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# The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education System

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THE ROLE OF MENTORING IN THE DEVELOPMENT OF MINORITY FACULTY IN THE  
TEXAS STATE HIGHER EDUCATION SYSTEM

by

JAMES C. E. ONYENEKE

A DISSERTATION

Presented to the Faculty of the University of the Incarnate Word  
in partial fulfillment of the requirements  
for the degree of

DOCTOR OF PHILOSOPHY

UNIVERSITY OF THE INCARNATE WORD

August 2018

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The doctoral educational pursuit is a monumental adventure set forth by one individual; yet the struggle toward its achievement is supported by a number of other individuals. The Book of John 15:7 says, “if ye abide in me, and my words abide in you, ye shall ask what ye will, and it shall be done unto you.” To God, I give all the glory, honor and adoration for blessing me with the gift of efficacy knowing that without Him, I can do nothing.

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James C. E. Onyeneke

## DEDICATION

It is with profound pride that I dedicate this achievement to my wife “my love”, Ngozi Onyeneke, my children, Kamsiyochi, Udonna, Nesochi, and Dinakachi. In their own ways, each of these God-given members of my family supported me from the beginning of this academic journey. Without their inspiration, encouragement, prayers and unwavering support, this journey would not have been fruitful. I also dedicate this achievement to my late parents Mr. & Mrs. Fredrick A. Onyeneke. I wish both of you are here to witness and share this achievement. I thank you both for making me to know the value of education and the power it carries.

## THE ROLE OF MENTORING IN THE DEVELOPMENT OF MINORITY FACULTY IN THE TEXAS STATE HIGHER EDUCATION SYSTEM

James C. E. Onyeneke

University of the Incarnate Word, 2018

**Research Focus.** The purpose of this study was to explore the role that mentoring played in the professional development of minority faculty in the Texas state higher education system.

**Research Methods.** A phenomenological qualitative research design was employed for this study. Data was collected using open ended in-depth interviews with eight minority faculty purposefully selected from across the Texas state institutions of higher learning.

**Research Results/Findings.** Minority faculty in the Texas State higher education system often experienced cultural taxation, marginalization, discrimination, isolation, and lack of mentoring. The study indicated that mentorship boosts minority faculty support, retention, promotion, empowerment, trust, accountability, and increases self-esteem. This study revealed that mentoring played crucial roles in the form of helping early minority faculty negotiate barriers, manage time, and commitments, learn and understand the written and unwritten rules of their institutions. The study also found that most minority faculty spent most of their time preparing lecture notes and not enough time for scholarship.

**Conclusions from Research.** There had not been any study on the role of mentoring in the development of minority faculty in the Texas state higher education system. To address this void in scholarly literature, I explored minority faculty experience to understand the role mentoring played in their professional development. My study employed phenomenological methodology

to develop descriptive themes. Eight minority faculty who identified as having been mentored were purposefully selected and interviewed to understand the phenomenon. My face-to-face in-depth interviews with the eight participants produced rich data. Finding from my study revealed three themes pertaining to how minority faculty experience and understand mentorship in their individual college and university campuses: role mentoring played, challenges encountered, and advice for prospective and existing minority educators. Participants who have experienced and understood mentorship expressed that minority faculty need mentorship in order to move on to a more professional level in their career. They suggested that mentoring programs be provided to boost minority faculty training, support, retention, promotion, empowerment in all Texas State higher educational institutions.

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## **Chapter 1: The Context of Mentoring**

Mentoring as a social learning model is based on the practice of specifically stressing the importance of positive reinforcement on behavior change (Bandura, 1977). Mentoring places emphasis on learning from other individuals through models of expected behavior norms (Mahoney, 1974; Staats, 1975). The central focus of mentoring is learning through knowledge and skills acquisition.

The learning process requires that responsibilities be shared between mentee and mentor (Zachary, 2000). Mentoring is a process of consciously building a mutual relationship between two or more professional colleagues for the purpose of promoting personal and professional growth. The professional colleagues usually have differentials in knowledge, skills, and experiences in the practice of the trade. The more experienced and skilled professional (mentor) guides and nurtures the less experienced (mentee or protégé) to foster professional growth and development (Daresh, 2001). The actions in mentoring are focused on providing support through modeling, teamwork, questioning, observations, and critical constructive feedback. This allows practice-embedded professional development through synergy and leveraging of professional knowledge and skills at minimal cost to the organization (Agunloye, 2013).

Within institutions of higher education, mentoring is typically viewed as a support mechanism that helps faculty protégés acquire and develop the competencies they need to thrive as well as the constructive work relationships they need to build their careers (Bean, Lucas, & Hyers, 2014; Bland, Taylor, Shollen, Weber-Main, & Mulcahy, 2009; Files, Blair, Mayer, & Ko, 2008; Tareef, 2013). Advocates of mentoring stress the benefits incurred not only by protégées but also by their employers in terms of faculty retention and other advantages for the institution (Lumpkin, 2011; Slimmer 2012; Steele, Fisman, & Davidson, 2013; Thurston, Navarrete, &

Miller, 2009; Wasserstein, Quistberg, & Shea, 2007). Mentorship in institutions of higher education supports the personal and professional development of faculty as they transition into new roles or seek to advance their careers. Research has identified this form of support as particularly important for the professional development of women and minority faculty (Sorcinelli, Yun, & Baldi, 2011). The Federal definition of a minority employee includes all U.S. citizens, both naturalized and permanent residents that have African, Hispanic or Native American heritage (Reif, 2010).

Mentorship programs attempt to address several types of common needs among new faculty, such as professional development, emotional support, intellectual community, role models, safe space, accountability, sponsorship, access to opportunities, and substantive feedback (Rockquemore, 2013). Minority faculty who have been successful attribute much of their success to a relationship with a senior faculty mentor. Mentoring of junior faculty by senior faculty appears to have a two-way effect of socialization into the academy and social networking (Williams & Kirk, 2008).

Within any organization, but especially educational institutions, “reciprocal learning relationships characterized by trust, respect, and commitment” (Zellers, Howard, & Bracic, 2008, p. 555) provide valuable support not only for the mentored faculty members as they develop their careers but also for other members of the university community, (Zellers et al., 2008, p. 555). A positive educational work environment is associated with receiving support from administrators and the presence of collegial support and a network of colleagues (Turner, Gonzales, & Wood, 2008). Lack of support and mentorship perpetuates feelings of dissatisfaction, which may in turn influence productivity (Stanley, 2006).

Studies indicate that mentoring is a powerful tool, and the practice of mentoring leads to the development of talent, increased business performance, improved staff retention, and high performing culture that creates a competitive advantage (Connor & Pakora, 2007; Kottke & Agars, 2005; Kram & Ragins, 2007). According to Mujtaba (2007), mentoring is highly effective in developing and advancing women's careers, as well as offsetting such deterrents as the glass ceiling, which hinders the advancement of women into top-level positions within the workplace. Glass ceiling is a metaphor used to describe an invisible barrier that precludes professional women and ethnic minorities from advancing into top leadership positions within an organization.

Different avenues can be employed to set up a mentoring program (Green, 2008). Green's (2008) classification of mentoring approaches includes one-to-one mentoring, peer mentoring, team mentoring, group mentoring, and e-mentoring. Green defined the one-to-one mentoring process as a situation where one mentor could work with one mentee or protégée. In the peer mentoring process, a mentee works with one or more mentors who are peers in the profession. On the other hand, team mentoring refers to a team of two or more mentors working with one or more mentees. The group mentoring process takes place where one mentor works with a group of mentees. E-mentoring program is the outcome of the virtual learning age where mentoring is carried out via remotely using appropriate helpful technology and electronic social media.

Notwithstanding the importance and benefits of mentoring in higher institutions, minority faculty face a wide range of challenges. Barriers occur at varying levels including departmental, institutional and national (Turner et al., 2008). Challenges include isolation, occupational stress, and devaluation of research interests, bias in recruitment and retention practices, and perception from colleagues that they may be less qualified as the "token" person of color (Turner et al.,

2008). In addition, researchers have found that the challenges of finding a mentor include availability of and access to mentors and difficulties for men and females to identify ways to work with one another in a mentoring relationship (Dean, 2009). Men may also prefer to mentor other men rather than females because of shared experiences (Carr, 2012).

Most minority faculty become maladjusted to the higher education institutional environment, see it as hostile and eventually leave (Kayes & Singley, 2010). Smith (2011) reported that minority faculty usually experience “alienation, cultural taxation, marginalization, discrimination, micro-aggression and lack of mentoring” (p. 143). All these stressing experiences can be reduced or entirely eradicated, and faculty development enhanced by effective mentoring (Daley, Wingard, & Reznik, 2006; Stanley, 2006). However, a lack of access to effective mentoring is another obstacle minority faculty experience, and the absence of effective mentoring often serve as a barrier to retention (Boyd, Cintron, & Alexander-Snow, 2010; Robinson & Clardy, 2010).

This study employed phenomenological methodology to explore the professional development experiences of minority faculty in professorial positions within the State of Texas institutions of higher education. It will focus on the role that mentoring played in helping minority faculty develop and advance in their teaching careers.

### **Statement of the Problem**

The problem to be addressed by this study will involve the inability of higher education leaders in the Texas higher education institutions to institute effective mentoring programs specifically established for minority faculty in their institutions.

### **Purpose of the Study**

The purpose of this study was to explore the role that mentoring played in the professional development of eight purposefully selected minority faculty members employed in Texas higher education institutions.

### **Significance of the Study**

Considering minority faculty role in the life of future minority students and leaders in different sectors of our nation's economy, continued minority faculty development is necessary. Redevelopment, reevaluations, refinement and reimplementation of existing mentoring programs will provide monumental opportunities for people, especially minority faculty as they continue making difference in people's life through education.

### **Scope of the Study**

The scope for this phenomenological qualitative study covered colleges and universities in the State of Texas higher education institutions. To achieve this objective, I purposefully selected eight minority faculty among Texas higher education institutions to voluntarily participate in the study. Effort was made to include both men and women minority faculty from diverse background. Targeted population for this study included private and public educational institutions employing minority faculty in their institutions.

### **Limitations of the Study**

According to Baron (2010), limitation of a research study are factors that are beyond the manipulation of the researcher. The adoption of a qualitative approach and a phenomenological design created an opportunity to explore and analyze the pivot phenomenon. The number of minority faculty in professorial positions would limit the study's accessibility to a larger group of minority faculty in the cadre.



Since this study was focusing on the development of minority faculty in the Texas State Higher Education, chances are that the responses or findings from the study may not represent the consensus of every minority faculty in the state. Moreover, eight participants interviewed, reserving the opportunity that their experiences may not reflect experiences of other minority faculty elsewhere in the State. Because the researcher is using only one segment of data collection procedure, the propensity of not obtaining complete and adequate information on the phenomenon may be enormous.

### **Definition of Terms**

For the purpose of this study, the following terms are defined:

**Mentor:** This term refers to an excellent teacher, listener, coach, role model, and advisor who can provide the protégé with knowledge, advice, challenge, counsel, and support in the pursuit of becoming a full member of a profession (Kram & Ragins, 2007).

**Mentee or Protégé:** Refers to a newly hired faculty member who will work with a senior faculty member within the first year of service at an institution of higher education (Mullen & Hutingger, 2008).

**Mentoring:** This is the relationship between two people in which the senior mentor is offering guidance to a junior protégé (Irby, 2014).

**Mentoring relationship:** The relationship of a mentor involves a more experienced professional serving as a supportive and guiding role model for another professional who is less experienced in the field (Cunningham, 1999, p. 441).

**Formal mentoring:** This term refers to a structured, purposeful, and intentional program that is usually formulated to have employees working together by the organizations (Mujtaba, 2007).

Informal mentoring: This term refers to a program that is spontaneous, casual, and intimate because both the mentor and mentee have, by choice, agreed on the relationship and have common interests and goals (Mujtaba, 2007).

Effective mentoring: Is reported by new faculty who have expressed higher career satisfaction at their institution in the areas of teaching, scholarship, and service as well as feeling less isolated and alienated from their colleagues. The term also refers to faculty mentors achieving personal satisfaction and revitalizing in their careers (Zellers et al., 2008).

Lived Experience: This is an experience a person encountered in his/her lifetime (Exkano, 2013).

Phenomenology: This term refers to the study of the world as it appears to individuals when they position themselves to understand the meaning of experiences of individuals who have experienced or lived the phenomenon (Creswell, 2007).

## **Chapter 2: Literature Review**

This chapter reviewed the theoretical frameworks and current literature on my study. The first phase of the review provided a historical overview of mentoring. In the second phase, the study defined mentor and discussed the phenomenon of the study and its types. The third phase discussed mentoring in higher education, and the role of a mentor in higher education. The remaining phase discussed mentoring benefits and setbacks in higher education.

### **Historical Overview**

In the 21st century, mentoring was a vital learning and developmental instrument to hire, train, retrain, and retain employees with the intention of improving their potential to perfect their skill sets, duties, and job responsibilities (Hansford & Ehrich, 2006). The idea of mentoring became known in the last decade following the research study of Kram (1985), which was an in-depth analysis of the traditional concept of mentoring in organizational culture. Consequently, the attention of businesses, and institutions were drawn to the importance of mentoring and at the same time set the stage for the interest in the study of developmental relationships that have influenced all aspects of human relationships (Allen & Eby, 2007).

Individuals have always given up their time and energy to assist other people achieve their objectives in life. Allen, Eby, O'Brien, and Lentz (2008) posit that this kind of investment is helpful and worthwhile, and its value is priceless because it creates a lasting impression that promotes mentoring towards the development of other professionals.

The genesis of mentoring came from the Greek mythology. According to Gentry, Weber, and Sadri (2008), in the story of the Trojan War, King Odysseus, prior to leaving for the war (a 10-year battle), entrusted his older friend, Mentor, to teach and educate his son, Telemachus. The

word mentoring as is used today, usually means, a one-to-one relationship between an experienced individual and a less experienced person (Okurame & Balogun, 2005).

The initial idea of mentoring, adopted by Homer (as cited in McKinley, 2004) in his poem *The Odyssey*, reflects the development of culture and values directly from other humans one looks up to or admires. The mentoring relationship that exists between an experienced and a less experienced person is often based upon openness, encouragement, constructive comment, mutual respect, trust, and a willingness to learn and share (Spencer, Tribe, & Sokolovskaja, 2004).

Melanson (2013), described an ideal mentor as a person who is approachable, empathetic, reflective, patient, loyal, honest, authentic, and lover of learning who acts a supporter, friend adviser, guide, teacher, sponsor, coach, role model, and confidant. A mentoring relationship is also defined as “a deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with the agreed upon goal of having the lesser skilled person grow and develop specific competencies” (Murray, 2006, pp. 455-477).

Besides, mentoring can as well be seen in the eye of biblical days with Moses mentoring Joshua (Exodus 24:13; Numbers 27:18), Paul mentoring Timothy (1 Thessalonians 1:1; 1 Timothy 1:1; 2 Timothy 1:2), and Jesus mentoring His disciples (Matthew 13:10-23; John 1:37-2:12). Thus, developing the concept of mentoring through time to what was known as apprenticeship by the Middle Ages (Ferris, Davidson, & Perrewe, 2005). This shows that the concept of an older, more skilled person providing professional and career advice, and emotional support to that of a less experienced person has been the norm in organizations as well as institutions of higher education.

Mentoring became a vital institutional tool with the literary work of Levinson, Darrow, Klein, Levinson, & McKee, (1978), through publication of *The Seasons of a Man's Life*, in which the mentor acted as a teacher, adviser, guide, and counselor. In the beginning, mentoring was regarded as a one-on-one relationship, with an older and experienced individual helping a less old person. However, the work of Kram (1985) changed how mentoring is viewed. It is now viewed through the lens of the institutional context that brought a psychosocial function to address a person's career advancement.

### **Mentor Defined**

The term mentor comes from Greek mythology in which Odysseus entrusted the welfare and training of his son to a friend named Mentor during which time the father left for the Trojan War (Kram and Ragins, 2007). In institutions of higher learning, a mentor is referred to as a person who helps another become impudent with "an organization's culture, people, and functions so as to operate effectively, and or progressively advance on to the next level of success, as defined by the internal culture" (Mujtaba, 2007, p. 319).

Zey (1984), defined mentor in a more profound manner as "a person who oversees the career and development of another, particularly a younger individual, via teaching, counseling, providing psychological support, protection and at all time, promoting or sponsoring" (p. 7). Johnson (2007) defined a mentor as a caretaking archetype with both male and female qualities. In their own study, (Gentry et al., 2008) defined the term mentor as synonymous with trusted advisor, teacher, and wise counselor. Kram (1985), defined a mentor as an individual who is advanced, experienced, and knowledgeable and is committed to career support to protégé.

## **Mentoring**

As with numerous research notions, the word mentoring has immense definition. Some of those definitions explain the difference between formal and informal mentoring; while others define mentoring as it relates to the form of support it provides (Bozeman & Feeny, 2007). Frankly, these teachers provided 14 different definitions of mentoring. One of those definitions referred mentoring as an intense developmental relationship whereby advice, counseling, and developmental opportunities are provided to a mentee by a mentor, which, in turn, shapes the mentee's career experiences (Eby, 2007, p. 126).

In another multiple definition of mentoring, Crisp and Cruz (2009) defined mentoring as a specific set of activities conducted by the mentor, a process by (Davidson & Foster-Johnson, 2001; Tillman, 2001), or as a discipline specific set of activities (Kram, 1985; Merriweather & Morgan, 2013; Tillman, 2001). Bozeman and Feeney (2007) posit mentoring as a process for the informal transmission of knowledge, social capital, and psychological support perceived by the recipient as relevant to work, career, or professional development.

In many instances, human resource and organizational leaders believe that mentoring is an indispensable ingredient for persons to develop, adjust, or train to advance into a fresh level of life and career (Gibson, 2006). However, according to Levinson (1986), the mentoring relation is among the most complex and developmentally vital relationship an individual can crave for in their early adulthood.

Levinson et al.'s (1978) theory did not see the relationship in formal terms, such as "teacher/student" or "boss/subordinate," but rather in terms of its character and its function. Many of these functions were thought to be integral in the mentoring relationship: teaching, sponsoring, guidance, socialization into a profession, provision of counsel and moral support.

Above all, Levinson et al. believed that the most crucial function of a mentor was helping in the realization of the dream.

As the definitions of mentoring remain debated among scholars, most believe that a strong mentoring relationship provides both effective support and instrumental support. Moreover, there is also a consensus that crucial parts, which include helping early career faculty, negotiate barriers, manage time and commitments, learn and understand the unwritten rules of the academy, and develop a research agenda and tenure portfolio (Sims-Boykin, Zambrana, Williams, Salas-Lopez, Sheppard, & Headley (2003).

### **Types of Mentoring**

Many studies have shown that mentoring can be either formal or informal. According to Luz (2011),

Formal mentoring is when one or more mentors are intentionally assigned to a mentee and assume responsibility for facilitating the professional development of the mentee through activities such as providing information, advice, encouragement, and connections to other mentors, colleagues and professional networks. (p. 7)

Mentors perform different functions, both formally and informally, like helping to socialize students to a set of discipline, as a role model, and offering research or career support (Merriweather & Morgan, 2013).

Per Trower (2007), informal mentoring is a process whereby an experienced individual advises or coaches others without being part of a formal mentoring program; informal mentoring “just happens” and may occur alongside formal mentoring. Moreover, the study contends that formal mentoring introduces a process where protégés or mentees matched along with a mentor, team, or team of mentors. Formal mentoring implies an expectation to coach, and be coached, to advice, and be advised. Most pre-tenured faculty has come to expect formal mentoring and prefer to work at institutions that provide it (Trower, 2007).

A collaborative survey on Academic Careers in Higher Education (Helms, 2010) indicates that informal mentoring is rated as more important to pre-tenured faculty success than formal mentoring; on a 5-point scale of which 5 is “very important” and 1 indicates “very unimportant,” the scores were 4.32 and 3.87, respectively (a statistically significant difference). Female faculty feel that both forms of mentoring are more important to their success than males but rate informal mentoring even higher than formal. Substantiating this survey result is the studies by (Trower, Gallagher, 2008) which confirm that pre-tenured faculty reported that informal mentoring on their campuses is also more effective than formal mentoring.

**Traditional mentoring.** Ragins and Scandura (1999), defined traditional mentoring relationship as a one-to-one relationship, often hierarchical in nature and typically internal to a department or organization. This type of relationship can be formal or informal and be assigned or selected. Ragins and Scandura continued to say that the success of this kind of mentoring is deeply dependent on the mentor’s willingness to commit time to the experience, interpersonal chemistry between the mentor and mentee, and the mentor’s ability to communicate in an understandable way of her/his skill and knowledge.

**Cross-cultural mentoring.** This is a type of mentoring relationship where persons with different racial or ethnic identities establish a mentoring relationship (Merriweather & Morgan, 2013), and it can be a delicate dance for both parties, thereby making the relationship hard to sustain (Johnson-Bailey & Cervero, 2004). To ensure that the mentoring relationship is mutually beneficial, Johnson-Bailey and Cervero (2004) stress the importance of continuous and honest dialogue about race and racism, which requires both partners to develop a trusting relationship. These authors maintained that a lack of trust is often a pivotal barrier in cross-cultural mentoring



relationships: in part, because of social scripts where individuals are unequal positions and sometimes act out their socialized roles, making it difficult to equalize relationships.

Research has confirmed (Merriweather & Morgan, 2013, p. 3) that unequal power positions make trust an even more crucial component of cross-racial mentoring because of socially inscribed histories. Consequently, cross-racial mentorships must work hard to overcome trust-related issues, meaning that those in such relationship must contend with historical and contemporary racial interactions. According to Merriweather and Morgan (2013), trust can be attained through meaningful efforts and not being dismissible of differential experiences. However, trust can be breeched by colorblindness (a failed attempt to avoid critical discussions about race). Colorblindness is the belief that race should not and does not matter (Worthington, Navarro, Loewy, & Hart, 2008).

**Peer mentoring.** Peer mentoring provides faculty of equal stature (meaning experience and rank) with the opportunity to share interests and collaborate on their career development (Lumpkin, 2011). Zellers et al. (2008), reported that peer mentoring was derived from shared experience meaning that peer mentoring can provide marginalized faculty members with same-cultural relationships and networks even though these group are not minorities on campus or within their individual departments.

According to Whitney, Hendricker, and Offutt (2011), students with close relationships to their peer mentors reveal “greater psychological well-being, including increased self-esteem, greater life satisfaction, less depressive symptoms, and lower levels of suicide ideation and substance use” (pp. 83-105). Formal peer mentor training was identified as a serious element to peer mentoring programs (Terrion & Pillion, 2008). These peer mentor training includes effective communication, time management, problem solving, decision making, and study skills.

The authors reveal that another component to effective peer mentoring program included the establishment of a face-to-face meeting place.

Studies have posited that informal peer mentor relationships achieve far less success than the formally established programs (Rodger & Tremblay 2003; Terrion & Phillion, 2008). They reveal that the reasons for the less effective peer mentor-mentee relationships included the inconsistent time and having a permanent place to meet.

### **Mentoring in Higher Education**

Levinson et al. (1978) understood that mentoring was extremely underdeveloped in the setting of higher education. Levinson et al. stated that “our system of higher education, though officially committed to fostering intellectual and personal development of students, provides mentoring that is generally limited in quantity and poor in quality” (p. 334). In a setting where individuals often work alone and many major resources are shared, such as secretaries and ample space, there is a constant battle for individuals to acclimate themselves to within the culture of higher education.

Studies on the role of new faculty reveal that they are not completely aware of the requirements of academic responsibilities. Adcroft (2010) reported that the responsibilities of teaching for the first time could be overwhelming and require immediate support as they enter the profession. He researched a qualitative study that included a series of semi-structured interviews with new faculty and senior managers at few research-oriented business institutions. His research study found four important components that were critical to the success of an endeavor for new faculty included career management, managing expectation, professional development, and mentoring. Results from the study show that the combination of the four components determines the quality of new faculty member’s career.

According to Ortlieb, Biddix, and Doepker (2010), newly hired faculty are usually well equipped to teach in their content area but are deficient in the transition time to find and go through the policies and procedures of their institution. Ortlieb et al. (2010) put forth that amateur teachers lack the fundamental educational theory and are often perplexed about what could be expected toward the achievement of tenure. Consequently, new faculty spend most of their time preparing lecture notes and lesson plans and no sufficient time for their scholarship. What they fail to understand is that “without publications, there would be no promotion, no tenure, no teaching employment security, no more teaching and absolutely, no more job” (Ortlieb et al., 2010, p. 112).

In their own studies, Zafar, Roberts, and Behar-Horenstein (2012), explored the mentoring perceptions of tenure-accruing foreign faculty and their experiences as they transition into a research-oriented university. Employing semi structured interviews and grounded theory, their study report that not all first-time faculty had equal level of support and that most institutions lack the basic policy and procedure to guide mentoring. Additionally, these researchers advised that to avoid confusion, mentors could assist new faculty during their early years in the profession and provide guidance as well as direction along their journey.

Minorities in higher education adhere more categorically in a cooperative learning experience, including working with mentors (Gorman, Durmowicz, Roskes, & Slattery, 2010). They found in their study that whenever effective mentoring is involved, increased sense of community and collegiality would emerge. The authors elaborated that mentoring relationships in formal mentoring programs are important to the professional advancement and development of minorities and women. “While informal mentoring relationships may be more powerful, the

element of chance inherent in this type of interaction may leave gaps, thus necessitating the creation of more formal mentoring programs” (p. 4).

Santo, Engstorm, Reetz, Schweinle, and Reed (2009) maintain that mentoring at institutions of higher learning requires the continued support of the administration, staff, and faculty. Santo et al. (2009) believe that colleges and universities that provide “sufficient time, intrinsic motivation, formal mentorship, and culture that values research, and a network of external colleges” (p. 120) have an increase in research productivity.

### **The Role of a Mentor in Higher Education**

The role of a mentor consists of giving full support and effort toward helping a person develop self-reliance and personal accountability in a defined atmosphere (Barker, 2006). Ku, Lahman, Yeh, and Cheng (2008) defined mentor as an individual who serves as a guide, trainer, teacher and role model. A mentor is one who does more than teaching and advising; a mentor is responsible for providing guidance and nurturing a new faculty member in a professional manner (Moss, Teshima, & Leszcz, 2008). Mentor provides leadership for new faculty in facing the demands of his or her job. According to Sands, Parsons, and Duane (1991), friendly support, career guidance, information sources and intellectual guidance are mentoring components that are necessary for the development of new faculty.

Mentoring faculty in higher education helps to improve a faculty member’s ability to carry out research, which is a tenure requirement at most institutions of higher learning for newly employed faculty (Johnson, 2002). In some instances, newly employed doctoral assistant professors may be under higher amount of stress and pressure to produce a scholarly work and to demonstrate excellence in delivering to students (McGuire & Reger, 2003). However, Menger (1999) confirms that faculty-mentoring relationships have proven beneficial in helping new

faculty members improve their teaching skills and career. Menger concluded by stating that new faculty members who received mentoring experienced greater job satisfaction than others who did not. Faculty members reported having effective good relationship with their mentor. They also claimed that the time management training they received from their mentors was invaluable.

Some years ago, McGuire and Reger (2003) studied a mentoring program in the university education setting. They looked deeply into the relationships among new faculty, mentoring, and professional development. Their model addressed the limitations of traditional mentoring (one-on-one methodology) and its availability in the educational arena. They found that mentoring improved the academic levels or spectrums of professional activities and productivity among faculty members.

### **Benefits of Mentoring in Higher Education**

Several studies have found that there are numerous benefits of mentoring in higher education, not just to the mentee, but also to the mentor and the entire university system. Pololi and Knight (2005) said, “Everyone can benefit from mentoring in vital ways, regardless of status, position, or level of expertise” (p. 868). According to Brightman (2006) and Fuller, Maniscalco-Feichtl and Droege (2008), mentoring was vital for three reasons:

1. Retention of junior –level faculty
2. Assists senior faculty with “burnout.”
3. Improving teaching and student learning

Faculty members with a mentor reported more career success and socio-emotional support than those with none (Sorcinelli & Yun, 2007). Wasserstein et al. (2007) found mentoring to be related to overall job satisfaction of the protégée while they reported less expectation of leaving the institution within the next few years.

The benefits of effective mentoring programs can have tremendous impact not only on the mentee but also on the mentors (Zachary, 2005). Mentoring programs are especially aimed at introducing new faculty to the culture of the university, fostering success in the classroom, developing networks for collaboration and service contributions, getting them started in publishing, and achievement of academic and institutional objectives. Thurston et al. (2009) revealed that “mentoring new faculty into successful and secure colleagues saves money, builds programs, promotes student learning, increases morale, and prevents many types of staffing problems faced in universities” (p. 404). Moreover, effective mentoring program provides support and assistance for the development and advancement of relationships between mentor, mentees, and other discipline areas Bell and Treleaven (2011). Studies have revealed that mentors show that being involved in mentoring programs gave them the opportunity to contribute to the institution and was a learning and self-reflection experience. Iancu-Haddad and Oplatka (2009) recognized, “the senior professional may view this request to mentor as validated of his or her status as an expert with knowledge and wisdom to share” (p. 48).

Taherian and Shekarchian (2008, p. e96), noted that mentoring helps to provide a supportive environment in which new faculty members are provided a “risk free environment” where they can learn the institutional culture, plan career goals, and acquire additional skills necessary for success, for example, networking, negotiation skills, writing and presentation skills. They added that the “safe space” provide ample opportunity for the mentor and mentee to carry on honest dialogue in issues of interest to them.

Trower’s (2009) research reveals that for minority faculty, the “climate, culture, and collegiality” (pp. 38-45), is of great significance. Her study also revealed that when considering policies, travel funds and a reasonable teaching load were the first two mentioned by participants

across race and ethnicity with informal mentoring coming in third place for African-Americans, Asians, and Whites. For Hispanics, limits to committee assignments came in third place. As mentors help to explain the criteria for tenure and promotion, assist with information about or the identification of funding resources, and provide feedback on work, minority faculty are able to advance in their careers and mentoring was seen as contributing to recruitment, retention, and reduced burn-out (Dutta, Kundu, & Chan, 2010). Mentoring contributes to a feeling of being connected and empowered (Zajac, 2011).

### **Setbacks to Mentoring in Higher Education**

According to Bauer (1999), whenever mentors pick who their mentee would be, mentors agree and promise to provide time and resources to that one mentee over others in the institution. Consequently, many researchers nicknamed mentoring “cloning” in the sense that mentors who pick their mentees appear to be reproducing individuals that are similar to themselves (Crawford & Smith, 2005). In such instance, where institutional members, were not included to participate in the mentoring program, feelings of resentment, rejection and isolation appear to manifest in the mentee (Kram, 1985). These unpleasant feelings may lead to dysfunctional outcome for the institution (Bauer, 1999; Washburn, 2007).

Though lack of mentoring may lead to resentment and dysfunction, mentoring by itself can either maintain or destroy the status quo of any institution (Searby & Tripses, 2006). In most cases, mentoring seems to favor more male individuals than their female counterparts, it then indicates that mentoring practices tend to reinforce and replicate a hierarchal power relationship that keep most White males in power (McCormack & West, 2006; Searby & Tripses, 2006). As a result, mentoring has been associated with power, privilege and social stratification. In many

instances, mentoring excludes marginalized groups such as minorities and women, thereby making them to fend for themselves (Hansman, 2003).

Cross-gender mentoring relationships may lead to a hierarchal power relationship thereby forcing women to undertake submissive roles (Kram, 1985). Sometimes, cross-gender mentors may socialize women to conform to the ways of a White male-dominated institution (Chandler, 1996; Wai-Ling Parkard, Walsh, & Seidenberg (2004). Moreover, in cross gender mentoring both the mentee and the mentor may indulge in the risk of institutional gossip, sexual innuendos from other colleagues resulting in an uncomfortable relationship Chandler (1996); Hansman (2003).

Another mentoring setback may come in the form of tokenism, a term or method employed to bring in a female in a male dominated work environment (Moreton & Newsom 2004). Consequent to affirmative action policies, many women gained employment in different jobs not based on their qualification or experience but just on gender basis (Moreton & Newsom 2004). For those women who are competent and are the token among men, stress and bias may have undue effect on them.

When mentors have different agendas, the relationship may suffer in the sense that some mentors may want to mentor a protégé just to further their own career objectives, other mentors may set goals very unattainable to the mentee (Crutcher, 2007) or different from the goals of the mentee Hansman, (2003), and Ragins, Cotton, and Miller (2000).

### **Theoretical Framework**

The theoretical framework for this study was drawn from the adult development theory of Levinson et al. (1978), and the social learning theory of Albert Bandura (1977). At the center of Levinson et al.'s theory is one of the most important yet least examined terms in the human



science. The word “course” refers to the absolute character of a life in its evolution from beginning to end. It also indicates sequence, temporal flow, the need to study a life as it unfolds over the years (Levinson et al., 1978). According to Levinson et al., men and women transition via a sequence of age-related patterns in their development to adulthood. A notable instrument in their involvement was the employment of mentoring which made the accomplishment of the Dream possible (Levinson et al., 1978). Levinson’s Dream reflects the type of life the young individual intends for and desire to as an adult. Levinson (1996), posits that mentoring in its truest form “supports the evolution of the Dream” (p. 239) and the role of the mentor is to “support and facilitate the realization of the Dream” (p. 98).

The adult development theory of Levinson et al. (1978) was employed as the framework for this study because it directly addresses mentoring relationships of men and women at different phases of their lives. During their earlier study on the phases of adult development, Levinson et al. revealed the following facts about mentoring: (a) that having a mentor is of paramount importance to adult development in their realization of the Dream, (b) that most of the time, the mentoring relationship may end harshly, and (c) that the period for mentoring relationships is 2 to 3 years and at the most, 8 to 10 years.

Bandura (1977) initially developed the social learning theory in 1977 during which time he investigated human behavior modification and aggression. According to Warhurst (2011), social learning theory was adopted in different studies pertaining to human behavior and how it affects role modeling. Moreover, this theory has been employed in educational institutions (Sanderse, 2013). The core idea of this theory is that individuals learn new subjects most effectively from observation, imitation, and modeling of others:

Learning would be exceedingly tedious and painful if individuals had to depend solely on their own efforts to inform them what to do. Fortunately, most human behavior is learned

observationally via modeling: by observing others, a person forms an image of how new behaviors are performed, and on later occasions that coded information becomes a guide for action. (Bandura, 1977, p. 22)

Bandura's (1977) social learning theory guides the new mentoring program by preparing mentors to behave as role models for the newly employed faculty members and at the same time provide them with personal and career guidance. Zellers et al. (2008) revealed that the best mentors they studied "served as sponsors or coaches to guide, protect, teach, challenge, open doors, and provide feedback. Per Allen and Eby (2007), the social learning concept is "highly relevant for mentoring because it explicitly addresses the observation of a model as an important mode of learning" (p. 39).

An experienced mentor can promote successes and disseminate experiences in challenging circumstances. Additionally, Allen and Eby posit that

learning through structured guidance and observation is supposed to work across different domains of functioning, to include academic, vocational and recreational adventures. Likewise, a mentor or a role model may demonstrate how to mingle with others in different social situation. (p. 39)

In summary, social learning theory established that individuals are prone to accepting behavior they perceive in other people they admire and respect in any organizational setting. It then means that as humans observe or see generally acceptable positive outcomes in a mentor's behavior they tend to emulate and practice the behavior by themselves.

### **Chapter 3: Methodology**

This phenomenological study adopted a qualitative research methodology to explore the role of mentoring in the development of minority faculty in the Texas State Higher Education. This chapter commenced with the design of the study followed by the qualitative method rationale for the study. The instrument employed to find data as well as the selection of participants to this study was discussed. Data collection and procedure on how the study was executed as well as the concerns of protection of human subjects, ethical considerations, trustworthiness, and credibility was accounted for in the final sections of this chapter.

#### **Research Design**

This study was designed to be qualitative based on phenomenological approach. Qualitative approach is inductive as well as holistic, and it is oriented toward the generation and understanding phenomena via the description of events as they occur and constructing meaning from them (Creswell, 2007). According to Creswell (2007), qualitative approach is a meaningful methodology when the objective of the researcher is to explore a more in-depth understanding of the phenomenon. Qualitative approach provides in-depth understanding, which occurs in a naturalistic manner resulting in descriptive and interpretive reasoning.

As per the nature of this research study and its dependence on participants lived experiences, a transcendental phenomenological approach served as the best method. According to Moustakas (1994), phenomenology is the science of describing what someone perceives, senses, and knows in one's immediate awareness and experience (p. 26). It was based on the premise that empiricism cannot capture actual critical aspects of human experience and perception. Moustakas (1994) listed seven characteristics of the mind that separates human science from that of the natural science research:

1. Recognizing the value of qualitative designs and methodologies: studies of human experiences that are not approachable via quantitative lens.
2. Focus on the entirety of experience rather than solely on its objects or parts.
3. Searching for meanings and essences of experiences rather than measurements and explanations.
4. Obtaining descriptions of experience through first-person accounts in interviews.
5. Regarding the data of experience as imperative for understanding human behavior and as evidence for scientific investigations.
6. Formulating questions and problems that reflect the interest, involvement, and personal commitment of the researcher.
7. Viewing experience and behavior as an integrated and inseparable relationship of subject and object representing parts of the whole. (p. 21)

Transcendental phenomenology uses a systematic approach to analyze lived experiences, which allows the researcher to “develop an objective essence through aggregating subjective experiences of a few individuals” (Moerer-Urdahl & Creswell, 2004, p. 89). This methodology is essential where the phenomenon could be defined and people are available to be interviewed. It also allowed the researcher to pose both *what* and *how* questions (Moerer-Urdahl & Creswell, 2004). Under this approach, data collection draws on stories related in the participants’ own voices rather than that of the researcher.

According to Moustakas (1994), transcendental phenomenology is a “scientific study of the appearance of things,” (p. 49), in which he noted that “every appearance of something makes it a phenomenon” (p. 49). Husserl (1970) posit that to conduct a transcendental phenomenological study, the researcher must assume a transcendental attitude, which Giorgi

(2009) described as “Looking at objects from the perspective of how they are experienced regardless of whether or not they are the way they are being experienced” (p. 88). As for Moustakas (1994), transcendental phenomenology “utilizes only data available to consciousness – the appearance of objects” (p. 45) and is transcendental “because it adheres to what can be discovered through reflection on subjective acts and their objective correlates” (p. 45).

Transcendental phenomenology expresses the entire experience and does not divide them into subjects and objects. It requires the researcher of a study to set apart any preconceived idea or judgement via a process that Moustakas explained as *epoche*.

### **Qualitative Method Rationale**

Merriam (1998) described qualitative research as having an “interpretive or naturalistic” (p. 1) approach that focuses on “meaning in context” (p. 1), an approach necessitating the engagement of humans (as opposed to statistical packages and other software) for collecting and analyzing data. Using qualitative research method will provide an avenue to understand the meaning obtained from an experience via an inductive, theory-building approach rather than a deductive, testing mode of inquiry (Merriam, 1998). Merriam (1998) also revealed that qualitative research (a) is based on individuals interacting with their social worlds; (b) uses the researcher as a primary instrument for data collection and analysis; (c) typically involves field work; and (d) is primarily inductive in that it involves constructing research abstractions, concepts, and hypotheses.

A typical form of qualitative research is phenomenology, which came from the studies of Husserl, who was critical of scholars who tried to apply scientific research methods on human issues (Laverty, 2003). Husserl (1970) argues that human beings should not be studied differently than either abstract concepts or animals, adding that humans do not only causally

respond to stimuli, but also to their perceptions of what the stimuli mean (Lavery, 2003; Welton, 1999). Moustakas (1994) described phenomenological research as providing an opportunity to examine and create new knowledge concerning “everyday human experiences human behavior, and human relations” (p. xiv).

### **Criteria for Participant’s Selection**

Participants selected for this study came from minority faculty who have experienced and have prior mentoring experience in their individual college or university campuses where a mentoring program was designed specifically for their development. According to Creswell (2007), there should be no specific criteria for selecting participants in a qualitative study. However, normal consideration should include demographic, political, and economic profile. To participate in the study, participants must have at least 3 years of experience in the phenomenon under study and be willing to participate in the study. In addition, the prospective participants will be willing to have the interview recorded or videotaped and the results published.

A snowballing sample method was seldom employed. This method of sampling utilizes various methods to reach hard to find participants in interviews (Denzin, 2014). Using snowballing sampling technique makes it easier to reach prospective participants for the study through the lead of participants (Denzin, 2014). It should be noted that snowballing sampling method is a segment of purposeful sampling (Walker, 2012).

Prior to the selection of potential participants to the study, the University of the Incarnate Word Institutional Review Board (IRB) was informed of the type of study the candidate intended to embark on. This was essential since the study dealt with human subjects. A permission to proceed on the study was received from the review board before the study commenced. Upon approval, consent forms containing title of the research study, purpose, procedures, risks,

benefits and any relevant information about the study were sent to all potential participants. Every potential participant received email addresses, phone numbers of the researcher, institutional review board director, and the committee chair in the event any of the participants wished to inquire about the study. For purposes of confidentiality, participants were not personally referenced and pseudonyms were adopted in place of participant's real names. Signed consent forms would be kept in a secured area and put aside from each participants' responses.

### **Protection of Human Rights and Ethical Considerations**

To comply with the ethical principles of respect for persons, beneficence, and justice set up by the University of the Incarnate Word, I secured IRB approval (see Appendix A). According to Creswell (2012), ethical issues arise in qualitative research and so individuals who do the research should be prepared to embrace such issues. To build trust that houses both the participants and the researcher, the researcher vividly explained the purpose of the study and how the findings from the study might affect them. More importantly, the researcher made sure that information on the consent form (see Appendix D) sent to the participants was appropriate and accurate. Since participants are voluntarily participating in the study, the researcher openly informed them of their rights to withdraw from the study at any time.

Participant's confidentiality was respected as their real names were not used during the study. Pseudonym names were assigned to each participant to protect their real identity. Participants signed their informed consent forms that informed the nature of the research study. Additionally, the informed consent form informed participants of their right to withdraw from the study at any time. All data collected from participants were tape-recorded and stored in a locked file cabinet in the researcher's office. The data will be kept for 3 years and can be released to my dissertation chair upon request. Participants were assured by the researcher that

the outcome of the study would not be associated with them at the end and when the study is published (Creswell, 2013). They were also reminded that any instrument used for the collection and analysis of data would be shredded.

### **Data Collection Procedures**

Data for this study were obtained through in-depth interviews (see Appendix F) designed to explore the lived experiences of eight minority faculty whose professional development was impacted by their involvement in mentoring programs. Prior to data collection, IRB approval was received (see Appendix B). I commenced participant selection by going through colleges and university faculty directories and selecting faculty names that appear to be minority. Each faculty selected was contacted first by phone and followed by a recruitment letter (See Appendix C). I attached Informed Consent letter (See Appendix D) to the recruitment letter to each prospective participant to complete and return to me if they agree to participate in the study.

The recruitment letter introduced myself, aim of writing, name of my university, title of my dissertation research study and a cell phone number should they have a question or concern to ask or discuss with me. The Informed Consent Form also introduced myself as the principal researcher and the study title of my research study. It explains in summary form why I am doing the study, what would be the responsibility of participants, study time of the study, possible risks to participants and benefits if any. The Consent Form explained the rights of the participants to volunteer to take part in the study and right to withdraw from participating at any time. It furnished the researcher's phone number, as well as the dissertation faculty committee chair and the UIW IRB office numbers in the event a participant has a concern or question about the study.

Signed Consent forms were received from each of the eight participants from the following target population: University of Texas, Austin, Texas; Texas A&M University, San



Antonio, Texas; Texas State University, San Marcos, Texas; Concordia University, Austin, Texas; Trinity University, San Antonio, Texas; St. Mary's University, San Antonio, Texas; and St. Edwards University, Austin, Texas. Participants chose to be interviewed in the comfort of their faculty offices where there would be no interruptions. The time and date of interviews were discussed and agreed upon over the phone. Interviews were conducted at and when scheduled in a quiet faculty office of each participant.

All participants were met in their offices at the agreed day and time for the face-to-face in-depth, 40 to 60 minute open-ended interview. Prior to the start of the interview, I introduced myself and informed participants of the need to tape record our interview to capture all that would be discussed. I informed participants that they would receive the transcripts of their interview which I would ask them to validate and return to me if they need to clarify any section in the original transcript. I advised them of their right to make changes on the original transcript. The interview session commenced by asking the number one question on the five-number questions designed to gain insight into the experiences of minority faculty and their professional development in the Texas Higher Education.

All the interviews were tape recorded to capture word for word and voice inflections of each participant. The tape recorder was handed to a professional transcriptionist, who signed a confidentiality agreement to transcribe (See Appendix H). The transcriber was hired to ensure quality and accuracy of what was said by the participants during the in-depth interviews.

I diligently read through the transcripts for comprehension and understanding. Each participant was sent a copy of their transcripts (see Appendix I) by email to go over and validate what was said during the interview. All transcripts were validated by each participant. Individual thank-you letters (see Appendix G) were sent to all the participants for their validation of their

interview transcripts. Recorded data collected was taken care of and stored locked in my office file cabinet. The audio recordings and their transcripts were saved in my flash drive and a backup copy made on a separate flash drive.

### **Research Questions**

Creswell (2013) advised starting with a central question, designed to guide participants in discussing their experiences, and then asking additional, open-ended questions that help produce scope and depth. The format for this study would be flexible to permit for additional questions as the interview process progressed.

The central question guiding this study was, “How do mentoring experiences promote minority faculty professional development?” Since the purpose of this study was to explore the role that mentoring played in the professional development of eight (8) purposefully selected minority faculty professors employed in Texas higher education institutions, the following questions were developed and utilized to guide this study:

1. What are your experiences of trying to secure a mentoring position for your professional development?
2. What role do mentors play in the development of your profession as a new minority faculty?
3. What challenges and barriers have you experienced in receiving quality mentorship toward your professional development?
4. To what extent does participation in mentoring program facilitate the development of your professional goal.
5. What advice would you give to aspiring minority educator seeking professorate career in Texas higher educational institutions?

Creswell (2013), recommended only five to seven supplemental questions, designed to back-up the pivot question, and to allow for flexibility in developing more questions as the study progresses. Since the purpose of this study was to gather and understand the stories of participants, it would be of vital importance to allow those told stories to flow naturally.

### **Data Analysis**

Data analysis for this study began after I received all validated interview transcripts from each of the eight participants. I began data analysis by immersing myself in epoche as elucidated by Moustakas (1994), as putting all beliefs, theories, and assumptions in the backburner of awareness to establish openness and objectivity and facilitate “the suspension of everything that may interfere with new vision” (p. 86). I utilized the following steps adopted by Moustakas:

#### **Example Step 1**

1. I listed every expression relevant to each participant experience (horizontalization).

Step 1 Example arranged in groups:

#### **Group 1**

- Presence of mentoring programs
- Mentoring very important to new faculty
- Challenges – communication
- Seek mentoring at onset of job
- Beware of what is required of you.
- Never overlook educational incentives provided by your institution.
- Continued education.
- Have been mentored.
- Formal and informal mentoring provided.

- Small community – everybody knows each other.

#### Group 2

- Mentor accessibility
- Teach, research, and service.
- Mentor as adviser.
- Never experienced discrimination.
- Cultural challenges.
- Research challenges.
- Classroom challenges.
- Relationship challenges.
- Cultivate with things of the institution.
- Embrace change.

#### Group 3

- Never be afraid to ask question.
- Whenever in doubt, ask question.
- Do not worry about who doubt your intelligent.
- Favoritism on who gets mentoring services.
- Most mentors were women.
- No support from older faculty.
- Participation in mentoring is the key.
- Very few minority faculty.
- No mentoring, life at campus could be difficult.
- Lack of support.

#### Group 4

- Get help from your own race.
- Never give up.
- Feel like you are alone.
- Learn to work with others.
- You will face criticism.
- Seek help from someone who is able to help you.
- Mentoring promised but not received.
- Mentored only by colleagues.
- Manipulative mentors.
- Get multiple mentors.

#### Group 5

- Someone who is willing to work with you.
- Seek mentors who are your “kind”
- Needed mentors, but got none.
- Mentoring not based on minority status.
- Minority faculty not identifying as minority.
- Reach out to minority faculty.
- Become or acquaint yourself to organizations.
- Communication challenges

#### Example Step 2

1. I reduced and eliminated expressions to determine invariant constituents. I then tested each expression for two requirements: (a) Does it contain a moment of the experience that is a

necessary and sufficient constituent for understanding it? and (b) Is it possible to abstract or label it? If so, it is a horizon experience. Expressions not meeting the above requirements are eliminated. The horizons that remain are the invariant constituents of the experience:

- Small community – everybody knows each other.
- Teach, research and service.
- Never experienced discrimination.
- Most mentors were women.
- No mentoring, campus life would be difficult.
- Feel like you are alone.
- You will face criticism.
- Mentoring services promised but not received.
- Manipulative mentors encountered.
- Needed mentors but got none.
- Mentoring not based on minority status.
- Minority faculty not identifying as minority.
- Get help from folks from your race.
- Seek help from those you know would be willing to work with you.
- Mentoring services promised but never materialized.
- Someone who is willing to work with you.
- Seek mentors who are your “kind”
- Minority faculty look for their “kind” for mentoring.
- Do not be ashamed to ask question.

### Example Step 3

1. I clustered the invariant constituents of the experience and assigned them a thematic label. The clustered and labeled constituents are the core themes of the experience.

- Presence of mentoring program.
- Mentoring very important to new faculty.
- Communication challenges.
- Seek mentoring at onset of job.
- Be aware of what is required of you.
- Never overlook educational incentives provided by your institution.
- Continue learning.
- Been mentored.
- Formal and informal mentoring provided.
- Mentor accessibility.
- Mentor as adviser.
- Cultural challenges.
- Research challenges.
- Classroom challenges.
- Relationship challenges.
- Cultured with things of the institution.
- Embrace change.
- Never be afraid to ask question.
- Whenever in doubt ask question.
- Don't worry about anyone questioning your intelligence.

- Favoritism on who gets mentoring services.
- No support from older faculty.
- Participation in mentoring is the key.
- Minority faculty not identifying as minority.

### Clustered Invariant Constituents

#### Theme #1: Role mentoring played

- Presence of mentoring.
- Mentoring very important to new minority faculty.
- Have been mentored.
- Formal and informal mentoring provided.
- Mentorship accessibility.
- Mentor as adviser.

#### Theme #2: Challenges participants encountered

- Cultural challenges.
- Research challenges.
- Classroom challenges.
- Communication challenges.
- No support from older faculty
- Minority faculty not identifying as minority.
- Favoritism on who gets mentoring services.

#### Theme #3: Advice to prospective minority faculty

- Seek mentoring at onset of your job.
- Beware of what is required of you.



- Never overlook educational incentives provided by your institution.
- Continue learning.
- Culturize with the things of the institution.
- Embrace change.
- Never be afraid to ask question.
- Whenever in doubt, ask question.
- Don't worry about anyone questioning your intelligence.

2. I checked the invariant constituents and their accompanying theme against the completed record of each participant and wanted to know if they were expressed explicitly in the complete transaction, if they were compactible, and if not explicitly expressed. Those that were not explicit and compactible were found irrelevant to the participant's experience and were deleted. Examples include participation in mentoring program is the key, there were no support from older faculty, and whenever in doubt, ask question.

3. I used the validated invariant constituent themes to develop textual descriptions of participant's experiences, including verbatim examples from the transcripts. Example:

Importance of mentoring: Participants were clear when they expressed their opinion on the importance of mentoring in their academic life. Dr. Clark unequivocally said,

I really got into higher education from a professor who after I took a class from him, he thought that I have potentials and appealed to the department chair that I be allowed to teach a class. Starting from that point, my professor began to mentor me all through the 4 years I spent at that institution.

On the role mentoring played, Dr. Clark went on to say, "I would not be sitting here if it weren't for those individuals who took interest in me, believed in me and helped me along the way." All the participants said they credited all their success in their professions to mentoring.

Dr. Bruce said, "yes indeed, I have been mentored not only at my current institution, but also in

other institutions. I have also received mentorship from institutions outside of the United States. It has been instrumental to my professional development.” On challenges participants encountered, there was a univocal expression of challenges encountered. Dr. Sam was quick to say,

our institution is a unique one in that it has a lot of minority students who has Spanish as their major language. Most of the faculty are immigrants with foreign accents. We struggle to communicate well with each other in the classroom and outside the classroom, and that is a big challenge.

Dr. Bruce in his own experience said, “coming from a different culture, it was difficult for me to culturize myself with the culture I was made to embrace.” As what advice, they have for prospective minority faculty, participants univocally advised that prospective minority faculty should not be afraid to ask questions so that they would know and understand what is required of them. Professor Eddie pointed out and said,

minority faculty members should endeavor to understand and follow the rules and regulations that will lead to tenure. He also advised them to not overlook opportunities available in their institutions and continue to pursue advanced degrees and professional certifications.

Dr. Mea advised prospective minority faculty to find or locate support groups and faculty willing to work with them. Dr. Bruce advised and said, “Embrace change if you are serious to achieving your professional goals.”

4. I constructed a textural-structural description of the meaning and essence of each participant’s experiences, incorporating the invariant constituents and core themes. (Moustakas, 1994, pp.120-121). This description was the core of the lived experience.

Examples of textural-structural description of the meaning and essence: The role mentoring played was evident from each participant’s experience. It was evident because each of the participant expressed the need for mentorship and how they themselves participated and

advanced in their professional goals. It was also evident because participants vouched that in the absence of mentoring majority of participants would have left their profession for other professions

Even though finding willing and supportive mentorship was not easy, those who made it, owe it to their resistance to all kinds of challenges. As one participant stated, “We have a lot of challenges understanding each other, getting to know about each other, and the challenge of finding the best way to interact with students and moreover manage the classroom.” Another participant thought that the under-representation of minority faculty in her institution was her biggest barrier. Dr. Celena expressed her dismay of been told by her mentors to do things that she doesn’t want to do. For instance, she said, “Mentors had always tried to manipulate her for one reason or the other.” Dr. Mea stated, “As for my dissertation chair and committee, they were not very supportive at all.” Dr. Samby in her own experience said, “The hardest obstacle I encountered while trying to get mentored was trying to explain to a non-minority faculty what it was she or he needed for them to help her with.”

In another twist of experience, professor Eddie stated,

Well, as you know, I am a Certified Public Accountant and so challenges are many. There are not many minority accounting professors out there. They are very few. My experience was that the Accounting profession was not friendly to minorities especially, Blacks.

He went on to say that

It was not until 1975 that the first Black American became a member a member of the Texas Society of CPA and became head of the accounting department at Texas Southern University. As head of accounting department, he was amazed to realize there was no Black professional accountant in the State of Texas.

To Professor Eddie, that was a hindrance and very discouraging.

## **The Issue of Trustworthiness**

Trustworthiness or rigor in qualitative research includes truth-value, applicability, consistence, and neutrality (Krefting, 1999). I upheld the trustworthiness of this qualitative research by addressing credibility, dependability, confirmability, and transferability. My study enhanced credibility by employing the basic assumptions and characteristics of qualitative research (Creswell, 2013) and by adopting research reflexivity (Krefting, 1999; Creswell, 2013).

Dependability also known as consistency or reliability of the study findings (Krefting, 1999) were enhanced by producing a “thick description of the research methods” and applying peer examination (Krefting, 1999, p.176). As the researcher, I employed reflexive analysis (reflexivity) to enhance confirmability, meaning neutrality or objectivity (Krefting, 1999). Believing that my findings to this study would be attractive, I left transferability in my qualitative research be determined by readers and passed on to some other settings as they see fit.

According to Creswell (2007), the validity of a qualitative study is dependent on the credibility and trustfulness of the study. Consequently, the researcher vouched the integrity of the study, such as credibility, trustworthiness, reliability, validity, via the use of reflective field journal, participant interviews, member checking, and openness to invalidate evidence. Using member checking (See Appendix I), participants were given the opportunity to review the transcribed interviews to ensure no inconsistencies are found in the recording of the interview and that the researcher's interpretations are resolved. As recommended by Creswell (2007), each participant would be given a copy of the transcribed interview with the intent to either clarify or effect changes to the data. According to Denzin and Lincoln (2008), the qualitative research process and meaning sometimes are hard to review and validate.

### **Role of the Researcher**

Denzin and Lincoln (2008) reminded me that behind any qualitative study “represents the personal biography of the researcher, who belong to a particular class, gender, racial, cultural and ethnic group perspective” (p. 28), my study is not an exception. I was intensely interested in the topic of minority faculty mentoring. More importantly, I was interested in knowing and understanding the role that mentoring plays in the professional development of minority faculty in the Texas state higher education system.

Despite my interest, I acknowledged my bias toward the phenomenon and “bracketed” this bias during the in-depth interview with participants in this study to ensure accurate depiction of the participants’ experiences Chan, Fung, & Chien, (2013). In addition, I accomplished the role of the interviewer by employing the open-ended in-depth interviews with purposefully selected participants (See Appendix E). The open-ended interviewing was perfect for data collection because I wanted to understand the lived experiences of the role that mentoring played in the development of minority faculty in the Texas state higher education system.

## **Chapter 4: Results**

This phenomenological study explored the role of mentoring in the development of eight minority faculty purposefully selected from seven public and private universities within the Texas Higher Education System. The study of phenomenology has its roots in philosophy and has been studied in different forms throughout history (Merriam, 2014, Moustakas, 1994). Researchers of phenomenology are interested in the analytical and descriptive experience of phenomenon by individuals in their everyday world, the phenomenological term for this being the “lifeworld” (Creswell, 2013). Therefore, phenomenologists are more interested in the first-hand description of a phenomenon than they are in resolving how and why participants experience life the manner they do.

A qualitative framework was employed to design my study. Common protocols observed in phenomenological research guided my data collection procedure and data analysis. This chapter presents the results derived from data collected through in-depth face-to-face interview of eight minority faculty who have been employed in the Texas state higher education system for 3 or more years. The study interview protocol provided an avenue for rich description of how minority faculty experienced and understood the role mentoring played in their professional development. Conscientious analysis of the interview transcripts enabled me to identify word and thought patterns which paved the way for later theme emersion (Smith, Larkin, & Flowers, 2009).

After going through each of the participant’s transcripts multiple times, I stepped into phenomenological reduction by separating units of meanings. I accomplished this by mapping out patterns in the fashion minority faculty participants described experiencing and understanding their mentoring programs. Thereafter, I clustered the meanings to back-up my

formation of the themes. Eventually, 14-clustered (see Figure 2) meanings, which I nicknamed “Data Bag,” emerged and led to my three themes discussed fully later in this chapter.

### **Demographics of Participants**

My interviewees were four men and four women. The criteria for the collection of participants helped me to focus on target population which led to reaching minority faculty members who had been employed as a faculty member and had been previously mentored. Adhering to my criteria for data collection, I only interviewed those minority faculty members who have taught for 3 or more years in their college or university. Figure 1 below shows the graphical demographic representation of this study participants.

### **Participant Narratives**

Applying qualitative inquiry gave me the opportunity to engage these dedicated minority faculty members as I explored the role that mentoring played in their professional development. I encountered minority faculty members who reported that they see mentoring as having helped them in their professional life. The following narratives were presented to help my audience understand and feel the essence of the participant’s stories as they experienced them. The last interview question posed to participants were “What advice would you give to aspiring minority educators seeking professorate career in the Texas higher educational institutions?” Their input concluded each participant’s description and were issued as a representation of their individual opinion.

Mr. Eddie is an assistant professor of accounting. He indicated he would not be where he is today if not the help and motivation he received from mentors. As the only accounting professor in his university, he claims that he answers directly to his Boss who happened to be the department head. That he said, made his position very tough.

Name	Position Title	Educational Qualification	Major Field	# of year of Teaching	Ever Been Mentored
Mr. Eddie	Asst. Prof.	CPA,CGMA CIA & MBA	Acctg.	5+	Yes
Dr. Clark	Lecturer	Ph. D.	Special Education	17	Yes
Dr. Bruce	Asst. Prof.	Ph. D.	Marketing	6+	Yes
Dr. Sam	Asst. Prof.	Ph. D.	Finance	4+	Yes
Dr. Celena	Asst. Prof	Ph. D.	Ed. Leadership	3+	Yes
Dr. Pantella	Assoc. Prof.	Ph. D.	Economics	33+	Yes
Dr. Mea	Assoc. Prof.	Ph. D.	Political Sc.	22+	Yes
Dr. Samby	Asst. Prof.	Ph. D.	Social Work	10+	Yes

*Figure 1.* Participant demographic.

Mr. Eddie is married and was born and raised in Texas. He is a full time assistant professor of accounting. He holds two masters' professional degrees in Business Management and Accounting. In addition, Mr. Eddie is a Certified Public Accountant, a Certified Fraud Examiner, a Certified Internal Auditor, and many more professional certifications. He has been in his current position for more than 5 years. Mr. Eddie is a strong believer of continued adult education. He advised that minority faculty members should pursue education as far as they can go. He also advised that networking with mentors as a minority faculty is very helpful. He advised that minority faculty pursue doctoral degree as at when opportunity knocks at their door.

Dr. Clark is a legally blind Lecturer in the College of Education (Special Education) program of his university. He holds a PhD degree in Special Education with concentration in Vocational rehabilitation counseling and have primary interest at looking at substance abuse issues among people with disabilities. He teaches full time during the summer term and part time



during the long-term of every academic year. Dr. Clark is a native of Texas. He is married with children. He has been teaching in his current professional field since 2001. Dr. Clark indicated that his mentors made him to realize the talent he has and began to motivate him until he became a PhD degree holder. He said to have received most of his mentoring support from friends who believed in him. He also said that most minority faculty do not develop professionally because no one is willing to support them in the way of mentoring.

He said that in his current institution, there were not enough minority faculty and most of the time, mentors like to mentor their own. He said, “if you are liked, you get mentored, if you are not liked, it becomes difficult for you.” He indicated that most minority faculty in his institution left their teaching profession jobs for administrative jobs because they did not get the support they need. He believed that it is imperative for minority faculty members seek mentor’s support if they want to develop professionally. Though, it is tough, they should be bold and make their case heard. He indicated that the key to minority faculty professional development is support through effective mentorship.

Dr. Bruce is an immigrant from Mexico. He came to teach in his current institution as a visiting professor. He was promoted to Assistant Professor of Marketing and has been there for a little over 6 years. He has since received his tenure. Dr. Bruce holds a PhD in Business Administration with concentration in marketing. Prior to coming to his current university, Dr. Bruce taught as an instructor as well as assistant professor in Mexico, Spain, and Arizona, USA. He claimed to have received tremendous mentoring support from each of his previous employers. He claims that mentoring support has been instrumental to his professional development. Dr. Bruce was recently married and looking forward to settling down in the State of Texas and raising his children. He also said that belonging to a small community like his

university makes mentorship very accessible. He indicated that relationship among faculty and students are very cordial which in turn facilitates mentoring relationship.

Dr. Sam is an immigrant from Asia. He holds a PhD degree in finance and is employed as an assistant professor. He is married and has been at his current position for more than 3 years. Dr. Sam claims to been mentored mainly by his former professors who were willing to support him. He claims that mentoring helped him not only professionally but also mentored him on how to diligently seek jobs in the university job market. Dr. Sam claims that he was lucky to have good mentors who were out to help him succeed during his PhD program.

Dr. Celena is a Clinical Assistant Professor and Assistant Program Coordinator for the higher education Leadership program at her university. She has been in her current position for 4 years. She is a full time Assistant Professor with a PhD in Education. Celena has never been married. She claimed to have been mentored in different instances. Currently, she is getting mentored in the area of career path and details about potential promotion and how her duties may impact her candidacy for other possible positions. Dr. Celena claimed to have had good and bad mentors but affirmed the usefulness of mentoring for minority faculty member at any of the higher institutions in Texas and across the United States. In summary, she believed having mentorship is beneficial especially when you are in the minority.

Dr. Pantella is an Associate Professor of Economics. He holds a PhD in Resource Economics (then), now, Environmental Economics. Dr. Pantella has been at her current institution for over 33 years. She is married and teaches full time at her current job. She has taught in the graduate school for 4 years. In total, she has taught for 37 years and is planning to retire from teaching. Dr. Pantella claimed to have not been formerly mentored because during her days, there was nothing like formal mentoring. However, she had experience with informal

mentoring which she claimed was very helpful in her career. She claimed that her institution provided mentoring assistance to new faculty members as they are hired. She also claimed the mentoring services are provided in two areas – in research and teaching.

Dr. Mea is professor of Political Science. She holds a PhD degree in Humanities. She claims to have received continuous mentoring from her previous professors. Dr. Mea is married with children. She claims that her husband was very instrumental to her success. She claimed her husband continued to motivate and support her to this day even when she feels like not studying anymore. Dr. Mea claimed that after her graduate school, she went on to get her PhD, returned to her Alma matter where she became colleagues to her former professors. As a result, her mentors were mainly her former professors who were eager to see her succeed. She believed that mentoring is the sure key for any minority faculty to develop professionally.

Dr. Samby is a PhD holder and an assistant professor and program director. She is married and serves as a full-time employee. She claims to have been mentored informally in many instances. She received most of her mentorship during her dissertation writing. She claimed have a poor writing skill but her informal mentors supported her all through her dissertation writing session. Dr. Samby claimed to have sought a mentor who would help her understand if what she was writing was making sense. She also claimed that she was lucky to find a mentor who she helped to become a PhD She claimed her mentor worked her through to understanding the ins and outs of writing her dissertation. In summary, she claimed that any form of mentorship is key to minority faculty professional development.

### **Emerging Themes**

I worked carefully and diligently to handle the data in other to minimize the propensity of not catching the accurate meaning of the phenomenon. As instructed by Richards (2009), striving

for quality in data records emerged sequentially throughout the collection and analysis focusing on accuracy, application of context, depth of description, utilities, and a reflexive connection to the data. Saldana (2013) showed an in-depth description of coding processes utilized in qualitative research. With this manual, I mapped out my strategy for analysis. Based on my interest in the lived experiences of the participants, I involved narrative coding which enabled me to step back to review the entire description of each participant's story to fully comprehend and capture the essence of the data.

Accustomed to the non-linear structure on this qualitative research study, emerged through an ongoing process of negotiating feedback loops (Richards, 2009). This process led me into immersing myself in the data, learning and clustering concepts, looking for feedback from each, revisiting each data, revising and clustering, and repeating the process many times over. I employed two-second cycle coding methods as outlined by Saldana (2013): pattern coding and focused coding. The pattern coding helped me to properly examine previous codes to identify patterns and relationships leading to my establishing category clusters or data bag labels. Consequently, I developed data composition via focused coding and identified the significance and frequency of the codes and there after putting the clusters into a more vivid representation of the data that caught the wholeness of minority faculty experience and the role of mentoring in their professional development.

### **Data Coding**

Adopting the process of analysis, I identified 94 statements as significant to my study. Consequently, I promptly reviewed my initial groupings of meaning via the context of the participant's full answers to my research questions. This process helped me to cross-reference all the meaning with the emerging clusters. The groupings were carefully organized into 13 coded

clusters as follows: Adviser, Support, ask questions, be strong, seek mentors of your kind, Challenges, Formal and Informal mentoring, embrace change, Culturize, Relationships, few minority faculty, access to mentor, and Reach out to others. The clustered response frequency can be viewed in Figure 2.

### **Connection to the Research Questions**

Researching the phenomenon that exists pertaining to the role that mentoring played in the development of minority faculty in the Texas State Higher Education Administration, I stepped out to make meaning of this uninvestigated void in scholarly literature. To complete this task, I posed five questions prepared not only to serve as a procedural sketch for my study, but also to structurally search for meanings via the lived experiences of the participants. The following are my findings as experienced by my participants through the research questions shown in figure 2.

Prior to getting into the five main interview questions, I took a general approach that helped each participant to open up and ready to rapport with the researcher. Whereas the participants are the main beneficiaries of mentoring, Texas Colleges and Universities are charged with the responsibility for providing necessary avenues including mentoring needed for the professional development of minority faculty members in each of the Texas higher educational institutions. By inquiring to know from each participant if they had been mentored before in the course of their careers aroused their eagerness to share their experiences with pride and in a plain truth with the researcher. Here are my findings:

Coded Cluster	Participants								Total
	1	2	3	4	5	6	7	8	
Adviser	*	*	*	*	*	*	*	*	8
Support	*	*	*	*			*	*	6
Ask Question	*	*	*	*		*			5
Be Strong		*	*	*		*	*	*	6
Seek Mentor	*	*	*		*		*	*	6
Challenges	*	*	*	*	*	*	*	*	8
Formal	*	*		*		*	*		5
Informal	*	*	*			*	*	*	6
Embrace Change				*	*				2
Culturize			*						1
Relationship	*	*	*	*	*		*	*	7
Few Minority	*	*					*	*	4
Access to mentor	*	*	*		*			*	5
Reach Out		*	*			*			3
Totals	10	12	11	8	6	7	9	9	72

Figure 2. Clustered response frequency figure.

1. Professor Eddie	2. Dr. Clark	3. Dr. Bruce	4. Dr. Sam
5. Dr. Celena	6. Dr. Pantela	7. Dr. Mea	8. Dr. Samby

Figure 3. Participant numerical assigned names.

Each of the eight participants shared deeply their engagement with mentorship and how they had benefited from it. Dr. Clark, who was legally blind, shared with the researcher that he never thought of furthering his education beyond masters' degree level. He said:

Even though I had the desire to pursue further education, I saw my disability as a huge set back. However, as God may want it, one of my professors saw potential in me that make him to start mentoring me via motivation and encouragement. It was my professor who encouraged me to pursue a doctorate degree. Without him, I would not be here today.

Participants agree that mentoring was very instrumental in their careers and believed that participating in a mentoring program helped to improve their professional development. Even though few of the participants resented how they were treated as mentees, they did agree with others that mentorship acted as a catalyst to their professional development in the Texas higher education.

Research Question 1: What are Your Experiences Trying to Secure a Mentee Position in a Mentoring Program in Your College or University? Four out of the eight participants said they did not have problems securing mentee position in their respective institutions. They acknowledged receiving both formal and informal mentorship and closely worked with their mentors mutually. Three of the participants discussed their disappointment over not getting assigned to a mentor as promised by their institutions. They noted that the delay in assigning them mentors prompted their having to hunt for mentors for themselves. They realized that the sooner they engage in mentorship, the sooner for them to start building up experiences in the profession.

One of the participants discussed his experience trying to secure a mentee position in his institution as unpleasant. He said:

My university is a very rough institution. While there was some mentoring that takes place, it becomes difficult when you have faculty members coming and going and the program area changes and you don't have people who share your same research interest.

They don't share your same style of teaching, so since I have been here, I would say my last 3 years, last 4 years, I have been on my own.

Consequently, the participant acknowledged having a friend in their Social Work Department who volunteered to mentor him. He discussed how different things are in his school and how new comers have real problems getting connected to mentorship.

RQ#2: What Role do Mentors Play in the Development of Your Profession as a new Minority Faculty? Five out of the eight participants thought mentors played important roles in the development of their professional career. They believed that their mentors were nice and fair to them. They also agreed their mentors worked hard to see them succeed in their profession and that alone, made a huge difference in their professional career.

Professor Eddie thought that the main role mentors should play in the development of their profession as a new minority faculty should be among other things to help the new faculty member get acclimated to the institution. Doing that would help the new faculty member understand the expectation of the institution, how to access resources for the profession, understand the rules and regulations and learn how to navigate the administrative processes. But more than that, professor Eddie said, "getting familiar with the student body, what kind of students we have coming through the program, what works best as a teaching tool, group work, lecturing, how do you give them homework."

Dr. Mea was quick to discuss how her mentors acted as role model and adviser to her during her years in the doctoral program. She claimed that having a supportive mentor, was a sufficient role her mentors played in her professional development.

RQ#3: What Challenges and Barriers have you experienced in receiving Quality Mentorship towards your Professional Development? All the eight participants concurred having experienced one kind of challenge or barrier or another during their tenure in a mentorship



program in the Texas State higher education. They discussed and highlighted some of the challenges and barriers encountered during receiving quality mentoring toward their professional development to include: communication, cultural, relationship, classroom, underrepresentation of minority faculty and delay in assigning formal or informal mentorship to fresh minority faculty members. Dr. Bruce added:

This is a good question. You know when you sent me those questions and events with the consent form, I kept thinking about the challenges and I know is very lame, as people would say, to say, “Oh, I have not experienced any challenges or whatever,” but let me start with the usual suspect, especially as minority. The elephant in the room or the word we are looking for is discrimination. Have I experienced discrimination? No, and I am being totally honest. If I am to describe what constitute challenge or barrier, it would be my change from a more lecture type of class in a semester to a more interactive class.

RQ#4: To What Extent Does Participation in a Mentoring Program Facilitate the Development of Your Professional Goal? Two out of the eight participants agreed that their participation in mentoring program facilitated the development of their professional goal. Dr. Bruce was quick to acknowledge that 50 per cent of his participation in mentoring programs facilitated the development of his professional goal. Six out of the eight participants claimed to have participated in an informal type of mentoring that facilitated the development of their professional goal. They credited their personal effort toward getting mentorship either because their institution did not have a formal mentoring program at the time, or have mentoring program but was slow in assigning them to new minority faculty members in the Texas higher educational institution.

RQ#5: What Advice Would you Give to Aspiring Minority Educators Seeking Professorate Careers in Texas Higher Educational Institutions? There was a consensus among participants that aspiring minority faculty members should endeavor to locate mentors who are willing to support them, show empathy, fairness, and respect in their mentoring relationships.

Three out of the eight participants advised aspiring minority faculty to never be afraid to ask questions whenever in doubt. One of the three participants said, “my advice is, don’t be afraid if you have to challenge the status quo, make waves where possible.”

Dr. Bruce advised aspiring minority faculty to embrace change and see change as their everyday Bible. He said, “if you are not open to change, then I am afraid, I am will encounter a lot of challenges.” Dr. Samby thought that this was an important question and advised the aspiring minority faculty should be prepared and ready to believe in themselves and know their qualities and to not let someone else determine what those qualities are. She advised that they should pay close attention to the written expectations of any institution where they would be working. This would give them an opportunity to know exactly what in the written format they are expected to do. Once they know and understand what to do, then they should look for someone who knows the ropes and can help them understand what those expectations mean on the practical stand point.

Two out of the eight participants advised aspiring minority faculty to find or join support groups both within and outside the university campuses. They advised that those groups may be a good place to network and learn new things that could promote professionalism. Three out of the eight participants advised aspiring minority faculty to try to look for minority faculty for mentorship. These three participants believed that minority mentors would more better understand and empathize with fresh minority faculty than a Majority faculty. Dr. Celena advised that aspiring minority faculty endeavor to get multiple mentors. Having multiple mentors, she said, would ensure that minority faculty members would get steady flow of advice always. Each of the participants specifically advised minority faculty to pursue doctoral degrees

and related professional certifications and not to let anyone tell them they cannot publish. Get published, they all advised.

### **Themes**

The original 13 coded clusters embraced further review that carried me into a refined 3 data clusters each of which represents an evolved grouping of meaning. They are: Role mentoring played, Challenges encountered, and Advice to prospective minority faculty. Finally, my analysis produced three (3) main themes that described the phenomenon of the study. These main themes cropped from data relating to how minority faculty experience the role of mentoring in the development of their professional careers in the Texas State Higher Educational institutions. The themes were: Role mentors played, Challenges encountered, and Advise to current and aspiring minority educators.

**Theme one: The role mentoring played.** All the participants in the study affirmed that mentoring played a tremendous role in their professional development. They all claimed that they benefited from both formal and informal mentorship. Participants echoed the fact that without mentoring they would not have been where they are today.

Participants claimed that their mentors believed in them and took it upon themselves to see that they succeed. Half of the participants confirmed that while they doubted how they would make it in their careers, their mentors pressed on and encouraged them not to give up. They concluded that their mentors acted like as advisors, teachers, guides, and sponsors and showed no relentness in their effort to supporting them.

**Theme two: Challenges encountered.** As important and beneficial participants found mentorship, they claimed it took time for them to find one. In many instances, they will ask to have a mentor but would not succeed. Participants claimed having to find mentors on their own

through informal association or networking. Almost two-third of the participants claimed having problem getting mentorship from the majority faculty members. They claimed that mentorship was more accessible when you have good number of minority faculty members who are willing to support you. This they claimed is a major barrier because they are too few minority faculty in the Texas Higher Education.

Participants claim to have rough start having a mentor because they would need someone that will be willing, culturally, to orientate them to understand the university norms. All of the participants claimed that in several instances, they have requested to have mentors but would not get yes or no answer. Cultural differences placed a major role in getting mentorship. Language and accent made problems worst for participants.

Participants claimed that they were amazed to understand that some minority faculty members do not want to associate themselves as minority. To that end, it becomes very sensitive to talk about their need to receiving mentorship. In some schools, minority faculty members are in different and separate location on campus making it very difficult to get together to discuss mentoring issues.

**Theme three: Advice to aspiring minority educators.** Participants in this study claimed to be excited to take part in my study. The issue of advice was a welcome question because they believed this might be one of the easiest ways to get to future minority educators before they start to test the waters of teaching in a higher institution. Each of the participants advised me as the researcher to take their advice serious because eventually I would be in their shoes if I decide to teach in higher education institutions.

Participants advised that minority educators be prepared to believe in themselves, know their qualities, and not let someone else determine what those qualities are. Minority faculty

members should pay close attention to the written expectations of the institution so that they know exactly what is in the written format expected of them. Once they understand the written expectations, they should then go and find someone that knows the ropes and can help them understand what those expectations mean on a practical level and hopefully be someone who is also of the minority culture that has been through it and be able to help them. They maintained that understanding the institutional culture, language, norms and tone at the top, would determine their success or failure. They advised that minority faculty be bold in asking questions particularly, when trying to understand the bolts and nuts of their university.

Participants advised that minority faculty should endeavor to hook up with a mentor as soon as it becomes possible. In addition, they advised that minority faculty should not wait for a formal mentoring program to be established or set up for them. Rather they should pursue one whenever they can. They advised minorities in all areas of work in Texas higher institutions to understand that having a mentor is the key to their professional development and advancement.

When it comes to promotions, participants advised that minorities be bold to speak up and fight for their rights at any time such opportunity has confronted them. They continued to advise that minorities in academia be strong to face criticism, neglect, micro aggression, isolation, and sometimes intimidation. Dr. Clark said, "Do not let such situation discourage you."

Since change is an everyday phenomenon, participants advised that minority faculty members should endeavor to embrace change always. They advised that minorities in higher education not let their inherent culture influence their ability to embrace change if their aim is to mix up, learn and develop. They also added that minorities continue to learn and seek advanced professional certifications as at and when they are available.

Participants advised prospective and aspiring minority faculty to endeavor to either reach out to other minority faculty on campus on a one-on-one basis or become part of minority organizations where there is one. They suggested that minority educators extend their search for mentors to places like churches, places of work, hair saloon places, and restaurants, and so on. They claimed one could find mentors anywhere, but one must be willing to express their needs.

Because belonging or associating with others is beneficial especially in academia, participants advise that minority educators join women, men and cultural educational organizations where networking could be possible and may lead to mentoring relationships. More importantly, they advised minority faculty members to attend educational conferences as at, and, when they are opportune. Finally, they encouraged minority educators to help others because they believe mentoring others is another way to ensure one's success.

## Chapter 5: Discussion

This phenomenological study explored the role of mentoring in the development of minority faculty in the Texas State Higher Education. The intention was to better comprehend how the lived experiences of minority faculty employed in the Texas education system and participated in mentoring programs would provide insight for existing and prospective minority educators who may want to advance their careers in the Texas educational institutions.

A qualitative approach employed for this study resulted in rich description of the minority faculty lived experiences to explicitly describe the phenomenon. Each minority faculty at one time or another had been involved in a mentoring relationship. Data was collected through in-depth, tape recorded interviews of eight minority faculty, four men and four women purposefully selected from within the central Texas region of the United States. The protocol used during the in-depth interviews with participants can be found in Appendix A of my study.

Data was collected, analyzed, and organized utilizing the philosophical phenomenological method composed of four intertwining steps:

1. Epoche,
2. Phenomenological reduction,
3. Imaginative variation, and
4. Synthesis (Moustakas, 1994).

These steps can be described as follows:

Epoche: This involves writing down predispositions and prejudices in order to stay neutral from the known events, people, news which enabled me to view things as they were.

Phenomenological reduction: This step has several phases. Primarily, all preconceived notions were set aside. Secondly, all equal values were assigned to each statement and non-

valuable statements were discarded. Thereafter, the valued statements were grouped into themes. Lastly, a textural description was developed through continued pattern of look, describe, and change.

Imaginative variation: This step sought the original meaning of the phenomenon by building a structural theme.

Synthesis: This final step puts together the textural and structural descriptions into a combined statement of the essences.

Diligently analyzing the data from the above overarching research questions produced three main themes included in chapter four. The first theme revealed that both formal and informal mentoring relationship played significant role in their professional development as minority faculty in Texas Higher Education. The second theme revealed that minority faculty often encounter barriers trying to get mentorship even after they have asked for one. The last theme provided lots of advice to existing and prospective minority educators aspiring career search or move into the Texas State Higher Education System. In this final chapter of my study, I present the interpretations of my findings, the limitations of the study, recommendations, implications and conclusion.

### **Interpretation of Findings**

The findings from this study are agreeable with the vast body of literature on the importance of mentoring in all aspects of human development. For instance, the themes in the role mentoring played in the development of minority faculty align with the work of Gibson (2006) who concluded that human resource and organizational leaders believe that mentoring is an indispensable ingredient for persons to develop, adjust, or train to advance into a fresh level of life and career. Moreover, there is a consensus that crucial parts, which include helping early



career faculty, negotiate barriers, manage time, and commitments, learn and understand the unwritten rules of the academy, and develop a research agenda and tenure portfolio (Sims Boykin et al., 2003). In addition, mentorship assume the responsibility for facilitating the professional development of the mentee through activities such as providing information, advice, encouragement, and connections to other mentors, colleagues and professional networks (Luz, 2011, p. 7).

Consequently, themes one reflected how mentors perform different functions, to include both formally and informally, such as a role model, and offering research or career support (Merriweather & Morgan, 2013). The role of a mentor consists of giving full support and effort toward helping a person develop self-reliance and personal accountability in a defined atmosphere (Barker, 2006). According to Sands, Parsons, and Duane (1991), friendly support, career guidance, information sources and intellectual guidance are mentoring components that are necessary for the development of new faculty.

The themes of challenges encountered are also agreeable with the findings of Ortlieb et al. (2010) who reported that newly hired faculty are usually well equipped to teach in their content area but are deficient in the transition time to find and go through the policies and procedures of their institutions. They put forth that amateur teachers lack the fundamental educational theory and are often perplexed about what could be expected toward the achievement of tenure. Consequently, new faculty spend most of their time preparing lecture notes and lesson plans and no sufficient time for their scholarship. What they fail to understand is that “without publications, there would be not promotions, no tenure, no teaching employment security, no more teaching and absolutely, no more job” (Ortlieb et al., 2010, p. 112).

Employing semi structured interviews and grounded theory, Zafar, Rober, and Behar-Horenstein (2012), reported that not all first-time faculty had equal level of support and that most institutions lack the basic policy and procedure to guide mentoring. According to Thurston et al. (2009), mentoring programs are especially aimed at introducing new faculty to the culture of the university, fostering success in the classroom, developing networks for collaboration and service contributions, getting them started in publishing, and achievement of academic and institutional objectives. Also, consistent with the findings are studies which revealed that most minority faculty often become maladjusted to the higher education institutional environment because they see it as hostile and eventually leave (Kayes & Singley, 2010).

Smith (2011) reported that minority faculty often experience “alienation, cultural taxation, marginalization, discrimination, micro aggression, and lack of mentoring” (p. 143). In such instances, where institutional members were not included to participate in the mentoring program, feelings of resentment, rejection and isolation appear to manifest in the mentee (Kram, 1985). Moreover, in these circumstances, mentoring excludes marginalized groups such as minorities and women, thereby making them to fend for themselves (Hansman, 2003).

Lastly, the themes of advice for prospective and existing minority faculty are consistent with my studies theoretical framework where Levinson (1996), revealed that having a mentor is of paramount importance to adult development in the realization of their “Dream.” Levinson’s Dream is a reflection of the type of life the young individual intends for and desire to as an adult. For these young adults to realize their dreams, they must reach out to mentors who are willing to work with them to achieve those dreams.

Themes of advice also reflects Bandura’s theoretical framework that individuals learn new subjects most effectively from observation, imitation, and modeling of others (Bandura,

1977). The framework concluded that learning would have been exceedingly tedious and painful if individuals had to depend solely on their own efforts to inform them of what to do. Zellers et al., (2008), revealed that the best mentors they studied “Served as sponsors or coaches to guide, protect, teach, challenge, open doors, and provide feedback.

### **Limitations of the Study**

According to Baron (2010), limitations of a research study are factors that are beyond the manipulation of the researcher. Bias is a natural human tendency that could cloud the researcher’s interpretation of data collected and become a limitation of the study. Even though I employed a data analysis method that helped me handle my bias through epoche, reflexivity, transcript verification, and thick descriptions, my bias may have clouded my interpretation of the data and pose a possible limitation of my study.

Besides, this study was limited in several other aspects. First, participants for this study came from colleges and universities in the Central Texas Region. Because of the many colleges and universities in the State of Texas, a more diverse demographic of geographic location of Texas would increase the scope of this study. Another aspect of limitation comes from the number of participants in this study. The eight participants in the study is a limitation in the sense that they may not have all the stories of the phenomenon under study. These limitations would possibly impact the findings and so any of their applications should be carried out with due diligent of care.

### **Recommendations**

There exist opportunities for future research in this study. Areas for possible research should include additional data collections and analysis of minority faculty covering vast geographic area of the state of Texas. Expanding the scope of the study to include major

minority groups in Texas: African Americans, Hispanics, Latinos, Native Americans, Asians, and minority White faculty members in predominantly minority institutions.

Research on the role of Texas Education decision makers in the mentoring of minority faculty toward their professional development and achievement of tenure could prove illuminating.

### **Implications of the Findings**

My study presented a picture of minority faculty involvement in the Texas State Higher Education mentorship programs. Participant's stories illuminated a sense of knowledge surrounding how minority faculty were supported, advised, encouraged, helped, motivated, and promoted through the availability of mentoring opportunities. Historically, mentoring was seen as a vital learning and developmental instrument to hire, train, retrain, and retain employees with the intention of improving their potential to perfect their skill sets, duties, and job responsibilities (Hansford & Ehrich, 2006).

The idea of mentoring became known in the last decade following the research study of Kram (1985), an in-depth analysis of the traditional concept of mentoring in organizational culture. Consequently, the attention of businesses, and institutions were drawn to the importance of mentoring at the same time set the stage for the interest in the study of developmental relationships that have influenced all aspects of human relationships (Allen & Eby, 2007). As referenced in chapter 2 of this study, individuals have always given up their time and energy to assist other people achieve their objectives in life. Allen et al. (2008) posit that this kind of investment is helpful and worthwhile, and its value is priceless because it creates a lasting impression that promotes mentoring towards the development of other professionals.

It is from the rich descriptions emanating from the participant's stories that I have based my recommendations. Consequently, I suggest this study would have positive implications for researchers, minority faculty, educational leaders and administrators, graduate students and others interested in the development of minority faculty in not only Texas higher education but also higher education across the United States. The participants' voice expressed via channel of their experiences were clear as I explored and elucidate the phenomenon. As one of the participants stated when asked if she had ever been mentored:

That is why I was more than happy to participate in this research because I am a strong believer in mentorship. We can't do it alone. My husband often says, if you find a mentor or someone who is willing to help you, hold on to them as tight as you can.

### **Implications for Practice**

Participants in my study had much to say regarding not having enough minority faculty representation to support their quest for mentorship. Educational leaders, administrators, deans of departments need to employ qualified minority educators and institute policies aimed at their training, promotion and retention. When asked what advice would you give to aspiring minority educators, one of the participants said, "I think this is an important issue. I also think that if we don't address this in higher education, we are not ever going to be able to have an equality of representation in faculty from ethnic minorities." Participants' voices were vivid when they advised that aspiring minority educators seek mentors of their kind. This means minorities are more comfortable getting mentorship from their kind. It then means that less representation of minority faculty in higher education adversely affects the propensity of effective mentoring programs in Texas higher education system. Education leaders charged with employment of educators would need to hire more minorities to fill vacant positions in their individual college and university campuses.

## **Implications for Research**

Further research is needed to enlarge the scope of this study. The essence of enlarging the scope of this study would be to collect more data to substantiate the validity of my findings. Geographic expansion of the research scope would make the study more inclusive and ensure that participants for the study come from a wide range of colleges and universities across the state of Texas higher institutions.

Furthermore, a reverse study in the form of “the role of education leaders in the mentoring of minority faculty in the Texas state higher education system” would illuminate stories that may stand out as checks and balances and help both parties find common grounds on the issue of minority faculty professional development in the Texas state higher education system.

## **Research Study Connection to My Theoretical Frameworks**

**Levinson’s adult development theory—“The Dream”.** The Dream is a vision of where a young man or woman hope to see himself or herself in the future. According to Levinson (1996), mentoring in its truest form “supports the evolution of the Dream” (p. 239) and the role of mentoring is to “support and facilitate the realization of the Dream” (p. 98). Levinson’s theory was employed as the framework for this study because it particularly addresses mentoring relationship of men and women at different periods of their lives.

Significant findings from Levinson’s (1996) research study corresponded with my findings in the area of crucial importance of mentoring in the realization of the Dream. Minority faculty members in the Texas higher education who were participants to my study spoke loudly the need to have mentorship and how they have professionally benefited therefrom. Just as one participant revealed, “some minority faculty left their professorial jobs for administrative jobs

because of lack of support” Those minority faculty would not have left if mentorship was available to them. In order to pursue a “Dream” or a desired profession, one must endeavor to establish working relationships with others who would be willing to work with him or her to achieve or realize their Dream.

**Bandura’s social learning theory.** This theory is premised on the perspective that human beings learn from other humans through observation, imitation and by modelling of other human’s behavior, attitudes and results of those behaviors. For learning to take place, Bandura (1977) listed out necessary conditions for effective modelling such as attention, retention, motor reproduction and motivation. It then means that persons who want to learn must pay attention. Moreover, those who want to learn must be able to retain what they observed and be able to remember what was observed.

Mentors serve as role models for mentees. As a result, mentees who identify with a mentor, may wish to emulate the mentor’s behaviors, values and characters (Kram, 1985) The desire to behave like their mentors could motivate mentees to be more proactive in information seeking (Lankau and Scandura, 2002) and this might lead to increased learning. This may also lead to increased work performance.

This study employed Bandura’s (1977) social learning theory as one of the frameworks because it has a theoretical perspective that specifically connects mentor and mentee relationship in the sense that the relationship was formed to learn from each other. Mentoring involves a developmental relationship between the experienced and the less experienced individuals who come together to benefit from each other through learning. Participants in my study who were eager to learn, sought mentorship and benefited from it and advanced in their professional careers.

## **Conclusion**

There had not been any study on the role of mentoring in the development of minority faculty in the Texas state higher education system. To address this void in scholarly literature, I explored minority faculty experience to understand the role mentoring played in their professional development. My study employed phenomenological methodology to develop descriptive themes. Eight minority faculty who identified as having been mentored were purposively selected and interviewed to understand the phenomenon. My face-to-face in-depth interviews with 8 minority faculty produced rich data.

Findings from my study revealed three themes pertaining to how minority faculty experience and understand mentorship in their individual college and university campuses: role mentoring played, challenges encountered, and advice for prospective and existing minority faculty. Participants who have experienced and understood mentorship expressed that minority faculty need mentorship in order to move on to a more professional level in their career. They suggested that mentoring programs be provided to boost minority faculty training, support, retention, promotion, empowerment in all Texas state higher educational institutions.



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## Appendices

## Appendix A: Application for Institutional Review Board Approval: Research Protocol

### UIW APPLICATION FOR IRB APPROVAL

#### RESEARCH PROTOCOL

##### Section 1: Purpose of the Study:

The purpose of this study is to explore the role existing mentoring programs have played in the professional development of eight (8) purposively selected minority faculty from selected colleges and universities in the Texas State Higher Educational Institutions.

##### Section 2: Significance of the Study:

Considering minority faculty role in the life of future minority students and leaders in different sectors of our nation's economy, continued minority faculty development is necessary. Redevelopment, reevaluations, refinement, and reimplementation of existing mentoring programs will provide monumental opportunities for people, especially minority faculty as they continue making difference in people's life through education.

##### Section 3: Location, Facility, and Equipment for the Study:

The location for this study will be in the convenience of each participant's own office. Data would be collected through semi-structured interviews. A tape recorder equipment would be used to collect data supplied by each participant during the interview sessions.

##### Section 4: Subjects and Informed Consent:

Subjects would comprise minority faculty men and women of African, Asian, American Indian, and Hispanic descent. Subjects would be identified, approached, and recruited by way of snowballing sample method. To participate in this study, individual participant must have worked as a professor at his/her institution for at least three (3) years and have experienced mentoring as a developmental support system toward his/her professional development. Contact

to recruit would be made through initial email invitation asking each prospective participant if they would take part in the study. Upon agreeing to participate, an informed consent form would be sent to each prospective participant via email asking them to complete, sign, and return to the researcher at their earliest convenience. Upon receipt of the signed consent forms, the researcher would save the signed consent forms in his flash drive and securely maintained in his office. A copy of the signed consent form would be sent to each participant for their record.

#### Section 5: Subject Compensation:

No compensation would be provided to subjects for their participation in this study.

#### Section 6: Duration of Study:

The anticipated duration of this study including total time required for subject recruitment, data collection, and analysis would be approximately five (5) weeks.

#### Section 7: Research Design:

The design for this study would be qualitative based on phenomenological approach. Due to the nature of this study and its dependence on participants lived experiences, a transcendental phenomenological approach would serve as the best method. The primary method of data collection would be through semi-structured interviews of each of the eight (8) participants. The in-person, semi-structured in-depth interviews would be based on the five (5) interview questions. At the end of each interview session, I will summarize all my field notes, which reflected the entire interview. On returning home, I will send the digital recordings to the transcriber. Upon receipt of the transcripts, I will send each participant their individual copy for review and possible correction. I will commence data analysis by immersing in epoche, elucidated by Moustakas (1994) as putting all my beliefs, theories, and assumptions in the

backburner of awareness to establish openness and objectivity and facilitate “the suspension of everything that may interfere with new vision.”

Section 8: Risk Analysis:

This study does not have any foreseeable risks to the subjects.

Section 9: Confidentiality:

Subject’s name would be protected using a number coding system for confidentiality. To ensure confidentiality, the transcriber would be asked to sign a “Confidentiality Agreement for Transcription Services” in which he/she would agree to maintain full confidentiality in regards to any and all recorded and documentations received from the researcher (James Onyeneke) relating to my doctoral study on “The Role of mentoring in the Development of minority faculty in the Texas State Higher Education” I would assure each subject that the outcome of the study would not be associated with them at the end and when the study is published. Subjects would be reminded that any instrument used for collection and analysis of data would be individually separated and locked up in the researcher’s office. Subjects would also be assured that once the study is over, all tapes, transcripts, and the researcher’s field and in-house notes would be shredded.

## Appendix B: IRB Approval Letter



June 13 2017

PI: Mr James Onyenke

Protocol title: The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education

James:

Your request to conduct the study titled "The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education" was approved by Exempt review on 06/13/2017. Your IRB approval number is 17-06-007. Any written communication with potential subjects or subjects must be approved and include the IRB approval number.

Please keep in mind these additional IRB requirements:

- This approval will expire **one year** from 06/13/2017.
- Request for continuing review must be completed for projects extending past one year. Use the **IRB Continuing Review Request form**.
- Changes in protocol procedures must be approved by the IRB prior to implementation except when necessary to eliminate apparent immediate hazards to the subjects. Use the **IRB Amendment Request form**.
- Any unanticipated problems involving risks to subjects or others must be reported immediately.

Approved protocols are filed by their number. Please refer to this number when communicating about this protocol.

Approval may be suspended or terminated if there is evidence of a) noncompliance with federal regulations or university policy or b) any aberration from the current, approved protocol.

Congratulations and best wishes for successful completion of your research. If you need any assistance, please contact the UIW IRB representative for your college/school or the Office of Research Development.

Sincerely,

[Ana Wandless-Hagendorf, PhD, CPRA](#)

Ana Wandless-Hagendorf, PhD, CPRA

Research Officer, Office of Research Development

University of the Incarnate Word

(210) 805-3036

[wandless@uiwtx.edu](mailto:wandless@uiwtx.edu)

## Appendix C: Letter of Recruitment

## LETTER OF RECRUITMENT

Greetings,

My name is James Onyeneke and I am a doctoral candidate at the University of the Incarnate Word. I am conducting a dissertation research study on "The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education."

I am writing to ask if you would like to take part in this study. Participation is completely voluntary and answers will be kept confidential.

If you are interested, please read and sign the consent form attached and return to me at your earliest convenience.

If you have any questions, please do not hesitate to contact me at (512)-645-4343.

Thank you so much for your time.

James C.E. Onyeneke

Doctoral Candidate



## Appendix D: Interview Protocol to Participant

**Interview Protocol****Institution:**

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**Interviewee (Name and Title):**

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**Interviewer:**

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**Introductory Protocol**

To capture all that will be said during our interview, I would like to audio tape or record our conversations today. I would advise that you sign the consent form attached. Signing the form would help me meet the requirement of the human ethics and consideration aspect of the study. For your information, your privacy would be strictly protected. The recorded information provided during the interview would be destroyed thereafter. Moreover, your participation is voluntary and you may withdraw from the study at anytime if you feel uncomfortable with study. My study does not intend to harm anyone.

I have arranged this interview to last no longer than one hour. During that time, we will address several questions relating to the phenomenon of the study. In the event, we start running late, it may be prudent for me to interrupt you so we can complete that line of questioning.

Thank you for agreeing to participate.

## **Introduction**

You have been intentionally selected to participate in this study because you met the criteria for participant selection for this study. My study focuses on the role of mentoring in the development of minority faculty in the Texas State higher education. My study does not intend to evaluate existing mentoring programs in Texas institutions of higher education. Instead, the study will try to explore the role that mentoring played in the professional development of minority faculty in the Texas State higher education.

### **A. Participant Background**

1. What is your name? \_\_\_\_\_
2. How long have you been working in this institution? \_\_\_\_\_
3. What is your current job Title?  
\_\_\_\_\_
4. What is your highest level of education? \_\_\_\_\_
5. What is your field of concentration? \_\_\_\_\_
6. How long have you been teaching in this field? \_\_\_\_\_

### **B. Demographics of the participant**

#### **A. Personal Information**

1. What is your sex?
  - a). Male
  - b). Female
2. What is your state of origin? \_\_\_\_\_
3. What is your marital status?
  - a). Single
  - b). Married
  - c). Divorce/Separated

d). Widowed

3. What is your working status at this institution?

a). Full-time

b). Part-time

c). Adjunct

4. How many years of experience have you invested in this institution?

a). Have you ever been mentored? If so, for what reason?

---

b) How do you go about describing the mentoring program in your college or university?

### **C. Interview Questions**

1. What are your experiences trying to secure a mentee position in a mentoring program in your college or university campus?

2. What role do mentors play in the development of your profession as a new minority faculty?

3. What challenges and barriers have you experienced in receiving quality mentoring toward your professional development?

4. To what extent does participation in a mentoring program facilitated the development of your professional goal?

5. What advice would you give to aspiring minority educators seeking professorate career in the Texas higher educational institutions?

## Appendix E: Interview Protocol to Participant

### Interview Protocol

**Institution:**

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**Interviewee (Name and Title):**

---

**Interviewer:**

---

### Introductory Protocol

To capture all that will be said during our interview, I would like to audio tape or record our conversations today. I would advise that you sign the consent form attached. Signing the form would help me meet the requirement of the human ethics and consideration aspect of the study. For your information, your privacy would be strictly protected. The recorded information provided during the interview would be destroyed thereafter. Moreover, your participation is voluntary and you may withdraw from the study at anytime if you feel uncomfortable with study. My study does not intend to harm anyone.

I have arranged this interview to last no longer than one hour. During that time, we will address several questions relating to the phenomenon of the study. In the event, we start running late, it may be prudent for me to interrupt you so we can complete that line of questioning.

Thank you for agreeing to participate.

## **Introduction**

You have been intentionally selected to participate in this study because you met the criteria for participant selection for this study. My study focuses on the role of mentoring in the development of minority faculty in the Texas State higher education. My study does not intend to evaluate existing mentoring programs in Texas institutions of higher education. Instead, the study will try to explore the role that mentoring played in the professional development of minority faculty in the Texas State higher education.

### **C. Participant Background**

7. What is your name? \_\_\_\_\_
8. How long have you been working in this institution? \_\_\_\_\_
9. What is your current job Title?  
\_\_\_\_\_
10. What is your highest level of education? \_\_\_\_\_
11. What is your field of concentration? \_\_\_\_\_
12. How long have you been teaching in this field? \_\_\_\_\_

### **D. Demographics of the participant**

#### **B. Personal Information**

2. What is your sex?
  - a). Male
  - b). Female
2. What is your state of origin? \_\_\_\_\_
3. What is your marital status?
  - a). Single
  - b). Married
  - c). Divorce/Separated

d). Widowed

3. What is your working status at this institution?

a). Full-time

b). Part-time

c). Adjunct

4. How many years of experience have you invested in this institution?

a). Have you ever been mentored? If so, for what reason?

---

b) How do you go about describing the mentoring program in your college or university?

### **C. Interview Questions**

1. What are your experiences trying to secure a mentee position in a mentoring program in your college or university campus?

2. What role do mentors play in the development of your profession as a new minority faculty?

3. What challenges and barriers have you experienced in receiving quality mentoring toward your professional development?

4. To what extent does participation in a mentoring program facilitated the development of your professional goal?

5. What advice would you give to aspiring minority educators seeking professorate career in the Texas higher educational institutions?

## Appendix F: Consent Form for Research Study Participant

### CONSENT FORM FOR RESEARCH STUDY PARTICIPANT

#### Study Title:

The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education System

Principal Investigator: James C.E. Onyeneke

IRB Study Number: 17-06-007

I am a doctoral candidate at the University of the Incarnate Word, in the School of Education. I am planning to conduct a research study, which I invite you to participate in. This form has important information about the reason for doing this study. What I will ask you to do if you decide to be in this study, and the way I would like to use information about you if you choose to be in the study:

#### Why are you doing this study?

You are being asked to participate in this research study about "The Role of Mentoring in the Development of Minority Faculty in the Texas State Higher Education." The purpose of this study is to explore the role existing mentoring programs have played in the professional development of eight (8) purposively selected minority faculty from selected colleges and universities in the Texas Higher Educational Institutions.

#### What will I do if I choose to participate in this study?

You will be asked to respond to the best of your recollection the following questions:

1. What are your experiences trying to secure a mentee position in a mentoring program in your college or university?
2. What role do mentors play in the development of your profession as a new minority faculty?
3. What challenges or barriers did you encounter while participating in a mentoring program toward your professional development?
4. To what extent do participation in mentoring program facilitated the development of your professional goal?
5. What advice would you give to aspiring minority educators seeking professorate career in the Texas Higher Educational Institutions?

#### Study Time:

Study participation will take approximately 40 minutes or until data saturation is reached. It is expected that no more than one interview per participant would be needed.

#### Study Location:

<p>University of the Incarnate Word</p> <p>IRB Approved</p> <p>Application #: <u>17-06-007</u></p>
----------------------------------------------------------------------------------------------------

All study procedures will take place at the participant's office. During the study session, I would like to audio-record our interview conversations to make sure that I remember accurately all the information you provide. I will keep the tapes securely in a locked cabinet in my office and no one else would have access to the locked cabinet. If you choose not to be audio-recorded, I will take notes instead.

What are the possible risks or discomforts?

Your participation in this study would not cause any physical or emotional risk to you beyond that of everyday life.

What are the possible benefits for me or others?

Participating in this study may not benefit you personally, but we may learn new things that will benefit others in our community.

How will you protect the information you collect about me, and how will that information be shared?

Results of this study may be used in publications and presentations. Your study will be handled as confidentially as possible. If results of this study are published or presented, individual names and other personally identifiable information will not be used.

Financial Information

Participation in this study will not involve any cost to you. You will not be paid for your participation.

What are my rights as a research participant?

Participation in this study is voluntary. You do not have to answer any question you do not want to answer. If at any time and for any reason, you would prefer not to participate in this study, please feel free to let me know. You will not be penalized for doing so. However, I may ask you if the information collected from you can be used for the study.

Who can I contact if I have questions or concerns about this research study?

If you have questions, you may ask them now. If you have questions later, you may contact me at James Onyeneke, 13708 Long Shadow Drive, Manor, TX 78653 or email at [onyeneke@student.uiwbx.edu](mailto:onyeneke@student.uiwbx.edu) or by phone at 512-645-4343.

You may also contact the faculty supervisor Dr. Osman Ozturgut at (210) 805-3555 if you have more questions regarding this study.

To contact the University of the Incarnate Word Committee that reviews and approves research with human subjects, the Institutional Review Board (IRB), and ask any questions about your rights as a research participant, call: UIW IRB, Office of Research Development (210) 805-3036.

Consent

<p>University of the Incarnate Word</p> <p>IRB Approved</p> <p>Application #: <u>17-06-007</u></p>
----------------------------------------------------------------------------------------------------



I have read this form and the research study has been explained to me. I have been given the opportunity to ask questions and my questions have been answered. I have additional questions; I have been told whom to contact. I agree to participate in the research study described above and will receive a copy of this consent form.

---

Participant's Name (printed)

Participant's Signature

University of the Incarnate Word IRB Approved Application #: <u>17-06-007</u>
-------------------------------------------------------------------------------------

## Appendix G: Interview Questions

1. What are your experiences trying to secure a mentee position in a mentoring program in your college or university campus?¶
2. What role do mentors play in the development of your profession as a new minority faculty?¶
3. What challenges and barriers have you experienced in receiving quality mentoring toward your professional development?¶
4. To what extent does participation in a mentoring program facilitated the development of your professional goal?¶
5. What advice would you give to aspiring minority educators seeking professorate career in the Texas higher educational institutions?¶

¶

## Appendix H: Confidential Agreement for Transcription

[Please Insert Company Letterhead]

**Confidentiality Agreement for Transcription Services**

I, Holly Gofforth, transcriptionist, agree to maintain full confidentiality in regards to any and all audiotapes and documentation received from [researcher's name] related to [her/his] doctoral study on [title of study]. Furthermore, I agree: James Onyeneke

1. To hold in strictest confidence the identification of any individual that may be inadvertently revealed during the transcription of audio-taped interviews, or in any associated documents;
2. To not make copies of any audiotapes or computerized files of the transcribed interview texts, unless specifically requested to do so by [James Onyeneke];
3. To store all study-related audiotapes and materials in a safe, secure location as long as they are in my possession;
4. To return all audiotapes and study-related documents to [researcher's name] in a complete and timely manner.
5. To delete all electronic files containing study-related documents from my computer hard drive and any backup devices.

I am aware that I can be held legally liable for any breach of this confidentiality agreement, and for any harm incurred by individuals if I disclose identifiable information contained in the audiotapes and/or files to which I will have access.

Transcriber's name (printed) Holly Gofforth  
 Transcriber's signature Holly Gofforth  
 Date 6/10/17

Appendix I: Member Checking Letter

**Dissertation Study Participation**

**Member Checking**

Dear Study Participant:

I am writing to thank you for participating in my study. I sincerely appreciate your advice and encouragement.

Please find the attached transcript of our interview for your validation. Please feel free to add any of the mentoring/mentee experience(s) that you may have forgotten during our one-on-one interview. You may as well remove any of your statement(s) that you may find uncomfortable to you. May I remind you that there would be no risk on your side for participating. You will be assigned pseudo name so that your real name will not appear in the study. The transcript will be locked throughout this time and be destroyed thereafter.

As you may know, I have a set time to submit my dissertation to my Committee and I ask that you send me your response at your earliest convenience.

Thank you so much for your participation and may God richly bless you for all your time and effort.

Sincerely,

James CE Onyeneke,

UIW Doctoral Candidate

## Appendix J: A Thank You Letter

James C.E. Onyeneke

University of the Incarnate Word

Ref: Thank You Note to Research Study Participants

Dear Research Student Participants:

I am writing to thank each one of you for your time and benevolence in doing this for me. I sincerely pray that God will continue to show you all love and His mercy in all your undertaking.

Very sincerely Yours,

James C. E. Onyeneke,

UIW Doctoral Candidate