New RRB Submission

Data Entry
- Submitted 12/22/2024 4:25 PM ET by Bonds, Marquita

Pertinent CPS Documentation

RRB Number	2024-2030
Study Title	The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools.
Event Type	New Submission defined 11/17/2024
Schools Participating	*No answer provided.*

Submitter

Bonds, Marquita

Email: MYJones1@cps.edu   **Phone:**

Overview of Pertinent CPS Documentation

**The RRB is composed of members representing various Central Office academic
departments as well as the Law Department. The RRB meets quarterly to evaluate new
proposals to conduct research. The RRB calendar and deadlines for submissions can be
found on the CPS Research Website here. Decisions resulting from the research review
process will be communicated to the applicant of the request as well as appropriate CPS
staff in accordance with the estimated timelines outlined in the respective RRB calendar.
External researchers may not begin any research activities or obtain data for research
purposes without first following the procedures outlined in this policy and securing the
necessary approvals.**

We expect all researchers to be familiar with the guidelines and policies guiding research within the district. Please verify that you have read and acknowledged the following:

External Research Study and Data Policy
✔ I have read and understood the External Research Study and Data Policy

CPS RRB Guidelines
✔ I have read and understood the CPS RRB Guidelines

CPS Equity Framework
✔ I have read and understood the CPS Equity Framework

CPS Volunteer Policy
✔ I have read and understood the CPS Volunteer Policy, including background check requirements

Study Personnel Details

Study Title

The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools.

Does your organization participate in a Research Practice Partnership (RPP) with Chicago Public Schools?

No

Primary Study Organization/University

National University

Principal Investigator

Bonds, Marquita

Expirations:

Background Check Level:

PI Organization
National University

If the form indicates "not found" when you add the Principal Investigator, please use the link below to add the contact to the IRBManager system.
User had the option to start a different form here.

Are there any other study contacts?

No

If the person completing this form is not the Principal Investigator, it is suggested that the submitter be entered as a contact.

Is the Principal Investigator a Student?

Yes

Degree
Graduate - Doctoral

University

National University

College/Dept.
College of Business, Engineering, & Technology

Advisor Name/Title
Chris Agada

Advisor Email
cagada@nu.edu

Is the researcher a CPS Staff Member?

Yes

CPS Affiliation

Network Staff Member	*Are you a CPS employee? If so, please select from one of the following.*

Funding and Intervention Information

Is this project contracted by the CPS Board of Education?

No

Is a funding source associated with the proposed research?

No

Select the option that applies to your study

My study will be occurring District-wide

Will this research require any in-person interaction or intervention activities?

Yes

Will this research require any virtual interaction or intervention activities (Google Meets, Zoom, etc.)?

Yes

Please note that Zoom is not approved for use with CPS Students. Any virtual activities will need to be conducted via Google Meets and safe@cps.edu must be invited to Google Meet. Please adjust virtual methods accordingly. For more information on permitted interactions with students and staff, please visit https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/.

Please review CPS's Acceptable Use of Technology Guidance (AUP)

✔

Questions about eligibility or appropriate use of communication channels should be directed to the school principal or CPS External Research department. Only CPS-approved communication channels may be used.

Please be aware that virtual interviews involving students may only be conducted via Google Meets. A CPS Staff member must be present for the entire duration of the interview. For more information on CPS' Acceptable Use of Technology policies, please visit https://www.cps.edu/about/policies/acceptable-use-policy/external-volunteers/

Please check all of the following that apply to your research protocol:

Interviews

1. Purpose of the Interview Protocol
The individual interviews are designed to explore the lived experiences of African American women leaders in the Chicago Public Schools (CPS) district regarding code-switching. This protocol ensures a systematic, ethical, and consistent approach to data collection.

2. When

Scheduling: Interviews will be scheduled at mutually convenient times for participants and the researcher to accommodate participants' professional responsibilities.
Duration: Each interview will last approximately 60 to 90 minutes to allow for in-depth exploration while respecting participants' time.
3. Where

Location Options:
Virtual interviews will be conducted via a secure video conferencing platform (e.g., Google Meet) to ensure accessibility and flexibility.
In-person interviews may be conducted in a private and quiet location agreed upon by the participant and researcher (e.g., participant's office, library meeting room, or other neutral venues), ensuring confidentiality and comfort.
Environment: All settings will be selected to minimize distractions and maximize participants' comfort and sense of security.
4. Frequency

Single Interview Session: Each participant will be interviewed once, with the potential for follow-up communication via email or a brief virtual meeting for clarification or member checking if needed.
Additional Contacts: Follow-ups will only occur if there are ambiguities in the data or for member-checking purposes to verify the accuracy of the interpretation.
5. With Whom

Participants:
Approximately 15–20 African American women leaders in CPS, including principals, assistant principals, and district administrators.
Selection will follow purposive sampling to ensure participants have direct experience with the phenomenon of interest (code-switching in leadership roles).
Researcher: The researcher will serve as the interviewer, facilitating discussions, managing confidentiality, and ensuring ethical considerations are upheld. While I work as the Student Mobility Manager at CPS Central Office, this research is conducted solely as part of my doctoral studies. Participation in this study will not impact participants' roles at CPS, including compensation, employment decisions, resource allocation, or any other aspect of employment.

Does this involve video, audio, or photograph recording?

Yes

Please describe the protocol for audio/video recording
The use of audio or video recording in this study is essential to ensure accurate and reliable data collection. Below is the interview protocol detailing how recordings will be handled, from obtaining consent to storage and use.

1. Purpose of Recording
Audio and/or video recording will be used to:

Capture participants' full responses, including tone and expression, to provide a richer context for qualitative analysis.
Ensure accuracy during transcription and thematic analysis.
Allow the researcher to focus on active listening and follow-up prompts without needing to take extensive notes during the interview.
2. Consent for Recording

Informed Consent: Participants will be informed during the consent process that their interviews will be recorded. The purpose, use, and storage of recordings will be clearly explained.
Written and Verbal Consent: Written consent will be obtained via the consent form, and participants will be asked to confirm their agreement to recording verbally at the start of each interview.
3. Recording Equipment

Audio: A high-quality digital audio recorder or recording software (e.g., Zoom's built-in recorder for virtual interviews).
Video: If video recording is required (for virtual interviews or specific observational contexts), a secure video conferencing platform (e.g., Zoom) will be used.
4. Recording Environment

Privacy and Comfort: Interviews will be conducted in private, quiet environments to ensure clear recordings and participant confidentiality.
Testing Equipment: Recording equipment will be tested before each interview to avoid technical issues.
5. Secure Storage of Recordings

Immediate Backup: After each interview, recordings will be immediately transferred to a password-protected folder on a secure computer.
Cloud Storage: If cloud storage is necessary, only secure and encrypted platforms (e.g., OneDrive or Google Drive with two-factor authentication) will be used.
Pseudonyms: Recordings will be labeled using pseudonyms or participant codes rather than identifying information.
6. Use of Recordings

Transcription: Recordings will be used to create verbatim transcripts for analysis. A professional transcription service may be employed, subject to strict confidentiality agreements.
Data Analysis: Recordings may be revisited during thematic analysis to

ensure accurate interpretation of participants' narratives.
7. Participant Access and Rights

Participants will have the right to:
Request a pause or stop to the recording at any time during the interview.
Withdraw consent for recording or request the deletion of their recording at any point before data analysis begins.
8. Deletion of Recordings

Post-Study: Audio/video recordings will be securely deleted after the transcription and analysis are complete, following institutional guidelines (e.g., three to five years post-publication).
Permanent Anonymization: Any remaining data will be fully anonymized to protect participants' identities.
9. Contingencies for Technical Issues

If technical issues occur, the researcher will document the participant's responses through detailed note-taking and may request a follow-up session if necessary, subject to participant consent.
This interview protocol ensures the ethical, secure, and effective use of audio and video recording in alignment with the study's qualitative research goals.

Please describe how data will be captured and stored securely
Ensuring the security and confidentiality of research data is paramount. The following protocol outlines how data will be captured and securely stored throughout the study to protect participant privacy and adhere to ethical guidelines.

1. Data Capture

1.1 Interview Recordings

Audio/Video Recording: Data will be captured via digital audio or video recording devices, such as high-quality recorders or secure video conferencing platforms (e.g., Zoom).
Backup Notes: In addition to recordings, the researcher will take brief field notes to capture non-verbal cues or contextual details.
Testing Equipment: All recording devices will be tested before use to prevent data loss due to technical failures.
1.2 Transcription

Professional Transcription: Recordings will be transcribed verbatim by the researcher or a professional transcription service bound by a confidentiality agreement.
Pseudonymization: Participant names and identifiable details will be replaced with pseudonyms during transcription to anonymize the data.
1.3 Digital Files

Format: Captured data (e.g., audio/video files, transcripts, field notes) will be saved in digital formats such as MP3, MP4, or PDF.
2. Data Storage

2.1 Secure Digital Storage

Primary Location: All digital files will be stored on a password-protected and encrypted external hard drive or secure computer.
Cloud Backup: If cloud storage is used, it will be through an encrypted and institution-approved platform (e.g., OneDrive, Google Drive) with two-factor authentication enabled.
Data Segregation: Personally identifiable information (e.g., consent forms) will be stored in a separate folder from interview recordings and transcripts.
2.2 Hard Copies

Any hard copy materials, such as signed consent forms or handwritten notes, will be stored in a locked, fireproof cabinet in the researcher's private office.
3. Access Control

Researcher Access: Only the researcher and, if necessary, the supervising faculty or dissertation committee members will have access to the raw data.
Limited Access: If transcription services are used, access will be strictly limited to the transcriber under a signed confidentiality agreement.
4. Retention and Deletion

4.1 Retention Period

Data will be retained for the duration required by the Institutional Review Board (IRB), typically three to five years post-publication, to allow for potential audits or verifications.
4.2 Secure Deletion

After the retention period, all digital files will be permanently deleted using secure data erasure software.
Physical documents will be shredded using a cross-cut shredder.
5. Contingency Plan

Data Backup: A secondary encrypted backup of critical files will be maintained to prevent data loss due to hardware failure.
Technical Issues: If technical difficulties occur during data capture, the researcher will document responses through detailed notes and may request a follow-up interview if needed, with participant consent.
6. Institutional Compliance

All storage and handling procedures will adhere to the guidelines set forth by the Institutional Review Board (IRB) and relevant data protection laws, such as the General Data Protection Regulation (GDPR) or HIPAA, if applicable.

Please attach all study materials corresponding to interview procedures (i.e., consent forms, protocol, recruitment and incentive plans)

BondsMDIS9902B-Consent_Form_IRB.docx	Consent Forms
BondsMDIS9902B-Interview Protocol.docx	Interview Protocols
BondsMDIS9902B-Recruitment_EmailLetter.docx	Recruitment Materials

Will this research require the use or access of existing CPS data?

No

Will this research require the use or access of existing non-CPS data?

No

Study Details

Please select all of the following that will be participating in the study?

Other Staff

Has this project been reviewed by an Institutional Review Board (IRB)?

Yes, and it was deemed exempt

IRB of Record Name
The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools

IRB Protocol Number
IRB-FY24-25-353

Please attach all of your IRB documentation here (include approval/exemptions letters, IRB study protocol, etc.).

| MBONDS IRB Letter | IRB Letters |
| BondsMDIS9902B-NU_Permission_Form_09.2023.docx | Misc/Other |

IRB of Record Primary Contact Email Address
m.jones4579@o365.ncu.edu

Study Overview

Executive Summary or Abstract

Please provide a high-level overview of your study, including a summary of the motivation, design, and implications of the project.

This qualitative phenomenological study explores the lived experiences of African American women leaders within the Chicago Public Schools (CPS) district, focusing on their perceptions and experiences with code-switching in professional settings. Code-switching, the practice of adapting language, behavior, or appearance to align with cultural or professional norms, has profound implications for identity, mental well-being, and leadership efficacy. Guided by Social Cognitive Theory and Critical Race Theory, the study seeks to uncover how these leaders navigate the challenges of code-switching, the psychological impacts of this behavior, and its influence on their job satisfaction and professional interactions.

Code switching impacts African-American women by requiring them to alter their speech, behavior, or appearance to navigate predominantly White or non-Black professional environments, which often leads to emotional fatigue, diminished authenticity, and barriers to career progression. Within CPS, this dynamic may further perpetuate inequities, as African-American women navigate professional expectations in an educational context rooted in systemic disparities. A positionality statement will outline my identity, professional background at CPS, and commitment to amplifying the voices of African-American women through this research.

Data will be collected through semi-structured interviews with 15-20 CPS leaders, including principals, assistant principals, and district administrators. Using NVivo software, a thematic analysis will identify patterns and themes related to the participants' experiences, offering nuanced insights into the factors shaping their leadership roles. Official CPS communication channels (e.g., internal emails, staff memos) will not be used for recruitment or distribution of study materials. Instead, recruitment will occur via external means, such as personal outreach or non-CPS-affiliated platforms, to ensure the study is distinct from CPS initiatives. The findings aim to highlight the toll of code-switching on mental health and professional identity while informing organizational strategies to foster equity and inclusivity within educational settings.

This study has the potential to amplify the voices of African American women leaders, providing critical insights into systemic barriers and actionable recommendations for creating supportive professional environments. The findings could be shared with CPS Talent to inform recruitment and retention strategies, integrated into SafeSchools training to enhance cultural competency and address discrimination, and used to develop workshops or discussions to support African-American employees in the workplace. The results will contribute to the broader discourse on diversity and inclusion in leadership, advancing efforts to promote equitable practices in education and beyond

Research Questions and Hypothesis

Please list all research questions and hypotheses associated with this project.

RQ1

How do African American women leaders throughout the Chicago Public Schools (CPS) district perceive and experience code-switching in their educational leadership roles?

RQ2

What are the underlying factors that influence the self- efficacy beliefs of African American women leaders regarding code-switching behaviors within educational contexts?

RQ3

How do African American women leaders navigate through the cultural and linguistic complexities associated with code-switching in their interactions with colleagues, students, and other stakeholders?

RQ4

What are the psychological impacts of code-switching on the mental health and well-being of African American women in their educational leadership roles?

RQ5

How does code-switching behavior affect job satisfaction among African American women leaders in educational leadership roles?

Please provide an overview of the existing research and literature on this subject. What is the contextual history of this subject area and how does this research build upon the body of extant knowledge?

The concept of code-switching has its roots in sociolinguistics, where it was initially studied as a linguistic phenomenon used by bilingual or multilingual speakers to alternate between languages within a single conversation or context. Over time, research expanded to include cultural and behavioral dimensions, particularly in contexts where individuals from marginalized communities adapt their language, behavior, or appearance to align with dominant cultural or professional norms.

For African Americans, code-switching has been extensively explored in relation to African American Vernacular English (AAVE) and its juxtaposition with Standard American English (SAE). Scholars like Geneva Smitherman and Alim & Reyes have documented how language use serves as both a tool for cultural identity and a means of navigating systemic barriers in professional and social contexts. The broader sociological implications of code-switching have been addressed through frameworks like Critical Race Theory (CRT), which highlights the systemic pressures driving individuals from marginalized groups to code-switch as a survival strategy in spaces governed by white cultural norms.

Current Research Trends

Recent studies have shifted to examine the psychological, emotional, and professional dimensions of code-switching. Key areas of focus include:

- **Psychological Impact**: Research has demonstrated that code-switching can lead to cognitive and emotional strain, as individuals navigate the dual pressures of authenticity and assimilation. Studies highlight its association with stress, anxiety, and feelings of inauthenticity.
- **Leadership and Professional Contexts**: Literature specific to African American women in leadership positions, such as works by Bell (1980) and Evans-Winters (2021), addresses how code-switching intersects with gendered and racialized expectations. African American women leaders often face unique challenges in predominantly white professional environments, where their leadership styles and cultural expressions may be scrutinized or undervalued.
- **Self-Efficacy and Identity**: Code-switching has been linked to self-efficacy beliefs and professional identity. Research by Bandura (1986) on Social Cognitive Theory underscores how personal beliefs and environmental factors influence behaviors like code-switching, while CRT situates these behaviors within broader systemic inequalities.

Gaps in the Literature

Although the psychological and professional impacts of code-switching have been explored, there is limited research specifically focused on African

American women leaders in educational settings, particularly within urban school districts like CPS. Additionally, few studies comprehensively examine the intersectionality of race, gender, and leadership in relation to code-switching, leaving critical gaps in understanding its full implications.

Research Activities and Student/Staff Involvement

Please provide an overview of all primary and secondary research activities associated with this study. Please use this space to describe, as thoroughly as possible, all that will be asked of your research subjects (e.g. surveys, focus groups, observations, etc.)

This qualitative phenomenological study will involve several primary and secondary research activities aimed at exploring the lived experiences of African American women leaders in the Chicago Public Schools (CPS) district regarding code-switching in their professional roles. These activities will focus on collecting in-depth narratives and ensuring comprehensive data analysis to address the research questions. Below is an outline of all research activities:

Primary Research Activities

1.
   Semi-Structured Interviews

   - **Description**: Individual interviews will serve as the primary method for data collection. These will be semi-structured, allowing for flexibility to explore participants' experiences in-depth while maintaining focus on the study's research questions.
   - **Duration**: Each interview will last approximately 60-90 minutes.
   - **Format**: Interviews will be conducted via a secure video conferencing platform (e.g., Google Meet) or in-person, depending on participants' preferences and availability.
   - **Content**:
     - Participants will be asked open-ended questions about their experiences with code-switching, its psychological and professional impacts, and strategies they employ in navigating cultural and linguistic complexities.
     - Topics include their first experience with code-switching, their awareness and understanding of the concept, frequency and contexts of code-switching, and its effects on their leadership roles, mental well-being, and job satisfaction.
   - **Follow-Up**: Participants will have the opportunity to review interview transcripts for accuracy through member checking.

Secondary Research Activities

1.
   Member Checking

   - **Description**: Participants will be invited to review their interview transcripts to ensure their responses were accurately captured and interpreted.
   - **Duration**: 10-15 minutes.
   - **Format**: Transcripts will be shared securely via email or other agreed-upon methods, and participants can provide feedback or

clarifications.

2.
Thematic Analysis Using NVivo

- ○ **Researcher Activity**: The researcher will use NVivo software to organize, code, and analyze the qualitative data collected from the interviews. This will involve identifying themes and patterns related to the participants' experiences with code-switching.
- ○ **Participant Involvement**: Participants will not be directly involved in this step but will benefit from the rigor of the analysis process.

Research Methodology and Analytical Technique

Please provide an overview of your research methodology and specific analytical techniques that will be utilized as part of this study.

Research Methodology

This study adopts a **qualitative phenomenological approach** to explore the lived experiences of African American women leaders in the Chicago Public Schools (CPS) district regarding code-switching. Phenomenology is well-suited for this research as it focuses on understanding the essence of participants' experiences, emphasizing subjective perceptions and meanings within specific contexts.

The study's methodological framework is informed by **Social Cognitive Theory** (Bandura, 1986) and **Critical Race Theory** (Bell, 1980), which guide the exploration of identity, behavior, and systemic influences within the participants' professional environments. This approach ensures that the study captures the intersection of leadership, identity, and behavior within the context of race and professional settings.

Data Collection Techniques

1. **Semi-Structured Interviews**:

   - **Purpose**: To elicit detailed narratives about participants' experiences with code-switching, its psychological impact, and its effects on their leadership roles.
   - **Format**: Conducted via secure video conferencing (e.g., Google) or in-person.
   - **Duration**: 60-90 minutes per interview.
   - **Content**: Open-ended questions will explore participants' awareness, understanding, and contexts of code-switching, as well as its psychological and professional implications.

   1. **Member Checking**:

      - **Purpose**: To validate the accuracy of interview transcripts and preliminary themes identified by the researcher.
      - **Format**: Participants will review transcripts via email or other secure methods.

Analytical Techniques

1. **Thematic Analysis**:

   - **Purpose**: To identify and analyze patterns and themes within the qualitative data.

- **Process**:
  - 1. Data Familiarization: Reading and re-reading transcripts to immerse in the data.
  - 2. Coding: Assigning initial codes to relevant data segments using NVivo software.
  - 3. Theme Development: Grouping codes into overarching themes that address the research questions.
  - 4. Review and Refinement: Refining themes to ensure clarity, coherence, and alignment with the research objectives.

2.
Use of NVivo Software:

- NVivo will facilitate systematic organization and coding of the qualitative data, enhancing the rigor and transparency of the analysis.
- Enables cross-case analysis to identify commonalities and divergences among participants.

3.
Triangulation:

- Integrating data from interviews, surveys, and theoretical frameworks (Social Cognitive Theory and Critical Race Theory) to enhance the validity and reliability of the findings.

4.
Member Checking:

- Involves participants in verifying the accuracy and authenticity of the data and themes, further ensuring credibility.

Ethical Considerations

- Participants' confidentiality and anonymity will be safeguarded through pseudonyms and secure data storage.
- Ethical approval will be obtained from the relevant Institutional Review Board (IRB), and informed consent will be secured from all participants.

Benefits and Commitment to Equity

Benefit to CPS

Which (if any) of the CPS core values does your research support?
Equity

Please describe how your project supports each of the core values selected above.
My dissertation research supports equity by amplifying the experiences of African-American women within the workplace, specifically in the context of CPS. By exploring how code-switching affects their professional and personal lives, the research seeks to illuminate systemic barriers and cultural dynamics that disproportionately impact this group.

The findings aim to foster greater understanding and awareness of these challenges, which can inform strategies to create a more inclusive and supportive work environment. This includes addressing inequities in how African-American women navigate professional spaces, promoting authentic self-expression, and reducing the emotional labor associated with code-switching.

Additionally, the research contributes to equity by providing actionable recommendations, such as professional development in cultural competency, which can lead to fairer policies and practices that support all employees, particularly those from historically marginalized communities.

How does this project support the district broadly?
Code switching impacts African-American women by requiring them to alter their speech, behavior, or appearance to navigate predominantly White or non-Black professional environments, which often leads to emotional fatigue, diminished authenticity, and barriers to career progression. Within CPS, this dynamic may further perpetuate inequities, as African-American women navigate professional expectations in an educational context rooted in systemic disparities. This study supports the Chicago Public Schools (CPS) district by addressing systemic barriers and promoting equity and inclusion for African American women leaders. It provides insights into the psychological and professional impacts of code-switching, offering guidance for fostering inclusive work environments, improving leadership training, and enhancing job satisfaction. The findings can inform district policies, reduce burnout, improve retention, and align with CPS's broader goals of cultural competence and diversity. Findings could be shared with CPS Talent to inform recruitment and retention strategies, integrated into SafeSchools training to enhance cultural competency and address discrimination, and used to develop workshops or discussions to support African-American employees in the workplace. Additionally, this research positions CPS as a leader in addressing racial and gender dynamics in education, offering replicable models for other districts and contributing to national conversations on equity in educational leadership.

Please use the table below to list all District CPS Supporters and the role they will have in your study. Use the details box to describe your supporters' title and role in the district. List your primary supporter first.
  Please click "save" after each line.

CPS Supporter Email Address	CPS Supporter Details

Link to New Contact Form
User had the option to start a different form here.

Commitment to Equity

In what ways does this project reflect/challenge/progress the district's commitment to equity?
This project supports the district's equity goals by amplifying the voices of African American women leaders and addressing systemic challenges like code-switching. It reflects a commitment to fostering inclusivity and cultural competence while ensuring the research is human-centered, collaborative, and respectful of participants' dignity. By challenging inequities and minimizing burdens on participants, the study seeks to contribute actionable insights to promote a more equitable and supportive environment within CPS.

Reflect on the district's equity framework as well as the following: As a researcher, what is my privilege / bias when it comes to this question? Am I assuming that Black and brown students will inherently perform poorly? Have I consulted those whose communities I want to research? Is the research designed with the holistic humanity of the people I am researching in mind? Do I perceive the communities I want to research as allies, or as research subjects? Am I interrogating / challenging policies and systems that may be contributing to inequities? Will this project create an undue burden on the communities I am seeking to research?

How are your research activities accessible to individuals with disabilities?
To ensure accessibility for individuals with disabilities, this research incorporates the following measures:

Flexible Participation Formats: Participants can choose between in-person, phone, or virtual interviews (via platforms like Zoom), accommodating varying mobility and accessibility needs.

Accessible Materials: All study materials, including consent forms and interview protocols, will be available in accessible formats (e.g., large print, screen-reader compatible PDFs).

Supportive Environments: For in-person interviews, venues will be ADA-compliant, ensuring wheelchair accessibility and accommodating specific sensory needs.

Communication Support: Sign language interpreters, captioning services, or other communication aids will be provided upon request to ensure inclusivity.

Customized Scheduling: Interviews will be scheduled at times convenient for participants, reducing potential barriers related to health or accessibility constraints.

Ongoing Engagement: Participants will be encouraged to share any additional accommodations they require, ensuring a responsive and inclusive research process.

Are your research activities translated into languages other than English as appropriate for the community?
No, the research activities are not translated into languages other than English. This decision is based on the following considerations:

Target Population: The study focuses on African American women leaders within the Chicago Public Schools (CPS) district, where English is the primary language of communication in professional and leadership settings. The participants are expected to be proficient in English as it is integral to their roles.

How will you share your research findings with the population(s) you are studying?
To ensure transparency and inclusivity, the research findings will be shared with the population being studied through the following methods:

Summary Report: A concise, accessible summary of the findings will be created, highlighting key insights and implications. This report will be written in clear, non-technical language to ensure it is easily understandable.

Community Presentation: A presentation will be offered to participants and other interested stakeholders within the Chicago Public Schools (CPS) district. This session may be conducted in-person or virtually, depending on participant availability, and will include an overview of the findings, followed by a Q&A session.

Follow-Up Communication: Participants will receive a follow-up email or letter thanking them for their involvement and providing a copy of the summary report or a link to access it online.

Workshops or Discussion Forums: Optional workshops or forums may be organized to discuss the findings in greater detail, explore their implications for equity and inclusion in educational leadership, and co-create strategies for addressing identified challenges.

Research Repository: Findings will be made accessible through a publicly available repository, such as an institutional website or research platform, where participants can review the results at their convenience.

Research Activities

Start Date of Recruitment

01/06/2025

End Date of Recruitment
01/13/2025

Please provide the date that you will begin primary data collection

01/06/2025

Please provide the end date of primary data collection
01/20/2025

Please provide the date that you will begin analysis

01/20/2025

Please provide the end date of analysis
01/27/2025

Please provide the approximate date that you will finalize your research report.

02/10/2025

Description of Deliverable/Final Product (i.e., academic/journal article, white paper, memo, report)

The final deliverable for this research project will be a dissertation, which serves as the culmination of doctoral study. The dissertation will include a comprehensive exploration of the lived experiences of African American women leaders within the Chicago Public Schools (CPS) district, specifically regarding the psychological impact of code-switching. It will provide the following components:

Introduction: A detailed background of the study, its purpose, and its significance, grounded in the district's context and equity framework.
Literature Review: A synthesis of existing research and theoretical frameworks, including Social Cognitive Theory and Critical Race Theory, to contextualize the study.
Methodology: An in-depth description of the qualitative phenomenological approach, participant recruitment, data collection, and analytical processes used in the study.
Findings: Presentation of key themes identified through data analysis, offering insights into how code-switching influences leadership, identity, mental health, and job satisfaction.
Discussion: Interpretation of findings in relation to existing research, implications for educational leadership, and recommendations for policy and practice.
Conclusion and Recommendations: Practical suggestions for promoting equity and reducing the psychological toll of code-switching within CPS and similar educational contexts.

Will any portion of this research, including recruitment or consent, take place during or in any way interfere with standard activities?

No

With very few exceptions, research procedures cannot be carried out during or in any way interfere with standard activities, including instruction time or professional development sessions.

Will this study involve study subject randomization or a control group?

No

Will your research employ study-subject deception or non-disclosure?

No

Will this research involve Product Testing?

No

Will this research involve collection of biological samples or biometric data?

No

Does this research involve other research procedures not described previously?

No

Is this research tied to a standard or novel curriculum, teaching or other program, staff professional development training or program, or other non-research activity or activities?

No

Does this study involve the use of educational technology (including survey tools, video conference platforms, and third party websites. See note for add'l details)?

No

Please be aware that under The Student Online Personal Protection Act, SOPPA (105 ILCS 85/), any platform students interact with must be compliant with current data security and student privacy regulations. Please note that this definition includes online survey tools such as Qualtrics. Please use the following website to check if your proposed platform is complaint with SOPPA: https://cps.app.learnplatform.com/new/public/tools

Study Population

Will you be submitting a secondary Data Request?

No

RRB Protocol Number
2024-2030

This is your assigned RRB Number. Please reference this in any data request associated with this study.

Study Subject Inclusion Criteria

This research study involves a single subject population: African American women leaders within the Chicago Public Schools (CPS) district. Below are the inclusion criteria for this population:

Inclusion Criteria:
Race/Ethnicity: Participants must self-identify as African American.
Gender: Participants must self-identify as women.
Professional Role: Participants must hold a leadership position within the CPS district. This includes, but is not limited to:
Principals
Assistant Principals
District Administrators
Other leadership roles as defined by CPS organizational structures.
Experience: Participants must have at least one year of experience in their current or a similar leadership role within CPS.
Language Proficiency: Participants must be proficient in English to ensure effective participation in interviews conducted in English.
Geographic Location: Participants must currently work within the CPS district.

If the research involves more than one study subject population (e.g. students, parents, teachers, staff), please individually detail the inclusion criteria for each.

Study Subject Exclusion Criteria

Exclusion Criteria:
Individuals who do not meet the criteria above.
Individuals who are not currently employed by CPS.
These inclusion criteria ensure that the study focuses on a well-defined population whose experiences align with the research questions and objectives. If future studies expand to additional populations (e.g., teachers, students, parents), separate inclusion criteria would be developed to reflect the specific goals and contexts of those populations.

If the research involves more than one study subject population, please individually detail the inclusion criteria for each

Please select all special populations that may be targeted for your study

No answer provided.

Describe the potential direct and/or indirect benefits for all detailed research procedures and populations

Benefits: If you participate, there are no direct benefits to you. This research may increase the body of knowledge in the subject area of this research.
If you participate in this research, there may be direct benefits to you. You may gain insights into the dynamics of code-switching, including how it impacts leadership roles, psychological well-being, and workplace interactions. This research may also contribute to the broader body of knowledge about code-switching, fostering a deeper understanding of its implications and informing efforts to enhance equity and inclusion in professional environments.

Describe the anticipated potential risks, however minimal, associated with the detailed research procedures and subject populations

Risks: There are minimal foreseeable risks or discomforts associated with this research. However, you may experience mild emotional discomfort when discussing personal or professional experiences, including those related to workplace dynamics, identity, and code-switching. You can skip any question you do not wish to answer, skip any activity, or stop participation at any time without penalty or loss of benefits to which you are otherwise entitled. Some possible risks include mild psychological discomfort or stress when reflecting on personal and professional experiences, particularly those related to identity, workplace dynamics, and code-switching. Discussions about experiences of racial or gender discrimination, as well as workplace challenges, may evoke emotional responses.

How will the identified risks for all research procedures and subject populations be minimized and/or mitigated to the greatest extent possible?

To decrease the impact of these risks, you can skip any question you do not wish to answer, skip any activity, or stop participation at any time without penalty or loss of benefits to which you are otherwise entitled. Additionally, participants will be provided with information about counseling or support services, including the Employee Assistance Program (EAP), which offers confidential support for workplace and personal challenges. The researcher will ensure a supportive and empathetic interview environment to help minimize discomfort during discussions.

What procedures will you use in the event that research questions/processes produce observable stress/distress in subjects?

To minimize and address any observable stress or distress in participants during the research process, the following procedures will be implemented:

1. Pre-Interview Preparation
Informed Consent: Participants will be provided with a detailed informed consent document outlining the nature of the research, potential risks, and their right to withdraw at any time without consequence.
Clear Expectations: Participants will be informed in advance about the types of questions and topics to be discussed, especially if sensitive issues like psychological impact or emotional well-being are addressed.
Voluntary Participation: Participants will be reminded that they can skip any question or stop participation at any time.
2. Monitoring During Research Activities
Observer Sensitivity: The researcher will remain attentive to participants' verbal and nonverbal cues, such as tone of voice, body language, or signs of discomfort.
Check-Ins: Periodically during the interview, the researcher will check in with participants to ensure they are comfortable continuing the discussion.
Flexible Pacing: Participants can take breaks, pause the interview, or reschedule if they feel overwhelmed.
3. Immediate Support
Debriefing: At the conclusion of the interview, participants will be provided an opportunity to debrief, express any concerns, and reflect on the experience.
Resource Referrals: Participants will be provided with a list of support resources, including:
Employee Assistance Program (EAP) services available through CPS.
Local mental health hotlines and counseling services.
Contact information for support organizations if additional assistance is needed.
4. Post-Interview Procedures
Follow-Up: The researcher will send a follow-up email thanking participants for their time and providing another copy of the resource list for their convenience.
Participant Control: Participants will have the option to review their interview transcript to ensure their comfort with how their responses are recorded.
5. Researcher Preparedness
Training: The researcher will undergo training on ethical research practices and how to manage sensitive topics.
Emergency Protocols: In the unlikely event of severe distress, the researcher will be prepared to:
Stop the interview immediately.
Refer the participant to emergency support services, such as a crisis hotline or licensed counselor.
Notify the IRB of any adverse events.

Will you compensate study subjects?

No

Study Recruitment

Outline every aspect of the recruitment process for non-teacher staff participants.

The recruitment process for non-teacher staff participants (e.g., district administrators, support staff) in this study will be conducted in a manner that ensures fairness, transparency, and ethical compliance. Below is a detailed outline of each step:

1. Define Inclusion Criteria
To ensure clarity, eligibility criteria for non-teacher staff participants will include:

Employment: Currently employed within the Chicago Public Schools (CPS) district in a non-teaching capacity (e.g., district administrators, office staff, support personnel).
Leadership Roles: Participants must hold or have held roles involving leadership responsibilities.
Self-Identification: Participants must identify as African American women.
Willingness to Participate: Participants must express interest in sharing their experiences related to code-switching and meet the requirements of the informed consent process.
2. Obtain Institutional Approval
Permission from CPS: Secure authorization from the CPS district to recruit non-teacher staff through official channels, such as internal staff communication networks or HR departments.
IRB Approval: Ensure all recruitment materials and processes comply with Institutional Review Board (IRB) guidelines.
3. Develop Recruitment Materials
Email Template: The purpose of the study.
Eligibility criteria.
Activities involved (e.g., interviews).
Expected time commitment (e.g., 45–60 minutes per interview).
Assurance of confidentiality and voluntary participation.
Contact information for the researcher.
4. Identify Recruitment Channels
Professional Networks: Collaborate with CPS leadership or staff affinity groups to share the recruitment materials.
Official CPS communication channels (e.g., internal emails, staff memos) will not be used for recruitment or distribution of study materials. Instead, recruitment will occur via external means, such as personal outreach or non-CPS-affiliated platforms, to ensure the study is distinct from CPS initiatives.
Word of Mouth: Encourage existing participants to share information about the study with eligible colleagues (snowball recruitment).
5. Initial Contact with Potential Participants
Direct Contact: Respond promptly to inquiries about the study, ensuring all potential participants receive clear and accurate information.
6. Screening and Eligibility Verification
Initial Screening: Contact potential participants via email or phone to verify they meet the inclusion criteria.
Consent Form: Share the informed consent document electronically or in

person, detailing:
Study purpose and procedures.
Potential risks and benefits.
Confidentiality assurances.
Participant rights, including the right to withdraw at any time.
7. Scheduling Participation
Flexible Scheduling: Work with participants to schedule interviews at a convenient time. Options will include:
Virtual interviews via platforms like Zoom.
In-person interviews at mutually agreed-upon locations.
Confirmation Email: Send a confirmation email with the date, time, location, or virtual link for the interview.

Please attach all recruitment materials not attached elsewhere (Optional).

No answer provided.

Please attach all consent/assent forms associated with this study not already attached elsewhere (Optional).

No answer provided.

Identify study team members who will recruit subjects.

PI-Marquita Bonds

Will this research involve screening procedures

No

Compliance

FERPA

For more information on FERPA, click here.

Is any aspect of this research subject to FERPA?
No

ISSRA

For more information on ISSRA, click here.

Is any aspect of this research subject to ISSRA?
No

PPRA

For more information on PPRA, click here.

Is any aspect of this research subject to PPRA?
No

Permission, Confidentiality, and Security

Attach a draft of the permission letter that will be sent to school Principals

No answer provided.   *Please note that Principals have final authority over what happens in their schools.*

How will you protect the privacy of prospective research subjects? Please detail how study subject privacy will be protected during recruitment, screening, consent, and all research procedures. Provide an accounting for all applicable research procedures and study populations.

The privacy of prospective research subjects will be protected throughout all stages of the study, including recruitment, screening, consent, and research procedures. Below is a detailed description of the measures that will be implemented to ensure confidentiality and privacy for all applicable research procedures and study populations.

1. Recruitment
Anonymized Initial Outreach: Recruitment materials (e.g., flyers, emails) will be distributed through professional networks without revealing individual identities.
Secure Communication: Prospective participants will respond to a secure, password-protected online form or email address dedicated solely to this study.
Minimal Information Collection: During initial outreach, only essential information (e.g., role, willingness to participate) will be collected to determine eligibility. Consent
Confidential Consent Process: The informed consent form will be shared electronically through a secure file-sharing system or in person, ensuring that only the participant and researcher have access to the document.
Anonymous Return Option: Participants can return signed consent forms through encrypted email or sealed envelopes to maintain privacy.
Clear Explanation: Participants will be informed that their personal information will not be shared, and their responses will remain confidential throughout the study.
Research Procedures
Private Interview Settings: All interviews will be conducted in private spaces or virtual environments secured with end-to-end encryption (e.g., Zoom with password protection). Participants will choose the format they are most comfortable with.
De-Identified Data: All collected data will be de-identified immediately after transcription. Pseudonyms will be used in transcripts and analysis to protect identities.
Confidentiality During Data Collection: Participants will be informed not to disclose identifying information about others during interviews. The researcher will guide discussions to focus on personal experiences rather than identifiable specifics about third parties.
Data Handling and Storage
Encrypted Data Storage: All digital data (e.g., audio recordings, transcripts, demographic information) will be stored on an encrypted, password-protected device or cloud-based storage system compliant with IRB and CPS security standards.
Physical Data Security: Any physical documents, such as signed consent forms, will be stored in a locked file cabinet accessible only to the researcher.
Restricted Access: Only the principal investigator will have access to the raw data. No identifying information will be shared with third parties or included

in publications.
Reporting and Dissemination
Anonymized Reporting: Findings will be reported in aggregate form, ensuring that no individual participant can be identified. Direct quotes from participants will be anonymized to remove any potentially identifying details.
Confidential Sharing: If findings are shared with CPS or other stakeholders, all data will be stripped of any identifiers.

Describe the data confidentiality or security provisions that will be in place for all research data.

Ensuring the confidentiality and security of all research data is a priority in this study. The following measures will be implemented to protect the integrity, confidentiality, and security of the data throughout the research process:

1. Data Collection
Anonymity During Collection: Participants' names and other identifying information will not be linked to their responses during data collection. Instead, unique pseudonyms or participant codes will be assigned to all data.
Secure Platforms: All online surveys, interviews, or data submission processes will use encrypted and secure platforms (e.g., encrypted email, Zoom with end-to-end encryption).
Audio/Video Recordings: Recordings will be stored in encrypted formats and labeled using participant codes rather than names to maintain confidentiality.
2. Data Storage
Physical Data: Any physical documents (e.g., signed consent forms) will be stored in a locked file cabinet in a secure location, accessible only to the principal investigator.
Digital Data:
All digital files, including recordings, transcripts, and analysis documents, will be stored on encrypted, password-protected devices or a secure cloud storage system.
Cloud-based storage solutions will comply with institutional and CPS security standards (e.g., ISO 27001 compliance).
De-Identification: Transcripts and datasets will be de-identified to remove any personal identifiers. Only pseudonyms or participant codes will be used in the analysis.
3. Access Control
Limited Access: Only the principal investigator and authorized personnel (e.g., dissertation advisors or IRB-approved collaborators) will have access to the raw data.
Role-Specific Access: If additional researchers are involved, they will only have access to de-identified data as necessary for analysis.
Data Sharing Restrictions: Raw data will not be shared with CPS or any third party. Summarized findings will be presented in anonymized, aggregated formats.
4. Data Transmission
Secure Communication: Any communication involving participant data (e.g., transcript review) will occur via encrypted email or secure file-sharing platforms.
Member Checking: Participants reviewing transcripts or data summaries will receive files through secure channels, ensuring no third-party access.
5. Data Retention and Disposal
Retention Period: Data will be retained securely for the duration approved by the IRB (e.g., three to five years) and only for research purposes.
Secure Disposal: After the retention period, all data will be securely destroyed:

Physical documents will be shredded.
Digital files will be permanently deleted from all devices and cloud storage, ensuring they are unrecoverable.
6. Reporting and Dissemination
Anonymized Findings: Results will be reported in aggregate form, and any direct quotes from participants will be fully anonymized to prevent identification.
No Identifiers in Publications: Publications or presentations will not include any personal or identifiable information about participants.
7. Compliance
IRB and CPS Guidelines: All data confidentiality and security measures will comply with institutional IRB and CPS research guidelines.
Periodic Review: Data security protocols will be reviewed periodically to ensure continued compliance with evolving best practices and regulatory standards.

How will you store participant data?

With codes   *These details must be included in all applicable consent forms*

Describe the coding mechanism, indicate where links to codes will be stored, identify the individuals who will have access to coding keys or links, and clarify if codes will be deleted at a later date.
Participant data will be stored using a coding system to protect confidentiality. Each participant will be assigned a unique code or pseudonym, which will be used in place of direct identifiers. A master key linking participant names to their codes will be securely stored in a separate, encrypted location, accessible only to the principal investigator. This method ensures data remains anonymized during analysis and reporting while allowing for re-identification if necessary (e.g., for member checking or follow-up).

This approach aligns with ethical research standards and prioritizes participant privacy and data security.

Will you keep participants' contact information on file after the data have been collected?

Yes

How long will you store participant contact information?
6 months

Explain the purpose for which participant contact information will be retained, such as recruitment for future studies or other follow-up study completion
Participants' contact information will be retained for a maximum of 6 months after the completion of data collection. This timeframe allows for member checking, follow-up clarifications, or dissemination of research findings to participants. After this period, all contact information will be permanently deleted to ensure participant confidentiality.

These details must be included in all applicable consent forms

Will you share individual-level data with other researchers or practitioners beyond the designated key research personnel?

No

What will you do with the data once the research has been completed (choose all that apply)?

Retain data for three years or longer post-completion, then destroy it

Please note that the district discourages storing study data for longer than three years after study completion.

Please describe the purpose for which you will be storing data after the conclusion of the study. Also, explain the planned duration (i.e. how long) you will retain data
The data will be stored after the conclusion of the study to allow for further analysis, scholarly publications, and the possibility of secondary research that aligns with the scope of the original study. Additionally, the data may be used to support transparency and accountability in the research process and to address any follow-up questions from stakeholders or academic reviewers.

Planned Duration
The data will be securely stored for a minimum of three years following the study's completion, as required by institutional and ethical guidelines. After three years, all data will be permanently destroyed unless de-identified and retained for future academic use. De-identified data will be stored indefinitely to enable secondary analysis while ensuring participant confidentiality.

Attachments

Please attach all miscellaneous attachments

No answer provided.   *If you are resubmitting your protocol following initial review, please attach your response letter here.*

Are there any additional finalized contracts or agreements associated with this research that have not been attached elsewhere as part of this application (e.g. CPS Data Authorization Agreements)?

No

Are there any pending (i.e. not yet signed by both parties) contracts or agreements associated with this research that have not been attached elsewhere as part of this application?

No

Acknowledgements

Acknowledgements

Please acknowledge the following:

✔ All parts of this submission are accurate, complete, consistent, and clear.

✔ I have accurately and completely described all intended human subjects research procedures and the populations with whom they will be carried out.

✔ I have attached all study materials, including, but not limited to, all materials that will be given to, sent to, read to, or otherwise used with all prospective study subject populations.

✔ This submission adhere to all CPS policies and guidance as outlined in the link below

   https://www.cps.edu/about/district-data/conduct-primary-research/

✔ I have accurately identified all personnel who will be involved in this study.

✔ I acknowledge that any/all changes required by the CPS RRB in the course of its review of this submission will be reported to my IRB of record during the entire lifetime of this study.

✔ I attest that I will work with my IRB of record to address any concerns raised in the review of this submission.

✔ I attest that all of the research procedures detailed in this submission have been carried out with prospective IRB review and approval.

✔ I agree to comply with all background check and volunteer procedures required of my study, per the official CPS Volunteer Policy (link provided below):

   https://policy.cps.edu/download.aspx?ID=272

Submission Date

11/13/2024

All RRB new submissions, modifications, continuing reviews require a $50 processing fee. Please click on the following link to access our payment system. You will need to reference your assigned RRB number listed below:

CPS RRB/Data Request ePay System

Once you navigate to the Illinois E-Pay Site, please click on the blue text "RRB / Data Request Payment Option " to display the appropriate payment options. Once selected, your total will be displayed. Do not attempt to type in your total manually.

RRB Protocol #
2024-2030

Payment Confirmation Number
20000395

RRB Number

2024-2030

Ready for Review

Ready for Review

Type of Review

Full Board

Primary Reviewer
Leverett, Jonya

Review Due Date
12/06/2024

Comments for Reviewer
N/A

Supplementary Site Output
No answer provided.

School Contacts
No answer provided.

Administrative Processor
Corson, Adam

Email: ACorson1@cps.edu   **Phone:**

Please select your primary area of research from the following:

Language/Culture

Secondary Study Subject(s)

Race and Racism

RRB Meeting Date

12/06/2024

Payment Received

Yes

Return for Stakeholder Re-Review

No answer provided.

Current associated projects

N/A

Associated Projects
No answer provided.

Please enter the record number of any data request or projects associated with this project. Each record number will need to be provided with a link to the project screen using the Hyperlink Manager icon.

Primary Reviewer Recommendation
- Submitted 12/05/2024 4:15 PM ET by System, The
Primary Reviewer Recommendation

Primary Reviewer Recommendation

Type	Reviewer	Outcome	Assigned	Due	Complete
Primary Initial Review	Leverett, Jonya	Revise and Re-Submit	11/18/2024	12/06/2024	12/05/2024

This proposal would benefit from 1) clear boundaries between the researcher and their role at CPS mostly for the benefit and assurances of the potential participants 2) additional clarity and context around how code switching impacts African-American women in general and at CPS 3) ideas about how the findings could be applied to the CPS work environment 4) review of study materials so that there is consistency in details, i.e., how long the interviews could take. Upon approval from the university IRB, the study presents and opportunity to understand and improve the work experience of African-American leaders in the district.

Reviewer Notes

This proposal would benefit from 1) clear boundaries between the researcher and their role at CPS mostly for the benefit and assurances of the potential participants 2) additional clarity and context around how code switching impacts African-American women in general and at CPS 3) ideas about how the findings could be applied to the CPS work environment 4) review of study materials so that there is consistency in details, i.e., how long the interviews could take. Upon approval from the university IRB, the study presents and opportunity to understand and improve the work experience of African-American leaders in the district.

Post Board Meeting Processing

Do not process this stage until after the board meeting

Post Board Determination

Re-Submit with Changes

Post Board Summary for Researcher
Upon approval from the university IRB, the study presents an important opportunity to understand and improve the work experience of African-American leaders in the district. However, this proposal would benefit from the following revisions:
--
1) Clear boundaries between the researcher and their role at CPS mostly for the benefit and assurances of the potential participants (i.e. adding a line such as "while I work as X at CPS Central Office, this research is for Y. It will not impact participants' role in CPS (compensation, employment decisions, resource allocation, etc.")
--
2) Providing additional clarity and context around how code switching impacts African-American women in general and at CPS. The Board reviewer also recommends a positionality statement to build trust with interviewees.
--
3) Providing additional ideas about how the findings could be applied to the CPS work environment (i.e. could this be sent along to Talent? Facilitate a discussion with SafeSchools training on discrimination and/or cultural competency?)
--
4) Data collection appears to be called a Survey Protocol in some instances and an Interview Protocol in others. Also, I believe that on the data collection protocol the time expected from the participant is 45-60 minutes but on the consent form it's 60 to 90 minutes. Submitter would benefit from a review of study materials so that there is consistency in details (i.e., consistently describing how long the interviews could take and what they entail.)
--
5.) Submitter notes that they wish to use official CPS channels including internal staff communications. This may make the study appear to be a CPS project rather than as part of a doctoral. The researcher should find ways to disentangle their research from CPS channels so as not to confuse respondents, prevent respondents from being candid or even from participating altogether.

If this submission has been rejected, approved with recommendations, or conditionally approved, the above information will be included in the generated letter.

If this submission requires re-submission with changes, the information above will be included in an email.

Follow Up Required

No Follow-up required

After you click "Next" and "Submit", this form will automatically send an email with the post-board summary included to indicate the revisions required to this application.

Administrative Processing

This submission was previously reviewed at the convened board that had requested revisions prior to approval, as listed below:

Upon approval from the university IRB, the study presents an important opportunity to understand and improve the work experience of African-American leaders in the district. However, this proposal would benefit from the following revisions:
--
1) Clear boundaries between the researcher and their role at CPS mostly for the benefit and assurances of the potential participants (i.e. adding a line such as "while I work as X at CPS Central Office, this research is for Y. It will not impact participants' role in CPS (compensation, employment decisions, resource allocation, etc.")
--
2) Providing additional clarity and context around how code switching impacts African-American women in general and at CPS. The Board reviewer also recommends a positionality statement to build trust with interviewees.
--
3) Providing additional ideas about how the findings could be applied to the CPS work environment (i.e. could this be sent along to Talent? Facilitate a discussion with SafeSchools training on discrimination and/or cultural competency?)
--
4) Data collection appears to be called a Survey Protocol in some instances and an Interview Protocol in others. Also, I believe that on the data collection protocol the time expected from the participant is 45-60 minutes but on the consent form it's 60 to 90 minutes. Submitter would benefit from a review of study materials so that there is consistency in details (i.e., consistently describing how long the interviews could take and what they entail.)
--
5.) Submitter notes that they wish to use official CPS channels including internal staff communications. This may make the study appear to be a CPS project rather than as part of a doctoral. The researcher should find ways to disentangle their research from CPS channels so as not to confuse respondents, prevent respondents from being candid or even from participating altogether.

This submission had required follow-up by the convened board by the primary reviewer who has required the following revisions.

Re-submission Date

12/22/2024

Requested Revisions Completed?

Requested Revisions Completed

Administrative Comments

No answer provided.

Administrative Determiniation

Approve

Approval Actions

Simple Approval

Approval Date
01/07/2025

Approval Period in Number of Months
12

Notes for Letter
No answer provided.

Background Check Determination

Reviewer Background Check Recommendation
No

Display Proposed Study Participants
Other Staff

Display Study Interventions
Interviews

Display Study Contacts

Please select the level of background check required for researchers involved with primary data collection.
CPS Staff Background Check

Justification for Background Check
No Add'l Background Check Required

This will appear in the "Other Notes" section of the letter received by the researcher. Please start this statement by identifying the level of background check required.

Review Generated Letter and Confirm Before Sending

RRB

2024-2030

Study Title
The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools.

Principal Investigator
Bonds, Marquita

| **Email:** MYJones1@cps.edu | **Phone:** |

Redisplayed Board Determination

Re-Submit with Changes

Determination Letter

In some cases you may see other determination letters attached by the submitter. However, only the generated determination letter will be sent in the decision email.

Name	Type	Date	
RRB#2024-2030-Marquita Bonds 2025-01-07.docx	Determination Letter	01/07/2025	*This determination letter will be automatically attached to an email being sent to the principal investigator.*

Please use the link below, click on the Attachments link on the left side of the page if you need to upload an edited version of the above letter.
New Submission defined 11/17/2024

Output Background Check Level

No

Additional Attachments to Decision Email

No answer provided.

Notes for Determination Email

No answer provided.

Study Site Contact Background Check Expirations

Name	Role	Background Check Expiration
Bonds, Marquita	Principal Investigator	Missing

Please use the text box above to indicate the background check level required or any other pertinent information.
CPS Staff Background Check

Background Check Level Justification
No Add'l Background Check Required

Other Notes in Letter
N/A

RRB Meeting Date for Acknowledgment of Final Determination

03/07/2025

Please select the next meeting date of the RRB.

Please enter the date by which the coordinator should submit the Data Use Agreement. Automatic notifications will be sent out based upon this date.

02/07/2025

National University IRB
9338 Lightwave Ave., San Diego, CA 92123
irb@nu.edu

Consent Form

You will use this template if you are doing human subjects research, your participants are 18 and older and you are not working with an IRB/HRPP from another institution OR that IRB/HRPP is allowing you to use the NU IRB consent form template.

My name is Marquita Bonds, I am a doctoral student at National University (NU). I also hold a role as Student Mobility Manager at Chicago Public Schools.

I'm asking you to take part in a research study about how African American women leaders in the Chicago Public Schools experience and manage code-switching in their professional roles and how it impacts their well-being and leadership. The name of this research is "The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools."

You may participate in this research if you meet all of the following criteria:

1. You identify as an African American woman.

2. You currently hold or have held a leadership position (e.g., principal, assistant principal, district administrator) within the Chicago Public Schools (CPS) district.

3. You have at least three years of professional experience in educational leadership roles.

4. You are age 18 or older.

5. You are willing to participate in an interview lasting approximately 60-90 minutes, either in person or via Google Meet.

6. You are comfortable discussing your experiences with code-switching and its impact on your professional and personal well-being.

These criteria ensure that participants have relevant experiences that align with the purpose of this research.

I hope to include 15-20 people in this research.

Please read this form carefully and ask any questions you may have before agreeing to take part in the study.

What you will be asked to do: If you agree to be in this study, you will be asked to do the following activities:
1. **Participate in a 1:1 online interview**: Conducted via Google Meet, this interview will last approximately 60-90 minutes. During the interview, you will be asked open-ended questions about your experiences with code-switching, its psychological impacts, and its effects on your professional leadership roles.

2. **Review your interview transcript**: After your interview is transcribed, you will receive the transcript via email. You will be asked to review the transcript for accuracy and provide any clarifications or additional insights. This review will take approximately 10-15 minutes.

During these activities, you will be asked questions about:

- **Your professional experiences** as a leader within the Chicago Public Schools (CPS) district.
- **Your experiences with code-switching**, including how you adjust your communication style, behavior, or appearance in professional settings.
- **The psychological impacts of code-switching**, such as its effects on your mental health, well-being, and self-perception.
- **Your perceptions of job satisfaction**, leadership efficacy, and workplace interactions in relation to code-switching behaviors.
- **Demographic information**, including your age, race, gender, and professional background.

Risks: There are minimal foreseeable risks or discomforts associated with this research. However, you may experience mild emotional discomfort when discussing personal or professional experiences, including those related to workplace dynamics, identity, and code-switching. You can skip any question you do not wish to answer, skip any activity, or stop participation at any time without penalty or loss of benefits to which you are otherwise entitled.

Some possible risks include mild psychological discomfort or stress when reflecting on personal and professional experiences, particularly those related to identity, workplace dynamics, and code-switching. Discussions about experiences of racial or gender discrimination, as well as workplace challenges, may evoke emotional responses.

To decrease the impact of these risks, you can skip any question you do not wish to answer, skip any activity, or stop participation at any time without penalty or loss of benefits to which you are otherwise entitled. Additionally, participants will be provided with information about counseling or support services, including the Employee Assistance Program (EAP), which offers confidential support for workplace and personal challenges. The researcher will ensure a supportive and empathetic interview environment to help minimize discomfort during discussions.

Benefits: If you participate, there are no direct benefits to you. This research may increase the body of knowledge in the subject area of this research.

If you participate in this research, there may be direct benefits to you. You may gain insights into the dynamics of code-switching, including how it impacts leadership roles, psychological well-being, and workplace interactions. This research may also contribute to the broader body of knowledge about code-switching, fostering a deeper understanding of its implications and informing efforts to enhance equity and inclusion in professional environments.

Recording: I would like to audio/video record your responses with a voice recorder and/or Google Meet during the interview. You can disable the video function of the online meeting platform at any time.

Mandated Reporting: My professional role outside of NU requires me to report suspicion of child or elderly abuse, suspicion of possible harm to self or others, and committed crimes to the appropriate authorities.

Confidentiality: I will keep the records of this study private and take reasonable measures to protect the security of all your personal information. In any public report, I will not include any information that could identify you. Your responses will be anonymized, and pseudonyms will be used in place of names or other identifiable details. Digital data will be stored on password-protected and encrypted devices, and physical materials, such as consent forms, will be secured in a locked cabinet. When the study is over, all digital data will be securely deleted, and physical materials will be shredded in accordance with institutional guidelines. Only the researcher and the supervising faculty will have access to the data during the study. These precautions will ensure that your confidentiality is preserved throughout the research process and beyond.

Taking part is voluntary: Participation in this study is completely voluntary. You may quit at any time.

If you have questions: Please ask any questions you have now. If you have questions later, you may contact me at m.jones4579@o365.ncu.edu or at 773-720-0145.

If you have any questions or concerns regarding your rights as a subject in this study, you may contact the Institutional Review Board (IRB) via email at irb@nu.edu

Survey Protocol

The data for this qualitative phenomenological study will be collected through semi-structured interviews, guided by a carefully developed interview protocol based on the current study's theoretical framework and research questions. The interview protocol will consist of open-ended questions specifically designed to elicit rich, detailed responses. This approach will allow participants to share their experiences with code-switching, discuss the psychological impact it may have on their professional lives, and reflect on its influence on job satisfaction and leadership efficacy. Data gathered will be crucial in addressing the study's aims and providing insights into the experiences of African American women leaders within the Chicago Public Schools (CPS) district.

Purpose:

The survey is designed to:

1. Understand how African American women leaders perceive and experience code-switching in their roles.

2. Identify factors that influence self-efficacy beliefs in relation to code-switching.

3. Explore the challenges associated with navigating cultural and linguistic complexities in professional interactions.

4. Examine the psychological impact of code-switching on mental well-being and job satisfaction.

Survey Protocol Guidelines:

1. **Participant Selection**: African American women in CPS leadership roles (e.g., principals, assistant principals, district administrators) will be invited to participate.

2. **Informed Consent**: Participants will be informed about the study's purpose, confidentiality measures, and their rights to withdraw.

3. **Interview Administration**: Interviews may be conducted in person or virtually, based on participant preference.

4. **Data Confidentiality**: Anonymity and secure data storage protocols will be strictly followed.

5. **Expected Time**: Each interview is expected to last 45–60 minutes, allowing for a thorough exploration of the participant's experiences.

Interview Protocol

Hello, and thank you for agreeing to participate in this interview today. My name is Marquita Bonds, and I am a doctoral student at Northcentral University conducting my dissertation research. [You might consider using some rapport building questions before beginning the interview—discuss this with your chair]

This interview is expected to last 60-90 minutes. I will be recording our discussion and taking notes to make sure I have complete information. Your responses will be held in confidence.

I would like to review the consent letter with you before we begin the interview.

Do you agree to participate in the study?

Participant: Yes _____   or No_____

Lead into the Interview: Thank you I am interested in understanding the lived experiences of African American women leaders within the Chicago Public Schools (CPS) district, particularly regarding code-switching in their educational leadership roles. This information will be kept confidential, and your individual answers will not be shared with anyone. Your perspectives and experiences are essential to gaining a deeper understanding of how code-switching influences leadership, identity, and well-being in professional settings.

Do you have any questions before we get started?

Thank you for agreeing to participate in this study. To begin, I'd like to start with a few general questions to get to know you and your background better. These initial questions will help ease us into the discussion before we delve into the main topics of the interview. Remember, this is a conversation about your experiences, and there are no right or wrong answers. Let's start with the following:

1. Can you tell me a little about your current role in the Chicago Public Schools (CPS) district?

2. How long have you been in your current position, and what inspired you to pursue a leadership role in education?

3. What are some of the most rewarding aspects of your work as an educational leader?

Section 1: Demographics

1. What is your age?

   o   18–24

- o 25–34

- o 35–44

- o 45–54

- o 55+

2. What is your role in CPS?

- o Principal

- o Assistant Principal

- o District Administrator

- o Other: _____

3. How many years of leadership experience do you have in CPS?

- o 0–5 years

- o 6–10 years

- o 11–15 years

- o 16+ years

4. How do you identify racially/ethnically?

- o African American

- o Multiracial

- o Other: _____

5. When did you first become aware of the concept of code-switching?

- o Age: _____

  (Follow-up: How did this awareness come about? Was it through personal experiences, professional interactions, or something else?)

6. Can you recall your first experience with code-switching? Please describe it.

   (Follow-up: How did you feel in that moment? Do you think it shaped how you approach similar situations now?)

Section 2: Awareness of Code-Switching

7. How familiar are you with the concept of code-switching?

   o Very familiar

   o Somewhat familiar

   o Not familiar

   (Follow-up: If somewhat or not familiar, how would you describe your understanding of the concept?)

8. How do you define code-switching in your own words?

   (Follow-up: Are there specific examples or behaviors that stand out to you when thinking about code-switching?)

9. Do you consciously recognize when you code-switch?

   o Always

   o Often

   o Sometimes

   o Rarely

   o Never

   (Follow-up: Are there particular situations or triggers that make you more aware of code-switching?)

10. If you recognize when you code-switch, how do you identify these moments?

    (Follow-up: Is there a pattern to when and where these moments occur, such as with certain individuals or settings?)

Section 3: Perceptions and Experiences of Code-Switching

11. How would you define code-switching in the context of your role as an educational leader?

   (Follow-up: How does this definition differ from or align with how others in your professional network may define it?)

12. Can you share a specific situation where you adjusted your communication style or behavior to fit your professional environment? What factors influenced your decision to do so?

   (Follow-up: Looking back, would you handle the situation differently? Why or why not?)

13. How, if at all, has code-switching shaped your approach to leadership within CPS?

   (Follow-up: Do you feel that code-switching is a skill that has enhanced your leadership or a necessity you would prefer to avoid? Why?)

Section 4: Frequency and Context of Code-Switching

14. How frequently do you engage in code-switching in your professional role?

   o   Daily

   o   Weekly

   o   Occasionally

   o   Rarely

   o   Never

   (Follow-up: How has the frequency of code-switching changed over time in your career?)

15. In which contexts do you find yourself code-switching the most? *(Select all that apply)*

   o   Meetings with colleagues

   o   Conversations with students

   o   Interactions with parents

   o   Communications with supervisors

   o   Public presentations or events

   o   Other: _____

   (Follow-up: Are there specific expectations in these contexts that lead to more frequent code-switching?)

16. How do you adjust your communication when you code-switch? *(Select all that apply)*

   o   Language or word choice

   o   Tone of voice

   o   Mannerisms or gestures

   o   Professional attire or appearance

   o   Other: _____
       (Follow-up: Which adjustment feels most natural to you? Which feels the most difficult or inauthentic?)

17. Why do you feel the need to code-switch in these situations?
   (Follow-up: Do you think this need comes from external pressures or personal choice?)

Section 5: Emotional Impact of Code-Switching

18. How do you feel before engaging in code-switching? *(Select all that apply and elaborate)*

   o   Anxious

   o   Prepared

   o   Neutral

   o   Other: _____
       (Follow-up: Do these feelings depend on the specific situation or the audience?)

19. How do you feel while engaging in code-switching? *(Select all that apply and elaborate)*

   o   Confident

   o   Nervous

   o   Authentic

   o   Inauthentic

   o   Other: _____
       (Follow-up: What factors contribute to these emotions while code-switching?)

20. How do you feel after engaging in code-switching? *(Select all that apply and elaborate)*

- o   Exhausted

- o   Accomplished

- o   Relieved

- o   Other: _____
     (Follow-up: How do these feelings impact your overall sense of well-being?)

21. In what ways do you feel code-switching has impacted your mental well-being and sense of authenticity in your role?
     (Follow-up: Are there ways you've tried to reconcile or cope with these impacts?)

Section 6: Leadership, Job Satisfaction, and Strategies

22. How does code-switching influence your leadership effectiveness?
     (Follow-up: Does it affect your relationships with colleagues or your ability to inspire and motivate others?)

23. Does code-switching impact your job satisfaction?

- o   Positively

- o   Negatively

- o   No impact
     (Follow-up: Can you share examples of how it has positively or negatively affected your work environment?)

24. What strategies have you developed to navigate code-switching in your leadership role?
     (Follow-up: Are these strategies more about adapting to the environment or setting boundaries for yourself?)

25. What organizational changes could reduce the need for code-switching in CPS?
     (Follow-up: Are there current initiatives or practices in CPS that you feel already support such changes?)

26. What advice would you give to other African American women leaders about code-switching?
     (Follow-up: What lessons or reflections from your own experiences would you want to share with others in similar roles?)

Conclusion: Thank you for taking the time to meet with me today and to share your perspectives/experiences on code-switching and its impact on African American women leaders within the Chicago Public Schools district. Your insights are invaluable to this research and contribute significantly to understanding this important topic.

Debriefing Questions

1. Do you have any questions or concerns about the interview or the study?
2. Is there anything you would like to add or clarify about your experiences with code-switching in your leadership role?
3. Do you feel that there is anything we haven't discussed that is relevant to this topic or important for me to know?
4. How did you feel about participating in this interview? Was there anything particularly helpful or challenging about the process?

Supporting Resources

To ensure participants have access to support if needed, especially given the sensitive nature of the topics discussed, please consider the following resources:

Employee Assistance Program (EAP)

If you are an employee of Chicago Public Schools (CPS), you can access the **Employee Assistance Program (EAP)** for confidential counseling and support services.

- **Phone:** 1-800-711-6087

- **Website:** HR4U.cps.edu

- **Services include:**

  o Free and confidential counseling sessions

  o Support for stress, emotional challenges, and mental health

  o Referrals for additional resources and support

Counseling Services

If additional counseling services are needed beyond the EAP, the following organizations offer support:

1. **National Alliance on Mental Illness (NAMI) Chicago**

    o **Phone:** 1-833-626-4244

    o **Website:** www.namichicago.org

2. **Therapy for Black Girls**

    o **Website:** www.therapyforblackgirls.com

    o Directory of culturally competent therapists

3. **SAMHSA National Helpline** (24/7 support for mental health and substance abuse)

    o **Phone:** 1-800-662-HELP (4357)

    o **Website:** www.samhsa.gov

Hotlines for Immediate Support

1. **National Suicide Prevention Lifeline**

    o **Phone:** 988 or 1-800-273-TALK (8255)

    o **Website:** www.suicidepreventionlifeline.org

2. **Crisis Text Line**

    o **Text:** HOME to 741741

Next Steps: Thank you again for sharing your valuable insights today. Before we conclude, I would like to remind you of the next steps in this research process:

1. **Member Checking:**

    o **Purpose:** To ensure the accuracy of your responses and interpretations from today's interview.

    o **Process:** I will email you a transcript of this interview within the next two weeks.

- o **Action Required:** Please review the transcript and provide any corrections, clarifications, or additional insights. You can return the transcript with your feedback via email within one week of receiving it.

2. **Final Report and Updates (Optional):**

- o If you are interested in the outcomes of this research, I will provide a summary of the findings upon the study's completion. Please let me know if you would like to receive this information.

If you have any questions about these next steps, feel free to contact me at m.jones4579@o365.ncu.edu or 773-720-0145. Once again, thank you for your time and thoughtful contributions to this study. Your input is invaluable in helping us explore and understand this important topic. Have a great day!

Recruitment Email/Letter

My name is Marquita Bonds, and I am a doctoral student at National University. I am conducting a research study to explore the experiences of African American women leaders in the Chicago Public Schools district, focusing on how they navigate code-switching in their professional roles and its impact on their well-being and leadership.

I am recruiting individuals who meet all of these criteria:

1. You identify as an African American woman.

2. You currently hold or have held a leadership position (e.g., principal, assistant principal, district administrator) within the Chicago Public Schools (CPS) district.

3. You have at least three years of professional experience in educational leadership roles.

4. You are age 18 or older.

5. You are willing to participate in an interview lasting approximately 60-90 minutes, either in person or via Google Meet.

6. You are comfortable discussing your experiences with code-switching and its impact on your professional and personal well-being.

If you decide to participate in this study, you will be asked to do the following activities:

1. **Participate in a 1:1 online interview**: Conducted via Google Meet, this interview will last approximately 60-90 minutes. During the interview, you will be asked open-ended questions about your experiences with code-switching, its psychological impacts, and its effects on your professional leadership roles.

2. **Review your interview transcript**: After your interview is transcribed, you will receive the transcript via email. You will be asked to review the transcript for accuracy and provide any clarifications or additional insights. This review will take approximately 10-15 minutes.

During these activities, you will be asked questions about:

- **Your professional experiences** as a leader within the Chicago Public Schools (CPS) district.

- **Your experiences with code-switching**, including how you adjust your communication style, behavior, or appearance in professional settings.

- **The psychological impacts of code-switching**, such as its effects on your mental health, well-being, and self-perception.

- **Your perceptions of job satisfaction**, leadership efficacy, and workplace interactions in relation to code-switching behaviors.

- **Demographic information**, including your age, race, gender, and professional background.

If you are interested in participating in this study, please contact me at m.jones4579@o365.ncu.edu or 773-720-0145.

Thank you for considering participating in this voluntary research!

Marquita Bonds

9388 Lightwave Ave.
San Diego, CA 92123
irb@nu.edu

Notice of Exemption

December 2, 2024

To: Marquita Bonds

Project Title: The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools
NU IRB Number: IRB-FY24-25-353
Determination: Exempt from further review 45 CFR 46.101 Category 2.(ii). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording) if at least one of the following criteria is met: Any disclosure of the human subjects' responses outside the research would not reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, educational advancement, or reputation; or

Status: Active - Research activities may begin as of December 2, 2024

Dear Marquita Bonds:

The study referenced above has been reviewed by the National University IRB. The IRB has determined your research is exempt from further review under 45 CFR 46.104, which means you will not need to renew your study and may begin your study effective immediately. However, if you find the need to change your study in any way, you will need to submit a modification to the IRB prior to implementing the changes. This will allow the IRB to determine whether or not the study still meets exemption criteria.

Please review your Post Approval Responsibilities here: Approved Documents Guidelines

For any questions regarding your protocol, please reach out to the IRB at irb@nu.edu.

Sincerely,

Dr. Joseph Marron, IRB Chair

Dr. Brianne Mongeon, Director, HRPP & IRB

Jenessa Eberhardt, Associate Director, HRPP & IRB

- Please use this form to request access to NU students, faculty, and/or staff for recruitment.
- **NOTE:** *Obtaining NU Site Permission does NOT grant the PI permission to recruit from the NCU Commons. Recruiting participants via the Commons is not permitted.*
- Each section must be completed accurately for us to process your application.
- Site/subject approval is required to conduct your research and must be obtained **in addition** to IRB approval.
- Note that all requests for NU staff members to assist with or conduct any part of the proposed research must be clearly disclosed. This includes all survey research, dataset creation, and analysis.
- Email completed form to Dr. Cicero, Provost: jcicero@nu.edu

PRINCIPAL INVESTIGATOR INFORMATION

Name:	Marquita Bonds	Email:	m.jones4579@o365.ncu.edu	Phone:	773-720-0145
Department :	College of Business, Engineering, & Technology	☐Faculty ☒Student ☐ Administrator ☐ Other (explain):		Date:	11/17/2024
Faculty Sponsor (if student):	Dr. Chris Agada	Faculty Sponsor's email:			_cagada@nu.edu_

PROJECT INFORMATION

Project Title:	The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools
Intended use of findings (Thesis, capstone, publication, etc.):	Doctoral dissertation
☐ This project is funded by: ☒ This project is not funded.	
My research question(s) is/are:	**RQ1** How do African American women leaders throughout the Chicago Public Schools (CPS) district perceive and experience code-switching in their educational leadership roles? **RQ2** What are the underlying factors that influence the self- efficacy beliefs of African American women leaders regarding code-switching behaviors within educational contexts? ***RQ3*** How do African American women leaders navigate through the cultural and linguistic complexities associated with code-switching in their interactions with colleagues, students, and other stakeholders? ***RQ4***

	What are the psychological impacts of code-switching on the mental health and well-being of African American women in their educational leadership roles? *RQ5* How does code-switching behavior affect job satisfaction among African American women leaders in educational leadership roles?
Purpose of my research:	The purpose of this qualitative phenological study is to investigate the psychological impact of code-switching on the well-being of African American women leaders, within the Chicago Public Schools (CPS) district. The study will explore how code-switching behaviors influence the mental health and job satisfaction of these leaders. Among the primary constructs under examination are code-switching behaviors, psychological well-being, and job satisfaction among African American women leaders in the CPS district.
This is a summary of my method, subjects, and planned analyses:	**Methods:** This qualitative phenomenological study aims to explore the lived experiences of African American women leaders within the Chicago Public Schools (CPS) district regarding code-switching. Data will be collected through semi-structured interviews utilizing open-ended questions to elicit rich, detailed narratives about participants' perceptions, experiences, and the psychological and professional impacts of code-switching. The interviews will be guided by Social Cognitive Theory and Critical Race Theory to examine the intersection of leadership, identity, and behavioral adaptation in the context of race and educational leadership. Interviews will be recorded, transcribed, and analyzed systematically. **Subjects:** The study will involve African American women serving in leadership roles within CPS, such as principals, assistant principals, and district administrators. Participants will be selected through purposive sampling to ensure they have direct experience with code-switching in their professional settings. The expected sample size is approximately 15-20 participants, sufficient to achieve data saturation while capturing a range of perspectives. Participants must be 18 years or older and meet specific inclusion criteria, such as holding a leadership position within CPS. **Planned Analyses:** Data analysis will involve thematic analysis to identify patterns and themes that emerge from the interview data. NVivo software will be used to manage and code the data systematically, ensuring a comprehensive and rigorous approach to identifying insights. Themes will be cross-referenced with the study's theoretical frameworks to

2

	ensure alignment and depth in interpretation. The analysis will focus on understanding the psychological, emotional, and professional dimensions of code-switching, addressing the study's research questions on perceptions, self-efficacy beliefs, cultural navigation, psychological impact, and job satisfaction. Member checking and triangulation will be employed to enhance validity and reliability.

For Provost Approval Only	
☐ Approved ☐ Conditional	

01/07/2025

Marquita Bonds

Dear Bonds,

Thank you for your interest in conducting research in The Chicago Public Schools. The Research Review Board has reviewed your proposal and has approved your request to conduct this research, including the submitted modifications dated 12/22/2024 to your research project, titled: The Art of Pretending: The Psychological Impact of Code-Switching on African American Women Leaders in Chicago Public Schools..

Although your study is approved, school principals have final authority over activities that are allowed to take place in the school. If data collection continues beyond a year from this approval, please complete the Modification & Continuing Review Process Form which can be found on IRBManager.

Please note the following--

Background Check Level Required: CPS Staff Background Check

Other Notes: No Add'l Background Check Required

Upon completion of the research study, a copy of the final report or summary of the results must be provided to the Research Review Board. The Board reserves the right to use the information in the research report or summary for planning, solicitation or grants, and staff development.

Please note that your study has been assigned Project ID #2024-2030. If you have any questions, please contact our office by email at research@cps.edu.

Sincerely,

Sarah Dickson
Co-Chair, Research Review Board