

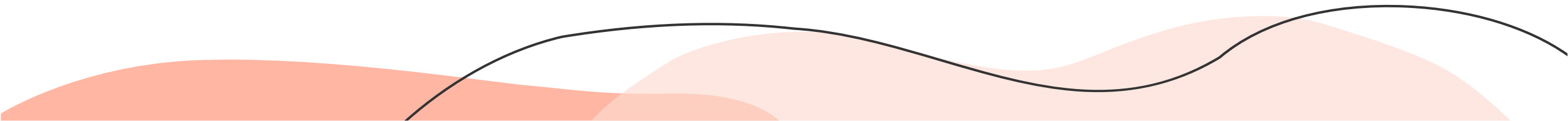


# **BREAKING THE GLASS CEILING: TEACHING WHILE BLACK AND FEMALE IN MEDICAL EDUCATION**

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## Land Acknowledgement

U of I Moscow is located on the homelands of the Nimiipu (Nez Perce). We extend gratitude to the indigenous people that call this place home, since time immemorial. U of I recognizes that it is our academic responsibility to build relationships with the indigenous people to ensure integrity of tribal voices.



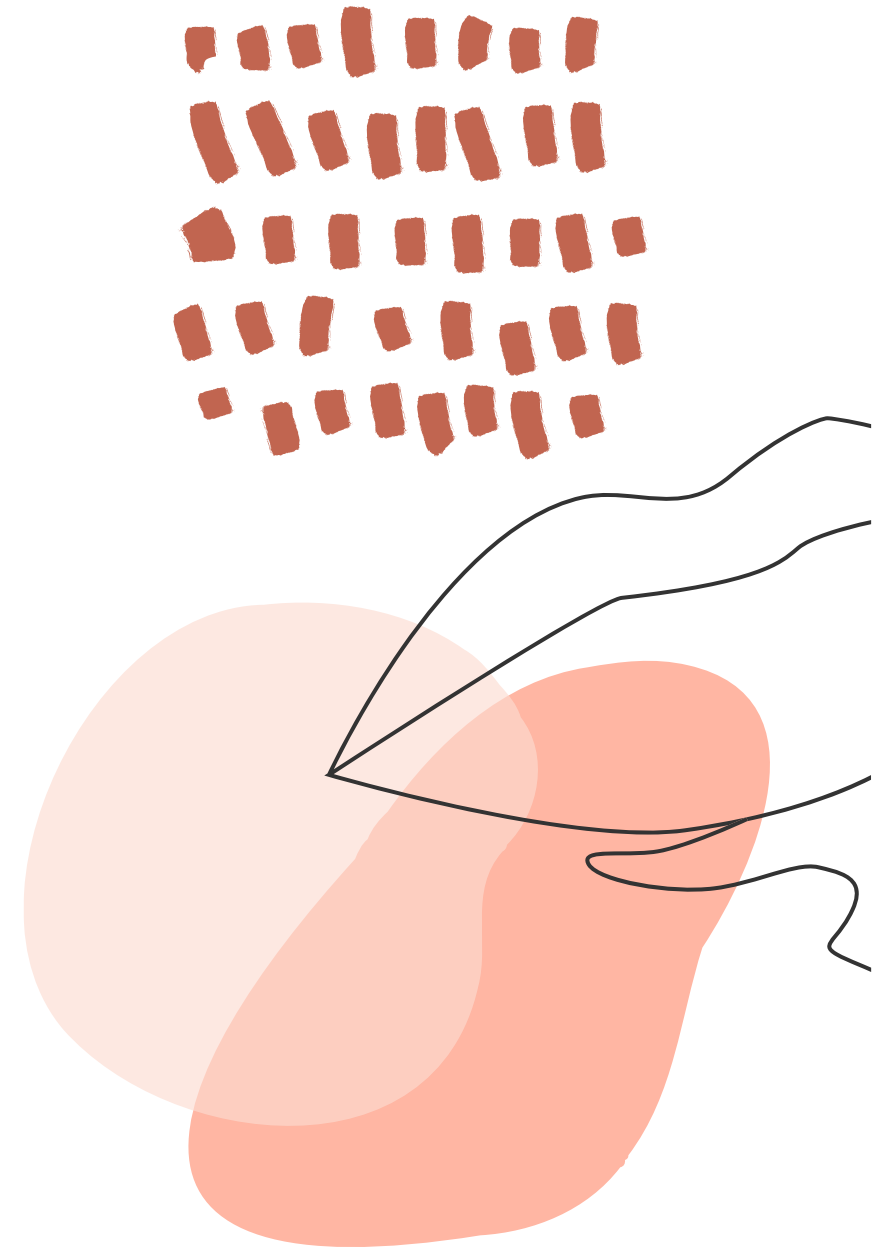
# THE EXPLOITED IN MEDICINE

## Sarah Baartman -

- In 1810, was persuaded to leave South Africa and travel England and was put on exhibition, displayed as a sexual curiosity.
- Dubbed The Hottentot Venus, her image swept through British popular culture.
- Deathcast was taken of her body, removed her skeleton and pickled her brain and genitals in jars. These were displayed in the museum until as late as 1985.

## Henrietta Lacks

- Born in 1920 diagnosed with cervical cancer in 1951
- Tissue sample and harvested cells without her consent
- Her cells, known as the HeLa cells, continued to replicate themselves
- Because of this, they were disseminated for scientific advancement without consent or compensation
- Companies are still profiting off her cells



# AGENCY AND LEADERSHIP IN MEDICINE



**Dr. Rebecca Crumpler**

became the 1st Black woman awarded a medical degree from a U.S. college, in 1864.



**Dr. Alexa Canady**

became the 1st Black female neurosurgeon, in 1981.

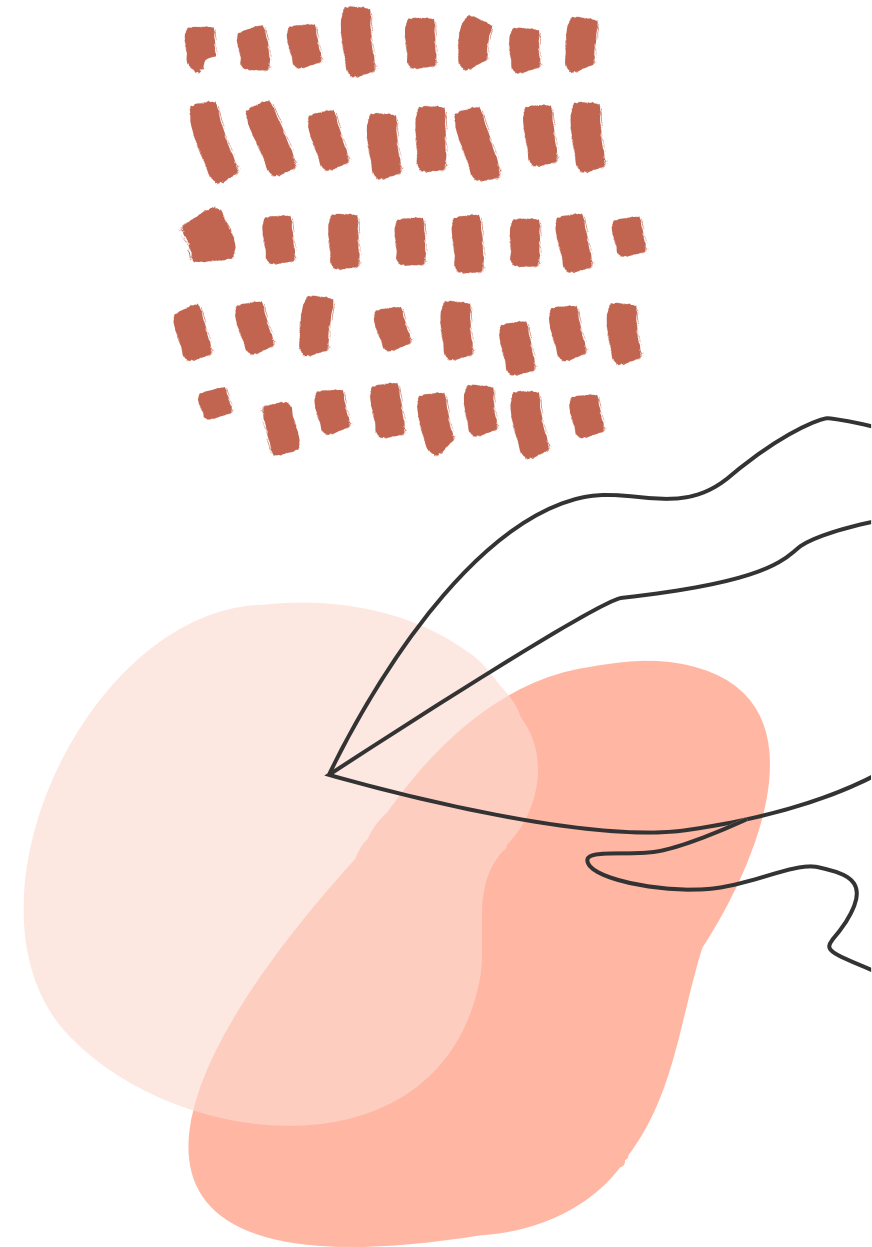
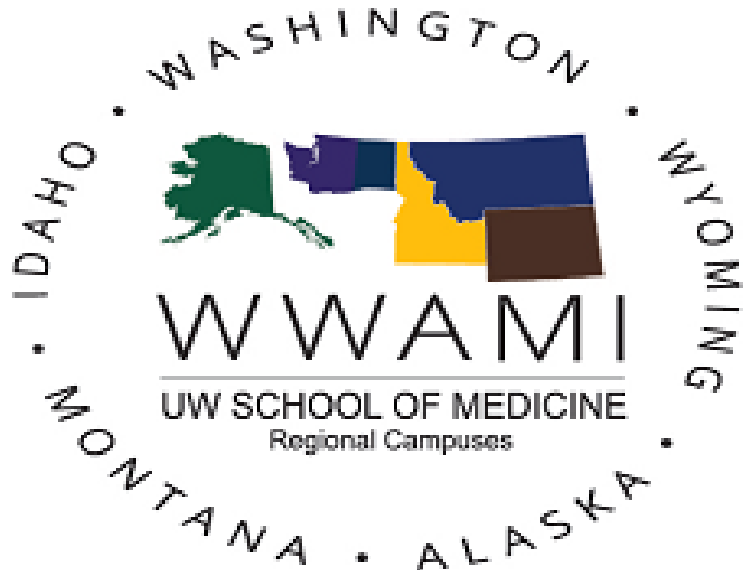


**Dr. Joycelyn Elder**

became 1st Black female physician appointed United states surgeon general, in 1993 .

# PAST MEETS PRESENT: THEY PAVED THE WAY FOR ME

**I am the first Black female, full-time faculty member, the  
first Black clinical associate professor in  
the University of Idaho's WWAMI Medical Education  
Program**



# BACKGROUND

## **Stereotype fatigue**

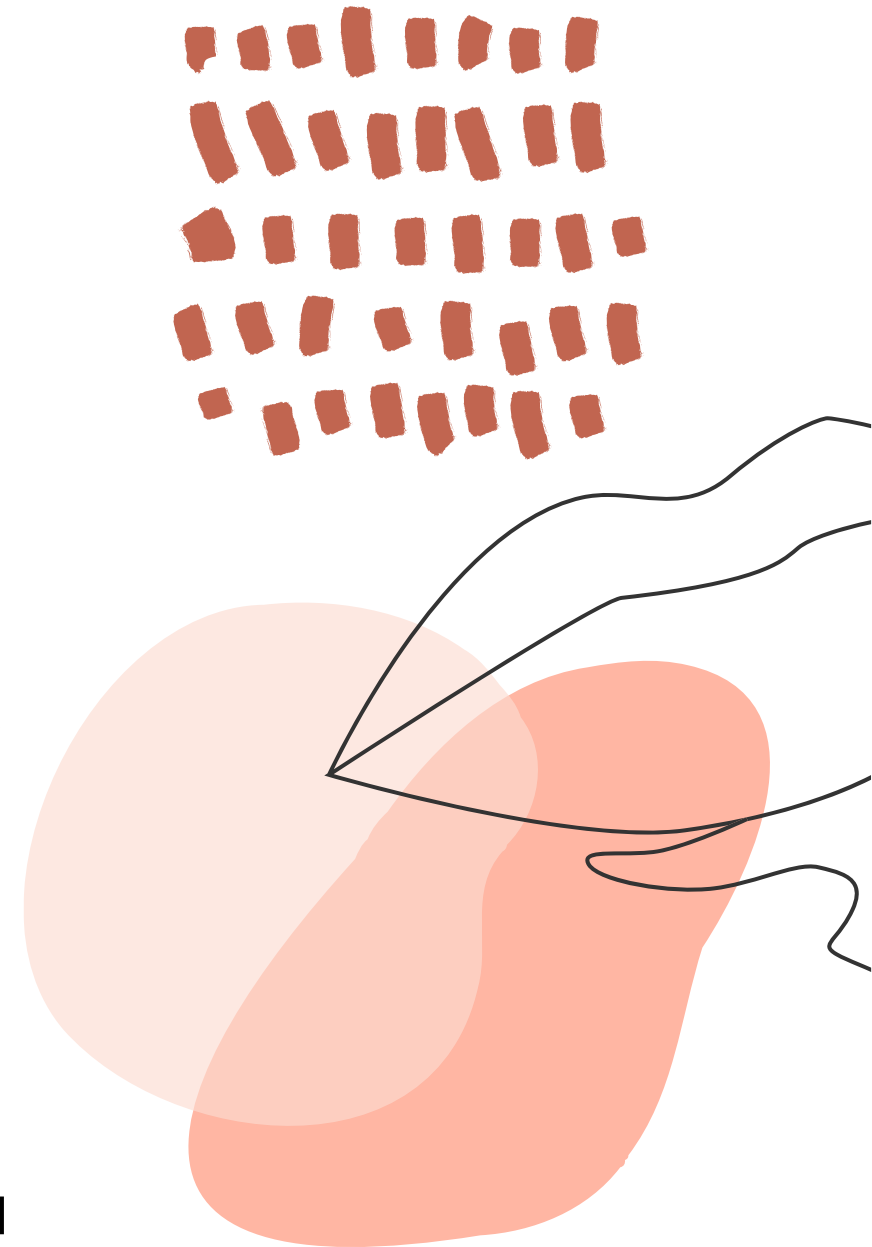
“...members of under-represented groups having to accept the heavy silence and avoidance, while at the same time dealing with the pressure of the stereotypes people have about that race (Moody, 2012).”

## **Lack of support from colleagues**

“Racial challenges encountered by Black faculty can manifest themselves in both inaction and actions by their colleagues. For example, White colleagues may not speak on the racism or other forms of discrimination they witness “because of the perceived professional costs of speaking truth to power” (Harris, Sellers, Clerge, & Gooding Jr, 2017, p. 15).”

## **Presumption of inferiority and incompetence**

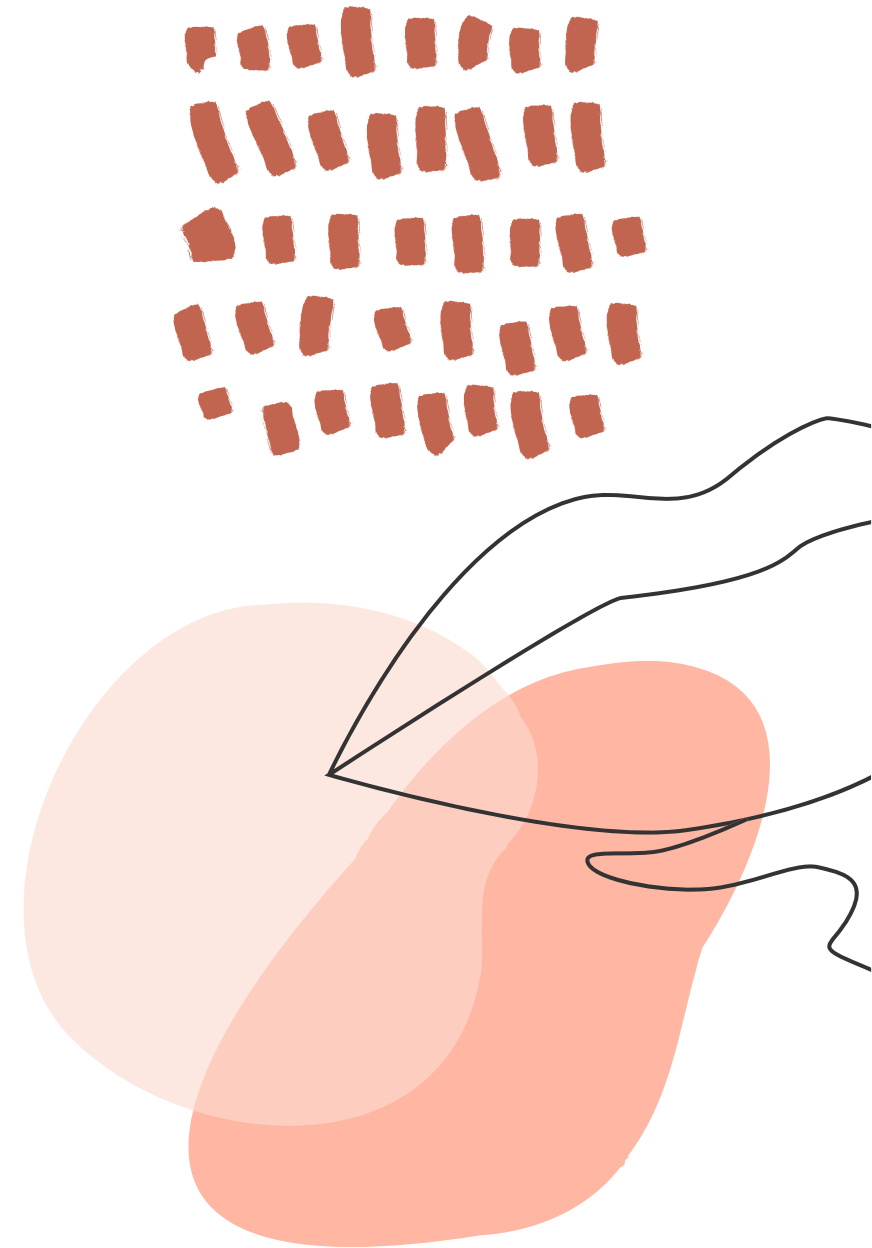
“The presumption of inferiority and incompetence for non-immigrants groups endures, despite their leadership and accomplishments; resulting in faculty of these groups to lament they are never given the benefit of the doubt, always “on stage”, and being sternly judged (Moody, 2012, p.33).”



# BACKGROUND

## Unique challenges of Black women in the academy

- Black women were 3.7 percent of tenure-track faculty, 3.9 percent of full-time non-tenure-track faculty, and 5.1 percent of part-time faculty in 2013.
- As of the fall of 2019, only 2.1 percent of tenured associate and full professors at US universities and colleges were Black women. (Chronicle of Higher Education)
- In 2019, 1832 Black women received Ph.Ds. of those, 522 had an academic job placement. Just 2.7 percent of all academic job placements in 2019 were of Black women with PhDs.



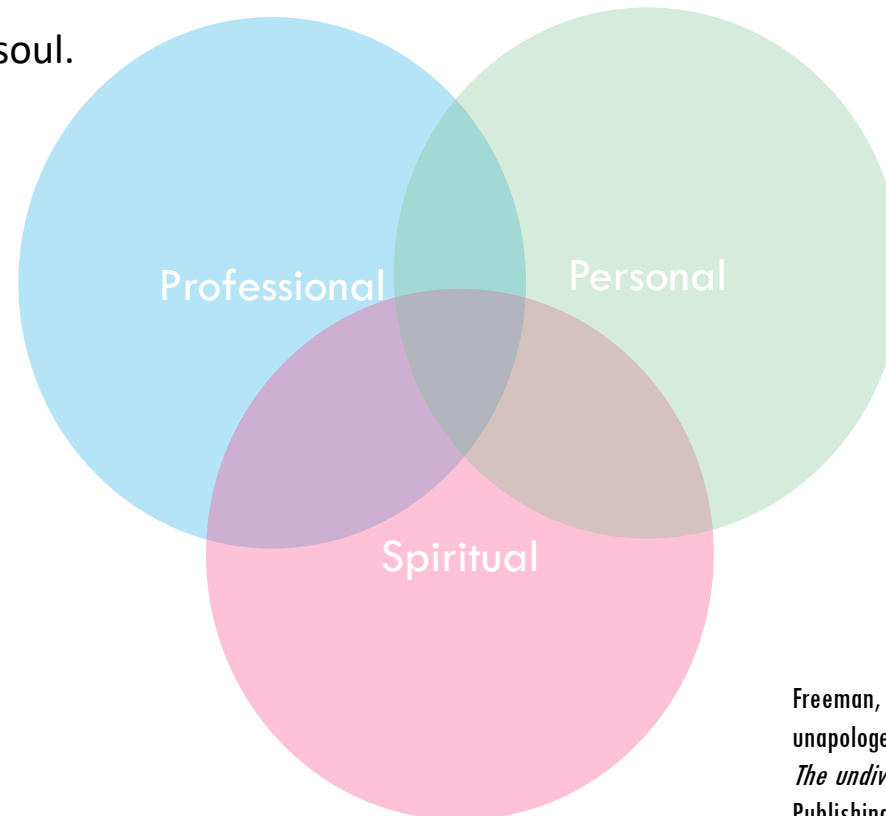
# FREEMAN'S MODEL OF HOLISTIC SPIRIT THRIVING

Navigating spirit murder attempts: Garcia & Davila describe spirit murder as a by-product of racism and white supremacy, which inflicts pain and is a form of racial violence that steals and kills the humanity and spirits of people of color

**Professional** – how I am growing and navigating professional settings.

**Personal** – what am I doing in my personal life to thrive.

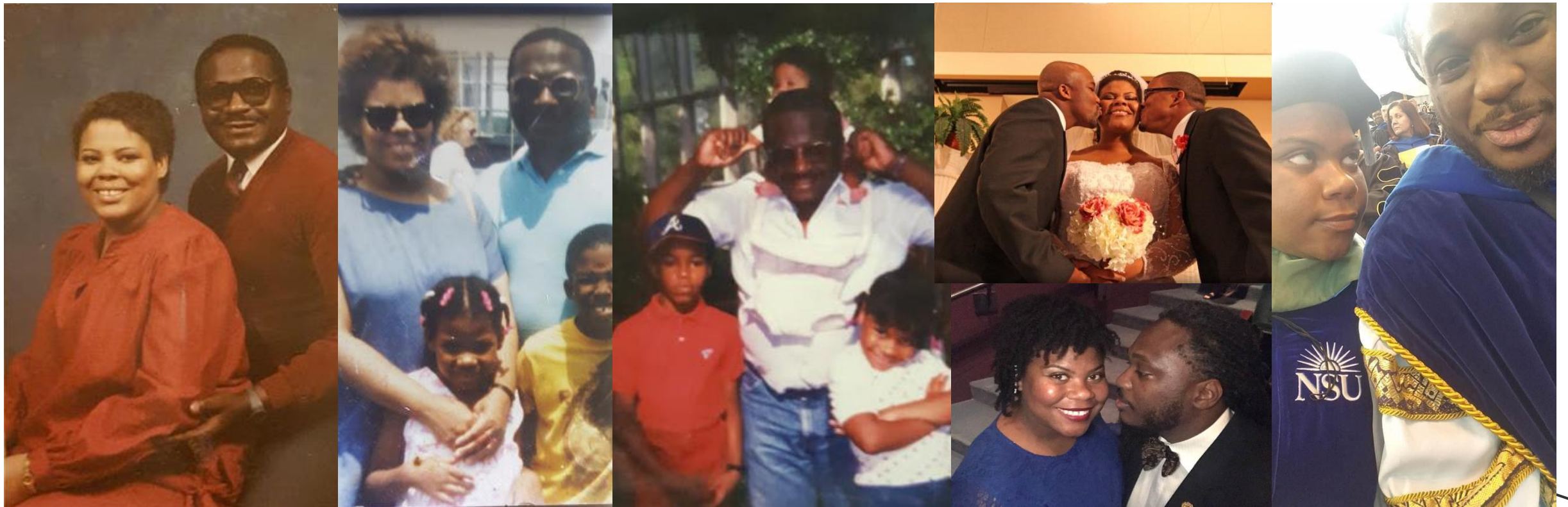
**Spiritual** – what am I doing to feed my soul.



Freeman, Jr., S. & **Freeman, L.** (In Press). The spooks that sat by the door revisited: Being unapologetically Black in a place that's not experienced Blackness. In J. Alston and C. Tyson (Eds). *The undivided life: faculty of color bringing our whole selves to the academy*. Information Age Publishing.

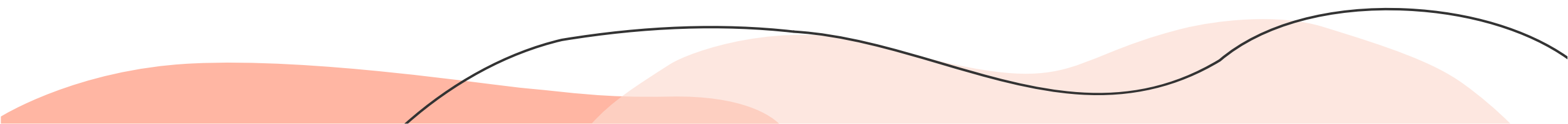


# WHO I AM AND HOW I GOT HERE



# Professional

**“I’m still professional, but I also give my honest feedback on issues related to race and racism (internally and outside of the institution) and am much less concerned about making people “uncomfortable” by speaking the truth. I am much more comfortable calling racism by its name, including calling out microaggressions, while simultaneously celebrating my Blackness.”**






## PERSONAL

**“I’ve found that some people are excited to get to know you because you’re new and “different” from people they’ve seen or had a relationship with. Some people come from a good place; others are just curious. I’ve also found relationships that have been genuine. There are people who have good hearts and you know have your back if something wrong happens to you. Others are more surface.”**



## Spiritual

“It is interesting to see the reaction of the church when we let them know the challenges we faced with social injustices. Some were shocked, others say they were naïve and lived in a bubble and didn’t understand racism. Others were apologetic, but still didn’t do or say anything. This was especially disappointing when the pastor knew, but still remained silent.”





# RECOMMENDATIONS TO FACULTY, STAFF, AND ADMINISTRATION

**1. Speak up**

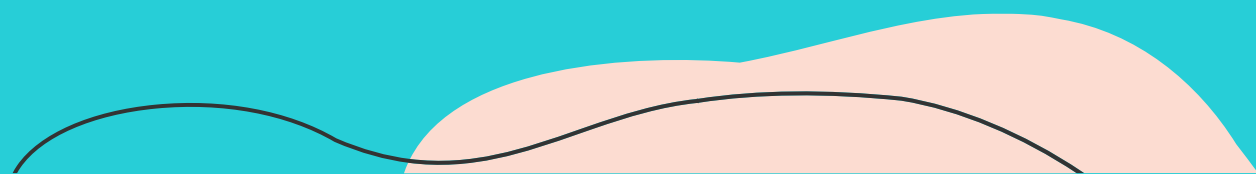
**2. Lift up**

**3. Check in**



## Conclusion

We can each play a role in uplifting the spirit. The goal is to get to the point where there are no more glass ceilings to be broken. A point where we are truly inclusive and invite each person to bring their authentic selves.





**Thank you  
Questions?**

