

Mentoring and Academic Persistence among Black College Students

Author: Bines, Derrick

Publication info: University of Oregon, ProQuest Dissertations Publishing, 2019. 13902087.

[ProQuest document link](#)

Abstract:

The college graduation rate for Black students remains below that of the national average in the US. This may be due in part to barriers that Black students encounter while navigating academic environments. Research suggests that discrimination and students' experience of the university as unwelcoming may impact their intentions to persist through graduation. A growing body of literature suggests that mentoring may be beneficial in buffering the effects of these experiences and facilitating college graduation. Framed within Critical Race Theory and Social Cognitive Career Theory, the aims of this study were to understand and describe mentoring supports for Black college students, and to examine the role of contextual factors that influence their college self-efficacy and persistence intentions. Based on the literature, I hypothesized that there would be indirect relationships between independent variables of perceived discrimination and perceptions of the university environment and the outcomes of college self-efficacy and persistence intentions through ethnic identity and mentoring. Structural equation modeling techniques were used to test the proposed model in a sample of 206 Black college students. Results associated with the first research aim include mentoring benefits for Black students who lived on campus and who utilized more methods to communicate with mentors. Black students who indicated having more mentors reported more psychological and emotional support and expressed stronger agreement with having a role model. Results associated with the second research aim include that the hypothesized structural model was a good fit for the data and accounted for 32% of the variance in college self-efficacy and 20% of the variance in persistence intentions for Black students. Bootstrap analyses indicated that there were indirect effects of perceptions of the university and perceived discrimination on college self-efficacy and persistence intentions through mentoring and ethnic identity. Findings suggest that mentoring and ethnic identity may serve as protective factors against the effects of an unwelcoming college environment and perceived discrimination. The use of a cross-sectional design limits directional and causal inferences. Future research should assess the impact of mentoring relationships over time for Black college students. Study strengths, limitations, and implications for research and practice are discussed.

Document URL: <https://search.proquest.com/docview/2308216332?accountid=45039>

Peer Mentoring Effect on Student Satisfaction at a Two-Year Institution

Author: Scribner, Lori

Publication info: University of South Florida, ProQuest Dissertations Publishing, 2019. 13812319.

[ProQuest document link](#)

Abstract:

Student satisfaction has been linked to student persistence with higher retention rates (Edens, 2012). A correlation has been established linking academics, social integration, and retention (Collings, Swanson, & Watkins, 2014). Peer mentoring contributes to student satisfaction by helping students adapt to the culture of the institution. Peer mentoring is a way to help with social integration. Mentoring connects academic integration, social integration, and goal commitment (Collings et al., 2014). A research study examined the relationship between a peer mentoring intervention and student satisfaction with a private two-year higher education institution. The purpose was to answer the following question: Did the addition of a peer mentoring intervention program for first-term students increase student satisfaction with the institution? Fifty-nine first-term Allied Health and Nursing students from a post-secondary private institution participated in the research. A peer mentoring intervention was provided to the treatment group. The ATA Career Education Student Satisfaction survey was used as the measurement instrument. Descriptive analysis examined the differences between the groups. An analysis of covariance (ANCOVA) was then able to investigate a peer mentoring intervention and the effect it had on the student's perception of satisfaction with the institution. Multiple regression analysis explored correlations between groups, program of study, education status, gender, race, age, and post-test survey. The results were able to determine that there was a significant increase in student satisfaction after a peer mentoring intervention was implemented.

Document URL: <https://search.proquest.com/docview/2248610681?accountid=45039>

Postdoc Satisfaction Perceptions Regarding Mentoring, Professional Development, and the Work Environment

Author: Gater, Cheryl L.

Publication info: Wilmington University (Delaware), ProQuest Dissertations Publishing, 2019. 13808489.

[ProQuest document link](#)

Abstract:

This research explored how mentoring, professional development, and the work environment correlate to postdoc satisfaction. Postdoc satisfaction perceptions were gathered through an online survey completed by postdocs at a research university in the southeastern United States. Mentoring satisfaction, professional development satisfaction, and work environment satisfaction explain 61% of the variance of postdoc satisfaction. Mentoring satisfaction, professional development satisfaction, and work environment satisfaction have a moderate to strong positive relationship with postdoc satisfaction. Postdoc satisfaction may differ depending on the discipline of the postdoc appointment. Mentoring satisfaction is higher for postdocs who have accessible mentors, for postdocs who receive performance evaluations and complete Individual Development Plans (IDPs), and for postdocs who are aware of institutional

resources. Postdocs who have lower workloads and stress have higher work environment satisfaction. Institutions should focus professional development training on grant writing, writing papers, and publishing as these are the areas most desired by postdocs.

Document URL: <https://search.proquest.com/docview/2217107897?accountid=45039>

Humanizing the Educational Experience: The Role of Faculty Mentoring Relationships in the College Experience of First-Generation, Low-Income Students

Author: Seeger, Friederike

Publication info: North Carolina State University, ProQuest Dissertations Publishing, 2018. 11017987.

[ProQuest document link](#)

Abstract:

First-generation, low-income (FGLI) students, who make up a rising share of the undergraduate student population, face numerous barriers that negatively affect their success in college (Engle & Tinto, 2008) and graduate at significantly lower rates than their more advantaged peers (Pell Institute, 2016). Students from low socio-economic backgrounds who do not graduate from college are often worse off financially, having accumulated student loans without having the extra earning power that a degree would provide (Engle & Tinto, 2008), thus perpetuating the cycle of poverty. Interactions with institutional agents, particularly mentoring relationships with faculty, can play an important role in the success of FGLI students (Gallup- Purdue, 2014; Museus & Neville, 2012; Parks-Yancy, 2012; Schreiner et al., 2011). How do FGLI students engage with faculty and what do they value the most in their faculty mentors? The purpose of this descriptive qualitative study is to provide a detailed understanding of how FGLI students experience and make meaning of influential faculty mentoring relationships. . Using Crisp et al.'s (2017) integrated framework of Mentoring Undergraduate Students as a conceptual framework, this interpretive design qualitative study explored the nuances of constructive and supportive mentoring relationships and investigated participants' perceptions of the specific characteristics, attitudes, and behaviors of faculty mentors that positively contribute to their college experiences. Data was collected through in-person, in-depth interviews with twelve FGLI students from diverse backgrounds who recently graduated from a large public university in the southeastern United States. The findings of this study indicate that FGLI students most often select and are positively influenced by mentors who exemplify the following: someone in whom they see themselves, someone who makes them feel like they matter and belong, someone who nurtures their "dream," and someone who they want to be like. Mentors were often perceived as role models as a result of their personal qualities and professional accomplishments, which was particularly evident in relationships between female minority students and female faculty mentors who shared their identity as women of color. The FGLI students who participated in this study not only highly valued the mentoring relationships they built with their professors, but described the positive influences these relationships had on their academic, personal, and professional development. Although the study largely validates Crisp et al.'s (2017) conceptual framework, it illuminates the complexity of mentoring needs

and experiences of FGLI students and identifies aspects of the framework that are particularly relevant to this student population. The findings of this study warrant an expansion of the framework in order to more closely reflect the mentoring needs and experiences of FGLI students. In addition to highlighting characteristics, experiences, competencies, and behaviors of faculty mentors that are conducive to supporting FGLI students in a meaningful way, the revised framework includes the role model function of mentoring. The study highlights the important role of institutions in encouraging, preparing, and rewarding faculty to holistically support FGLI students in an effort to increase the achievement gap.

Document URL: <https://search.proquest.com/docview/2187121208?accountid=45039>

The Impact of Faculty Academic Mentoring on First-Generation Undergraduate Students: A Mixed Method Design

Author: Salazar, Gustavo, II

Publication info: St. Mary's University (Texas), ProQuest Dissertations Publishing, 2018. 10846590.

[ProQuest document link](#)

Abstract:

The quality of the relationship between mentors and mentees has gained considerable research interest in business-related fields but little ground in the academic sphere. This study examined the effectiveness of an existing faculty mentoring program that had been underway for several years at a small, private, religiously affiliated university. A convergent, parallel, mixed methods design was used to collect quantitative and qualitative data. Current and former undergraduate participants of the mentoring program were invited to volunteer for online surveys assessing the quality of their mentoring relationship in the program. That same pool was also invited to volunteer for group interviews. A Mann-Whitney U test was used to examine differences in the quality of mentoring relationships, and regression analysis was conducted to determine how different qualities of the mentoring relationship predicted mentoring outcomes. Quantitative results indicated no statistical significance for quality differences and mentoring outcome. Relationship quality, as measured by concepts of authenticity, empowerment, and engagement, was not found to predict mentoring outcomes. The qualitative analyses revealed five themes: 1) faculty and peer mentoring differences, 2) the influences of networking on the mentee, 3) mentees' need for resources and information, 4) the mentees' need to be meaningful and purposeful, and 5) the influence of role modeling. The divergent result in the quantitative and qualitative strands did not demonstrate an association between relationship quality and mentoring outcomes. Therefore, secondary qualitative analysis was conducted within the framework of the concepts of authenticity, empowerment, and engagement. These results revealed that the quality of the relationship between mentor and mentee lead to continued participation in the academic mentoring program or cessation of participation altogether. The results of this research demonstrated that careful academic mentor selection

and rigorous mentor training do not mitigate mentees' negative experiences. Implications for academic mentoring programs include the recommendation that universities take a semi-structured approach to academic mentor selection and build in a trial period where mentees can opt-out or opt-in with a differently available mentor(s). A fluid path to mentor assignment can increase the likelihood of mentees having positive experiences, resulting in their continued participation in academic mentoring programs.

Document URL: <https://search.proquest.com/docview/2159490051?accountid=45039>

Mentoring Experiences of Male Faculty in Nursing Programs

Author: Ortiz, Cristina Perla

Publication info: Allen College, ProQuest Dissertations Publishing, 2018. 10978348.

[ProQuest document link](#)

Abstract:

There is currently a shortage of nurses in the United States. To further compound this problem there is a lack of faculty in nursing schools due to competing opportunities within the profession. Additionally, there are a limited number of males in the nursing faculty role. It is important to recruit and retain males as faculty because they help provide for a diverse workforce reflective of society. Mentoring is one way to help recruit and retain male nursing faculty. However, little research has been done related to the mentoring experiences of male nurses in academia. Therefore, the purpose of this study was to examine the mentoring experiences of male nurses in academia. The global mentoring process model was used as a conceptual model to frame this work. The research questions examined the experiences with mentoring related to career and psychosocial development of males in academia who are or have been in a teaching role. A qualitative descriptive research design with semi-structured interviews was used with male nurses in academia who have had formal or informal mentoring experiences, currently teaching or having had experience teaching, and employed full or part-time as defined by their institution. The sample size was ten participants and based on data saturation. Coding was used to complete the data analysis. The themes that emerged from the data were: 1.) Early supporters, 2.) Figuring it out, 3.) Making connections, 4.) Paying it forward, and 4.) The role of gender. Additionally, facilitators and barriers to the mentoring experiences are described within the identified themes.

Document URL: <https://search.proquest.com/docview/2138822876?accountid=45039>

Examining the Impact that Mentoring Has on Minority Students at Predominately White Institutions

Author: Williams, Danisha

Publication info: Trevecca Nazarene University, ProQuest Dissertations Publishing, 2018. 10825019.

[ProQuest document link](#)

Abstract:

Many colleges and universities promote a commitment to diversity on their respective campuses. But among minority students, college retention and graduation rates fall behind their white college peers. This study examined the impact that mentoring has on minority students at predominately white institutions. The results, based on 86 survey respondents and a six-member focus group revealed that participants overwhelmingly agreed with past research that states minorities are more likely to be retained on a college campus when they interact with a faculty member who is invested in their college success (Epps, 1989). Survey results revealed that mentored students had a significantly higher cumulative GPA than non-mentored students. Participants also agreed that key factors in a mentor relationship include but are not limited to professional integrity, content expertise in area of need, suggesting resources, and being accessible.

Document URL: <https://search.proquest.com/docview/2066657596?accountid=45039>

Does Mentoring Serve as a Retention Tool for Black Students Who Attend Predominately White Institutions in Appalachia?

Author: Quarles, Robert

Publication info: Trevecca Nazarene University, ProQuest Dissertations Publishing, 2018. 10786589.

[ProQuest document link](#)

Abstract:

The Black student can have a truly adverse experience on the predominately-white college campus. The micro-aggressions and the countries' institutional racism plays into the student's overall experience immensely. It is important for Black students to have community in predominately-white institutions and mentoring is an excellent way to create a community for the student.

This study follows the effects of mentoring on Black students who attend a college in rural West Virginia. The research explores the Black student experience, the role of mentoring and the current state of higher education in America. The students involved with the study participated in a college environment survey, the CSEQ, College Student Experience Questionnaire. This survey explores each aspect of the college experience. The students who participated in the

study are able to articulate their feelings about the college with mentoring as an added resource. The students in this study met the institutional goal for their grade point average, scored higher or comparable to the national data, and had higher grade point averages than the Black students who did not participate in the study.

Document URL: <https://search.proquest.com/docview/2065145474?accountid=45039>

Personality and Mentoring: An Investigation of the Role of Protégés' Personality, Protégé-Initiation of Mentoring Relationships and Mentoring Received in Doctoral Programs

Author: Keramidas, Natacha L.

Publication info: The University of Akron, ProQuest Dissertations Publishing, 2017. 10665951.

[ProQuest document link](#)

Abstract:

Mentoring can change the course of our lives and, in graduate education, is defined as "a personal relationship in which a more experienced faculty member or professional acts as a guide, role model, teacher, and sponsor of a less experienced graduate student or junior professional" (Johnson, 2002, p. 88). It has been posited that this type of relationship is key to more rapid progression and degree completion, program satisfaction, and retention (Campbell, 2007; Huwe & Johnson, 2003; Johnson, 2007). While most universities report providing mentoring programs, graduate students report that the prevalence of mentoring relationships is between 50 and 70 percent, leaving a significant number of graduate students unmentored and missing a number of important benefits (Johnson, 2007; Mullen, 2007; Sedlacek et al., 2007). Individual factors and personality have been hypothesized as potential barriers to the initiation of mentoring relationships, and extraversion may be key in understanding the initiation and prevalence of mentoring (Bozionelos & Bozionelos, 2010; Campbell, 2007; Clark et al., 2000; Turban & Lee, 2007). This study investigated the effect of specific personality facets of the Five Factor Model, on proteges' initiation of mentoring relationships with faculty and mentoring received. Data were collected from 162 doctoral students in the social sciences.

Mediation analyses revealed that initiation of mentoring by doctoral students mediated the relationship between friendliness, assertiveness, self-consciousness, self-efficacy, achievement striving and mentoring received. Furthermore, hierarchical regressions revealed that the best set of predictors for mentoring received included initiation, age and friendliness accounting for 26% of the variance. Similarly, the best set of predictors for initiation included assertiveness and achievement striving accounting for 16% of the variance. However adding self-consciousness rendered assertiveness non-significant indicating that self-consciousness may act as a moderator between assertiveness and initiation and pointing out the need for future research in this area. This study informs the need to educate doctoral students about the importance of initiating mentoring relationships with faculty if they want to obtain mentoring. Implications for doctoral programs in the social science and suggestions for future research are also discussed.

Document URL: <https://search.proquest.com/docview/1979768155?accountid=45039>

Exploring Community College Peer Mentoring Practices Within Central California: A Multiple Case Study

Author: Brown, Lenis Colton

Publication info: Northcentral University, ProQuest Dissertations Publishing, 2017. 10642120.

[ProQuest document link](#)

Abstract:

The purpose of this qualitative, multiple case study was to illuminate the prevalence and configurations of peer mentoring programs at Central California Community Colleges with emphasis on how the programs impacted student retention. The study's sample was drawn from ten campuses and five centers that operate within five California Community College districts serving approximately 90,000 students annually. Using purposeful sampling, the researcher interviewed five administrators from four campuses and three districts toward obtaining in-depth information about their peer mentoring programs. Eight of the 15 campuses in the subject pool offered a peer mentoring program. All peer mentoring programs were instituted since 2013, and most of the peer mentoring programs were instituted between 2014 and 2016. Diverse peer mentoring programs across sites and districts were instituted between 2013 and 2016. It was revealed that quantitative data to track how peer mentoring impacted retention had not been gathered. This recent proliferation of community college peer mentoring programs refuted the historical underutilization noted in the scholarly literature. Recommendations for future research and practice included investigating whether the Central California Community College peer mentoring program proliferation that was discovered holds true in other areas of the state or country, examining why more campuses in the subject pool did not establish peer mentoring programs, and using quantitative methods to evaluate the efficacy of community college peer mentoring programs.

Document URL: <https://search.proquest.com/docview/1972142182?accountid=45039>

Mentoring as a Predictor of Student Success Among First-Generation and Continuing-Generation Students Enrolled in a Public Four-Year University

Author: Sparks, Lisa Okada

Publication info: Azusa Pacific University, ProQuest Dissertations Publishing, 2017. 10287811.

[ProQuest document link](#)

Abstract:

The purpose of this study was to identify which aspects of mentoring contribute to intent to graduate, college GPA, and levels of thriving in a sample of 416 juniors and seniors at a public university in Southern California. A secondary interest was to determine the extent to which

the contribution of the mentoring components to the variation in these student success outcomes differed between first-generation and continuing-generation college students, given that many students who are the first in their families to attend college face additional disadvantages, barriers, and challenges in the college environment. This study utilized the College Student Mentoring Scale (Crisp, 2009) to measure various levels of support received by students. The Thriving Quotient (Schreiner, 2015) was utilized to measure the dependent variable of thriving, a psychosocial aspect of student success. Hierarchical multiple regression analyses indicated students' mentoring scale scores did not contribute significantly to the variation in their intent to graduate nor their college GPA, regardless of whether the student was a first-generation or continuing-generation student. However, mentoring contributed significantly to students' thriving levels, with Psychological and Emotional Support and Academic Subject Knowledge Support scale scores accounting for the most variance in thriving, after controlling for student demographics, campus experiences, and generation status. Separate regression analyses were conducted on first- and continuing-generation students. The findings indicated that Psychological and Emotional Support and Existence of a Role Model scale scores contributed significantly to first-generation students' levels of thriving. Mean scores on the total College Student Mentoring Scale contributed significantly more to the variation in all thriving scales for continuing-generation students than for first-generation students, however. Psychological and Emotional Support and Academic Subject Knowledge Support scale scores accounted for the most variance in thriving among continuing-generation students. These results suggest the existence of a mentor and the psychological and emotional support students receive from that mentor are critical elements that may contribute to first-generation student success. Formal mentoring programs thus may be particularly valuable for first-generation students who often lack the social and cultural capital needed to succeed in college.

Document URL: <https://search.proquest.com/docview/1950580972?accountid=45039>

A Phenomenological Study Which Examines the Mentoring Experience of African American Males Enrolled in an Urban Two-Year Community College

Author: Smart, Sheldon L.

Publication info: Texas Wesleyan University, ProQuest Dissertations Publishing, 2017. 10273040.

[ProQuest document link](#)

Abstract:

The main purpose of this study was to describe and understand the phenomenological experience of African American males who participate in a mentoring program in a large urban community college. A qualitative design was used to better understand the experiences of mentees in the mentoring program at the college. Examining mentees interview responses and a review of literature helped this process. The findings show a significant amount of time is

needed to develop and maintain mentor-mentee relationships, the program can be viewed as a brotherhood, and adequate resources are needed for the program's success. Additionally, the definition of a successful mentoring program and mentoring relationship varies, mentoring is also about personal development, and co-mentoring can be an effective mentoring mechanism. This study also broadens the knowledge base regarding the experiences of male mentees in a mentoring program designed for men.

Document URL: <https://search.proquest.com/docview/1906301359?accountid=45039>

**The ethics of care as a framework for higher education philosophy and implemented policy:
Can mentoring micro connections produce powerful macro effects?**

Author: Ni Dhonacha, Siobhan

Publication info: University of Hawai'i at Manoa, ProQuest Dissertations Publishing, 2016. 10295873.

[ProQuest document link](#)

Abstract:

Do we care because we are ethical, or are we ethical because we care? This is a philosophical argument deserving of contemplation and in reality may never be fully resolved. Are the ethics of care and the philosophy of caring in higher education in America an antinomy? Can, and should, the caring principle co-exist and interrelate as an implemented and sustainable policy in the often corporatized and quantitatively driven American higher education landscape? It is proposed that there is an ethics to caring, and there exists in society a shared social responsibility for the betterment of all. An ethics of care framework as a foundation for mentoring programs in higher education has not been well studied.

The purpose of this qualitative design dissertation study, which also contains some quantitative demographic elements, is to propose that mentoring, situated within an ethics of care policy framework, be an institutionalized and go-to tool used in higher education upper level policy to positively affect the undergraduate student experience and progress to degree. Existing data obtained from the mentoring program Puahia: Inspiring Emerging Educators was analyzed in order to attempt to discover themes, patterns, and self-perceived effects upon the participants, both mentor and mentee. In addition, the mentoring programmatic design, funding, and institutional support was examined. From this, the researcher examined the possible efficacy of utilizing mentoring programs in academic settings as part of a holistic solution designed to improve student persistence, institutional caring, interdependence, and an enhanced higher educational experience.

Specifically, if the caring principle is successfully applied to individual student success and educational attainment through responsive, high level institutionally resourced and sustainably supported mentoring program encounters and micro connections (Hartley, 2004; K. A. Johnson, 2003; Lander, 2004; Zevallos & Washburn, 2014), caring may have a potentially powerful

positive global impact and macro effect upon the student experience, American higher education recruitment, retention, and graduation, and upon society as a whole.

Document URL: <https://search.proquest.com/docview/1846944422?accountid=45039>

Cross-cultural mentoring relationships between faculty and students in undergraduate athletic training programs

Author: Michel, Scott D.

Publication info: Western Michigan University, ProQuest Dissertations Publishing, 2016. 10297229.

[ProQuest document link](#)

Abstract:

The art of passing on knowledge and experience from one generation to the next has been a part of our cultural structure since the beginning of civilization. Whether through verbal or written language, informal or formal mentoring processes have been used by faculty to pass knowledge down to the younger generations of students. Mentoring, however, is not an easy process; especially when the faculty mentor and the student mentee are of different races. With the continual increase in diversity of the student body, there is a growing need for White faculty members to become more culturally aware and to possess the competencies to be effective mentors. There currently is a very limited understanding of how these mentoring relationships operate in the discipline of Athletic training, as there are only a handful of studies that have explored the dynamics of mentoring.

The purpose of this research was to gain an understanding of how White faculty members experience a cross-cultural mentoring relationship with a Black student in Commission on Accreditation of Athletic Training Education (CAATE) Undergraduate Athletic Training Programs. Utilizing a phenomenological research design, five White faculty members at five institutions were interviewed for insight on how each of them understood and experienced a cross-cultural mentoring relationship with a Black student. While each of the participants had their own unique story, four themes emerged that comprised the essence of the phenomenon of cross-cultural mentoring relationships for these White faculty members. Those themes are: mentoring is a journey; a foundation of pre-requisites are needed that include trust, respect, the importance of interpersonal connection; and, understanding the mentee story; the discomfoting awareness of difference; and, a colorblind approach and the sources of struggle that result.

The findings of this research begin to provide and assist White faculty members with strategies to address the critical factors involved in navigating the cross-cultural mentoring relationship and the insights on what is needed to build trust. The role that racial awareness and White privilege has on these relationships begin to inform the development of strategies and programming to assist the White faculty members towards a successful mentoring relationship.

Document URL: <https://search.proquest.com/docview/1846136507?accountid=45039>

Mentoring Experiences of African-American Doctoral Students at Historically Black and Historically White Colleges and Universities

Author: Sanders, Donald R.

Publication info: The George Washington University, ProQuest Dissertations Publishing, 2016. 10158435.

[ProQuest document link](#)

Abstract:

The percentage of all doctoral degree awards earned by African Americans is still close to six percent of the U.S. population. The purpose of this qualitative research project was to understand the mentoring experiences of African-American doctoral students at HBCUs and HWCUs. Thus, 26 African-American doctoral students were recruited for the semi-structured, in-depth, face-to-face interview study. This interpretive qualitative design allowed the researcher to obtain rich descriptive data on the participants' experiences and perceptions about mentoring.

Eight common themes emerged from the analyzed data: (1) Professional and Academic Growth); (2) Professional and Academic Experiences; (3) Characteristics of Mentor/Protégé Relationship; (4) Perceived Barriers and Challenges; (5) Team Building and Collaboration Garner Success; (6) Race and Gender Characteristics of Advisors; (7) Rapport with Mentor/Advisor; and (8) Alienation and Marginalization.

The themes were cross-referenced with the research questions to explore the alignment between the mentoring occurrence and the purpose of the study. The findings revealed that formal and informal mentoring are essential to the professional and academic growth of African-American doctoral students. Participants revealed the importance of having a strong support system from family, friends, peers, advisors/mentors and colleagues. The participants in this study had the ability and strength to overcome many barriers and challenges to succeed academically in their respective departments and programs. Findings discovered that some participants faced marginalization, neglect, racism, sexism, and other forms of oppression within their respective graduate programs and academic environments. However, these African-American doctoral students gained strength from family, peers and faculty advisors/mentors at their respective institutions. Others were not as fortunate, as witnessed by several African-American participants that attended HWCUs.

The African-American students in this study created meaning of their mentoring experiences while pursuing their doctoral degrees. However, to gain a better understanding of these experiences, and how to address the numerous obstacles and problems they face, educators (graduate programs, higher education administrators, policy makers) should invest in identifying the issues and bringing knowledge and support to underrepresented student populations.

Document URL: <https://search.proquest.com/docview/1823664741?accountid=45039>

Multiracial college students and mentoring: An intersectional perspective

Author: Bell, Megan Elizabeth

Publication info: Colorado State University, ProQuest Dissertations Publishing, 2016. 10149758.

[ProQuest document link](#)

Abstract:

The purpose of this mixed-methods, sequential, explanatory study was to investigate differences in the mentor preferences of first-year college students in terms of their multiple identities, with a focus on the experiences of those who self-identified as multiracial. Using a framework of intersectionality, the importance of social identities (race, gender, sexual orientation, first-generation and socioeconomic status) to first-year students in their ideal mentor was explored. During the first phase, responses from first-year college students at four different universities were analyzed from an adapted version of the Ideal Mentor Scale (Rose, 1999). In the second phase, two follow-up focus groups were conducted with multiracial college students, which helped to further inform and explain the quantitative results. Of the three IMS subscales, quantitative results indicated that multiracial college students prefer a mentor who demonstrated characteristics related to the construct of Integrity. However, open-ended survey questions and focus-group data provided evidence for mentor preferences that were more aligned with the Relationship construct. Statistically significant differences were found only for the variables of sexual orientation and first-generation and socioeconomic status, with no significant interaction effects of any of the variables with multiracial identity. The quantitative and qualitative findings from the two phases of the study are discussed using an intersectional lens, with reference to prior research. Implications and recommendations are provided.

Document URL: <https://search.proquest.com/docview/1815536373?accountid=45039>

Using computer-mediated communication as a tool for mentoring to Latina/o sophomore college students

Author: Peden, Carly C.

Publication info: The University of Texas Rio Grande Valley, ProQuest Dissertations Publishing, 2016. 10134033.

[ProQuest document link](#)

Abstract:

The sophomore year of college can be challenging for many students specifically Latina/o students. New initiatives are being created to increase Latina/o enrollment, retention, and completion of higher education with research indicating Latinas/os are successful academically

when they had a mentor or perceived someone on campus cared about them. Mentoring programs use various tools to communicate, but computer-mediated communication (CMC) tools have not been examined in Latina/o peer mentoring relationships.

The current research study examined secondary data to see if Latina/o sophomore college students in a peer mentoring program were academically successful when using CMC to communicate with their mentor. Results were mixed; more students used CMC than face-to-face when communicating with their mentor and those who used CMC had a higher chance of being retained, but GPA was not correlated to CMC use. Additional analysis revealed mentoring to have a significant impact on GPA when compared to non-mentored students.

Document URL: <https://search.proquest.com/docview/1810996048?accountid=45039>

A qualitative case study: Understanding mentors' perspectives in a peer mentoring program for first year students at a prospective tier 1 research university

Author: Charles, Adlai J.

Publication info: Texas Wesleyan University, ProQuest Dissertations Publishing, 2016. 10128051.

[ProQuest document link](#)

Abstract:

The primary purpose of this study was to explore the experiences and outcomes of the mentors who participated in this relational learning “peer mentoring” program. A qualitative design was used to better understand the feelings, values, and perceptions that underlie and influence the behavior of the peer mentors at the university. Examining mentor responses to questionnaires, observations, and a review of literature aided this process. These findings show that peer mentors regarded improved social skills, guidance, and administrative support as positive attributes while the selection of mentors and mentees were identified as concerns. Responses from the peer mentors contribute to additional knowledge about their perspectives within a peer mentoring program for first year students at a prospective Tier 1 research university. This study also expands the knowledge base regarding peer mentors and transformative leadership.

Document URL: <https://search.proquest.com/docview/1798882172?accountid=45039>

Information exchanged in mentoring between faculty advisors and their doctoral students

Author: Lee, Jongwook

Publication info: The Florida State University, ProQuest Dissertations Publishing, 2016. 10120556.

[ProQuest document link](#)

Abstract:

Socialization of doctoral students refers to the learning and adjustment process through which they acquire information and knowledge about their work, department, university, and discipline. This dissertation explores characteristics and activities of mentoring relationships and examines information types exchanged in the relationships using a mixed method design that combines qualitative interview and quantitative survey methods. The study draws upon a socialization content framework developed in organizational settings.

Interviews with ten library and information science (LIS) doctoral students from nine universities in the United States (U.S.) were conducted. Based on data from these interviews, ideal mentoring was defined as a supportive relationship that combines professional and interpersonal characteristics. The author also identified sixteen types of information exchanged in doctoral mentoring: Language, History, Coursework, Research, Skills, Teaching, Networking, Structure, Politics, Goals, Strategies, Values, Norms/Tradition, Rules/Policies, Benefits, and Personal life. In addition to the identification of content dimensions, the author observed four meaningful levels to which the content types can be applied: Work, School/Department, University, and Discipline.

The author tested and generalized interview findings through surveying 132 LIS doctoral student participants in the U.S. The survey findings supported the importance of both professional and interpersonal characteristics of mentors, although the participants placed more value on professional than interpersonal characteristics. When comparing participants' perceptions of their current mentors/advisors and ideal mentors, current mentors were quite similar to ideal mentors, although there were statistically significant differences on many characteristics between current advisors and ideal mentors. Moreover, the survey confirmed that information exchange occurs in all of the sixteen types, although frequencies varied. In particular, information exchange was more frequent in the group of participants who considered their advisors to be mentors than it was among those who did not. It was also found that there is a changing pattern in the overall frequency of information exchange across the stages of doctoral work.

This dissertation presented faculty mentor characteristics comprehensively and concretely, which will enable faculty advisors to reflect on and improve their mentoring practices. It also suggested doctoral students' experiences from the perspective of information, which contributes to increasing our understanding of its role in the doctoral training process. Through investigation of the types of information exchanged, the author attempted to make the immeasurable and invisible dimension of mentoring measurable and visible in order to illustrate the important role of information and information exchange. Finally, the author proposed a modified definition of mentoring/mentors, adding the dimension of information to existing definitions.

Theoretically, the current study addressed the dearth in content framework research in academic settings, especially academic mentoring, and it established a foundation for the examination of interpersonal information behavior in mentoring. Practically, the list of mentor characteristics identified from the study could be referenced to evaluate advisors/mentors, allowing them to address shortcomings. In addition, the study findings may help characterize

and understand the doctoral study process from the perspective of information science, which can be used for improving current doctoral advising/mentoring practices, contributing to decreasing students' attrition rates and promote their professional and personal success. Last but not least, the information types can be used to develop a measurement system that evaluates the effectiveness of knowledge transfer and mentoring.

Document URL: <https://search.proquest.com/docview/1796056158?accountid=45039>

Effects of peer mentoring on high-achieving, low-income first year college students

Author: Taylor, Ronda D.

Publication info: Indiana State University, ProQuest Dissertations Publishing, 2016. 10106089.

[ProQuest document link](#)

Abstract:

This dissertation examined the impact a peer mentoring program had on student success as it related to self-efficacy and level of engagement. Unfortunately, graduation rates have fallen dramatically or have remained stagnant for many years. Institutions of higher education are feeling the pressure from the government, employers, and students to improve their retention and graduation numbers. By enacting a peer mentoring program, especially for first-time, low-income students, students may be better equipped to navigate the higher education system, have a support mechanism on campus, and be connected to various campus resources. Through peer involvement, level of engagement, and a better connection with the institution, students may be positioned to experience higher self-efficacy.

This dissertation used a mixed methods approach. Data were collected from institutional records, pre- and post-program surveys, and interviews of select participants at the conclusion of the program. Results revealed the benefits of such a program while also revealing where opportunities exist to strengthen impact.

Document URL: <https://search.proquest.com/docview/1790818790?accountid=45039>

The effect of a peer mentoring program on the educational outcomes of African American and Hispanic freshman at a large urban Catholic private doctoral degree granting research institution

Author: Mangione, Robert M.

Publication info: St. John's University (New York), School of Education and Human Services, ProQuest Dissertations Publishing, 2016. 10110512.

[ProQuest document link](#)

Abstract:

Peer mentoring programs are considered of vital importance because of disparities in retention rates, persistence, attrition, and academic success factors among traditional and nontraditional students (Dominguez, 2015; Talbert, 2012, p. 22). Mentoring, in general, is a potentially effective tool for engaging minorities as accreditors, regulators, and stakeholders challenge the performance of higher education while calling for greater accountability, affordability (Shear, 2015; Edwards, 2014), and transparency with proof, though outcomes assessment, of institutional effectiveness (Shin, 2010).

This study assessed the effect of participation in the R.I.S.E. Network (Reach, Inspire, Succeed, Empower), a peer mentoring program, on educational outcomes of African American and Hispanic freshman. The sample was selected from the 2013-2014 and 2014-2015 academic years. Of 314 students included, 157 individuals were R.I.S.E. participants and 157 were non-R.I.S.E. participants.

There were three main research questions: (1) Does participation in the R.I.S.E. Network peer mentoring program significantly impact first year academic success, as measured by cumulative grade point average and cumulative hours completed, for African American/Black and Hispanic/Latino freshman at an urban Catholic doctoral degree granting research institution?; (2) Is there a difference in freshman cumulative grade point average and cumulative hours completed between African American/Black and Hispanic/Latino R.I.S.E. participants?; (3) Is there a difference in freshman cumulative grade point average and cumulative hours completed between male and female R.I.S.E participants?

Statistically significant results to research question one supported that participation in the R.I.S.E. Network, despite a low effect size, positively impacted first year academic success, as measured by cumulative grade point average and cumulative hours, for African American and Hispanic freshman at the institution. Research questions two and three did not produce statistically significant results. There was neither a significant difference in freshman cumulative grade point average and cumulative hours completed between African American and Hispanic R.I.S.E. participants, nor was there a significant difference in freshman cumulative grade point average and cumulative hours completed between male and female R.I.S.E. participants.

Although it is early in this intervention to comment definitively, such findings arguably support that the R.I.S.E. Network is initially balanced to meet the academic performance needs of the target demographic.

Document URL: <https://search.proquest.com/docview/1790111102?accountid=45039>

Formal mentoring programs to support students of color in the academy: A phenomenological analysis of student and faculty experiences

Author: Phelps-Ward, Robin

Publication info: Ball State University, ProQuest Dissertations Publishing, 2015. 3701442.

[ProQuest document link](https://search.proquest.com/docview/1790111102?accountid=45039)

Abstract:

Numerous formal mentoring programs (FMPs) exist within the context of higher education (Gershenfeld, 2014). Further, the federal government has put in place many programs to support minority students to the professoriate and these programs are widespread across the nation. Despite the prevalence of programs and national interest, empirical research dedicated to studying FMPs designed to support minority students through the faculty pipeline remains scant in the higher education literature with the exception of a limited number of studies (e.g., Charleston, Gilbert, Escobar, & Jackson, 2014; Davis, 2008; Smith, 2007). To address this gap, I examined the experiences of 11 faculty and 11 students involved in the Future Faculty program—an FMP designed to mentor students to graduate school and beyond. Through an interpretive epistemology and phenomenological method process, I interviewed participants to learn their experiences working in partnership with a mentee or mentor in the bounded system of the Future Faculty program situated at a public, Midwestern, predominantly White, four-year institution. Through the interpretive phenomenological analysis method (Smith, Flowers, & Larkin, 2009), I found that the experience was a process of teaching, learning, discovery, pathfinding, community, challenge, need fulfillment, role-playing, and goal-setting for students and faculty in the program. These themes suggest that faculty mentors are instrumental in guiding and motivating students of color to consider and pursue graduate school and that they play numerous roles as they work to adapt to a variety of student needs. Further, these findings support the anecdotal evidence presented throughout the years that mentoring and mentoring programs matter and influence students in positive ways that lead them to graduate school, the professoriate, and into the role of mentor for others.

Document URL: <https://search.proquest.com/docview/1681683808?accountid=45039>

Mentoring of first generation college students: A cross-sectional quantitative study

Author: Swift, Samantha

Publication info: California State University, Long Beach, ProQuest Dissertations Publishing, 2015. 1585525.

[ProQuest document link](#)

Abstract:

This quantitative study explored the perceived value of mentoring among mentors and mentees in the Partners for Success Program at California State University, Long Beach. Aspects of academic success were compared between mentees and randomly selected undergraduates not in the program. The sample size was 271 (27 mentors, 136 mentees, and 108 other undergraduates). A self-administered online survey measured values of mentoring, social support, and self-efficacy. GPAs were self-reported. Mentees valued career help significantly more than mentors. Both groups rated teaching, career counseling, and trust most highly. European Americans had significantly higher social support scores than Latino/Hispanics. Among mentees, self-efficacy was positively correlated with academic performance. It is recommended that academic mentoring programs focus their efforts on fostering trust and

providing advisement. Special attention should be paid to the availability of social capital, especially among ethnic minorities.

Document URL: <https://search.proquest.com/docview/1667091531?accountid=45039>

The effect of mentoring on the academic success of college sophomores

Author: Lee, John C.

Publication info: Old Dominion University, ProQuest Dissertations Publishing, 2014. 3662428.

[ProQuest document link](#)

Abstract:

A review of the higher education literature indicates that the majority of retention research has focused on first-year students and that additional research is needed for other class levels – particularly sophomores (Graunke & Woosley, 2005). However, the reality is that sophomores benefit from a minimal number of special programs, minimal contact with faculty and others in leadership positions, and minimal attention from student affairs personnel (Anderson & Schreiner, 2000). An unintended consequence of this reduced attention is higher than expected rates of sophomore attrition.

This exploratory research study employs a quasi-experimental quantitative research design to evaluate the results of a mentoring program for sophomore students. The instruments utilized to support the study are the "Student Role Commitment Scale" and the "Academic Skills Comfort Scale" from *the Transition to College Inventory (TCI)*. Academic success was assessed using cumulative GPA and retention of students from sophomore to junior status.

The findings of the study are analyzed and presented, and areas for future research are highlighted. The findings indicate that mentoring can have a significant impact on sophomore student academic success, which can lead to higher grades and persistence.

Finally, the study suggested directions for continued research and actions that might be taken to increase student academic success in higher education settings.

Document URL: <https://search.proquest.com/docview/1652847055?accountid=45039>

Doctoral Students' Mentoring Experiences and Their Perceptions of the Impact on Research Behaviors: A Focus on Historically Black Colleges and Universities

Author: Bishop, Nadielka D.

Publication info: North Carolina Agricultural and Technical State University, ProQuest Dissertations Publishing, 2014. 3626411.

[ProQuest document link](#)

Abstract:

Studies report that mentoring has a positive correlation with research development of doctoral students in higher education. Ten percent of Black doctoral degree recipients receive their education at Historically Black Colleges and Universities (HBCUs). Therefore, research mentoring at HBCUs should be examined. Understanding these environments can ensure diversity in higher education mentoring, tenured faculty positions, and research funding opportunities. This qualitative case study seeks to collect the research mentoring experiences reported by doctoral students at two HBCUs in the state of North Carolina and to report their perceptions of these experiences for characteristics relative to ten elements of Research Training Environment (RTE) Theory. One-on-one interviews and cluster/focus groups were used to allow participants from HBCUs in the state of North Carolina to share their perceptions of mentoring during their doctoral matriculation and whether or not they believe their experiences have had an impact on their research attitudes and abilities. Codes were created based on the characteristics of RTE theory. Nine of the ten characteristics emerged from the data collected. Member checking was utilized after analysis. Analysis was done using ATLAS.ti software. Interviews were transcribed and coded for emerging themes. Dominant outcomes from the conversations included mentee responsibility, anxiety and frustration about research, peer support and collaboration, a division of responsibility and opportunities, and reference to research as a guided journey. Future implications from this research include training faculty mentors to engage students in research efforts and to follow up on their efforts, implementing strategies that stress the importance of scholarship and industry, and enforcing or reinforcing collaborative research efforts among the doctoral student population.

Document URL: <https://search.proquest.com/docview/1558181400?accountid=45039>

The impact of mentoring on the self-perceived personal and professional success of African American women graduates of a Midwestern university

Author: Gardner, Deveta R.

Publication info: Western Michigan University, ProQuest Dissertations Publishing, 2014. 3584762.

[ProQuest document link](#)

Abstract:

Studies show that mentoring is generally beneficial for individuals and groups across various disciplines and categories of diversity (Ali, 2007; Carr, 1996; Hill, 2004). While a vast amount of literature identifies the impact of mentoring and its relationship to different variables such as age, race, gender, social economic status, and academic program, studies examining the impact of mentoring on African American women are lacking (Harris-Perry, 2011; Jones-DeWeever, 2009; Smith, 2000). This study was a retrospective investigation of the impact of mentoring on the self-perceived personal and professional success of African American women who graduated from public four-year post-secondary institution ($N = 185$). Participants completed

an online version of the study's instrumentation, the Mentoring Experiences as Undergraduate Students Survey, which was developed based on the work of Dr. Jeffrey Carr (1996) and Dr. Rita Ali (2007). The results of a multivariate analysis of variance (MANOVA) showed that there were no statistically significant differences between mentored and non-mentored participants regarding their perceived personal and professional success. The result of a Pearson correlation was statistically significant, showing a positive relationship between personal and professional success. This study also examined the association between mentor traits, mentor functions, and personal and professional success. A linear regression analysis established mentoring traits as the only statistically significant predictor of personal success. A second regression analysis showed that neither mentor traits nor mentor functions were statistically significant predictors of professional success. This and other implications of the study's findings are discussed, along with the study's limitations and recommendations for future research.

Document URL: <https://search.proquest.com/docview/1549548528?accountid=45039>

Cross-cultural mentoring relationships in higher education: A feminist grounded theory study

Author: Alston, Geleana Drew

Publication info: Texas State University - San Marcos, ProQuest Dissertations Publishing, 2014. 3629151.

[ProQuest document link](#)

Abstract:

The purpose of this feminist grounded theory study was to explore the nature of the cross-cultural mentoring relationship between Black female faculty mentors and their White female doctoral student mentees. As diversity among faculty and students increases in doctoral education (Bell, 2011; US Digest of Education Statistics, 2009), the likelihood of student-faculty cross-cultural mentoring relationships also increases. Furthermore, there is a small, but growing number of Black female faculty members within institutions of higher education (US Digest of Education Statistics, 2009) and one can assume some of these Black female faculty members serve as mentors for students in pursuit of their doctoral degree. Yet, most of the literature regarding student-faculty cross-cultural mentoring relationships focus on White (an mainly male) faculty mentors and graduate student mentees of color (Berg & Bing, 1990; Gattis, 2008; Waldeck, Orrego, Plax, & Kearney, 1997).

Five Black female faculty members and their five White female doctoral students participated in the study. Data were collected using an open-ended protocol and individual interviews lasted 60 to 90 minutes each. After conducting interviews, participants completed a critical incident questionnaire. Ascribing to constructivist grounded theory methodology, I used a systematic inductive approach to analyzing the data that involved memo-writing, multi-step coding, and theoretical sampling.

The shared culture of womanhood and motherhood was beneficial to the mentors and mentees as it was an entrée for explorations of unshared cultures such as race, sexual orientation, and

other cultures. For the White female doctoral student mentee, the cross-cultural mentoring relationship created an space for learning and self-reflection with regard to racial privilege and the significance of their own Whiteness. Age influenced the power dynamics within their mentoring relationships as 3 out of 5 dyads involved a mentor who was younger than the mentee. In addition, the women expressed their experiences as they negotiated tension involving the power dynamics due to what appears as a binary of two academic cultures, faculty versus administrators. As influenced by the shared and unshared cultures of motherhood and age, participants often share examples of when the roles of the mentee and mentor would temporarily reverse. Participants mentioned the importance of communication and trust while participating in a cross-cultural mentoring relationship. Lastly, the women highlighted the learning that occurred as the mentors and mentees foster and maintained their relationships.

The findings of this study yield recommendations for practice and further exploration on the topic of cross-cultural mentoring relationships within various educational contexts, but especially with regard to doctoral education. Ultimately, cross-cultural mentoring relationships have the potential to create space of learning about self and others and can result in personal and professional (and possibly institutional) transformation.

Document URL: <https://search.proquest.com/docview/1543368074?accountid=45039>

Perceptions of mentoring from fourth year medical students

Author: Charles, Stephen C.

Publication info: University of South Florida, ProQuest Dissertations Publishing, 2014. 3618432.

[ProQuest document link](#)

Abstract:

This mixed-methods research study investigated medical students' perspectives of professional mentoring through a web-based survey/needs assessment. The participants are fourth year medical students from three large urban research institutions and two regional branch campuses. The web-based survey/needs assessment was created, peer reviewed, and validated. A strategic sampling of focus groups was conducted to gather additional information regarding the results from the web-based survey. The information and data obtained from the survey and focus groups was used to provide recommendations for administrators and faculty about the mentoring program for each campus. A new proposed model of mentoring was developed upon analysis of both quantitative and qualitative data. The significance of this study includes not only the findings about medical school students' perspectives of professional mentoring, but also the development of a validated assessment tool able to inform administrators about perceptions of their medical students.

Document URL: <https://search.proquest.com/docview/1530416793?accountid=45039>

Faculty perceptions of mentoring first-generation/low income and underrepresented college students at predominately white institutions: An exploratory study

Author: Staples, Hilary G.

Publication info: Indiana University of Pennsylvania, ProQuest Dissertations Publishing, 2014. 3617618.

[ProQuest document link](#)

Abstract:

Demographic shifts in the United States indicate that students enrolling and matriculating in predominately white institutions (PWIs) will increasingly be students who are from first generation, low income and underrepresented minority (FG/LI/UNR) backgrounds (Betances, 2006). Extensive research suggests that students from these backgrounds face myriad more challenges in their academic progress than students from majority backgrounds including lack of academic preparation (Ishitani, 2003), burdensome life stressors (Collier & Morgan, 2008) and a lack of academic role models in their homes (Betances, 2006). However, through the development of mentoring relationships with faculty, FG/LI/UNR students can overcome these challenges (Smith, 2007; 2013). Using social and cultural capital theory as a guiding framework, this study explored faculty perceptions of mentoring students from these backgrounds as well as their lived experiences as mentors. Findings support the work of Smith (2013) who suggests that cultural and social capital can be transmitted within mentoring relationships, and that faculty perceive their role as mentors to be cultural brokers to FG/LI/UNR mentees.

Document URL: <https://search.proquest.com/docview/1527637551?accountid=45039>

The impact of mutuality in doctoral students and faculty mentoring relationships

Author: McMillian-Roberts, Kathleen D.

Publication info: Fielding Graduate University, ProQuest Dissertations Publishing, 2014. 3614117.

[ProQuest document link](#)

Abstract:

Mentoring is a close and dynamic helping relationship, which is characteristic of doctoral student-faculty relationships. Mutuality, a primary relational tenant in relational cultural theory (RCT), enables participants to mutually benefit from this shared learning experience where both contribute, respect, and affect each other in a relationship that fosters growth. This research explores relational conditions that promote mutuality between doctoral students and faculty mentoring relationships from a RCT theoretical lens.

Levinson, Darrow, Klein, Levinson, McKee (1978) laid the foundation in his seminal study of mentoring in human development. Kram (1988), another pioneer identified key aspects of mentoring relationships. Daloz (1999), another developmentalist, refers to the mentor as a "guide" who leads us along a journey. The work of these researchers has been applied mostly to

business settings and the RCT mutuality research was not in academic settings, both of which suggest that there is a gap that my research addressed.

Qualitative interviewing was used to capture detailed descriptions and experiences. There were 9 mentoring pairs for a total of 18 participants who had the same mentor for at least 2 years. These participants were recruited from the schools of Human and Organizational Development (HOD) and Educational Leadership and Change (ELC). Both schools are within Fielding Graduate University. This institution is based on adult learning theory and a distributive learning model. The students who attend this university are mid-career adults and full-time professionals. Through the use of thematic analysis, the data revealed that mutuality was the relational connector to the five themes identified: mutuality is core to growth fostering relationships and begins from the initial interaction of faculty and doctoral student; mutuality increases over time and simultaneously, a developmental shift occurs in the doctoral student as he or she begins to take ownership of his/her work; as the relationship deepens, contributions from the faculty and student are beneficial for both parties; the power differential that existed in the beginning of the mentoring relationship still remained but decreased and became more mutually empowering.

Document URL: <https://search.proquest.com/docview/1518540114?accountid=45039>

Mentoring and academic resilience: Academic progress in a predominantly white institution as a historically marginalized student

Author: Reed-Hendon, Caryn Y.

Publication info: Oakland University, ProQuest Dissertations Publishing, 2013. 10586576.

[ProQuest document link](#)

Abstract:

Mentoring for historically marginalized students in the post-secondary education years has been used as a means to mitigate factors of attrition in academic programs. As a student development construct, academic resilience utilizes protective processes for managing behavioral and emotional responses to difficult situations inside and outside of the classroom environment. This research study explored the relationship among academic resilience, mentoring, and academic progress in predominantly white institutions (PWIs). Using a quasi-experimental design, the researcher investigated retention and academic program progress rates for historically marginalized students from PWIs as each relates to academic resilience and mentoring.

The study focused on students who have recently participated within or were currently participating in a mentoring program instituted by the PWI since 2008, examining the effects of the program on their matriculation. Two research sites were studied in relationship to determine the effect their institutionalized mentoring programs had on the academic resilience of students who were a part of their programs. One institution had a peer-to-peer mentoring program, whereas the other institution utilized faculty and staff to mentor their students. The treatment group of 287 students who participated in a mentoring program was compared to

the control group of 482 students who did not participate in one (T=769). Both research site groups were comparable in age, race/ethnicity profiles, and length of time in programs. No other variables were used in this study. Out of the 287 mentoring program participants between the two sites, 19 students completed the Academic Resilience Inventory (ARI) to measure academic resilience between the two research sites.

Findings revealed that mentoring is one of a multitude of mitigating factors of retention for historically marginalized students. The findings also revealed that the type of mentoring (peer-to-peer vs. faculty/staff) for historically marginalized students had an influence on retention rates. The treatment group started its programs with lower aggregate grade point averages than the control group but performed on par with the control group or outperformed it consistently from academic year to academic year.

Document URL: <https://search.proquest.com/docview/1879875972?accountid=45039>

Adult undergraduate students' experiences in online academic mentoring relationships

Author: Buban, Jill Elizabeth

Publication info: Lesley University, ProQuest Dissertations Publishing, 2013. 3666523.

[ProQuest document link](#)

Abstract:

With its variety of meanings, the term mentor is broad and the role of the mentor can be vague or misconstrued in different learning environments. Increased use of technology in recent years has contributed to confusion regarding the role of the mentor in higher education settings where academic mentoring models are applied to distance learning programs.

This study examined undergraduate adult students' experiences in academic mentoring relationships that use technology for communication. Through an exploratory mixed methods study, a questionnaire of 273 students and six case studies revealed students' preferences for technology use, preferences for communication with their mentor, and their understanding of the mentor relationship. The questionnaire was adapted from the 2011 Educause Center for Analysis and Research (ECAR) National Study of Undergraduate Students and Information Technology Survey. Responses were analyzed through the lens of mentoring (Daloz, 1999), adult learning and development (Arnett, 2005, 2012; Belenky, et al., 1986; Knowles, 1984), and online learning and mentoring theory (Bierema & Merriam, 2002, Dahlstrom, 2011, Single & Muller, 2001). Findings from the survey and case studies suggest that the communication preferences vary by age and gender. In comparison to other age groups, emerging adults prefer to use the phone to communicate with their mentors. They are also the only age group that did not rank social media in the top six categories for preferred communication use with mentors. The cases studies showed that women would like to use social media for communication while men find it to be an unprofessional form of communication. Recommendations include that the academic mentoring model needs to be reevaluated for use in the virtual environment; institutions that utilize academic mentoring models should assess the selection, training, and

assessment of virtual mentors; and pilot different mentor models for the virtual environment, such as a mentor-match site. Institutions that provide online learning need to provide faculty, mentors, and staff policies, procedures, and training surrounding communication in the online environment. Further research needs to be conducted regarding the efficacy of varying mentor models, as well as the expansion of adult development studies to include late-life adults, or the emerging elderly.

Document URL: <https://search.proquest.com/docview/1640934509?accountid=45039>

Relational learning: A study of peer mentoring experiences among undergraduate teacher education majors

Author: Chorba, Kristen

Publication info: Kent State University, ProQuest Dissertations Publishing, 2013. 3618904.

[ProQuest document link](#)

Abstract:

Peer mentoring is a topic that has been prevalent in the literature for the past several decades and plays a significant role in the learning experiences of many students. This study investigated the experiences of peer mentors in one specific mentoring project, in order to learn how the mentors describe and understand those experiences.

Eighteen mentors participated in this qualitative study, which examined mentoring-influenced-by-relational-learning in pre-service teachers through in-depth, phenomenological interviews. These interviews were supplemented by photo elicitation and reflecting processes. These mentors defined mentoring as a multifaceted endeavor, which exhibits, among others, traits of teaching, friendship, learning, building relationships, and communication. They defined relational learning both in terms of the course they took, and as a construct which revolves around working together, talking through experiences, being open to new possibilities and ideas, and, through these, being in relationship with one another. Four themes were identified: (a) Mentors experienced relational learning; (b) Mentors experienced investment; (c) Mentors experienced challenges; and (d) Mentors identified ways mentoring can be different. An overarching theme was, mentors and the mentoring project experienced a process of becoming. Mentors also described their overall experiences, explained the ways in which they feel they benefitted from the project, and discussed why they believe this project has been successful. Implications of these findings are also discussed, as they relate to both research and practice.

Document URL: <https://search.proquest.com/docview/1531327947?accountid=45039>

Mentoring in Student Affairs: An Interpretive Study of Experiences and Relationships

Author: Williams, Amanda Leigh

Publication info: North Carolina State University, ProQuest Dissertations Publishing, 2013. 3586239.

[ProQuest document link](#)

Abstract:

New professionals in student affairs enter the field motivated and ready to start their new careers (Olyha, 2004), though 50–60% of new professionals end up leaving the field before they complete their fifth year of employment (Renn & Hodges, 2007). Mentoring is a suggested strategy to help with retaining professionals in the workplace (Beecroft, Santner, Lacy, Kunzman, & Dorey, 2006; Blank & Sindelar, 1992; Chao, 2009; Eby & Lockwood, 2004; Ehrich, Hansford, & Tennent, 2004; Hallam & Newton-Smith, 2006; Leners, Wilson, Connor, & Fenton, 1996; Payne & Huffman, 2005; Tull, 2009). The purpose of this study was to explore the mentoring relationships of new professionals in student affairs and gain an understanding of how mentoring functions influence their career development and intent to remain in the field. Using Kram's Mentoring Role Theory and Chao et al.'s dimensions of socialization as lenses through which to view the experiences of the participants, this study sought to answer the following research questions: (1) What are the mentoring experiences of new professionals in student affairs? (2) How do new professionals in student affairs perceive their mentoring experiences? (3) In what ways do new professionals in student affairs experience the career functions expected through a mentoring experience? (4) In what ways do new professionals in student affairs experience the psychosocial functions expected through a mentoring experience?

This study employed a basic interpretive qualitative research design. Data were collected through interviews, journal prompts and participant resumes. Themes emerged from the findings of the study that revealed the areas in which new professionals in student affairs perceive mentoring to influence their career development and career intentions. The overarching themes included benefits of mentoring, challenges of mentoring, and success in the profession. Each of the three primary categories also encompasses a number of themes that further help describe the mentoring experiences of the participants.

The reflections and experiences of new professionals in student affairs who have been in the field for more than five years and have had the opportunity to be involved in a mentoring relationship are important as we endeavor to understand the process and the outcomes of mentoring experiences. This study highlights how mentoring experiences can lead to confidence, professionalism, career advancement, and staff retention. Kram (1985) noted that mentoring takes place along a continuum and each relationship is unique. The participants in this study had positive career and psychosocial outcomes that contributed to their skills, knowledge and socialization into the field.

The findings of this study align with existing literature on mentoring and expand the student affairs literature by providing awareness into the mentoring relationships and experiences of new professionals in student affairs, including discussion about the participant's future career

intentions. Though it is not the only strategy for attrition and professional development, this study demonstrated that mentoring can be a dominant aspect of career development and staff retention in student affairs.

Document URL: <https://search.proquest.com/docview/1513578925?accountid=45039>

Mentoring as it Relates to Persistence in Associate Degree Nursing Students

Author: Peltz, Caroline M.

Publication info: Eastern Michigan University, ProQuest Dissertations Publishing, 2013. 3610838.

[ProQuest document link](#)

Abstract:

Students who are preparing to become registered nurses are more likely to attend community colleges due to the unequal distribution of financial resources to educational systems that have evolved from the impact of globalization. The purpose of this descriptive cross-sectional study was to increase the understanding of mentoring as it relates to the perceived ability to persist among nontraditional students enrolled in associate degree nursing programs at community colleges. This investigation presented a discussion of how student involvement in a mentoring relationship and the domains of mentoring differed by student background characteristics. Additionally, the domains of mentoring and student involvement in a mentoring relationship were explored with the students' perceived ability to persist.

Study participants were administered an online survey, which yielded $N = 283$. Descriptive and inferential statistics were performed using SPSS Version 21 statistical software. The sample characteristics resembled those compiled by the National League of Nursing (2012).

Males met with a mentor more frequently per grading period than females. Differences were found between males and females on the measures for psychological/emotional support and academic support. Part-time students and students who were successful in nursing courses met more frequently with a mentor than full-time students and those who failed a nursing course. A significant relationship was found between psychological/emotional support and the existence of a role model. Most often, the person whom the study participants identified as their mentor was a family member.

Researchers in nursing education have the opportunity to build a consistent definition of mentoring and a conceptual framework for traditional and nontraditional students enrolled in two- and four-year institutions through the continued exploration of mentoring and how mentoring relates to the perceived ability to persist.

Document URL: <https://search.proquest.com/docview/1500840641?accountid=45039>

Enhancing mentoring practices as a framework for effective mentoring

Author: Smith, Marye Mathis

Publication info: Walden University, ProQuest Dissertations Publishing, 2013. 3609625.

[ProQuest document link](#)

Abstract:

Mentoring has been identified as an effective way to provide support for new teachers. As a strategy to support new teachers and to address teacher attrition, a rural high school in West Central Georgia sought to identify the concepts needed for an effective mentoring program. The purpose of this case study was to explore best practices in mentoring through literature and to gather empirical data through a face-to-face interview with an administrator and by online anonymous interviews with 8 mentors and 15 mentee teachers. Danielson's 22 components and 4 domains from Frameworks for Teaching were used to code emerging patterns and themes. The overarching question that informed the research focused on elements needed for an effective mentoring program. The conceptual framework for the study was based on a constructivist approach in which mentoring experiences were examined from the participants' perspectives. Findings indicated that the most effective mentoring program is developed from a nonlinear perspective, and provided within a comprehensive induction design wherein professional collegiality is stressed and formal and informal mentoring is practiced. Consequently, a policy recommendation for an effective mentoring program was created that addressed the mentoring needs for the school under study. This study is significant in that it will provide an effective mentoring program that will meet the needs of the mentors, beginning teachers, administrators, students, policymakers, and the teaching profession. Further, the school under study, as well as other school districts, organizations, and industries, will be afforded integral data to help plan and develop effective mentoring programs or to improve and align existing mentoring programs with optimal results.

Document URL: <https://search.proquest.com/docview/1498550388?accountid=45039>

Relationship of Peer Mentoring to Academic Success and Social Engagement for First Year College Students

Author: Mitchell, Brenda O.

Publication info: North Carolina Agricultural and Technical State University, ProQuest Dissertations Publishing, 2013. 3609958.

[ProQuest document link](#)

Abstract:

A correlational explanatory research design examined the relationship between peer mentoring, academic success and social engagement of first year college students participating in a peer mentoring program at a research one university in the southeastern United States. One hundred thirty-eight participants from the peer mentoring program responded to a Peer

Mentoring, Academic Success and Social Engagement (PMASSE) questionnaire created and pilot tested by the researcher; the PMASSE had a Cronbach alpha reliability of 0.95. Peer mentoring was the independent variable and academic success and social engagement were the dependent variables. Three primary theoretical frameworks were utilized: social constructivism, theory of student involvement, and the theory of social integration. Descriptive statistical analyses showed several patterns related to the quality of the peer mentoring experience, level of academic success, and social engagement as perceived by the first year students. Inferential statistical analyses—including Fisher's exact test and one-way ANOVAs—yielded several statistically significant relationships between peer mentoring, academic success, social engagement, and demographic mediating variables.

Document URL: <https://search.proquest.com/docview/1497943958?accountid=45039>

"When you want to give up, you want to give in": Mentoring perceptions of African American women doctoral students at a predominately white institution

Author: Fowler, Rhonda Michelle

Publication info: Texas A&M University, ProQuest Dissertations Publishing, 2013. 3607432.

[ProQuest document link](#)

Abstract:

Mentoring in graduate education is considered an important and essential part of graduate education. The journey to the doctorate for African American students, especially for African American women, comes with many hurdles and obstacles. Mentorship for these students has become a common topic when discussing faculty-student relationships.

This qualitative study was designed to understand the mentoring experiences of African American women human resource development (HRD) doctoral students and how they make meaning of their mentoring experiences with at a predominantly White institution (PWI). The research questions to guide this study were: (1) what are the perceptions of faculty mentoring for African American female doctoral students in this HRD program and (2) what are the experiences of faculty mentoring for African American female doctoral students in this HRD program.

The selection of participants for this qualitative study included six African American women enrolled in an HRD program at a PWI. Purposeful sampling was used to generate information and rich data. In this study, each of the six participants was interviewed individually with an interview guide consisting of semi-structured interview questions.

To successfully explore the mentoring experiences of African American female students enrolled in a HRD doctoral program at a PWI, key findings from this study were reported from a qualitative study involving six African American female doctoral students enrolled in an HRD program at a PWI. Emerging themes from the study were identified as how they got to where they are; the perceptions, expectations, and actual experiences between the women and

faculty. To reinforce and inform the need for mentoring, the participants provided an insight on their experiences as an African American female doctoral student in an HRD program at a PWI. In addition to a general discussion of the mentoring relationships, I focused primarily on the African American female doctoral students perceptions, expectations and experiences regarding their mentoring relationships with faculty. The findings from this study included support from family, friends and some faculty members, feelings of isolation, disconnected from the program, overwhelmed and no guidance. Other findings included only select few (students) receive mentoring, faculty don't expect much from African American women students and yearning for an African American female faculty mentor.

Document URL: <https://search.proquest.com/docview/1491386417?accountid=45039>

Mentoring experiences of undergraduate black males: A case study of their journeys, access, and participation

Author: White, Anthony L.

Publication info: Texas State University - San Marcos, ProQuest Dissertations Publishing, 2013. 3577810.

[ProQuest document link](#)

Abstract:

The present qualitative case study documents the mentoring relationships and collegiate experiences of eight undergraduate Black males as well as their self-reported participation and access to mentoring. The main research question guiding the study was: What are the mentoring relationships and collegiate experiences of eight undergraduate Black males as well as their self-reported participation and access to mentoring? The supporting questions included: (1) What does mentoring look like for undergraduate Black males? (2) What are their perceptions of mentoring relationships? (3) How do these mentoring relationships impact their collegiate experience? Data collection sources for this study were: individual interviews, artifacts identified by the participants, a focus group session, and field notes. Narrative analysis served as the method for data analysis as data were collected through stories and accounts of the individual and collective experiences of the study participants. To this end, this dissertation provides two chapters for study findings, chapter four and chapter five. Chapter four provides detailed insight into the personal background of the eight Black male undergraduate participants, what mentoring looks like for them, and their perceptions of mentoring relationships. Chapter five documents the participant's access to various forms of capital and the experiential learning product of their participation in mentoring programs offered by the university. Study findings are presented in light of Kolb's (1984) experiential learning theory and forms of capital as described in the work of Bourdieu (1986) and Yosso (2005) and consist of cultural capital, social capital, and navigational capital. Finally, the last chapter presents highlights of participants' perceptions about mentoring, a suggested best practices model,

tensions and challenges related to the study, implications for practice, and ideas future research.

Document URL: <https://search.proquest.com/docview/1490983165?accountid=45039>

Student Satisfaction with an Online University and its Mentoring Program as Predictors of Student Academic Performance

Author: Flores, Alberto M.

Publication info: Grand Canyon University, ProQuest Dissertations Publishing, 2013. 3601235.

[ProQuest document link](#)

Abstract:

In an increasingly competitive world, many universities have tried to improve academic performance, retention and graduation rates by introducing online education or mentoring. Although researchers have explored university mentoring using qualitative methods, few have addressed the quantitative connection between student mentoring and academic performance. The analyses of this study consisted of the census population of graduate and undergraduate students and the relationship between the predictor variables (a) satisfaction with mentoring and (b) satisfaction with the university and the outcome variables (a) satisfactory academic performance (SAP) and (b) on-time progress (OTP). Four separate regression analyses using ordinary least squares (OLS) methodology for the continuous outcome variable SAP and binary logistic methodology for the binary outcome variable OTP, were performed on 19,869 responses to a survey designed and administered by the university over a three-year period. Each regression included demographic and school variables as controls. Positive linear relationships were found between both predictor variables and SAP. A positive relationship was found between the satisfaction with the university and OTP; however, satisfaction with mentoring was not a predictor of OTP. The strengths of the significant relationships were low, which indicated that other variables, some among the controls and others unaccounted for here, had stronger influences on academic performance than either of the predictor variables. The results of this study provided information based on quantitative analysis about the relationship between student satisfaction and student academic performance outcomes.

Document URL: <https://search.proquest.com/docview/1466304636?accountid=45039>

Mentoring in associate degree nursing: A mixed-methods study for student success

Author: Fishman, Darlene C.

Publication info: California State University, Fullerton, ProQuest Dissertations Publishing, 2013. 3576650.

[ProQuest document link](#)

Abstract:

For over a decade, the nursing profession has increased enrollments and established new education programs in response to the national nursing shortage. The profession has focused on increasing the numbers of new graduate nurses prepared to replace the nation's aging nursing workforce. Considering the expense of this educational process with close supervision requirements, limited clinical spaces, and high attrition rates, this exploratory mixed methods study examined mentoring as a success strategy to retain nursing students in school. This study of nursing students enrolled in an associate's degree program in one California community college explored mentoring from the students' point of view. The study explored the personal perceptions and meaning attributed to the mentoring experiences of one group of nursing students.

Using focus group interviews, the qualitative phase of this study identified the characteristics and shared experiences of 20 volunteer participants. In the second phase, 112 student volunteers (57% response rate) completed an online survey developed from an analysis of the focus group interview data. The respondents' demographics were representative of the four semester nursing program student body. The survey findings affirmed that the participants perceived mentoring by a registered nurse beneficial and useful. Coaching and encouragement from a nursing professional as well as peer support had a positive impact on the program outcomes of retention and program completion.

Document URL: <https://search.proquest.com/docview/1464789040?accountid=45039>

Formal university-wide mentoring: A case study on the program development process to meet the needs of novice nursing faculty

Author: Folgert, April L.

Publication info: Capella University, ProQuest Dissertations Publishing, 2013. 3592591.

[ProQuest document link](#)

Abstract:

This study examined how a formal, university-wide mentoring program was developed at a large, Midwestern university to meet the needs of novice nursing faculty. The purpose of this study was to gain an in-depth understanding of the program development process. A qualitative, case study methodology and design and development research approach was employed. Interviews were conducted with members of a university mentoring committee and a former administrator. A focus group session was held with nursing college mentoring task force members and the university mentoring committee. Data was triangulated by analyzing the verbatim transcripts against available documents on the program development process. Findings from this study revealed that the formal, university-wide mentoring program was designed in 4 steps: establishment of a nursing college task force, appointment of a nursing college mentoring program coordinator, formation of a university mentoring committee, and the appointment of a university mentoring program director. Challenges that were perceived

by those who participated in developing the formal, university-wide mentoring program included limited funding to support the program, insufficient support and direction from administration, and a lack of time. Further research is needed to measure the extent to which this process will meet the needs of novice nursing faculty and ultimately retain them in academia.

Document URL: <https://search.proquest.com/docview/1437011600?accountid=45039>

Mentoring first-year college students: The impact on academic performance and social development

Author: Avalos-Louie, Mirella I.

Publication info: St. John's University (New York), School of Education and Human Services, ProQuest Dissertations Publishing, 2013. 3571093.

[ProQuest document link](#)

Abstract:

In this 2-semester qualitative case study, the researcher/mentor intended to develop an understanding of how the process of mentorship unfolded for four academically at-risk first-year college students. The *College Student Inventory* (CSI) was administered at the onset of the study, followed by student interviews, class observations, and comprehensive note-taking during the mentoring of the student/participants. CSI results produced accurate markers that assisted with strategic planning of the mentoring process. The subscales indicated non-academic domains of concern (financial aid, career counseling, and receptivity to institutional personnel). The mentored students participated in a committed and responsive manner. Self-confidence and motivation were positively impacted by the intervention. Social development and student involvement were also explored. In order to significantly impact the students' organizational skills and course grades, more time was needed to achieve desired outcomes. Non-academic factors affecting course grades were addressed. It was concluded that these factors also weigh heavily toward retention. Financial need posed a significant threat to the student-participants in this study. Academic mentoring contributed to the retention of three of four students mentored. The researcher provided insight on the mentoring process and its implications for at-risk students, mentors, and higher education institutions. Recommendations were made for colleges and universities for implementation of mentoring programs that can be strategically effective and financially feasible to implement. Limitations include recruitment of participants and length of intervention.

Document URL: <https://search.proquest.com/docview/1430914613?accountid=45039>

Support and Retention: Exploring the Role of Mentoring Relationships and Social Capital between College Students and Student Affairs Professionals

Author: Pearl, Domenica Cimarusti

Publication info: University of California, San Diego, ProQuest Dissertations Publishing, 2013. 3560002.

[ProQuest document link](#)

Abstract:

The California State University system recently announced a long-term Graduation Initiative to increase the six-year graduation rate by 8%. As a result, close attention is being focused on ways to retain students at risk of leaving the university prior to graduation. Although it is generally acknowledged that mentoring programs promote college student success, little is known about informal mentoring relationships between Student Affairs practitioners and students and the influence these relationships have on college student persistence. Using emotional intelligence and social capital theory as a framework to explain the importance of meaningful relationships, this dissertation explored the literature on mentoring as a means to promote college student persistence. A two-phased explanatory mixed methods study was conducted to explore elements of social capital and emotional intelligence in mentoring relationships. A conceptual framework, intersectional model and an ideal mentor condition mentors can utilize as a means to facilitate college student retention are proposed. Implications for practice as well as future considerations are suggested.

Document URL: <https://search.proquest.com/docview/1355719737?accountid=45039>

Can Cross-Race Mentoring Help Minority Students and Break Down Prejudice? Mentoring Experiences in Higher Education

Author: Rainer, Jennifer Brooke

Publication info: Portland State University, ProQuest Dissertations Publishing, 2012. 1534477.

[ProQuest document link](#)

Abstract:

Cross-race mentoring relationships are of interest to the theory and practice of mentoring and they also speak to a longstanding problem in the sociological study of prejudice. The mentoring literature reveals some disagreement regarding the advisability of cross-race matching for young protégés. Some researchers stress same-race matching, while others emphasize the problem this creates for minority's facing a dearth of mentors. Sociologists and psychologists, on the other hand, have amassed evidence showing support for a contact hypothesis, which states frequent intergroup contact between equal-status members can lead to improved perceptions of the *Other*. However, to date, the contact hypothesis has not been explored in the context of mentoring relationships between white adults and minority youth. This Thesis hopes to fill these gaps in the literature.

The purpose of this Thesis is to better understand the perceptions and understandings mentors and protégés attach to their cross-race mentoring relationship. It is primarily concerned with identifying the conditions that lead to successful outcomes of interracial mentoring experiences. Specifically, this study explores the perceptions of white adult mentors and black and Latino protégés of their activities, interactions, and their views on the advantages and drawbacks of their cross-race mentoring relationship.

This study explores mentors and protégés in cross-race mentoring relationships to grasp a better idea of the meanings each mentoring partner attaches to their mentoring experience. Respondents are sampled from one formal mentoring program at a four-year university. Nine mentors and eleven protégés are interviewed following a semi-structured format. From this sample of twenty participants, six complete pairs participated. The remaining seven respondents make up the supplemental data group, as their mentoring partner did not participate in this study.

This study suggests that the intergroup contact theory is useful in explaining the outcomes of these cross-race mentoring relationships. Not only does this Thesis support the intergroup contact theory, it also broadens our understanding by painting a more complete picture of how the optimal conditions emerge and work to strengthen and reinforce one another. Additionally, this research highlights how important understanding both the in-group and out-group member's perceptions are when exploring cross-race mentoring relationships and the intergroup contact theory. Finally, this study supports the notion that a mentoring program's structure is an important feature that can greatly enhance or inhibit mentoring bonds between mentors and protégés.

Document URL: <https://search.proquest.com/docview/1315758857?accountid=45039>

Mentoring and Mental Models: Outreach to First-Generation, Low-Income Students

Author: Smith, Matthew J.

Publication info: University of Nevada, Reno, ProQuest Dissertations Publishing, 2012. 3550285.

[ProQuest document link](#)

Abstract:

This qualitative single-case study examined mental models of mentoring held by both program initiators and mentors associated with a specific educational outreach initiative, the Dean's Future Scholars (DFS) program. DFS students were first-generation and low-income (FGLI). Mentoring was the primary service provided to precollege DFS students, and other services included summer academic programs, tutoring, college knowledge, courses for college credit, and internship placement. In-depth interviews were conducted with three program initiators, and nine program mentors. This study examined the development and implementation of the mentoring aspect of the program, from its creation in the year 2000, through the retirement in 2012 of the second DFS program director. This study focused on mental models of both

initiators and mentors to inform mentoring practices of outreach programs for FGLI students. Social capital was selected as the theoretical framework, and a constructivist grounded theory approach was utilized for data coding and analysis. Three major themes were constructed from the participant interviews. From the initiators, the key theme of "Trusting the people" was developed. Through the mentor interviews, both "DFS changed my life", and "I want to help others" were key themes built from the data. Two key findings were gleaned from the interview data of both initiators and mentors: (a) commitment to a shared vision was central to the development of DFS; and (b) the shared vision was realized through practices that built social capital for DFS students.

Document URL: <https://search.proquest.com/docview/1285529408?accountid=45039>

Surviving STEM: Mentoring, self-efficacy and career intentions of female graduate students in science, technology, engineering, and math

Author: Yost, Elizabeth Allyne

Publication info: The University of Alabama at Birmingham, ProQuest Dissertations Publishing, 2012. 3526044.

[ProQuest document link](#)

Abstract:

The state of women in STEM (Science, Technology, Engineering, and Math) is not equitable to that of their male counterparts. While great strides have been taken in the last few years, many areas of STEM are still unable to draw equitable numbers of women into the academy. One way to encourage women to enter in and remain in the academy is through mentoring. Through mentoring, women are able to see that a career path is possible for them and better learn how to navigate the structure of the academy. Mentoring has also been shown to increase self-efficacy, which the Social Cognitive Career Theory states, is integral for career success. Using Social Cognitive Career Theory, this work evaluates the impact of mentoring on self-efficacy and intended career outcomes. Using data from a nationwide study of female graduate students in STEM programs at NSF ADVANCE Institutional Transformation awardee institutions, both quantitative and qualitative analysis is evaluated. Two hundred nineteen individual responses are considered for logistic regression and 40 randomly selected cases are considered for narrative method. The narrative method is compared to logistic regression to evaluate the strengths and weaknesses of each method for the research question. Narrative analysis and logistic regression do not find support for self-efficacy or mentoring impacting intended career outcomes. Both methods do find support for the impact of social support or number of close friends and family. Further research into the impact of mentoring and ways to build self-efficacy in this population is vital in continuing to address the gender inequity STEM fields are currently facing.

Document URL: <https://search.proquest.com/docview/1095577791?accountid=45039>

The Role of E-mentoring in Helping College Sophomores Persist and Stay Enrolled

Author: Harris, Robert E.

Publication info: Northcentral University, ProQuest Dissertations Publishing, 2012. 3528920.

[ProQuest document link](#)

Abstract:

The college sophomore year is considered a difficult year for many students. College sophomores tend to experience the least amount of attention and support during a time when they are pursuing academic and personal goals. When these students encounter challenges that coincide with a limited amount of assistance with decision making, they can experience a lack of motivation and involvement academically and socially. Such experiences can increase the likelihood of students leaving the institution and ending a degree pursuit. This applied mixed methods case study assessed the influence of online mentoring, referred to in this study as an E-mentoring program. This program was designed to target sophomore students, those who have earned between 30-64 hours, and assist them with their adjustment through the college sophomore year. All sophomores attending Southwest Baptist University (SBU) of Bolivar, Missouri, approximately 355, were asked to participate in this study by (a) taking Schreiner's *Sophomore Experiences Survey* as a pretest, (b) participating in eight E-mentoring sessions over an eight-week period, and (c) retaking the *Sophomore Experiences Survey* as a posttest. A *t*-test was conducted between quantitative pretest and posttest results to identify if the group's average scores statistically changed between the instrument's categories of academic self-efficacy, student satisfaction, and commitment to stay enrolled. Participants self-reported a statistically significant difference regarding the influence of an E-mentoring program on students' academic self-efficacy and student satisfaction levels during the second semester of their sophomore year. In addition, there was no statistically significant difference regarding the influence of an E-mentoring program on students' commitment to stay enrolled. Once the quantitative data were collected and analyzed, three focus groups containing 10 participants each were formed. Focus group participants were asked open-ended qualitative questions regarding the sophomore year and the study's E-mentoring program. The participants communicated several resonating themes that may influence sophomores as they traverse through the academic year. The quantitative and qualitative findings of this study added to the literature regarding E-mentoring and intervention programs designed to help sophomores persist and stay enrolled.

Document URL: <https://search.proquest.com/docview/1052391191?accountid=45039>

Effectiveness of Peer Mentoring and College Success Courses on Developing the Self-Efficacy of First-Year Community College Students

Author: Miranda, Vivian

Publication info: Arizona State University, ProQuest Dissertations Publishing, 2011. 3487459.

[ProQuest document link](#)

Abstract:

President Obama's *Completion Agenda* is a plan that emphasizes improved student retention and persistence. The agenda also emphasizes the important role community colleges play in moving the nation toward economic prosperity. Current statistics indicate that nearly 48% of first-time college students are lost to attrition before the end of a student's first year of college. Student success is largely determined by student experiences during the first year; in order to address the *Completion Agenda*, colleges will need to support initiatives designed to help first-year students succeed.

This study investigated the effectiveness of peer mentoring and college success courses on developing the self-efficacy of first-year community college students by evaluating the effectiveness of two course formats of a college success course; one format uses support of a peer mentor(s) and the other format does not use support of a peer mentor(s). The self-report College Student Self-Efficacy Inventory (CSEI) served as a data source instrument designed to measure the college experience in general and, in particular, the degree of confidence students have in their abilities to successfully perform a variety of college-related tasks. The CSEI consisted of 20 questions designed to measure three principle factors: academic self-efficacy, social self-efficacy, and social integration self-efficacy. Student demographic factors, including gender, age range, ethnicity, educational background, and data pertaining to the participants' educational goals and enrollment history, were also examined. Analysis methods included descriptive statistics, a *t*-test, and a one-way analysis of variance (ANOVA) measuring differences for each factor based on whether the student was supported by a peer mentor or not.

Data analysis revealed no immediate measurable differences between the two formats; however, findings could suggest that the seeds of college success were nurtured and the experience of being enrolled in either course format of a student success course has yet to be realized. It was assumed that understanding the relationship between the two course formats and development of students' self-efficacy would provide useful insight into the effectiveness, merit, or value of peer mentoring and college success courses.

Document URL: <https://search.proquest.com/docview/913081170?accountid=45039>

First Generation Latina Persistence Group Mentoring and Sophomore Success

Author: Golden, Amy Edith

Publication info: Arizona State University, ProQuest Dissertations Publishing, 2011. 3482161.

[ProQuest document link](#)

Abstract:

The purpose of this study was to help increase success for first-generation Latina students at Arizona State University by providing a group mentoring support experience during the spring semester of their sophomore year. Thirteen first-generation Latinas in their sophomore year were recruited from the Obama Scholars Program at Arizona State University. These students participated in one or two 90-minute group mentoring intervention sessions during the spring semester of their sophomore year and responded to reflection questions at the end of each session. Additional data were collected through e-journaling and field notes to document the mentoring process and the short-term effects of the group mentoring intervention.

Study participants named three themes as critical to their college success: college capital, confidence, and connections. Participants also reported that the intervention of group mentoring sessions helped them increase their knowledge of available resources, feel more confident about their remaining years in college, make connections with other first-generation Latinas, and convinced them to recommit themselves to working hard for immediate academic success to achieve their goal of becoming the first in their families to become a college graduate.

Document URL: <https://search.proquest.com/docview/908629581?accountid=45039>

Master students' perception of informal faculty mentoring—an explorative investigation

Author: Yang, Nangai

Publication info: University of Northern Iowa, ProQuest Dissertations Publishing, 2011. 3476217.

[ProQuest document link](#)

Abstract:

Originated from Mentor, a wise counselor to Ulysses and then teacher and protector to Ulysses' son Telemachus in Homer's *Odyssey*, the word mentoring now means teacher, advisor, sponsor and role model (Jacobi, 1991). The mentoring literature now characterizes this type of mentoring as informal or traditional mentoring that has been found to be very beneficial to doctoral students (Heinrich, 1995; Holland, 1995; Lyons, Scroggins & Rule, 1990; Schlosser, Knox, Moskovitz, & Hill, 2003). The purpose of this study was to investigate informal faculty mentoring at the master's degree level, namely the extent to which informal faculty mentoring activities were happening, the way these activities happened, and the impact these activities produced on mentored students as reported by mentored students themselves.

The study was guided by three research questions which are: (1) What types of informal faculty mentoring activities are happening in the master's degree programs of a regional university? (2) How helpful are the mentoring activities perceived by students? (3) What are the situational and personal factors associated with the happening of informal mentoring relationships? It was conducted in two phases: (a) pilot study and (b) survey. The pilot study was used to validate the survey instrument for this research. A mixed methodology was used in the form of a self-designed survey with a combination of open-ended and close-ended questions. Analysis was

done by using the descriptive function of the SPSS software after the data was cleaned and text responses coded.

It was found that master's degree students did experience a wide range of informal faculty mentoring activities in three respects, namely, in the academic, the career and professional, and the psychosocial dimensions. These informal faculty mentoring activities have produced varying but mostly positive impact on the students. The interaction in a mentoring relationship is mostly initiated due to the respect either paid to the faculty or mutually between faculty members and graduate protégés, students' commitment to the program or professional goals, and students' ability to perform.

Then practical recommendations were made to utilize the findings of this research. For example, reported informal faculty mentoring activities could be used to describe the kinds of interactions that are currently happening between faculty members and master's degree students. The perceived impact of these reported experiences offers an opportunity to compare these experienced activities to their perceived impact which will then help reveal students' true needs. The dynamics questions, on the other hand would aid in directing our attention to the occasions or factors that have contributed to the occurrence of the experienced beneficial mentoring relationships.

Document URL: <https://search.proquest.com/docview/894764456?accountid=45039>

Using Mentoring Enactment Theory to Explore the Doctoral Student-Faculty Member Mentoring Relationship

Author: Mansson, Daniel H.

Publication info: West Virginia University, ProQuest Dissertations Publishing, 2011. 3476492.

[ProQuest document link](#)

Abstract:

The purpose of this dissertation was threefold. The first purpose was to examine the advisor-advisee mentoring relationship using Mentoring Enactment Theory (Kalbfleisch, 2002). The second purpose was to examine the relationship between advisees' use of relational maintenance behaviors and their own and their advisors' reports of relational characteristics (i.e., liking, communication satisfaction, relational satisfaction, trust, work commitment, and control mutuality). The third purpose was to examine the extent to which advisees' relational uncertainty with their advisors was related to their use of relational maintenance behaviors and their advisors' provision of career support and psychosocial support. The results of Principal Component Analyses, Pearson correlations, and MANOVAs indicate that advisors and advisees have similar perceptions of what behaviors advisees engage in to maintain their advisor-advisee mentoring relationships. These behaviors are: appreciation, courtesy (advisees only), tasks, goals, protection (advisors only), and humor. Advisees' use of these relational maintenance behaviors generally is related positively their own reports of relational characteristics and received mentoring support from their advisors, but advisees' use of relational maintenance

behaviors is not related negatively to their relational uncertainty. Similarly, advisors' reports of their advisees' use of relational maintenance behaviors generally are related positively to their own reports of relational characteristics. The results indicate further that the sex composition of the advisor-advisee dyad has minimal impact on advisees' use of relational maintenance behaviors and advisors' provision of career support and psychosocial support for their advisees.

Document URL: <https://search.proquest.com/docview/894212420?accountid=45039>

Mentoring and professional identity development for African American female doctoral students: An exploratory study

Author: Curry, Nettavia Doreen

Publication info: Michigan State University, ProQuest Dissertations Publishing, 2011. 3469636.

[ProQuest document link](#)

Abstract:

This dissertation examines the impact mentoring relationships, between African American women doctoral students and faculty members, has on the students' professional identity development. Of particular interest is an examination of whether matched mentoring relationships between African American women doctoral students and African American female faculty members impact the professional identity of African American graduate students. The theoretical frameworks guiding this study are critical race theory and black feminist thought. Critical race theory and black feminist thought establish the foundation for this study. This examination of African American women doctoral students' mentoring experiences and perceptions of their professional identity development allows these women to tell their story in their own words. Sixteen African American female doctoral students across various academic disciplines in the social sciences, humanities and education participated in this qualitative investigation. Semi-structured interviews were employed with African American female doctoral students to gain this insight and understanding on their mentoring experiences, professional identity development and satisfaction with their doctoral education experience. Findings indicate that African American female doctoral students involved in mentoring relationships are more engaged in professional development activities that address their professional identity or feel more supported in their efforts to explore and solidify their professional identity and career trajectory. Implications and recommendations for doctoral programs and faculty are discussed.

Document URL: <https://search.proquest.com/docview/893651987?accountid=45039>

Mentoring in Engineering Capstone Design Courses: Beliefs and Practices across Disciplines

Author: Pembridge, James J.

Publication info: Virginia Polytechnic Institute and State University, ProQuest Dissertations Publishing, 2011. DP20040.

[ProQuest document link](#)

Abstract:

Capstone courses provide senior students in engineering with a culminating experiential learning environment, allowing them to apply the knowledge they have developed throughout their undergraduate education. Through anecdotal descriptions of the course, faculty roles have been classified as mentoring. Yet, there have been few systematic and empirical studies that aid in the exploration of the pedagogy and its effectiveness. This study used Kram's model of mentoring as a lens to explore mentoring in the capstone course more systematically. In addition, the learning theories that support project-based learning provided additional understanding into the functions and practices that faculty mentors use to support the students' career and psychosocial development.

This study used a sequential mixed methods design to explore the prominent mentoring functions seen in engineering capstone courses, identify the factors related to those mentoring functions, and analyze how the functions are related to perceived learning outcomes. Data collection included a survey of 491 capstone faculty, interviews of 25 survey respondents using the critical decision method, and a survey of 139 students of the interviewees. Quantitative data analysis included the calculation of descriptive statistics for the faculty and student survey item responses as well as a correlation analyses between the items representing mentoring functions and items representing factors of mentoring. Qualitative analysis involved a phenomenological analysis of the data through the coding of interview responses using Kram's mentoring functions as a framework.

Findings identified the mentoring practices associated with the career development and psychosocial functions. Additional findings indicated that: (1) challenging assignments, protection, and acceptance-and-confirmation are the dominant functions, (2) faculty background is a potential important factor of mentoring, whereas institutional and department demographics are negligible, and (3) most learning outcomes are associated with challenging assignments, with the exception of ethical understanding, which is developed through coaching, counseling, and role modeling.

The findings resulted in the development of a model of capstone mentoring. The model provides a holistic, research-based view of the role that faculty assume when mentoring capstone students. While this study did not systematically prove the model's effect on student learning, positive effects are supported by both student self-reports and learning theories associated with project-based learning. As such, the model can be used as a general guide for the development of pedagogical skills and assessment of teaching practices in project-based capstone courses.

Document URL: <https://search.proquest.com/docview/1033507366?accountid=45039>

Women's perception of the role and influence of mentoring on decisions to pursue doctoral degrees in sport management

Author: Noland, Melissa A.

Publication info: The Florida State University, ProQuest Dissertations Publishing, 2010. 3462336.

[ProQuest document link](#)

Abstract:

The purpose of this study was to ascertain what role, if any, mentoring played in female sport management faculty's decision to pursue doctoral degrees and to investigate and identify factors related to successful transition through the doctoral program. A qualitative, descriptive-interpretive approach utilizing a cross case analysis of current female faculty in sport management was utilized in order to discover participants' subjective views regarding a specific experience or experiences in an effort to provide unique, relevant data (Anda, 2002). This methodology allowed for a greater understanding of the participants and their experiences, and permitted respondents to examine these factors from their own perspectives. Semi-structured interviews were conducted with eight participants dichotomized by race-four White and four Black Assistant Professors teaching in undergraduate and graduate programs at various types of Carnegie classified institutions.

Seven major themes and six major personality traits and characteristics developed from verbatim transcriptions of the interviews. The seven themes included athletic involvement, career in athletics, career aspirations, pedagogy decision, influence of mentor, mentor roles, and context of mentoring. The six personality traits/characteristics related to success were athletic involvement, career in athletics, parental support, single with no dependents, competitive/confident, and vigilance/determination.

Document URL: <https://search.proquest.com/docview/877950669?accountid=45039>

Examining mentoring relationships within the sport management academy: Perspectives of mentors and protégés

Author: Beres, Jacqueline L.

Publication info: University of Windsor (Canada), ProQuest Dissertations Publishing, 2010. MR71615.

[ProQuest document link](#)

Abstract:

Mentoring has typically been studied in business environments, with fewer studies focusing on academic contexts and even fewer in the field of sport management. This study sought to examine the mentoring relationships among sport management doctoral dissertation advisors (mentors) and their former doctoral students (protégés). Semi-structured telephone interviews

were conducted with 13 participants. Participants collectively described examples of all of Kram's (1988) mentoring functions, with counselling, coaching, and exposure and visibility among the most frequently reported. Mentors and protégés described their current relationships as positive as well as both personal and professional in nature. Participants desired a wide range of characteristics in the other member (mentor or protégé) and cited numerous personal and professional benefits, including friendship and advanced career progression, as a result of their mentoring relationships. A discussion of these findings within the context of the relevant previous academic literature and suggestions for future research are also provided.

Document URL: <https://search.proquest.com/docview/858865104?accountid=45039>

Mentoring in higher education music study: Are good teachers mentors?

Author: McCowen, Heather V.

Publication info: University of North Texas, ProQuest Dissertations Publishing, 2010. 3436538.

[ProQuest document link](#)

Abstract:

This quantitative study examined the correlation between how college level music students rated their teachers on the Fowler/O'Gorman Mentor Functions Questionnaire and how they perceived two aspects of their private music lessons: (1) to what extent they perceived their relationship with their teachers as positive, and (2) to what extent they perceived their teachers as good. The respondents for this study were 295 undergraduate and graduate music majors studying at 5 private universities or music schools. Positive correlations were found between the scores on the Mentor Functions Questionnaire (MFQ) and good teachers and positive lesson experiences. No correlation was found between the existence of gender congruity or the lack of gender congruity and the mean score on the MFQ. Respondents reported differences among their teachers' behaviors ($p < .05$): Role Modeling and Coaching behavior were perceived at significantly higher levels than the other six mentoring behaviors, whereas Friendship and Advocacy behavior was found at significantly lower levels. The behaviors of Personal and Emotional Guidance, Career Development Facilitation, Strategies and Systems Advice, and Learning Facilitation were found at levels closer to the mean. When role modeling and coaching behavior are present, students perceive teachers as good and lessons as positive. It is not necessary to be friends with a student in order to provide a positive lesson experience. Fowler and O'Gorman's mentoring behaviors have implications for improving the mentoring of collegiate music students.

Document URL: <https://search.proquest.com/docview/818469060?accountid=45039>

The role and prevalence of faculty mentoring among African American and Latino undergraduates in different institutional contexts: A mixed methods study

Author: Dyer-Barr, Raina Marshel

Publication info: University of Illinois at Urbana-Champaign, ProQuest Dissertations Publishing, 2010. 3430857.

[ProQuest document link](#)

Abstract:

While the higher education mentoring literature is quite extensive, it largely discusses faculty mentoring in respect to graduate students. Knowledge about faculty mentoring among undergraduate students in general, and underrepresented undergraduate students in particular, in the extant literature is largely the result of the (mis)appropriation of what researchers know about faculty mentoring among graduate students to undergraduate students; very little research has actually been conducted that investigates faculty mentoring among undergraduates.

This study explores the role and prevalence of faculty mentoring among underrepresented undergraduate students. Utilizing a mixed methods approach, a secondary analysis of data collected from participants in the Summer Research Opportunities Program (SROP) was conducted to determine the role, importance, and benefits of faculty mentoring among underrepresented students, from their perspective. It also probes the prevalence of faculty mentoring among African American and Latino undergraduates particularly and whether it differs for these students based on the institutional context of the colleges and universities they attend. Additionally, this research explored the relationship between faculty mentoring and these students' collegiate satisfaction.

The findings suggest that underrepresented undergraduates generally find faculty mentoring relationships to be an important, beneficial, and valuable asset to their collegiate experiences and outcomes, especially their educational goals and aspirations. The findings also indicate that differences exist in the prevalence of faculty mentoring for these students based on the research emphasis and selectivity of their institutions; these findings have important implications for researchers, students, institutions, and practitioners. Ultimately, this work highlights the role of faculty mentoring among underrepresented undergraduate students and recommends that institutions and practitioners seriously commit to devising, developing, and evaluating strategies to foster these relationships and increase their occurrence among underrepresented undergraduate students.

Document URL: <https://search.proquest.com/docview/787891561?accountid=45039>

Faculty perspectives on doctoral student mentoring: The mentor's odyssey

Author: Burg, Carol A.

Publication info: University of South Florida, ProQuest Dissertations Publishing, 2010. 3424380.

[ProQuest document link](#)

Abstract:

In recent years, mentoring has emerged as a research domain, however, the preponderance of mentoring research has been situated first, in the business or organizational settings and second, in the K-12 educational setting, focusing on protégé experiences, using quantitative survey instruments to collect data. Thus, mentoring research literature includes a paucity of formal studies in the arena of graduate education.

Situated in the higher education setting, this study investigated the perspectives of faculty-mentors who provided mentoring to doctoral students who completed the doctoral degree, employing the qualitative research methodology known as phenomenology, as an orthogonal but complimentary epistemology to previous quantitative studies. Located specifically in the College of Education of a large research university, the study asked 262 College of Education doctoral graduates to nominate College of Education faculty who provided mentoring to them during their degree pursuit. A total of 59 faculty were nominated as mentors. Six of the most frequently nominated mentors participated in two semi-structured interviews (Berg, 2004).

The interviews addressed the mentor's experience of the mentoring endeavor, seeking to gather a description of their lived experience (Creswell, 1998) of mentoring and the meanings (Cohen & Omery, 1994) they garnered from it. The interviews yielded several shared perspectives on mentoring, including: a Gratifying Perspective, an Intentional Perspective, an Idiographic Perspective, a Teleological Perspective, and a Dynamic Perspective. Other noteworthy concepts that emerged from the mentors' data were: values, motivations, symbiotic relationship, and contextual negotiation. Implications for mentoring theory and practice as well as mentor development were described. The study contributed to development of a fuller phenomenological understanding of the perspectives of faculty-mentors in a mentoring relationship with doctoral students.

Document URL: <https://search.proquest.com/docview/755701942?accountid=45039>

Persisting beyond barriers: Impact of a mentoring program on the retention of African American students at a predominately White Florida university

Author: Wright, Tamala S.

Publication info: Capella University, ProQuest Dissertations Publishing, 2010. 3390691.

[ProQuest document link](#)

Abstract:

This mixed-methods case study examined to what extent mentoring is effective in increasing retention and degree persistence of African American students at a predominantly White university in Florida. Data were collected in two phases. The first phase of the study involved the quantitative data, which entailed collecting data from (a) the selected institution site; and (b) survey responses from the mentees in the mentoring program at the said institution. The

second phase of the study included semi-structured follow-up interviews with the African American student participants and the director of the mentoring program. The themes that were developed from the quantitative and qualitative data collection illustrated a positive correlation between mentoring and the retention of the African American students in the study. The results highlight the present and future challenges of African American students at predominantly White universities. The findings of this study will be useful for improving interpersonal relationships between students, faculty and administration, increasing student involvement university-wide, reviewing recruitment and retention efforts for underrepresented minorities' students, revising the mentoring program to include culturally diverse curricula, and improving mentoring relationships with students defined as underrepresented minorities.

Document URL: <https://search.proquest.com/docview/305245886?accountid=45039>

Mentoring, collaboration, and interdisciplinarity: An evaluation of the scholarly development of information and library science doctoral students

Author: Sugimoto, Cassidy R.

Publication info: The University of North Carolina at Chapel Hill, ProQuest Dissertations Publishing, 2010. 3402475.

[ProQuest document link](#)

Abstract:

This study evaluated the development of scholars within the field of information and library science (ILS) with an emphasis on mentoring, collaboration, and interdisciplinarity in the process of doctoral education. Using methodological triangulation of more than 200 questionnaires, 30 interviews, and the bibliometric analysis of 97 dissertation bibliography and curriculum vitae pairs, this study provides a description of the process of educating ILS doctoral students. Main findings from the study show that advisors serve as the most dominant mentor in the doctoral process and provide guidance and support of the student to prepare them for a career in research. Committee members serve a similar function, although to a lesser degree. Doctoral student colleagues provide emotional support and role-modeling. However, although there are multiple individuals providing support and guidance, the doctoral process is largely driven by the student. Collaboration of some form occurs in the majority of the advising relationships, however, slightly less than 50% of advisees co-publish with their advisors. The doctoral dissertation is not considered to be collaborative, although the advisor and committee members provide guidance and support. The dissertation bibliographies display a core in serial and conference literature, with interdisciplinary borrowing of research methods and subject literature from fields such as communication, computer science, linguistics, psychology and sociology.

Document URL: <https://search.proquest.com/docview/305211641?accountid=45039>

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