oklahoma State University, Tulsa, OK, USA

## Abstract

**Background:** The movement #BlackintheIvory gave Black academics an opportunity to connect through social media, sharing common experiences while pursuing higher education. Through analyzing Twitter posts, using the hashtag #BlackintheIvory, this study investigates the main themes identified among Black scholars in academia and their shared experiences with teaching, mentoring, collegiality, identity, service, and racism.

**Method:** Using the Twitter API, we isolated publicly available tweets, which can include text, images, and links to websites, posted with #BlackintheIvory on the Twitter website (www.twitter.com) from the inception of #BlackintheIvory in June 2020 to the end of December 2020. To evaluate the tweets, we categorized tweets inductively. Based on the content of posts, we identified 6 themes: Teaching, Mentoring, Collegiality, Identity, Service, and Racism.

**Result:** Our search yielded a total of 12,538 original posts, including tweets between inception in June 2020 to December 2020 from profiles made public (excluding modified and duplicate tweets). We selected and analyzed the top retweeted 2500 tweets, which is 20% (2500/12538) of the total number of downloaded tweets. The greatest percentage of posts was Teaching (881; 35%), Service (441; 18%) and Racism (414; 17%). The remaining tweets were categorized as Collegiality (388; 15%), Identity (210; 8%), and Mentoring (166; 7%) of the total number of tweets from June-December 2020.

**Conclusion:** The experiences, perspectives, and narratives among the Black diaspora within #BlackintheIvory are not uniform. The commonality exists within the structural systemic racism which impacts Black academics within the ivory tower; this study is a resounding wake up call for action.

**Keywords:** Black academics; Higher education; Racism; Collegiality; Identity

## Introduction

The disturbing event between George Floyd and the Minneapolis police department highlighted the long standing racial inequalities and systemic problems of police violence existing in the United States [1]. The repeated deaths of Black people including George Floyd, Breonna Taylor, and Ahmaud Arbery, resulted in protests across the United States and marches globally in the year 2020 [1-4]. Along with the physical demonstrations across the country, people joined openly calling for action on racism on social media [5]. Over the last decade, social media outlets have become a major medium of communication and discussion, especially about controversial topics.

1. About 75% of the US adult population have reported using Twitter as a news outlet
2. Hashtags have become a way to start conversations about any topic; this allows social media posts on such topics to be easily found and shared, opening discussions and allowing users to share their opinions.

The hashtag #BlackintheIvory, a social media movement started on Twitter, was, therefore, an opportunity to highlight many of the inequities experienced among Black scholars [6]. Shardé Davis and Joy Melody Woods were key players in the development and creation of #BlackintheIvory, a movement resulting from a conversation between two Black scholars reflecting on their own journey in academia [7-9]. Although the hashtag #BlackintheIvory started as an exchange of personal stories, it highlighted the common shared experiences among Black scholars.

The term 'ivory tower' has previously examined the complex ethical and social issues facing disproportionately modern institutions. The constant discriminatory practices experienced by underrepresented minority scholars have resulted in challenges undermining aspects of inclusion [10,11]. In 2018, of the 1.5 million faculty in degree granting postsecondary institutions, Black males and Black females each accounted for only 2% of full time professors [12]. The movement #BlackintheIvory gave Black academics an opportunity to connect through a social media platform allowing the sharing of common experiences. Through analysis of thousands of retweets using #BlackintheIvory, this study, investigates the main themes identified among Black scholars in academia and their shared experiences with teaching, mentoring, collegiality, identity, service, and racism[13-15].

## Methodology

In this study, we sought to determine the impact of the hashtag #BlackintheIvory, its reach, passed messages, and to put together an analysis of the stories and experiences shared by Black academics using

\*Corresponding author: Marvin Carr, Department of Health Sciences, Oklahoma State University, Tulsa, OK, USA, E-mail: marvin.carr@okstate.edu

**Received:** 29-July-2022, Manuscript No. jcmhe-22-70679; **Editor assigned:** 01-August-2022, PreQC No. jcmhe-22-70679 (PQ); **Reviewed:** 15-August-2022, QC No. jcmhe-22-70679; **Revised:** 22-August-2022, Manuscript No. jcmhe-22-69224 (R); **Published:** 29-August-2022, DOI: 10.4172/2168-9717.1000769

**Citation:** Adewumi MT, Delgado P, Marvin C, Sowah E, Vassar M (2022) The Main Themes and Experiences Shared with the Hashtag #BlackintheIvory: A Qualitative Analysis. J Community Med Health Educ 12:769.

**Copyright:** © 2022 Adewumi MT, et al. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

the hashtag.

### Tweet selection

Using the Twitter API, we isolated all publicly available tweets posted with #BlackintheIvory on the Twitter website (www.twitter.com), from the inception of the hashtag in June 2020 to the end of December 2020 [16], Figure 1 demonstrates a word cloud of the top 100 hashtags shared in combination with #BlackintheIvory. The identified tweets were further stratified by sorting the tweets by retweets to capture the most retweeted tweets, to include the tweets with the most impact and most reach. We then selected and analyzed the top 20% of the most retweeted tweets.

### Themes and categories

To evaluate the tweets, we categorized the tweets based on the experiences shared by the users. A previous study by Stanley examined the experiences of several faculty of color working in predominantly white institutions [17]. By using content and narrative analysis, Stanley grouped their stories into 6 themes: Teaching, Mentoring, Collegiality, Identity, Service, and Racism. We thus decided to group our selected tweets into categories using the themes from Stanley’s study [17], as we believe they are representative of experiences among academics. Table 1 contains the description of each one of the six categories with examples of tweets representing each (Figure 1).

Category	Description	
Teaching	We described teaching as experiences related to discrimination and challenges within and outside the classroom – stemming from the style or method of teaching practiced by faculty of color or quality of teaching received by students of color	<p>“#BlackintheIvory An undergrad Tripos student at @Cambridge_Uni asked to have me replaced as his supervisor in 2015 because I always insisted they include African sources for their Politics of Africa cases. He got another supervisor.”</p> <p>“#BlackintheIvory To my knowledge I was the only Black Ph.D. student @rotmanschool and for years, was the only Black academic in any department in the ‘entire’ Business school in the largest university in Canada. I believe there is now ‘one’ Black faculty member. Out of 244. One.”</p> <p>“#BlackintheIvory My first day of work someone from the chemistry department physically blocked me from getting my mail in the faculty mailroom. Threatened to call the police because they thought I was a student trying to steal mail. Didn’t believe my faculty ID was real”</p> <p>“In undergrad my English professor WM called the POLICE on me for refusing to leave lecture after he told me too. This was after I called him out for a sexist/racist comment he made. I was the only Black student in class.#BlackintheIvory”</p> <p>“Policing Black women’s tone is far too common. I was a TA for a business class at USC. By week three, 12 white students complained that my body language and “how I said things,” was “hard to digest.” At that point, I had only spoke twice in that class.”</p>
Mentoring	We described mentoring as experiences related to the importance of mentoring or the lack of platforms that encourage mentoring for faculty/students of color	<p>“Hey #AcademicTwitter and or #BlackintheIvory I’m in need of a PhD application mentor. ☐”</p> <p>“Friends, a BW postdoc, who wishes to remain anon, has reached out and is in need of help. Her family unknowingly moved into an area with high racial tensions for her postdoc. Tensions have continued to escalate and they have experienced direct acts of racism and discrimination.”</p> <p>Only 2% of urologists identify as Black &amp; 3.9% as Hispanic. @UCSFUrology residents created a mentorship program specifically for BIPOC and Latinx urology applicants. <a href="https://t.co/SmiXJxkWBj">https://t.co/SmiXJxkWBj</a> We can and must fight together against structural racism! #UroSoMe #UroMatch @UroResidency <a href="https://t.co/K8q955GpCg">https://t.co/K8q955GpCg</a></p>
Collegiality	We described collegiality as experiences that highlight relationships or significant encounters with other colleagues, especially colleagues of other races.	<p>“Walking w/white colleague from lunch. Run into interim admin. WC: “Oh, let me introduce u to Jonathan. He’s our...uh...er...new diversity hire.” #BlackintheIvory”</p> <p>“Last week, a former colleague of mine who is white texted me out of the blue asking if I’d share my experience re: my former institution bc they wanted to collect evidence ‘to get justice for those treated unfairly’. I said ‘no’. That text felt too little too late.”</p> <p>“In academia, when people of color give voice to the discrimination they experience, they are often silenced by their white colleagues. <a href="https://t.co/NU4Q14dIhf">https://t.co/NU4Q14dIhf</a>”</p> <p>“I am tired and burned out. Scorned by the deafening silence of white colleagues re: the gendered racism I experienced this past AY. Worried about COVID and it’s impact on my friends and family. And raging by the state-sanctioned violence against Black folx. #BlackintheIvory”</p> <p>“I say to my white colleagues: you have the most power in [my field]; you benefit the most from racism and lack of diversity. It is therefore your job to fix the system. But I’ll help you.” #BlackInSTEM #BlackintheIvory <a href="https://t.co/9BNOj4k6u8">https://t.co/9BNOj4k6u8</a>”</p>

<p>Identity</p>	<p>We described identity as experiences that describe how faculty/students of color are perceived at their institutions with regards to their race, gender, nationality, ethnicity, sexual orientation, religion, culture, and/or socioeconomic status</p>	<p>“A new blog post is up! This time @TravisEHodges discusses his experience in academia as a gay and black scientist. Click below to read his story and learn what advice he has for other trainees. #blackintheivory #LGBTQhealth #QueerinSTEM <a href="https://t.co/5xDGTWTNcA">https://t.co/5xDGTWTNcA</a> <a href="https://t.co/dvZLVsWyB9">https://t.co/dvZLVsWyB9</a>”</p> <p>“Because when I step out into the world, my 2 masters degrees mean nothing, my PhD candidacy means nothing. I am Black on face value and no amount of “greatness” protects me from the inequalities perpetuated by our societies. #BlackInNeuro”</p> <p>“...Scientists who look like me often have to wrestle with not just our research questions, but also with being seen—due to the color of our skin—as a problem.” Read the latest #LettersToYoungScientists column from @ScienceCareers. <a href="https://t.co/zKtkjHUWjM">https://t.co/zKtkjHUWjM</a> #BlackInIvory”</p> <p>“A mascot. I feel like a mascot. That’s how I see myself in academia. It just clicked with me today; Some representative item that should feel celebrated but is mostly just a crude caricature of what it’s supposed to be #BlackInTheIvory THE END <input type="checkbox"/> <input type="checkbox"/> <a href="https://t.co/3ZOihbQa9u">https://t.co/3ZOihbQa9u</a>”</p> <p>“Anyway. I want to see science Twitter. Show these people that scientists aren’t just old white men with snow white hair I’ll start <a href="https://t.co/VhpE0Wqcos">https://t.co/VhpE0Wqcos</a>”</p>
<p>Service</p>	<p>We described service as experiences that describe acts of service undertaken by faculty of color such as 1) mentoring students/faculty of color, 2) serving on diversity committees, 3) encouraging educational endeavors of their local communities 4) educating their institution about diversity</p>	<p>“I will not be chairing any more diversity committees. I am happy to sit at the table and do the work along side you. #BlackintheIvory #MinorityTax”</p> <p>“Medical Student- Malone Mukwende, creates a medical handbook for Black and Brown people.</p> <p>The Second year student identified racial gaps during his studies. He explains that many resources refer to symptoms on white skin. The handbook displays signs and symptoms on darker skin. <a href="https://t.co/uETHqg0J3U">https://t.co/uETHqg0J3U</a>”</p> <p>“I am tired. I have gone through over a thousand emails this week, been asked to appear on TV shows and do interviews and am still trying to get my actual, important, work done. 1/6”</p> <p>“Dear Academia, Recognize: POC profs "are asked by institutions, colleagues and peers to do work that is uncompensated, unacknowledged and unrewarded. It’s been called the Black tax or brown tax." E.g., Diversity committees, mentoring, etc #BlackInTheIvory <a href="https://t.co/K8xTRUJnqr">https://t.co/K8xTRUJnqr</a>”</p>
<p>Racism</p>	<p>We described racism as experiences of faculty/students of color that highlight institutional or individual racism, policies, events, or practices that encourage racism at their institutions.</p>	<p>“Being told "you'll need to do something about your hair so that it's professional". Working at my desk in my office &amp; being asked "can you come empty the trash?". Getting the question "did you came up with this?" during the Q&amp;A of my research talk. #BlackintheIvory”</p> <p>“#BlackintheIvory Having the speaker come up to you after the talk and say“ yknow I don’t think I’ve ever seen a black woman in logic or formal linguistics. Are you sure you want to do this?”</p> <p>“All of us, black professionals speaking up are running the risk of being Kaepernicked - Looosing jobs, contracts, affiliations because we speak against the #racism we live as blacks in the workplace &amp; #business. Don’t let this be in vain. Amplify our actions. TY #BlackintheIvory”</p> <p>“The officer then asks for his ID. My husband complies. And after what I’m assuming is verifying the Irvine address on his license, the officer leaves. No explanation. No reason for bothering my husband. No crime being committed. NOTHING. Just profiling a Black man for existing”</p> <p>“Racism Kills. It kills us in the streets, it kills our health, it kills our dreams, it kills the potential of America. Still the souls of our ancestors endure, fight and seek to thrive. We do not ask for acceptance, we are already enough.</p> <p>#BlackintheIvory #BlackLivesMatter”</p>

**Table 1:** Major themes of experiences, definitions and examples identified in the analysis of the #BlackintheIvory

**Training**

To ensure consistency between investigators, TA provided in person training to PD and ES prior to data extraction. During this training session, we 1. Described the aim and objectives of the study; 2. Reviewed the study protocol; 3. Described and shared our perspectives on each theme being assessed; 4. Discussed how to extract the said data points and match tweets with selected themes.

**Data extraction and analysis**

After training, PD and ES extracted data in a duplicate, independent, and blinded fashion. Extraction began on January 23, 2021, and ended on March 31, 2021. Responses were discussed between investigators and discrepancies were resolved by TA if needed.

To evaluate the experiences expressed by the users of #BlackintheIvory, we used a grounded theory and phenomenological research method



**Teaching:** The most discussed theme within our dataset was the teaching experience of Black academia (881; 35%). Many posts described the discrimination and micro aggressions faced by Black academics, most posts were about the challenges and discrimination they faced from their students how they are perceived by their students, fellow faculty, or their academic institutions.

“Recent student evaluation stated that I should never teach again and I had committed malpractice since I made race central to American Hist. and my worst stated that I should be ashamed that I was pregnant and; Black w/no husband as I was walking stereotype-#BlackintheIvory”.

Many users also took the time to point out issues arisen as they try to incorporate issues about diversity or inclusion in their course content.

“When I applied for teaching positions, I was encouraged to remove my social justice work from my resume and anything “too pro-black” from my cover letters. I was told to decide if I wanted to be a great teacher in general or a great teacher for black students.” #BlackintheIvory

Many tweets also came from students expressing their discontent with the amount of diversity in their classes, their faculty choices, and the lack of representation in the courses being taught.

“Having to take a class in the Africana Studies department just so that I could experience one black Professor during my Masters experience #BlackintheIvory”

Overall, academic centers are specifically created to allow for teaching and these tweets show how race plays a part in the teaching experiences of students and faculty alike in these academic institutions.

**Service:** The second most discussed theme in our dataset was service. Many users described services they have had to provide or be engaged in as faculty or students of color at their different institutions.

Some express the expectation coming with their position in academia such as mentoring other underrepresented colleagues, educating their colleagues on issues of diversity, serving on numerous diversity committees, and giving back to their communities.

“I’m not waiting for universities to do diversity and inclusion right. I’m launching something w/my own resources to help many #BlackintheIvory folks. Unis don’t work fast enough. Diversity officers have no power. People in the academy are too afraid. Stay tuned.”

Some tweets also used the platform to recognize and share several services being provided by minority academics across different fields.

“Today, our student-athletes launch #DamChange, a platform to educate, empower, and enhance the experience of Black student-athletes and staff. Take two minutes. Hear their experiences. Then help us create #DamChange. Learn More: <https://t.co/67o5Ulumac> #GoBeavs”

Although faculty and students alike express the willingness to provide these services, many users used the platform to also shed light on the burden and extra stress such service places on them -- in addition to the regular work expected of them, be it scholarly work, studying or administrative work. This concept was described by many as “minority tax” which is defined as “the burden of extra responsibilities placed on minority faculty in the name of diversity” [18].

“This week alone, I have spent over 14 hours in meetings discussing Diversity and Inclusion efforts at our med school. While important work, I could have used this time for schoolwork and research projects. This is what the minority tax looks like. #BlackintheIvory”

One of the major issues making service cumbersome and burdensome for several academics is the lack of compensation or recognition for the work being done.

“#BlackInTheIvory damned if you do, damned if you don't get involved with diversity and inclusion work. If you don't, you know it'll end up being a white people's version of diversity, if you do, you end up using research time for work that won't even be recognized”

**Racism:** Racism was unsurprisingly one of the most discussed topic categories (414; 17%). Many users took the opportunity to describe experiences highlighting microaggression, discrimination, stereotype, or disadvantages they have faced based on their ethnicity, race, nationality,

Category	June	July	August	September	October	November	December	Total
Teaching	573	155	48	40	35	22	8	881 (35%)
Mentoring	102	17	18	8	13	5	3	166 (7%)
Collegiality	265	37	48	16	10	8	4	388 (15%)
Identity	119	40	25	14	7	3	2	210 (8%)
Service	269	82	34	26	22	7	1	441 (18%)
Racism	272	69	27	21	13	5	7	414 (17%)
Total/month	1600	400	200	125	100	50	25	2500
								-8.40%

**Table 4:** Number of tweets from month’s June-December of 2020 based on the six main theme categories

or background.

“What are some #microaggressions you have received as a person of color in academia? Here are some I have received:

1. You speak so well were you adopted
2. You talk so well did your read a lot as a kid
3. Your error bars are too small do you know how to do stats

Many users also took time to point out the effects these experiences have had on their productivity at work and well-being outside of work.

“The racism Black women endure in academia and amp; medicine is a public health crisis. Our days are spent in spaces that attempt to restrict our voices, invalidate our work: limit our impact. This stress heightens our risk of physical, reproductive and mental health disorders. A thread”

The fear of retribution is a factor preventing many academics of color

from speaking up about racist experiences.

“Instead of acting on this, apologizing, supporting me, or even acknowledging harm, I was lectured, silenced, and sidelined for writing this tweet. I’m still being punished for publicly naming racism. And I will be punished for writing this as well. #BlackintheIvory”

Lastly, the platform allowed for some people to share ideas about moving forward and the steps we need to take as a community to solve racism.

“Dismantling structural racism in medicine is a collective responsibility, and everyone has a role”

**Collegiality:** Many users tweeted about encounters and relationships with their colleagues in academia shaping their experiences as academics of color at their various institutions.

“At a professional meeting. My friend said to his colleague, “I’d like to introduce you to the next @ACSMNews president,” gestured toward me. As I held out my hand to greet him, his colleague turned, smiled excitedly, looked past me, and said, “Where is he?” #BlackintheIvory”

As academics of color go through their everyday struggles, they sometimes look to others (their colleagues) for support. Many users used the platform to highlight the lack of awareness or action on the part of their white colleagues, in supporting their struggles as people of color.

“I discuss systemic racism in all my classes. Constantly I am told I center race too much. And now all my white colleagues wanna use me to write statements because they just discovered what systemic racism is watching the passing of George Floyd #blackintheivory”

Users went on to describe and highlight the roles their colleagues can play in fixing these issues, emphasizing their white colleagues possess the ability to help even when they do not realize it.

“A lot of non-Black friends and colleagues have asked what they could do today for #Strike4BlackLives. Since you likely know who your Black colleagues are talking about in #BlackintheIvory, one could start by confronting the racism they describe from folks in your department”

Some also used the opportunity to reach out to other colleagues of color for support and ideas.

“Dear #BlackInTheIvoryTower colleagues and friends, I see you, I hear you, and most importantly, I believe you. For my small part today, I pledge to re-examine and update my syllabi. #AcademicTwitter, join me. Welcoming medical sociology suggestions”

**Identity:** People identify themselves differently, our identification with certain nationalities, races, religions, or sexual orientation. Interestingly, many users of the hashtag talked about experiences and interactions stemming from how they choose to identify themselves and the effect of these experiences on them.

“As a woman of color in academia with natural hair, I would love to get to the point when I don’t worry about my hair being perceived as unprofessional or a ploy to exclude me from opportunities. Oh well, I’m not changing my look! @AcademicChatter @TweeterAcademic @BlackWomenPhDs”

Many users also used the opportunity to express how their identities have been exploited or misused by people and by their institutions. Using the opportunity to enlighten others about these issues.

“PSA: Do not use ‘Black’ as a noun to describe a person or group of people (ex. ‘a Black’ or ‘Blacks’ is a no-no and further it is dehumanizing). Use ‘Black’ as an adjective only (ex. Black woman, Black people).’ And don’t

forget upper-case ‘B’”

Lack of support and a sense of community play a huge role in the effects these encounters have on people of color. Many users also used the opportunity to preach acceptance, and encourage others to be proud of their identity.

“This is me. My authentic self. It took me years to find my voice. But now I have. And I will continue to speak. Because these are the conversations we need to have. I am first, and foremost, a black woman. I love the skin I’m in. #BlackLivesMatter #BlackintheIvory”

**Mentoring:** Users described the importance of mentorship and the role mentors have played in their lives. Many users used the hashtag as an opportunity to celebrate achievements made possible through mentorship.

Thank you, everyone, for all the support, it took a village to get me here and I am grateful to all my mentors, friends and family. Successfully defended my PhD. I’m a PhD!!!! #blackimmunologist #BlackGirlMagic #BlackintheIvory #blackinstem

Mentorship works differently for underrepresented scholars, especially in academia, mostly due to the lack of representation within the system. Several users expressed their frustration and the difficulty of finding mentors of color.

“So I pulled the data on race/ethnicity of tenure line Dartmouth faculty. There are 14 Black scholars on a faculty of 459 people (3.1%). This means we have a lower % of Black faculty today than we did in 2004. I know our peers aren’t much better, but the #’s still make me angry”

Many academics of color fall back on platforms such as Twitter to find mentors, and many used the #blackintheivory as a platform to share programs supporting this.

“We are thrilled to introduce the @PGSFellowship! This fellowship aims to empower Black excellence in aerospace by providing extraordinary Black undergrads with paid summer internships as well as executive and peer mentorship! Read the official announcement here”

## Discussion

The use of #BlackintheIvory has become a national soundboard on Twitter for Black academics cohabitating within the ‘ivory tower’. This state of seclusion from the practicalities of the real world by the ‘ivory tower’ has uprooted civil unrest. At the age of six Ruby Bridges became the first Black scholar to integrate into an all-white school in the south [19]. At the tail end of the Jim Crow era, Ruby defied the odds of blatant racism and bigotry becoming one who didn’t follow the path yet blazed a new trail. In her book titled “Through My Eyes”, Ruby states “Racism is a grown up disease, we must stop using our children to spread it” [20]. As with Ruby trailblazing the path of educational advancement for the Black community, so are the 5% of Black academics within their respective predominantly white institutions (PWI) [21].

**The black experience:** Many Black academics using the #BlackintheIvory voiced the extra burden of taking on additional diversity commitments of their institutions minus compensation. This paradox of culture and support among Blacks within academia on the pursuit of tenure represents “Cultural taxation”, a school of thought originally studied by Padilla (1994) [22]. Blacks are inherently aware of this increase in responsibilities and expectations on their climb up the educational ladder [23]. Tenure is a lifelong appointment with increased compensation and in 2018 only 5% of Black was tenured [24]. Over 70% of Black professors reported: “feeling a need to work harder than their colleagues to be seen

as legitimate scholars” compared to less than half of white professors [24]. In the pursuit of tenured seeking Black professors the increased work of diversity may seem insignificant or less valued to other colleagues or a school’s board of trustees.

Strength and limitations: Although Twitter is commonly accepted and widely used in the scientific community; the usage of this tool should be viewed considering its limitations. Although our selected keywords were among the most popular search inquiries, we recognize there may be other keywords capable of assessing public interest not included in our sample. We recognize Twitter may not display a complete representation of public interest in a specific topic thus our results may be subject to sampling bias.

## Conclusion

The experiences, perspectives, and narratives among the Black diaspora within #BlackintheIvory are not uniform. The commonality exists within the structural systemic racism which impacts Black academics within the ivory tower; this study is a resounding wake up call for action for us all.

## Acknowledgment

None

## Conflict of Interest

No financial or other sources of support were provided during the development of this protocol. Matt Vassar reports grant funding from the National Institutes of Health, the U.S. Office of Research Integrity, and the Oklahoma Center for the Advancement of Science and Technology, all outside the present work. All other authors have nothing to report.

## Author Contributions

We thank Dr. Urmimala Sarkar, MD., MPH for her guidance in the development, design and vetting of this study.

## Funding

This study was not subject to any funding.

## References

1. Subbaraman N (2020) How #BlackInTheIvory put a spotlight on racism in academia. *Nature* 582(7812):327.
2. Editorial (2020) Systemic racism science must listen, learn and change. *Nature* 582:147.
3. Subbaraman N (2020) Grieving and frustrated: Black scientists call out racism in the wake of police killings. *Nature* 582:155-6.
4. Dupree CH, Boykin CM (2021) Racial inequality in academia: Systemic origins, modern challenges, and policy recommendations. *Policy Insights from the Behavioral and Brain Sciences* 8(1):11-8.
5. Aviles G (2020) Black women create #BlackInTheIvory and #publishingpaidme to reveal inequity in academia and publishing. *NBC News*.
6. Davis S (2021) *Black in the ivory*. UNC Press.
7. Bok DC (1982) *Beyond the ivory tower: Social responsibilities of the modern university*. Cambridge, Mass: Harvard University Press 318 p.p.
8. Arday J (2020) Fighting the tide: Understanding the difficulties facing black, Asian and minority ethnic (bame) doctoral students’ pursuing a career in academia. *Educational Philosophy and Theory* 2020:1-8.
9. Arday J (2021) Race, education and social mobility: We all need to dream the same dream and want the same thing. *Educational Philosophy and Theory* 53(3):227-32.
10. U.S. Department of Education (2020) National Center for Education Statistics (NCES 2020-144).
11. Lorelle L, Espinosa JMT, Morgan T, Chessman HM (2018) Race and ethnicity in higher education: A status report. *American Council on Education* 1-16.
12. Subbaraman N (2021) Grieving and frustrated: Black scientists call out racism in the wake of police killings 2020. *Nature* 582(7811):155-6.
13. Bravo CA, Hoffman-Goetz L (2017) Social media and men’s health: A content analysis of twitter conversations during the 2013 movember campaigns in the united states, canada, and the united kingdom. *Am J Men’s Health* 1627-1641.
14. Bravo CA, Hoffman-Goetz L (2016) Tweeting about prostate and testicular cancers: What are individuals saying in their discussions about the 2013 movember canada campaign?. *J Cancer Edu : The official Journal of American Association for Cancer Education* 31(3):559–566.
15. Stanley CA (2006) Coloring the academic landscape: Faculty of color breaking the silence in predominantly white colleges and universities. *Am Edu Research J* 43(4):701–736.
16. Rodríguez JE, Campbell KM, Pololi LH (2015) Addressing disparities in academic medicine: What of the minority tax?. *BMC Med Educ* 15:6.
17. Young K, Anderson M (2021) Hierarchical microaggressive intersectionalities: Small stories of women of color in higher education. *Metropolitan Universities* 32(1):78–103.[Research Gate]
18. Bridges R (1999) *Through my eyes* (First edition). Scholastic Press.
19. Slater RB (2021) Black faculty at the nation’s highest-ranked colleges and universities. *J Blacks Higher Edu*.
20. Padilla AM (1994) Research news and comment: ethnic minority scholars; Research, and mentoring: current and future issues. *Educational Researcher* 23(4):24–27.
21. Griffin RA (2012) In the salon: Black female faculty ‘talking back’ to the academy “in defense of ourselves”. *Women & Language* 35:75-79.
22. Digest of Education Statistics (2019) National center for education statistics (nces) home page, a part of the u.s. department of education.
23. Yancey-Bragg N (2021) It’s not just nikole hannah-jones: Black women are underrepresented among tenured faculty. *USA Today*.
24. Kevin EM (2018) Undergraduate teaching faculty: The 2016-2017 HERI faculty survey (pod version). UCLA Higher Education Research Institute.