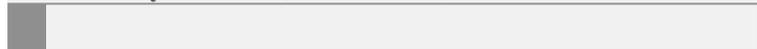




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**1 THE ROLE OF MENTORING IN THE DEVELOPMENT**

OF MINORITY FACULTY IN THE TEXAS STATE

**1 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

May 2018

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## ACKNOWLEDGEMENTS

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.

I want to thank all the participants who made this achievement fruitful. I also want to thank my closest co-worker, Mrs Rhonda Jefferson for her steadfast support and encouragement.

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Lastly, I want to give a special thanks to Dr. Norman St. Clair for his benevolence and

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told you that I can do it. I thank God, I did not disappoint you.

James C. E. Onyeneke

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## 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.

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## ABSTRACT

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 boots minority faculty support, retention, promotion, empowerment, trust, accountability, and increases self-esteem. This study revealed

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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

**1 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. 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 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: **2 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, and

Hyers (2014); Bland, Taylor, Shollen, Weber-Main, and Mulcahy (2009); Files, Blair, Maye

and 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, and Davidson (2013); Thurston,

Navarrete, and Miller (2009); Wasserstein, Quistberg, and Shea (2007)). Mentorship in

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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 and Yun (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 Rockquomore (2013). Minority faculty who have been successful attribute much of their success to a relationship with a senior faculty mentor. **2 MENTORING OF**

### **JUNIOR FACULTY BY SENIOR**

faculty appears to have a two-way effect of socialization into the academy and social networking

Williams and Kirk (2008).

Within any organization, but especially educational institutions, “reciprocal learning relationships characterized by trust, respect, and commitment” Zellers, Howard, and 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 (Viernes-

Turner, Gonzales, and 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

3 performing culture that creates a competitive advantage (Connor and Pakora, 2007; Kottke and

Agars, 2005; Kram and 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 classification of mentoring approaches includes one-to-one mentoring, peer mentoring,

team mentoring, group mentoring, and e-mentoring. He 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

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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 and 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, and 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, and Alexander-Snow, 2010;

Robinson and Clardy, 2010).

This study employed phenomenological methodology to explore the professional development

experiences of minority faculty in professorial positions within the State of Texas institution 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.

### **3 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.

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#### 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 reimplementations 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 c

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

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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 of 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 and 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 and

Hutinger (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).

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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 twenty-first 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 and Ehrich (2006). The idea of

mentoring became known in the last decade following the research study of Kram (1985), titled

5 **“MENTORING AT WORK: Developmental Relationship in Organizational Life,”** 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

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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), King Odysseus, in the story of the Trojan War, prior to leaving for War (a ten-

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 was adopted by Homer (as cited in McKinley, 2004) in his poem The Odyssey which reflects the development of culture and values directly from other humans who one looks up to or admires. The mentoring relationship that exist 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.

## **2 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).

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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

## **2 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. **5 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).

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Zey (1984), defined mentor in a more profound manner “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

adviser, 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 fourteen 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

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life and career (Gibson, 2006). However, according to Levinson's (1986) Theory of Human Development, mentoring relation is among the most complex and developmentally vital relationship an individual can crave for in their early adulthood.

The Levinson 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 functions

(1978). 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. Among all, Levinson 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 rule 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)

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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)

indicate 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. The author 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

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between the mentor and mentee, and the mentor’s ability to communicate in an understandable

way of her/his skill and knowledge.

**2 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 in 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 relationships must contend with historical and

contemporary racial interactions. According to Merriweather and Morgan (2013), trust can be

attained through meaningful efforts and not being dismissive of differential experiences.

However, trust can be breached 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

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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 & Phillion, 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.

## **1 MENTORING IN HIGHER EDUCATION**

Levinson et al., 1978 understood that mentoring was extremely underdeveloped in the setting of higher education. Levinson stated that “our system of higher education, though officially committed to fostering intellectual and personal development of students, provide 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.

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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

**2 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. 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

**2 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

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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

#### **4 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) believed 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; 

#### 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,

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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) confirm that faculty-mentoring relationships have proven beneficial in helping new faculty members improve their teaching skills and career. He 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,

**1 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.

**1 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

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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).

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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 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, and Chan, 2010). Mentoring contributes to a feeling of being

connected and empowered (Zajac, 2011).

## **1 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

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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 and 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 and Newsom

(2004). For those women who are competent and are the token among men, stress and bias may

have undue effect on them.

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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); Ragins, Cotton, and Miller (2000).

### Theoretical Framework

The theoretical framework for this study was drawn from the Adult Development Theory

of Daniel Levinson (1978), and the Social Learning Theory of Albert Bandura (1977). At the center of Levinson'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., 1978, 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), posit 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 Daniel Levinson (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 his earlier study on the phases of adult development, Levinson 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)

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that most of the time, the mentoring relationship may end harshly, and (c) that the period for

mentoring relationships is two to three years and at the most, eight to ten years.

Bandura 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 (Bandura, 1977),

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 (p. 22).

Bandura's 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, “learning through structured guidance and observation is supposed to work across different domains of functioning, to include

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academic, vocational and recreational adventures. Likewise, a mentor or a role model may demonstrate how to mingle with others in different social situations” (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

### Introduction

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.

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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

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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

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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 captious of scholars who tried to apply scientific research methods on human

issues (Laverty, 2003). Husserl (1970) argue that human beings should not be studied differently

than either abstract concepts or animals, adding that humans do not casually 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 profil To

participate in the study, participants must have at least three 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

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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 (UIWIRB) was informed of the type of study the candidate intends to embark on. This was essential since the study will be dealing with human elements. A

permission to proceed on the study should be received from the IRB before the study will commence. Upon approval, consent forms containing title of the research study, purpose, procedures, risks, benefits and any relevant information about the study would be sent to all potential participants. Every potential participant would receive email addresses, phone numbers

of the researcher, IRB Director, and the committee chair in the event any of the participants wants to inquire about the study. For purposes of confidentiality, participants would not be personally referenced and pseudonyms would be 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 (UIW), I secured IRB approval (#17-06-007). (See

Appendix A). According to Creswell (2012), ethical issues arise in qualitative research and 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

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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 three 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 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 collection for this study was 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.

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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 participant 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.

Each participant was met in their offices at the agreed day and time for the face-to-face in-depth, 40 – 60-minute open-ended interview. Prior to the start of the interview, I introduced myself and informed the participant the need to tape record our interview to capture all that would be discussed. I informed each participant 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.

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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 letter (See Appendix G) was sent to all the participants for their validation of the 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 progresses.

The central question guiding this study is, “How do mentoring experiences promote minority faculty professional development?” Since the purpose of this study is to explore the role

that mentoring played in the professional development of eight (8) purposefully selected

minority faculty professors employed in the Texas higher education institutions, the following

questions have been developed and will be 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 facilitated 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 is 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:

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Example Step 1

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

Step 1 Example arranged in groups:

Group 1

#### **4 • 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.

#### **2 • 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.

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- Culturize 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.

### **1 • 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.

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#### **1 • 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

2. 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 a 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.

### **1 • MOST MENTORS WERE WOMEN.**

- No mentoring, campus life would be difficult.
- Feel like you are alone.
- You will face criticism.

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- 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

3. 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.

#### **4 • 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.

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- Been mentored.

## **2 • FORMAL AND INFORMAL MENTORING PROVIDED.**

- Mentor accessibility.
- Mentor as adviser.
- Cultural challenges.
- Research challenges.
- Classroom challenges.
- Relationship challenges.
- Culturized 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.

### **2 • FORMAL AND INFORMAL MENTORING PROVIDED.**

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- 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.

4. I checked the invariant constituents and their accompanying theme against the complete 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  
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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.

5. 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 n 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 t achieving your professional goals.”

6. 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 an advanced in their professional goals. It was also evident because participants vouched that i 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

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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

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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

**2 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.

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

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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.

#### 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

**1 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 o

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 8 minority faculty who have been employed in the Texas Higher Education System for three

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).

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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

The composition of my interviewees comprised of 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 three 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

## Participants Demographic

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

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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

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.

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 five 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

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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 six years. He has since received his tenure. Dr. Bruce holds a Ph.D. in Business

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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 raise 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 Ph.D. degree in finance and is employed as an assistant professor. He is married and has been at his current position for more than three

years. Dr. Sam claims to be 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 Ph.D. 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 four

years. She is a full time Assistant Professor with a Ph.D. 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.

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Dr. Pantella is an Associate Professor of Economics. He holds a Ph.D. in Resource Economics (then), now, Environmental Economics. Dr. Pantella has been at her current institution for over thirty-three years. She is married and teaches full time at her current job. She

has taught in the graduate school for four years. In total, she has taught for thirty-seven 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 Ph.D. 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 Ph.D., 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 Ph.D. 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

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find a mentor who she helped to become a Ph.D. She claimed her mentor worked her through to

understanding the ins and outs of writing her dissertation. In summary, she claimed that a form

of mentorship is key to minority faculty professional development.

Emerging Themes

I worked carefully and diligently to handle the data in order 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

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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:

### Clustered Response Frequency Figure

#### Coded Cluster Participants Total

**2 1 2 3 4 5 6 7 8**

Adviser \* \* \* \* \* 8

Support \* \* \* \* \* 6

50

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

**2 TOTALS 10 12 11 8 6 7 9 9 72**

Figure 2

Participant numerical assigned names:

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

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

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course of their careers aroused their eagerness to share their experiences with pride and in plain

truth with the researcher. Here are my findings:

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 institution. They noted that the delay in assigning them mentors prompted their having to hunt for mentors themselves. They realized that the sooner they engage in mentorship, the sooner for them to start building up experiences in the profession.

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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 fa 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

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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.

This is a good question, Dr. Bruce added:

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 Facilitated the Development of your Professional Goal?

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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 Career in the Texas higher educational institution?

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 encounte 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 b working. This would give them an opportunity to know exactly what in the written format they

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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 mea 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.

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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 relentless 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.

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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 member are

in different and separate location on campus making it very difficult to get together to discuss

mentoring issues.

Theme Three: Advise 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 seriously 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 continue 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 high 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 conference 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.

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## 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.

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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 a

**2 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 la 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 th

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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 plan 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 the most

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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. Zeller et

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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 Great 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.

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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), titled "Mentoring at Work: **5 DEVELOPMENTAL RELATIONSHIP IN ORGANIZATIONAL LIFE,**"

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

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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 channels of

their experiences were clear as I explored and elucidate the phenomenon.

Just 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."

#### **1 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

**4 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

**1 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

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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” 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.

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### 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. 23) 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 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.

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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 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, sort 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

**2 FACULTY IN THE TEXAS STATE HIGHER EDUCATION.** 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

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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

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Appendix A

Application for Institutional Review Board Approval: Research Protocol

UIW APPLICATION FOR IRB APPROVAL

RESEARCH PROTOCOL

Section 1: **3 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

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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 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

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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.

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## Appendix B

### IRB Approval Letter

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## 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.

**2 JAMES C.E.** Onyeneke

Doctoral Candidate

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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 th

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 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.

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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

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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?

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## 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

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.

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## 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

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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

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## Appendix G

### Interview Questions

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## Appendix H

### Confidential Agreement for Transcription

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## 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 ad 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

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Appendix J

A Thank You Letter

**2** **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

University of the Incarnate Word The Athenaeum 5-2018

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

LiteratureReview Adcroft Agunloye AllenEby AllenOBrien Badura Barker Baron Bauer Beau Bell Bland Boyd Bozeman Brightman Carr Chandler Chan Connor Crawford Creswell2005 Creswell2007 Creswell2013 Creswell2012 Crisp Crutcher Cunningham Daley Daresh Davidson Dean Denzin2008 Denzin2014 Dutta Eby Exkano Ferris Files Fuller Gentry Gibson Giorgi Green Gorman Hansford Hansman Helms Husserl Iancu Irby Johnson2002 Johnson2004 Johnson2007 Kayes Kottke Kram1995 Kram Krefting Ku Lankau Laverty Levinson1978 Levinson1986 Levinson1996 Lumpkin Luz McCormack Mahoney McGuire McKinley Melanson Menger Merriam1998 Merriam2014 Merriweather Moerer Moreton Moss Moustakas Mujtaba Mullen2008 Murray Okurame Ortlieb Pololi Ragins RaginsScandura Reif Richards Robinson Rockquemore Rodger Saldana Sanderse Sands Santo Searby SimsBoykin Slimmer Smith2011 Smith2009 Sorcinelli2007 Sorcinelli2011 Spencer Staats Stanley Steele Tareef Taherian Terrion Tillman Thurston Trower2007 Trower2008 Trower2009 Turner ViernesTurner Walker WaiLing Warhurst Washburn Wasserstein Welton Whitney Williams Worthington Zachary2005 Zachary2000 Zafar Zajar Zeller Zey AppendixA AppendixD AppendixE AppendixF AppendixH AppendixI AppendixJ