## Academic Mentoring – Open Access Theses

## Using Love as a Mentorship Practice for First-Generation Latinas in Four-Year Private Universities

This qualitative study explores the mentorship experiences of eight first-generation Latina women in private 4- year universities in southern California. The study is guided by bell hooks’ Theory of Love, and also draws on concepts such as, Latino Critical Theory (LatCrit),Chicana Feminist Theory (CFT), mujersita mentoring, and mestiza consciousness. Using testimonios, this study centers the experiences of participants, and focuses on their perspectives as first-generation Latina undergraduate students. Overall this research contributes to the literature on mentorship, particularly as it pertains to Latinas in higher education, and offers implications and recommendations regarding how to better support this student population.

<http://pqdtopen.proquest.com/#viewpdf?dispub=13425732>

## Graduate women of color| Exploring experiences, decision making and effects of mentorship

This qualitative study focused on exploring the experiences and decision making process of thirteen Latina and/or African American graduate women in master's programs at a large, public university in California. The purpose was to gain a better understanding of the considerations that graduate women of color have in terms of continuing on to doctoral programs. The effects of mentorship were also explored within the lived experience of the participants. Findings that emerged as important through the stories shared included the importance of family, the significance of going beyond a bachelor's degree, challenges faced in terms of gender and race, as well as the ways which graduate women of color have thrived within higher education institutions. Collecting these stories provided insight into some of the challenges, as well as the strengths that this population possesses. Continuing to gain understanding of graduate women of color allows faculty, staff, and student affairs professionals' better support graduate women of color at their institutions.

<http://pqdtopen.proquest.com/#viewpdf?dispub=1527352>

## Mentorship as a strategy to improve research output at tertiary institutions: case study of University of Johannesburg

Research production is increasingly becoming a focal point in higher education
transformation. Merging of higher educational institutions has produced various
challenges ranging from changing the focus from purely teaching functions to both
research and teaching. While novice researchers (i.e. those that are training to become
researchers) are expected to develop capacity by engaging in research through various
means, the aim of capacity development is to enable young researchers (i.e. those who
are developing a profile as researchers) to publish in high impact publications which
attracts funding in the form of subsidy from the Department of Higher Education and
Training (DoHET). The manners in which tertiary educational institutions promote
research output through capacity development initiatives are important from the
perspective of attracting funding.
The researcher undertook this study to explore mentorship as a means to increase
research output at a merged tertiary institution. A case study using a mixed method
approach was adopted.
The literature reviewed indicated that mentorship was popular in many fields but there is
a paucity of data evident on mentorship as a means to increase research output for
researchers. The researcher obtained views and perceptions from academic staff
members from sample faculties with regards to an implementation of a formal research
mentorship program (REMP). Semi-structured interviews with the deans of four sample
faculties and analyses of institutional documentation was also undertaken to ascertain
institutional and faculty support and development for research.
The findings of this study are useful not only to the case study institution, but to all HE
institutions, especially merged institutions and the public management sector.

[332417](http://search.ndltd.org/332417)

<http://hdl.handle.net/10321/609>

“**I Refuse to Give Up!” A Qualitative Investigation of the Conditions and Experience Undergone by Students on Academic Probation Who Participated in Academic Companioning**

This study examined the conditions and experience of students who were placed on academic probation in view of key elements of Dewey’s (1958, 1938/1997, 1934/2005) theory of experience. Core data emerged from 16 in-depth interviews with five students who received assistance from an academic support program while on probation. An additional interview was conducted with the academic companion and another with the program developer. A document analysis and a researcher journal supplemented the data. The interviews were analyzed according to a three-dimensional narrative inquiry space (Clandinin & Connelly, 2000; Dewey, 1958, 1938/1997) to produce profiles and thematic connections (Seidman, 2006). Findings are presented in five texts. The first and second manuscripts depict the stories of two students using the profile genre. These texts disclose rich stories where the meaning of experience is lived. A third manuscript examines students’ experience from the student and professional perspectives. Major themes uncovered, include (a) resistance to seek help; (b) deep personal costs; and (c) a desire to succeed and complete their undergraduate studies. A fourth manuscript explores companioning as experienced by students and supported by resource personnel. It reveals that (a) the companioning role was defined by a specific form of guidance and attendance to self-confidence and (b) the program helped students clarify their needs, promoted their adaptation to the university context, and offered support through a positive relationship. A fifth manuscript examined the characteristics of a fruitful helping relationship. Findings suggest that (a) a rapport characterized by presence and trust and (b) an approach promoting responsibility, awareness, and holism were key. These findings offer a weighty contribution to the literature on post-secondary education by revealing rich and unique experiences. By tapping in the complexity of the participants’ experience, findings help shift away from the current focus on obstacles and deficiencies often attributed to probationary students.
<http://hdl.handle.net/10393/23903>

## Understanding the mentoring relationships of women in higher education administration

The purpose of this study was to explore the concept of mentoring amongst administrative women in higher education from an appreciative perspective. In 1985, Kathy Kram published her book on mentoring entitled, Mentoring at Work. This seminal work provided an initial body of knowledge that helped scholars conceptualize mentoring and encouraged a proliferation of research, in what was then an emerging topic for academic inquiry. However, twenty years after Kram advanced her understandings of mentoring, Chandler and Kram (2005) reported that [t]o date, multiple definitions of a mentor have been advanced, but researchers in the field have not unconditionally accepted any specific one (p. 5).

Mentoring has suffered from a lack of definitional and conceptual clarity. This lack of clarity has hampered research efforts and rendered research vulnerable to criticism. This lack of clarity has also made implementation of mentoring programs difficult with respect to whom or what exactly is providing the benefit.
This study explored the concept of mentoring through focus groups with administrative women in higher education. The study was conducted within a qualitative paradigm, adapting elements from the work on grounded theory by Corbin and Strauss (2008). Focus groups were used to gather the data, with the questions based on the appreciative inquiry method. The worldview underlying the methodological orientation and study design is best described as constructionist. A constructionist worldview assumes that knowledge is constructed as persons explain or try to make sense of their experiences in the context of conversing with others.
I anticipated the findings of this study would be significant to mentoring research in three ways. In the study, I addressed the lack of definitional and conceptual clarity of mentoring that have presented academic and practical challenges; I employed a methodological orientation and study design that focused on understanding the participants recollected experiences of relationships that have worked; and the population of interest (administrative women in higher education) was one that had been understudied in mentoring research.
In addition to my academic interest in mentoring I was intrigued by the myth behind mentoring. References to the mythical figure, Mentor, in Homers Odyssey abound and yet two important points about Mentor have gone largely unnoticed. First Mentor was actually a woman. Mentor was Athena. That Mentor embodied both male and female characteristics may be interpreted to suggest that features of both sexes are necessary to mentoring. The second point is that Mentor was only one of the disguises Athena wore in order to provide advice and guidance to Odysseus, Penelope, and Telemachus. The second point may be interpreted to suggest that it takes more than one kind of person or relationship to provide the full range of support that an individual requires over the course of their career. It was my hope that this study would help reconcile the myth of Mentor with the reality of mentoring.

<http://library.usask.ca/theses/available/etd-09142010-120007/>

## Undergraduate Educational Experiences: The Academic Success of College Students with Blindness and Visual Impairments

The purpose of this qualitative study was to explore how fifteen students with blindness and visual impairments experienced their engagement in undergraduate studies at four 4-year universities and perceived their success. They also provided their understandings of the impact of institutions, faculty, staff, and others on their academic success. Previous literature suggests that students with blindness and visual impairments as well as students with other disabilities were academically successful in college because of institutional support and the positive attitude of faculty and peers (Baggett, 1994; Branker, 1997; Enberg, 1999; Fichten, 2005; and Roy, 2000). Findings from this study demonstrate that participants’ understandings and experiences with blindness varied and their subsequent adjustment and transition also differed. Participants described several factors that facilitated the creation of positive educational experiences during their undergraduate programs: positive exposure to a new region of the country, positive peers, supportive departments and professors, financial opportunities, and welcoming and diverse campus environments. As these students transitioned to the university, they utilized accommodations and services provided by Disability Students Services (DSS) to facilitate their access to the academic environment. The undergraduate students also described challenging experiences, including feeling academic discrimination, a sense of isolation, limited campus accessibility, and peer interaction issues. There were other support systems that facilitated participant academic success, such as mentors, family, administrators, and staff. This study concluded that blind and visually impaired undergraduate students were more likely to succeed academically when they felt a sense of connectedness with the university academic system. DSS is most responsible for facilitating that connectedness. Quality contact and collaboration with faculty were also important, as well as the attitudes of faculty, administration, and staff. The disconnectedness between study participants and the university system was fostered through inflexible bureaucratic procedures; the attitudes of faculty, staff, and administrators; and isolation from peers. Implications for policy include a recommendation for additional funding of technology-related assistance programs, in-service training on disability issues awareness for faculty and staff, and campus-wide committees on university accessibility. This study suggests future research is needed on the academic success of this population in community colleges and at the graduate level. There is a need for more empirical research and research on the populations’ social integration. The study recommends that higher education programs develop self-advocacy programs for blind and visually impaired students, in-service training for faculty, and peer mentorship programs.

<http://www.lib.ncsu.edu/theses/available/etd-09162009-131538/>

## Examining Undergraduate Faculty's Competence and Confidence in Addressing Distressed and Disruptive College Students

Mental health issues serve as a leading barrier to academic success for college students. As mental health issues among college students continue to escalate, there is an increased likelihood in the manifestation of demonstrable distress and disruption among college students within the classroom. However, there is dearth of research surrounding faculty's confidence and competence related to college students' mental health experiences, namely experiences with students in distress or those whom are disruptive. This qualitative research study will focus on examining faculty's confidence and competence in responding to distressed and disruptive college students through an interpretevist lens. Using Noddings's (1999) Ethic of Care theory and Johnson's and Bany's (1970) Classroom Management theory, this research study seeks to address and assess faculty's confidence and competence within these theoretical frameworks. The ability to better understand undergraduate faculty experiences with disruptive and distressed college students has the potential to inform institutional training opportunities for faculty, as well as provide insight into how student affairs administrators can build collaborative bridges in supporting students through key partnerships with faculty. Furthermore, improving upon faculty competence and confidence through comprehensive training programs can contribute to early intervention strategies with potential to positively impact student retention and completion rates.

<http://scholarworks.uvm.edu/graddis/577>

<http://scholarworks.uvm.edu/cgi/viewcontent.cgi?article=1576&amp;context=graddis>

## Improving Undergraduate Student Retention at a Midwestern University

Student retention in higher education has become a national problem. At a small Midwestern university, the retention rate has been declining, and the freshman to sophomore retention rate was 64% in 2013. The purpose of this intrinsic case study was to investigate ways to improve student retention. Tinto's theory of integration was used to explore the students' and administrators' perceptions of the factors that contribute to poor student retention to graduation. This study analyzed 519 student exit-forms from 2012-2015, 6 semistructured interviews from a purposeful sample of 10 administrators, and an analysis of university archival data. A thematic analysis of the data was completed. The following themes emerged from the analysis: financial problems, academic concerns, and social concerns. Based on the research findings, a 3-day professional development workshop was developed for university administrators, faculty, and staff to help increase their knowledge of retention, reasons why students are not staying, and strategies to academically and socially integrate students into the campus community. The workshop included strategies and activities designed to increase student retention. This study provided administrators, faculty, and staff with strategies and resources to help increase student retention, which may lead to improved graduation rates and less time to graduate.

<https://scholarworks.waldenu.edu/dissertations/4181>

<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=5284&amp;context=dissertations>

**Formal Mentoring Program And Its Relationship To Academic Success And Retention Rates Of First-Time Freshman College Students At Walla Walla University**

For almost 160 years, researchers have studied freshman college students because attrition is heaviest during the first year. At Walla Walla University, statistics have shown that approximately 30%of each incoming freshman class will not return their sophomore year. The attrition rates represent an astounding loss of resources for the institution and in many cases a devastating loss of time, money, and self-worth for the students. Across the United States a concerted effort is being made to develop mentoring programs for undergraduate students, creating an environment where they could thrive socially and academically. In this study, an ex-post-facto design fashioned this voluntary sample of first-time freshman students attending Walla Walla University to evaluate the formal mentoring program and its relationship to academic success and retention.

<https://www.ipn.uni-kiel.de/en/the-ipn/academic-mentoring>

**Expectations and Experiences of Undergraduate Students Who Participated in an Alumni Mentoring Program**

Research on mentoring with undergraduate university students has been a topic of increasing interest, although most of the focus has been on faculty to student mentoring (Ehrich, Hansford, & Tennet, 2004; Lunsford, 2011; Putsche, Storrs, Lewis, & Haylett, 2010; Underhill, 2005). Other types of mentoring with undergraduate university students, such as mentoring relationships with alumni have been investigated very little, causing a gap in the available knowledge on this topic. The purpose of this research was to understand the expectations and experiences of undergraduate university students being mentored by alumni in a mentoring program coordinated by a university career center. To conduct this qualitative research, information was gathered through interviews with undergraduate university students. Questions explored what factors guided students in choosing their alumni mentors, what they hoped the mentoring experience would provide, and what insights they gained during and after completion of their mentoring relationships. Additionally, an observation of a program orientation was conducted and survey data collected by the mentoring program was examined. This research filled the gap of existing knowledge on mentoring by exploring the experiences of undergraduate students being mentored by alumni. Study results indicated the majority of participants sought career and academic related information from their alumni mentors. University students’ interactions with their mentors included university-specific information at times which students’ felt was helpful. Interview responses indicated students’ experiences with their alumni mentors were positive as the career and academic information they sought was satisfactorily provided to them. Comments from students after their mentoring experiences included feeling more confident, having greater career clarity, and feeling less anxious in the present by knowing more about possible future career directions. These comments were consistent with some of Chickering and Reisser’s (1993) identity development vectors. Similarly, students’ focus on gaining career information from their mentors was consistent with Kram’s (1985) mentoring career support function. The study concluded that university students in a mentoring program with alumni primarily sought career and academic related information, which they received to their satisfaction, meeting their expectations and creating a positive experience upon reflection of the mentoring program

<https://repository.usfca.edu/cgi/viewcontent.cgi?article=1119&context=diss>

**The Impact of Faculty Academic Mentoring On First-Generation Undergraduate Students: A Mixed method Design**

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.

<https://commons.stmarytx.edu/cgi/viewcontent.cgi?article=1019&context=dissertations>

**Exploring Mentoring Experiences in College Student Affairs: A Q Methodology Study**

The purpose of this study was to explore the experiences of new professionals in college student affairs as protégés in mentoring relationships. This study was designed as an exploratory study into the types of mentoring relationships that exist among college student affairs professionals, using Q methodology. The profession of college student affairs can use mentoring relationships to help recruit, train, develop, and retain high-quality individuals. Although mentoring relationships are frequently used to develop college student affairs professionals, little is known about these relationships. Fifty-five new professionals in college student affairs from 29 different states sorted 39 statements describing mentoring relationships on a continuum from “least like my mentoring relationship” (-4) to “most like my mentoring relationship” (+4). These 55 sorts were factor analyzed and rotated. Following these procedures, four factors emerged that represented different perspectives on mentoring relationships in college student affairs. Interpretation of these factors yielded distinct themes within them. These factors were named: (a) Mentor as Ideal, (b) Mentor as Cheerleader, (c) Mentor as Friend, and (d) Mentor as Teacher. The results of the study, which intended to elicit the subjectivity of new college student affairs professionals regarding their mentoring relationships, suggest that college student affairs professionals value, in different ways, the interaction with their mentor. The results from this study suggest the personal interaction between a protégé and a mentor is a valuable part of a protégé’s career. Additionally, the results from this study seem to indicate that mentoring relationships in college student affairs are, on balance, positive. The results also suggest that mentoring relationships in college student affairs are highly developmental. The perspectives described and the interpretation provided in this study can greatly assist student affairs professionals in the development of new professionals.

<https://digitalcommons.unf.edu/cgi/viewcontent.cgi?article=1204&context=etd>

**An Exploratory Study Of diversified Mentoring relationships Among Graduate students And Their Advisors In science, Technology, Engineering, And Mathematics Fields**

Minorities and women continue to be under represented in science, technology, engineering, and mathematics (STEM) fields. In graduate education, factors such as racism, prejudice, discrimination, sexism, stereotypes, tokenism, and a lack of role models can all plague students and contribute to uncompleted degrees and non-entrance into STEM fields. One of the tools being used to combat these barriers is effective mentoring. Graduate students and their advisors generally have close working relationships and advisors serve in a tremendously important role in the development of the graduate student, so an effective mentoring relationship is vital. The purpose of this study was to explore and describe graduate student STEM majors’ perceptions of mentoring provided by their academic advisors in diversified and homogenous mentoring relationships. The Diversified Mentorship Theory was utilized as the theoretical framework, and existing measures were adapted and used to measure the variables of psychosocial mentoring functions, instrumental mentoring functions, and mentoring relationship quality. Using a mixed-methods study approach, graduate students in STEM fields at Purdue University (N= 1,783) were surveyed regarding the mentoring relationship they have with their advisors. An emphasis was placed on factors of diversity, including the gender and racial makeup of the relationship, as well as the instrumental and psychosocial mentoring support provided and the overall quality of the mentoring relationship. Findings revealed that participants considered their advisor to be a mentor to a moderate extent, and that advisors provided both psychosocial and instrumental mentoring support to a moderate extent. One-way between subjects ANOVA tests were conducted to compare the effect of gender and race on psychosocial functions, instrumental functions, and relationship quality. Gender had a statistically significant effect on psychosocial mentoring functions. Qualitative data revealed that while some advisors provided both instrumental and psychosocial mentoring support, it was more common that only one of the support functions were provided. Additionally, Pearson’s correlations revealed significant relationships among the variables of gender, race, psychosocial functions, instrumental functions, and relationship quality. The study’s conclusions are discussed at length in the final chapter. Implications for practice and theory, along with directions for future research are also provided.

[**https://docs.lib.purdue.edu/open\_access\_theses/156/**](https://docs.lib.purdue.edu/open_access_theses/156/)

**From Mentoring to Mattering: How Peer Mentoring Can Help Students Belong**

Mattering—defined as the “perception that, to some degree and in any of a variety of ways, we are a significant part of the world around us” (Elliott, Kao, & Grant, 2004, p. 339)—is a social-psychological concept that has recently gained traction in higher education. Understanding mattering, college educators believe, could offer new ways to involve students in campus communities, contributing to their well-being and academic success. The present study explored the link between mattering and participating in a mentoring program for first-year students, with emphasis on the experiences of students of color and international students. The study found participating in a mentoring program could have a positive impact on students’ feelings of mattering. In addition, the study explored how students of color and international students perceived mattering relative to their white and domestic peers but found no significant differences between these students’ feelings of mattering and their peers’. Exploring mattering more extensively and in other educational settings could yield new understanding of how to increase students’ sense of belonging in college, which could contribute to student persistence and other positive developments.

<https://pillars.taylor.edu/cgi/viewcontent.cgi?article=1078&context=mahe>

**A Qualitative Study of the Experiences of First-Generation Peer Mentors**

While there are numerous studies reporting on the benefits that mentees receive from peer mentoring, there is limited research on the benefits to mentors, particularly first-generation students (FGS). The purpose of this study was to examine the experience of mentoring from the FGS mentors’ point of view. In this qualitative, exploratory design, four FGS mentors were interviewed about their experiences with a peer-mentoring program at their university. The participants believed they developed skills in the areas of time management, communication, and setting boundaries. The participants learned about themselves and gained an understanding of how the skills they developed while mentoring will help with the transition out of college and transfer into the workforce.

<https://scholar.dominican.edu/cgi/viewcontent.cgi?article=1009&context=masters-theses>

**What do mentors learn? The role of mentor and protégé role behavior and relationship quality in mentor learning**

Mentoring is defined as a reciprocal relationship between a less experienced individual (protégé) and a more experienced individual (mentor) that has consistent, regular contact over a period of time and is intended to promote mutual growth, learning, and development within the career context (Haggard, Dougherty, Turban & Wilbanks, 2011; Kram, 1985; Ragins & Kram, 2007). Inherent in this definition of mentoring is that individuals learn, develop, and grow from their mentoring interactions. Despite this, limited research explores the learning that occurs from mentoring relationships. The purpose of this study is to examine what mentors learn from mentoring experiences and how these experiences relate to mentor outcomes. The outcomes include mentoring self-efficacy, mentor behavioral change intentions, and mentor learning. I draw on the relational mentoring perspective (Ragins, 2012) and social learning theory (Bandura, 1971, 1977) to ground my hypotheses. My hypothesized model addresses three broad research questions: 1) What do mentors learn from their experiences with their protégés?2) How do mentoring experiences relate to learning? and 3) Under what conditions do mentoring experiences relate to learning? I conducted a mixed methods study in an academic setting. My population included professors in North American doctoral granting universities and the PhD students they mentored. After identifying interested professors (mentors), I asked mentors to send study information to their PhD students (protégés). Both quantitative and qualitative data were collected via electronic survey. Surveys were time-lagged with three waves over a four month period.

I found that mentors gained mentoring-specific, occupational-specific, and relational knowledge from mentoring their protégés. Additionally, mentors identified specific changes they wished to make to their mentoring behavior from their experiences with their protégés. I found that protégé positive role behavior and mentor positive psychosocial behavior were directly and positively related to career mentoring self-efficacy. Mentor positive career behavior was positively related to behavioral change intentions and protégé positive role behavior was positively related to relationship quality. I found that relationship quality did not mediate the relationship between role behaviors and mentor learning outcomes. Finally, I did not find support for the moderating effects of internal attribution for relationship quality, growth mindset, and feedback seeking. This study makes four specific contributions to the management field. First, research in mentoring often confounds relationship quality with behavior (e.g., Eby, Butts, Lockwood, & Simon, 2004; Eby, Durley, Evans, & Ragins, 2008) and outcomes (e.g., Eby, Butts, Durley, & Ragins, 2010; Ragins, 2012). By studying role behaviors, relationship quality, and mentor learning outcomes as distinct constructs, I provide clarity and an avenue for future mentoring research. Second, this study contributes to the mentoring literature by demonstrating what and how mentors learn from mentoring experiences. A significant contribution of this study is the identification of three types of mentor learning and behavioral change intentions. Third, I examined the theoretical explanation for mentoring role behaviors and mentor learning outcomes. Whereas I found that relationship quality did not explain the relationship between role behaviors and mentor learning, leader-member exchange provides a promising avenue for future research. Finally, I introduced mentoring self-efficacy as an important outcome of positive mentoring relationships, with mentors experiencing increased self-efficacy through positive experiences with their protégés.

<https://ir.uiowa.edu/cgi/viewcontent.cgi?article=7182&context=etd>

**Mentorship experiences of doctoral students: Effects on program satisfaction and ideal mentor qualities**

The road to doctoral completion is often fraught with barriers, self-doubt, and complications. Creighton, Creighton, and Parks (2010, Mentoring & Tutoring: Partnership in Learning, 18(1), 39-52.doi:10.1080/13611260903448342) asserted that mentoring plays a crucial role in the development and success of graduate students, especially those in doctoral programs. The mentorship of doctoral students can also assist in alleviating the attrition rates that are currently estimated to be between 40%and 60%.In this quantitative study, correlational and stepwise regression analyses were conducted to examine the most beneficial qualities currently enrolled doctoral students find in a mentor and to describe the relationship between the qualities of a mentoring experience and doctoral students’ satisfaction with their program. This study analyzed data collected from currently enrolled doctoral students (n=339) through the use of online Facebook and LinkedIn doctoral groups. The findings of this study suggested that higher reported levels of program satisfaction were significantly correlated to mentor satisfaction rates. Further, academic and instrumental mentoring scales were reported by respondents to be most beneficial qualities in a mentor. Findings of this study offered evidence that institutional and department leaders of doctoral programs can implement mentoring programs and, moreover, provide faculty members’ opportunities to build mentoring of doctoral students into their faculty loads. Leaders everywhere should recognize the importance of mentorship benefits not only to students, but also to program satisfaction, retention, and degree completion.

<https://commons.emich.edu/theses/968/>

**African American Males, Mentorship, and University Success: A Qualitative Study**

This study examined black males who successfully graduated from a university in south central Kentucky and their perception of mentorship. Interviews were conducted in an attempt to get the lived experiences of five black males who became first generation college graduates. The researcher used purposeful convenience sampling to select black male graduates who had experienced mentoring. Face to face interviews were conducted and the transcripts were analyzed for themes. The findings suggest that mentoring played a significant role in helping the research participants navigate college and successfully graduate.

<https://encompass.eku.edu/cgi/viewcontent.cgi?article=1481&context=etd>

**The Relationship of Mentoring On sense Of Belonging, Self-Efficacy, And Student Perception Of mentorship In First-Generation College Students**

Mentoring programs have been implemented at institutions across the nation, with both intentional collaborations with different subpopulations of students and random pairing of mentees and mentors (Kuhet al., 2010). For first-generation students, mentoring may be a vital component of success. Since there was an increase in self-efficacy and sense of belonging in this study, the use of mentorship with first-generation students could become a more predominant and recognized practice, therefore helping this population of first-year students to become less “invisible” and more supported and celebrated. To measure the effect of mentoring on various aspects of collegiate success, approximately 40 first-generation students were surveyed during their first semester of enrollment at Kennesaw State University. These students were all enrolled in a “First-Gen Owls” Learning Community designed specifically for first-generation students at Kennesaw State University. These students were also connected to a group of faculty and staff mentors that were asked to help to motivate, support, and coach the students in this learning community. After completing the survey, students and mentors were asked to continue to connect on their own terms, allowing connections to form. At the conclusion of the student’s first semester, a follow-up survey was given, along with the facilitation of a focus group. As a result of this study, it was found that mentorship had a positive correlation with the student’s sense of belonging, self-efficacy, and perceptions of mentoring. This study also found that the student’s academic self-efficacy declined as the semester progressed. It was also found that students believed that the information shared by their mentor was impactful, comforting, and assisted the student in feeling more supported at the institution.

<https://digitalcommons.kennesaw.edu/cgi/viewcontent.cgi?article=1005&context=msfys_etd>

**Mentorship for medical students: space for something else**

Mentorship has been used in undergraduate medical education to support students ́ learning and development. The medical education literature describes various goals for mentoring, various designs of mentoring programs, and various roles and functions of the mentor. The aim of the thesis was to deepen the understanding of the meaning of mentoring for medical students ́ professional and personal development and to contribute new knowledge that will be useful when designing mentoring programs for medical students in the future. Students ́ experiences of two forms of mentoring were explored in four consecutive studies in Europe. Theories of professional competence, learning, and transition were used for the interpretation, understanding, and explanation of the findings.

Studies I and II explored experiences of one-to-one mentoring during the first clinical courses, semesters 5–8. In Study I, a questionnaire showed that the students felt that the mentorship had facilitated their professional (78%) and personal (63%) development. They felt respected by their mentors, and the role of the mentor was experienced as being supportive and providing guidance and perspectives. In Study II, their experiences were further explored by means of interviews. Three themes were found: Space, Belief in the future, and Transition. Having a mentor gave a sense of security and constituted a “free zone” alongside the educational program. It gave hope about the future and increased motivation. The students were introduced to a new community and began to identify themselves as physicians. The mentorship created conditions to start to develop the more “elusive” professional competences, such as reflective capacity, emotional competence, and the feeling of belonging to a community.

Studies III and IV further explored experiences of mentorship using interviews concerning combined group and one-to-one mentoring during semesters 1–11. In Study III, five themes were found about what the mentorship created opportunities for; Psychosocial support by the mentor, A relationship with a physician beneath the professional surface, Space for something else, Awareness of one ́s own development, and Reflection and learning with peers. The mentorship created space for reflection on the humanistic aspects of the professional role. A mentoring relationship can be on a personal level without frequent meetings and knowing one another well. Continuity helped the students to recognize their own development. Study IV focused on the transitional process of becoming a physician. The analyses resulted in three themes: Integrate oneself with the future role as a physician, Exciting clinical experiences with the mentor give incentives to learn, and toward understanding the professional competence of a physician. The mentorship enabled the students to get a view of their future lives and start to integrate the professional role with themselves as persons. Early access to the clinical environment with the mentor was an incentive and gave meaning to the theoretical knowledge. Their understanding of professional competence and behavior evolved and they advanced toward understanding the wholeness of the profession.

In conclusion: mentorship can facilitate medical students ́ professional and personal development by creating space for reflection and development of the more “elusive” competences of a physician, by giving incentives to learn, and by facilitating the students ́ process of becoming a physician.

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**Faculty Perspectives on Doctoral Student Mentoring: The Mentor's Odyssey**

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.

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**Academic Mentoring: A Valuation of an Accelerated Development Programme**

There is a need for an effective accelerated career development intervention such as mentoring to address the imbalances of the past still prevalent in the South African higher education context. Such an intervention should contribute towards the development of the next generation of academics for more senior roles. Mentoring programmes for academic advancement have been implemented in the higher education sector, but the value gained by the participants of such programmes has not been explored. The aim of this study was to explore what is to be valued by an academic mentoring programme for accelerated career development. The strategy towards this end was a case study. The case was an accelerated academic mentoring programme for lecturers in a higher education institution. The positive action research method of appreciative inquiry was applied in a two-phase design. The mentees (11 participants) took part in a facilitated appreciative inquiry workshop, and the mentors (5 participants) participated in appreciative interviews. The participants were able to identify the positive core of their mentoring programme, which enabled them to envision how such a programme may lead to academics flourishing in terms of teaching, research, community involvement, and academic leadership. Subsequently, the participants co-constructed an architecture for an ideal mentoring programme. The participants finally suggested the deliverables required for enhancing and guaranteeing the sustainability of a mentoring programme. On a methodological level, the positive action research method of appreciative inquiry was introduced as an approach to value (as opposed to evaluate) an academic mentoring programme. On a theoretical level, the findings corroborated the positive impact of mentoring on career development, in particular in the higher education context. On a practical level, the appreciative inquiry method empowered the participants to become appreciative of the value of the mentoring programme, encouraging them to become more self-directed in their personal career development.

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