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A CASE STUDY ON THE BARBARA L. JACKSON SCHOLARS MENTORING PROGRAM
ANDS ITS ROLE IN THE DOCTORAL PREPARATION OF JACKSON SCHOLARS FOR
THE PROFESSORiate IN EDUCATIONAL ADMINISTRATION AT PREDOMINATELY
WHITE INSTITUTIONS

A Dissertation

Submitted to Interdisciplinary Doctoral Program in Educational Leadership

Duquesne University

Presented in partial fulfillment of the requirements for
the degree of Doctor of Education

By

Cosette M. Grant

May 2009

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Cosette M. Grant

2009

DUQUESNE UNIVERSITY
SCHOOL OF EDUCATION
INTERDISCIPLINARY DOCTORAL PROGRAM FOR EDUCATIONAL
LEADERS

Dissertation

Submitted in Partial Fulfillment of the Requirements
For the Degree of Doctor of Education (Ed.D.)

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ABSTRACT

A CASE STUDY ON THE BARBARA L. JACKSON SCHOLARS MENTORING PROGRAM
AND ITS ROLE IN THE DOCTORAL PREPARATION OF JACKSON SCHOLARS FOR
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WHITE INSTITUTIONS

By

Cosette M. Grant

May 2009

Dissertation supervised by Olga M. Welch, Ed.D.

This dissertation is a qualitative research inquiry that used single-case study methodology to investigate the role of the Barbara L. Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the Professoriate in educational administration at predominately White institutions (PWIs). Drawing from literature on effective mentoring practices for doctoral students in higher educational settings, the experiences of the Jackson Scholars in the Jackson Scholars Mentoring Program (Jackson Scholars Program) are viewed. Two primary lenses - Jacobi's, (1991) seminal work framed around three commonly used mentoring components in higher education (psychosocial support, role modeling and professional development) and Tillman's (2001) work on effective mentoring relationships and strategies for minority doctoral students preparation for the professoriate in educational administration at PWIs are used to look at mentoring in the Jackson Scholars Program in order to determine the effectiveness of the Jackson Scholars Program. Findings in this study derived from their experiences bring to the

forefront the importance as well as the impact of mentoring in the Jackson Scholars Program and the role it plays in facilitating the successful doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs. Specific factors that emerged as most attributable to their matriculation from doctoral studies to the professoriate are also enumerated. New data from this study may be used to develop or enhance mentoring in the Jackson Scholars Program in order to improve support for the preparation of doctoral students of color for the professoriate at PWIs. And finally, this study is relevant to the field of Education because it supplies data that may help fill a void in adolescent literature on the impact of preparing significantly more doctoral students of color for the professoriate in Educational Administration at PWIs.

DEDICATION

This dissertation is dedicated in memory of my great-grandmother Willie Beatrice Deas Grant who immigrated to this country for a better education and a chance to fulfill her dream, the American Dream of limitless achievement and opportunities. She inspired in me the significance of achieving the highest level of education “the one thing that once you obtain, no one can ever steal from you”, and in loving memory of my father, M.W. Grant, M.D., who was taken away from this earth recently in a tragic, premature and unfair manner, and who spent most of his formative life advocating for racial justice issues until his untimely death. He instilled in me a love for words through written expression, confidence, perseverance while maintaining integrity and most of all a passion for learning. I am confident that he is smiling from up above as a result of this accomplishment. And finally, I dedicate this dissertation to my mother Vivian A. Grant who is fortunately around to regularly remind me of my purpose in life, which is to be the best I can be and to live out my spiritual gifts, to remain focused, to be kind always even in spite of adversity and to finally accomplish what it is that I have wanted all along, my doctorate. I am thankful Mom, that you are alive to witness this achievement and that we can celebrate this success together on earth!

ACKNOWLEDGEMENTS

I would like to begin first and foremost by acknowledging my Lord and personal savior, Jesus Christ who walks and talks with me daily and who has provided me these last four year and for always - the inner strength, motivation, fervor and commitment to succeed.

There are a multitude of individuals to whom I owe my sincere gratitude and indebtedness for their consummate mentorship, friendship, support and guidance. Specifically, I would like to extend my appreciation and heartfelt thanks to my dissertation chair, Olga Welch, my friend, mentor, sorority sister and dean. You have been a tremendous inspiration to me both personally and professionally and a true role model. I especially thank you for your incalculable time, your immeasurable efforts in leading the way thus making the entire dissertation journey a joyous, yet rigorous process.

AUTHENTIC MENTOR

Authentic Mentor you are to me

Giving of self unselfishly

Advice and support to me you've given
Knowledge, achievement, success, we've envisioned

Wisdom, coaching and expertise you've provided
Friendship, partnership, respect, we've imparted

Role Modeling, spirituality, leadership displayed
Nurturing, affirmation and commitment conveyed

Offering above and beyond for assurance
Encouraging me to maintain endurance

Personally mentoring and setting a Trend
Authentic Mentor, you are to the End!

I also give special thanks to the other members of my dissertation committee, Rodney Hopson and Pete Miller for their unprecedented support and confidence in my academic and

professional abilities, for their patience and pleasant persistence in keeping my research study sound and me focused on the ultimate prize – successful completion of the dissertation and the degree.

I am also appreciative of my IDPEL Mentor, Judith R. Griggs, Ph.D.; Jackson Scholar Mentor, Juanita Cleaver Simmons, Ph.D.; and former Jackson Scholars Program Director, Linda C. Tillman, Ph.D. for lending an ear, your expertise and for providing me with navigation tools to succeed in an environment that is often unwelcoming of aspiring scholars of color. I also extend homage to Barbara L. Jackson, Ed.D., a pioneer in the field of Educational Administration - who willingly and unselfishly participated in my study and dissertation defense, thus added significant value to the study; to the UCEA executive committee – present and former - who made an invaluable contribution to and created a forum for this study; to the Jackson Scholar Mentors and my colleagues - the former Jackson Scholars that participated in my study, I am forever grateful and I look forward to joining you in the ranks of ascension someday soon. A special thanks to my Mother; big sister, LaMarche and other members of my family and friends circle - for your calls, prayers and emails throughout, of support, well wishes and encouragement to achieve this goal.

And finally, to the men of my life and my biggest fans, my husband, Jim – sweetie -and my toddler son, who unfairly inherited this arduous undertaking. Thanks for unselfishly allowing me these last four years to share much of my time with the unfamiliar other. Sweetie, I could not have made it through all of the long study hours, class times, research and writing iterations, hence accomplish the dissertation task without you putting in more than your fair share of parenting duties. And son, I am passing this torch on to you in hopes that you will someday accomplish this achievement and much more!

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CHAPTER 1

INTRODUCTION

The Emerging Problem

During my graduate studies, I recall coming across the book – *Stellaluna* (1994), a story of a mother fruit bat that loves her baby called Stellaluna very much and would never let anything happen to her. When the two are attacked by an owl, Stellaluna falls out of her mother's safe embrace. Soon the baby bat ends up in a bird's nest filled with three baby birds, the bat grows up with a bird family and must learn how to adapt. The mother bird will let Stellaluna be part of the family only if she eats bugs, like birds and not do bat-like things, like hang by her feet and sleep nights. When all the baby birds grow up and learn to fly, they are out one day with Stellaluna and playing, it starts getting dark and the birds go home without Stellaluna because they are not able to see in the dark. Stellaluna keeps flying, but when her wings hurt, she stops to rest. When she did, she hung by her thumbs. Soon another bat comes to ask why Stellaluna is hanging by her thumbs. She told the bats the story of losing her way from her mother after being attacked by an owl, being taken in by a family of birds and being forced to live like a bird. Another bat interrupts the story. That bat is Stellaluna's mother. Stellaluna and her mother are reunited and Stellaluna finally understands why she is so different. Stellaluna's journey reflects the story of a spirited young fruit bat who finds friendship, love and acceptance in the most unexpected places. This story resonated within my own lived experiences as a graduate student of color operating thus functioning in a predominantly White institution (PWI) that espouses a set of principles and belief systems, far different than the familiar. I often times questioned my ability to succeed in an environment and culture that has historically reflected an

underrepresentation of scholars of color occupying its space. Since my goal is to become a part of academia as a university professor, I speculated whether my success would be dependent on me giving up my inherent passions, beliefs and research interests that are seemingly non-traditional in exchange for conformity, acceptance and a seat at their table.

Moreover, I witnessed my white peers span over a two year period receive open and proactive support and advisement from white male professors who were all tenured, the decision-makers and leadership of the degree program and who dominated the teaching schedule. These same white male professors were also my Professors; however, I was not receiving any direct advisement from them. I recall one day overhearing my professor, a white male, make a rather peculiar remark to white students/peers that “the field is wide open for you guys”, but when I found my way into that conversation, the discussion immediately ceased and the crowd of white peers including the professor dissipated. I questioned throughout my program tenure, whether- or- not that comment was intended for just those specific peers, white students in general or was it all-encompassing. After all, the field inherently is white-male dominated and it was a white male professor talking to white students.

I reflected from time to time on these questions and concerns post- graduate work and these reflections reemerged during my doctoral studies. Upon the start of my doctoral program, I recall class readings indicating the criticisms and challenges to Education - the educational system tends to be traditional, structured and inflexible. Once again, I am reminded that I am in an unfamiliar space, submerged into a culture that seemingly functions contrary to my perception of Education as an open system and fundamental belief that schools and universities must work cohesively to improve educational leadership preparation for all. I immediately wondered whether I would be forced to take on “bird-like” qualities as did Stellanluna, in order to survive a

culture seemingly comprised of socio-historical influences and white male cultural dominance found in most PWIs (Beckham, 1988; Tillman, 2001), an environment often perceived as culturally insensitive (Blackwell, 1989, Redmond, 1990), and exclusive. This provided an intellectual curiosity in me about the experiences of doctoral students of color, similarly situated, in educational administration programs in PWIs. I wondered if they too experienced parallel feelings of isolation, limited access to relevant information, as well as a lack of constructive advisement that could potentially position them well for graduation and career success.

Nonetheless, upon inquiry and active research, I soon became introduced to the concept of mentor and how mentoring is regarded as a support mechanism and strategy for the prospect of degree completion and career advancement. The review of literature that I began to peruse commonly referred to white male standards as the barometer for measuring effective mentoring. Absent from the literature, however, was data on the doctoral preparation experiences of students of color in higher education, hence the doctoral preparation experiences of doctoral students of color in educational administration programs as they prepare for the professoriate in educational administration at PWIs. Does the apparent lack of data indicate that there is no regard for none other than white male issues in the field, or that emerging and current scholars of color in educational administration at PWIs have limited opportunities? In a field traditionally characterized by white-male dominance and at the same time an underrepresentation of scholars of color, particularly in educational administration at PWIs, I felt it important to raise these two initial questions.

Context of the Study

According to the U.S. Census Bureau (2004) projections for the year 2050, the non-Hispanic, White population of the United States is likely to increase by 7%. Brooks and Young

(2008) make the assertion that this modest increase is in stark contrast to projected increases among people of Hispanic origin (projected to increase by 188%), the Asian population (projected to increase by 213%), and Blacks (projected to increase by 71%). The same study also projects that by 2050, the non-Hispanic, White population will comprise only 50.1% of the country's total population, a sharp decline from the 77.1% of the population who reported their race as White in the 2000 census (U.S. Census Bureau, 2001). But, interestingly enough, the nation's population are becoming increasingly diverse, yet the teaching and leadership corps as well as educational administrators and leadership faculty, continue to be predominantly white. Although some institutions have begun efforts to remedy this inequity, Data from Gay (1997) indicates that the number of teachers of color declined, estimating a decline from 12% in the 1970s to 6% in the 1990s and that statistics for school administrators of color are similarly discouraging.

In colleges of education, where most of these school- teachers and school administrators are being educated, the percent of faculty members of color is similarly discouraging. At the same time, graduate students of color, both in terms of enrollment and in the number of those actually attaining doctoral degrees, remain underrepresented in higher education (Carter and Wilson, 1993) at PWIs. There are several factors to be considered that explain this lack of doctoral students of color in PWIs. Such factors may be attributed to their experiences in PWIs along the lines of race and social dynamic issues. The inverse track of national demographic trends and demographic trends among teachers and educational administrators as well as doctoral students of color can have serious implications for universities, schools of education, and educational administration preparation programs if these issues are not directly addressed. Educational administration scholars and leadership, in particular, must begin to explore and

interrogate the racial dynamics of their programs to respond to the needs of a changing student population (Scheurich & Laible, 1995; Young & Laible, 2000). Without some proactive engagements on this matter, the circumstances will remain the same. Although this situation calls attention to the underrepresentation of doctoral students of color in higher education, the statistics reflected only disclose part of the story and the reality of the underlying impediments that explain the trend of doctoral students of color in PWIs remains obscured. Therefore, one such factor worth perhaps exploring may be the experiences of doctoral students of color in PWIs that considers race and socio-cultural dynamic issues.

Researchers have found that graduate students of color face issues of socialization, isolation and marginalization in PWIs (Blackwell, 1989, Redmond, 1990). This is also the case for doctoral students of color in educational administration programs at PWIs. To address this concern, the University Council for Educational Administration (UCEA) members of the 2003 plenum voted to establish the Barbara L. Jackson Scholars Mentoring Program (Jackson Scholars Program) to honor, Dr. Barbara L. Jackson, a professor, the first African American female elected to the UCEA executive committee, a former UCEA executive committee member and a leading scholar in educational leadership, for her contributions to the field. UCEA is a consortium of major research universities that are PWIs with doctoral programs in educational administration and policy. The dual mission of UCEA is to improve the preparation of educational leaders and promote the development of professional knowledge in school improvement and administration.

The Jackson Scholars Program was developed in response to growing awareness among educational administration scholars for the need for more diversity not only within the ranks of America's school leadership, but within the professoriate in educational administration at PWIs.

Hence, the program was established to help create a network of doctoral students of color who are studying in UCEA members' educational administration doctoral programs and who are planning to enter the professoriate at PWIs. The purpose of the Jackson Scholars Program is to provide a system of support to outstanding students of color who are enrolled in a UCEA member educational administration doctoral program and who intend to enter the professoriate in educational administration at PWIs, with mentoring and career development opportunities. In particular, the goals and objectives are to provide a system of mentoring support for students of color across UCEA member institutions that will continue as they enter the professoriate and begin to mentor others into the profession; ensure the presence of faculty of color in educational administration programs in numbers sufficient to assure that UCEA programs will reflect the diversity of our society and schools; support the need in K-12 environments for a larger pool of administrators from groups of people of color through enhanced abilities to recruit them into educational administration programs; and to demonstrate UCEA's commitment to diversity, equity, and social justice. And to paraphrase, one of the former Jackson Scholar Program Directors suggested:

The Jackson Scholars Program is a conduit for building a network of doctoral students of color in PWI educational administration programs across the U.S. and in turn those very same students have the chance to emerge into the network of scholars as a professor in educational administration at PWIs.

Since the launch of the program in 2003, nearly 200 doctoral students of color from UCEA member institutions have participated in the Jackson Scholars Program (*International Journal of Qualitative Studies in Education, 2008*) and 41 (at time this study was conducted) out of the almost 200 Jackson Scholars have attained their doctorate in educational administration at PWIs. The Jackson Scholars Program was specifically developed with doctoral students of color in mind. Jackson Scholars – who are in educational administration programs at PWIs- receive

mentoring in publishing, teaching and navigating the field. Moreover, the Program provides a forum for Jackson Scholars aimed at developing their own research and publication agendas, career development, and small group sessions with their mentors at both UCEA and the American Educational Research Association (AERA) annual meetings.

Cited in the literature over the last two decades, mentoring has been considered as one effective strategy to enhance the representation of doctoral students of color (Redmond, 1990; Reid and Wilson, 1993; Wheeler, 1992) in PWIs. The attrition of doctoral students of color, particularly in PWIs, can be diminished through mentoring initiatives. Mentoring programs have been implemented at many colleges and universities to function and encourage members of minority groups to enter and achieve success within higher education (Welch, 1997). Mentoring has been shown to encourage more minority students to continue on in higher education, earn graduate degrees, and become professionals such as professors and higher education administrators (Blackwell, 1989). Mentoring can also be a vital element in increasing the number of minorities who enter into graduate programs (Hurte, 2002; Juarez, 1991).

More specifically, mentoring in educational administration programs exists to provide graduate students of color with structured interaction that enhances the probability of degree program completion and career success at PWIs (Tillman, 2001). Yet, in order for graduate students of color to navigate the social and cultural contexts, common to PWIs, the literature suggests that graduate students of color need mentors and opportunities to network in order to adjust to potentially stressful environments (Davidson and Foster-Johnson, 2001; Debord and Millner, 1993; Mabokela and Green, 2001; Smith and Davidson, 1992; Blackwell, 1989).

Problem Statement

Academics and other writers have provided scant data regarding the mentoring of students of color (Blackwell, 1989; Frierson, 1990; Willie, Grady and Hope, 1991) in PWIs. As such, the literature base on mentoring doctoral students of color for the purpose of preparing them for the professoriate in PWIs is scarcer. Even more, primary research related to the effectiveness of mentoring programs that address the experiences of mentoring programs for doctoral students of color is minimal, especially in educational administration preparation programs. Jacobi (1991) provides three most commonly referenced mentoring components: role modeling, psychosocial function, and professional development that are said to be effective in the success of doctoral students of color in higher education environments, And Tillman's (2001) study identifies specific mentoring relationships and strategies critical to doctoral students of color preparation for tenure track faculty appointments in educational administration at PWIs. But, very few empirical studies in educational environments provide empirical data that make the link between the doctoral preparation experiences of doctoral students of color in PWIs and their matriculation to professorial appointments in educational administration at PWIs (Beckham, 1988; Tillman, 2001). Much less data is provided that demonstrates a connection between the preparation of doctoral students of color for the professoriate in educational administration at PWIs and specific factors (if any) most salient to their decision to enter the professoriate.

Moreover, very little has been written about preparing doctoral students of color to become professors in academia, especially in educational administration programs at PWIs. Duncan (1976) notes that there has been "markedly little systematic evidence generated on the minority graduate experience and training" (p. 227). Little has changed in recent years, making it difficult to refer to successful methodologies used to determine effective mentoring relationships

and strategies most attributable to the preparation of doctoral students of color for the professoriate in educational administration at PWIs.

Purpose of the Study

As there are many approaches to mentoring, no single definition is universally accepted. There is a growing body of literature that mentoring has a direct influence on the academic achievement of graduate students (Davidson and Foster, 2001; Jacobi, 1991; McHenry, 1997; Scisney-Matlock and Matlock, 2001). These studies suggest that contact with faculty contributes to the overall academic success of graduate students, including students of color, in higher education environments, but they do not explore in depth the nature of this mentor/mentee interaction, known as mentoring, related to the doctoral preparation of students of color for the professoriate in PWIs. Even though the benefits of mentoring in academia are well documented both intuitively and empirically, very little is known as it relates to the field of educational administration, about its effectiveness. In particular, much less (if any) data is referenced that cite the experiences of doctoral students of color preparing for the professoriate in educational administration at PWIs. The research that does exist seemingly focuses primarily on mentoring relationships of doctoral students of color within their institutional settings and to a lesser extent on mentoring programs for doctoral students of color outside of their educational environment.

Meanwhile, mentoring is the core component of the Jackson Scholars Mentoring Program that is used as a conduit for fulfilling the primary objective of the program - to prepare Jackson Scholars, for the professoriate in educational administration at PWIs, for the purpose of increasing the representation of scholars of color in educational administration at PWIs and to diversify the field. Therefore, the purpose of this study is to attempt to bridge this gap in literature by offering case study research and analysis to examine the role of the Jackson

Scholars Program in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs, in order to do the following: (a) To discover the relationship (if any) between the experiences of Jackson Scholars in the Jackson Scholars Program and their doctoral preparation for the professoriate in educational administration at PWIs; (b) To discover some specific components in the Jackson Scholars Program (if any) that may lead to enhanced doctoral preparation for the professoriate of Jackson scholars in educational administration at PWIs; and (c) to discover specific mentoring characteristics (if any) in the Jackson Scholars Program that may be most credited in the doctoral preparation process for the professoriate in educational administration at PWIs for these scholars. In doing so, this may contribute to our learning both about effective support practices in the Jackson Scholars Program as well as the challenges that face Jackson Scholars as they receive such support, thus challenge the stated goals and objectives of the program.

Moreover, this study necessitates an in-depth investigation through interrelated and contextually specific inquiry that raises questions about the effectiveness of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs. Such inquiry can potentially increase our understanding of the significance of mentoring in the Jackson Scholars Program and the specific factors that successfully prepare Jackson Scholars for the professoriate in educational administration at PWIs.

The Significance of the Study

Before describing the significance of this study, it is important to establish the larger context into which this study fits: 1) the underrepresentation of doctoral students of color; 2) what is known up to this time about the doctoral student of colors experience in general and in educational administration programs at PWIs; and 3) effective mentoring programs outside of

one's institution and attributable factors in these mentoring programs that prepare doctoral students of color for the professoriate in PWIs.

Until this study, there has been no empirical research that looked at the effectiveness of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs. Therefore, the significance of this study is that it attempts to connect mentoring in the Jackson Scholars Program to the role (if any) it plays in the preparation of Jackson Scholars for the professoriate and the specific factors (if any) claimed by the study participants to be most attributable to their entry into the professoriate. Since mentoring was the major focus of the Jackson Scholars Program, hence this study, further significance of this study is an attempt to contribute to neglected literature on mentoring for the doctoral preparation experiences that has the potential to enhance the probability of entrance of Jackson Scholars into the professoriate in educational administration at PWIs. This is the first study to examine specifically mentoring of Jackson Scholars within the context of the Jackson Scholars Program, and how mentoring in the program enhanced or impeded their preparation success for the professoriate. Since the program is fairly new with less than one quarter of total Jackson Scholar participants graduated, there was a distinct opportunity to focus on a small sample of graduated Jackson Scholars (i.e. former Jackson Scholars) in order to study their unique doctoral preparation experiences being mentored in the Jackson Scholars Program. This further enabled the ability to learn through their lens specific experiences and factors that may have been most accredited to their preparation for the professoriate in educational administration at PWIs.

This research area is understudied. In particular what is unknown about the doctoral student of colors' preparation experiences for the professoriate in PWIs in general, in educational administration and in the Jackson Scholars Mentoring Program is attempted to be reported. We

know very little about the experiences of Jackson experiences in preparing for the academy beyond the fact that doctoral students of color remain underrepresented in educational administration programs at PWIs; therefore, intentional efforts are made in this study to identify the microcosms of experiences of the Jackson Scholars and relate those experiences to larger issues and concerns related to doctoral students of color preparing for the professoriate in educational administration at PWIs in order to expand the body of literature on this neglected topic.

Developing the Research Questions

Research inquiry in this study was guided by “systematic considerations” (Marshall and Rossman, 1999, p. 29), derived from a culmination of tacit theory – my own understandings of the phenomenon under investigation and formal theory – literature reviews and a review of theoretical constructs to help bring the questions, the curious phenomenon, and the problematic issue into focus and raise it to a more general level. The synthesis in this study entailed personal theory that emerged from my intriguing observations and personal experiences of mentoring in an educational administration doctoral program at a PWI, as well as the Jackson Scholars Program, informal discussions with Jackson Scholars about their mentoring experiences in their doctoral program and in the Jackson Scholars Program, and individual experiences as a Jackson Scholars in the Jackson Scholars Program to formal theory drawn from theorized concepts, models and literature on mentoring people of color in PWIs, as well as doctoral students of color in PWIs. These coalesced to frame the primary focus for the study in the form of two primary research questions.

Building specifically from both the seminal work of Jacobi (1991) centered on a mentoring model for people of color in higher education (role modeling, psychosocial support

and professional development) claimed as attributable to their successful matriculation into PWIs, as well as Tillman's (2001) work on effective mentoring relationships and strategies for the successful doctoral preparation of students of color for the professoriate in educational administration at PWIs, the research questions particularly investigated the role (if any) of the Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs. Since mentoring is the Programs underlying mechanism for attempting to prepare Jackson Scholars (e.g. doctoral students of color) for the professoriate in educational administration at PWIs, mentoring within the milieu of the Jackson Scholars Program was specifically assessed. Therefore, the two major research questions that guided the data collection and consequent analysis are: 1) What is the role of the Jackson Scholars Mentoring Program in the doctoral preparation of Jackson Scholars for the professoriate in PWIs? 2) What specific experiences claimed by Jackson Scholars emerge as most critical in their doctoral preparation for the professoriate?

The following questions guided the process of inquiry:

1. What do Jackson Scholar Mentees and Jackson Scholars Mentors indicate are the major components of doctoral preparation for the professoriate in educational administration at PWIs experienced in the Jackson Scholars Mentoring Program?
2. What influence do the Jackson Scholar Mentees say the Jackson Scholars Mentoring Program has had on their doctoral preparation for the professoriate in educational administration at PWIs?
3. What specific experiences are claimed by Jackson Scholar Mentees as most attributable to their doctoral preparation for the professoriate in education administration at PWIs?

Objectives

The intended outcomes of this study are to:

1. identify some specific theoretical constructs that directly contribute to research on the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs;
2. present particular characteristics and traits claimed by the study participants as most salient to their doctoral preparation for the professoriate in educational administration at PWIs;
3. identify specific strategies claimed by Jackson Scholars as most attributable to their preparation for the professoriate in educational administration at PWIs.

Anticipated Limitations of the Methodological Approach to Study

Because many discussions around mentoring present generalizable data for mentoring marginalized groups in the academy, a qualitative case study (Stake, 1994) is used in this study to closely examine the Jackson Scholars Program and its role in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs. This study is a single case study – a search for meaning and understanding, the researcher as the primary instrument of data collection and analysis, an inductive analysis process and a product that is a rich “thick” description of the phenomenon under study (Merriam, 1998 p. 11). The philosophical framework of this study is that of a theorized model of traditional mentoring functions -role modeling, psychosocial support and professional development (Jacobi, 1991). These mentoring components represent a range of behaviors that generally characterize mentor and protégé relationships. These specific traits are also said to be effective in mentoring people of color in higher education environments (Jacobi, 1991). Responses given in the study will be

compared and contrasted to these three major areas of traditional mentoring – psychosocial support, role modeling and professional development. Also, Tillman’s (2001) work on effective mentoring relationships and strategies of people of color for the professorial preparation and career advancement in educational administration at PWIs is included as a second theoretical model and those strategies, in particular - same-sex and same race mentoring - will also be tested against the responses of the study participants.

However, there are some potential methodological limitations of this study. For instance, there is lacking empirical studies citing case study research on Mentoring Programs that help prepare thus advance people of color in the professoriate at PWIs, more specifically, there is little or no sufficient empirical data on mentoring programs that prepare doctoral students of color for the professoriate in educational administration at PWIs. Also noted is that theoretical constructs that directly align within the context of doctoral preparation programs for doctoral students of color in educational administration for the professoriate at PWIs is limited therefore in this study the researcher had to combine two frames in order to explore, interrogate, and provide evidence and therefore respond to claims (Booth, Colomb and Williams, 2003) within the context of the role of the Jackson Scholars Mentoring Program in the doctoral preparation of Jackson Scholars’ for the professoriate in educational administration at PWIs.

Furthermore, one could argue that the study has a small sample size and an external validity problem because the research is conducted using one mentoring program in educational leadership to examine specific components claimed by the study participants as most attributable to their doctoral preparation experience for the professoriate in educational administration at PWIs. Outcomes in this approach may not be representative of most mentoring programs in educational administration at PWIs. The low number of formally assigned mentoring

relationships for doctoral students of color at PWIs is not surprising given that there are few institutional incentives to participate in these relationships. It is quite possible that a greater percentage of people might participate in mentoring relationships within their own university of doctoral studies; however, mentoring outside of the Jackson Scholars Program was not the focus of this study. As a result of the small sample size presented in this study, there is caution in generalizing the researcher's interpretations of the data that claim that the findings in the Jackson Scholars Program are in any way generalizable to larger populations of doctoral students of color in different types of educational administration mentoring programs in PWIs.

Although I acknowledge this limitation, I contend that the potential of a small sample size and conducting the study using one doctoral preparation mentoring program in educational administration that focused on doctoral students of color at PWIs that will not hinder me from utilizing rigorous methods to capture and analyze the richness and "authentic perspectives" of the Jackson Scholar Mentees and Mentors in my study. Moreover, it is important to note that there are numerous studies about mentoring relationships with similar small sample sizes (Koskinen and Tossavainen, 2003; Lucas and Robinson, 2002). This specific research design, however, allows the researcher to intimately examine the relationships of Jackson Scholars and Jackson Scholar Mentors within the context of the Jackson Scholars Mentoring Program.

Definition of Terms

The following definitions used for the purposes of this study are as follows:

Mentors¹ – Faculty in Educational Leadership or some other tenured academic in Educational Leadership from a UCEA member institution and in the Jackson Scholars Network who engaged in mentoring activities as described in the definitions of the term mentoring.

Mentors² – Faculty or tenured academicians who engage in mentoring activities as described in the definitions of the term mentoring.

Mentees¹ – Doctoral students of color from a UCEA member institution and also in the Jackson Scholars Network who were mentored by a senior faculty or some other tenured academic in the Jackson Scholars Network.

Mentees² – Graduate students receiving mentoring from a faculty member or a tenured academic.

Jackson Scholars Network – An association of doctoral students of color created by UCEA who are studying in UCEA members' educational leadership doctoral programs and who are planning to enter the professoriate.

Jackson Scholars – Students of color from a UCEA member institution who are interested in pursuing an academic career in the field of Educational Leadership and who participated in the activities of the Jackson Scholars Network as described in the definition of the Jackson Scholars Network term.

Role modeling - the act of a mentor demonstrates professional behaviors and actions that assist the mentee in professional socialization for the academy;

Psychosocial functions - specific activities and interactions between the mentor and mentee that mold the relationship for the development of work effectiveness; this may include climate and environmental aspects that also help to shape the relationship;

Professional development - provides encouragement, provision of opportunities and academic support for the enhancement of the mentee's growth in all aspects of the academy (Jacobi, 1991).

Effectiveness - Throughout this study, there is reference to the *effectiveness of mentoring* or *effective mentoring traits*. Implicit in the definition of nature is the complex nature of its definition and how effectiveness is measured. Effective mentoring varies depending on context (Merriam, 1988). In this instance effectiveness is defined in this study, not by the researcher, but rather the perspectives were identified through the lens of the Former Jackson Scholars Mentee and Jackson Scholar Mentor study participants. On the one-hand Jackson Scholar Mentees and Mentors equated successful mentoring relationship based on the Jackson Scholar Mentee achieving tenure track status (i.e. career progress) upon graduation. In other cases, an effective mentoring relationship meant that there was regular communication or positive communication exchanges and finally, effective mentoring also meant research collaboration and consequent publication outcomes for mentee.

Research Journey

It was through my participation in the UCEA Jackson Scholars Program - a program that helps to develop and increase the representation of academicians of color in educational administration across PWIs- that I became interested in this research study – examining the role of the Jackson Scholars Program in the doctoral preparation for the professoriate in educational administration at PWIs.

As an African American female doctoral student interested in the professoriate and navigating through an educational administration program at a PWI to achieve terminal degree status, this focus area had become of significant importance to me. It was also through both my doctoral program at a PWI and the Jackson Scholars Program that I formally established a mentor and protégé relationship with faculty and tenured academicians in educational administration and as a consequence of opportunities to reflect on my own doctoral preparation

experiences, varied mentoring experiences evolved in both venues. Through those exchanges – comprised of conversations around research interests, career objectives and publication interests, I decided to share with other colleagues in the Jackson scholars’ network and learned that their stories and experiences were similar and equally (if not more) unique to my own doctoral preparation experiences. As a result of my participation in the Jackson Scholars Program, I have had the opportunity to meet at least twice a year at national conferences of the American Education Research Association (AERA) and Universal Conference on Education Administrators (UCEA) with other Jackson Scholars to engage in and identify common themes in our individual experiences as Jackson scholars attempting to complete doctoral work and enter the professoriate in educational administration at PWIs.

Additionally, I have also had the opportunity at these same venues to engage in dialogue and activities with other Jackson Scholar Mentors as well as UCEA executive committee and plenum representatives. Opportunities to connect and network, combined with the welcomed opportunity from UCEA to make a scholarly contribution to the field of educational administration, prompted my study. Also, UCEA’s public undertaking which fosters “human progress” through the support of equity and social justice in research and practices, impelled me to focus my study on a research item and issue that has the potential for longstanding implications to contribute to the UCEA agenda of equity and social justice in educational administration.

Researcher Bias

In my position as an African American female doctoral student that participated in an educational administration program at a PWI and a Jackson Scholar aspiring for the professoriate in educational administration, I am interested in engaging students of color similarly situated in

educational administration at PWIs to learn about their individual doctoral preparation experiences for the professoriate. I am also interested in their perspectives on the role that the Jackson Scholars Mentoring Program may have played in preparing them for the professoriate in educational administration at PWIs. I am particularly interested in engaging not only former Jackson Scholars, but Jackson Scholar Mentors and those involved in the establishment and execution of the Jackson Scholars Program, in order to potentially learn the role of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs. It is equally, if not more important to engage Dr. Barbara L. Jackson for whom the program was named, to learn of her experiences as a person of color, now a pioneer in the field of educational administration – navigating through the cumbersome confines of PWIs as a former student and tenured academician in educational administration.

Additionally, my lived experiences thus far navigating through an educational administrative doctoral program in a PWI has prompted my contextual and philosophical bias to situate this research in the context of Jacobi's (1991) seminal work on traditional mentoring functions – role modeling, psychosocial support and professional development that are claimed to be effective in higher education settings, and Tillman's (2001) work on effective mentoring relationships and strategies in preparing doctoral students of color for the professoriate in educational administration at PWIs – “a method to provide graduate students of color with structured interaction that enhances the probability of degree program completion and consequent career success” (p. 295). Further, my mentoring experiences during my doctoral studies, especially in the Jackson Scholars Program, along with intense dialogue with similarly positioned Jackson Scholar peers, have compelled me to take on an advocacy role in this research study process and was the impetus for me conducting this study. Therefore, my own

mentoring experiences may have influenced my presuppositions about the outcome of this study, which includes: how Jackson scholars define mentoring; how mentoring benefits in the Jackson Scholars Program are described; and overall, how the role of the Jackson Scholars Program is characterized in terms of the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs.

CHAPTER 2

REVIEW OF THE LITERATURE

Chapter Introduction

The journey in this chapter's exploration of effective components of the Jackson Scholars Program in the doctoral preparation of the Jackson scholars' for the professoriate in educational administration at predominantly White institutions (PWIs begins with an overview of mentoring and some popular definitions, followed by a historical contextual background of mentoring in higher education). The study of mentoring is referenced using several points of view. First, addressed are the varied defining aspects of mentoring. The concepts of mentoring discussed include, but are not limited to higher education. Although there is limited primary research related to mentoring support of doctoral students of color in PWIs, a review of mentoring literature situated across several disciplines related to graduate students of color in higher education is included in this section.

Also, included in this chapter, is a literature review on a few constructs on the history of people of color in PWIs and their lived experiences that could potentially be used to explain the link between the experiences of Jackson Scholars in their the Jackson Scholars Mentoring Program and the role of the Jackson Scholars Program in the Jackson Scholars' doctoral preparation for the professoriate in educational administration at PWIs. Theoretical constructs that are commonly referenced in mentoring literature are critically reviewed. For instance, this section is a review on Jacobi (1991) and Tillman's (2001) theorized constructs on mentoring graduates students of color - in higher education for Jacobi and in educational administration at PWIs for Tillman - and the analyses of specific mentoring components (if any) that may

influence Jackson Scholars' matriculation into the professoriate in educational administration at PWIs, and will also include a review of extant literature on mentoring.

A brief theoretical perspective section is provided and follows, consisting of discourse and first initial undertakings into the study of mentoring and its relationship to effectiveness (or lack thereof) in preparing Jackson Scholars for the professoriate in educational administration at PWIs. A wide variety of literature highlighting mentoring benefits and specific components for doctoral students of color at PWIs is used as reference points throughout this study. Embedded in this exploration is reference to the evolution of paradigmatic themes and evolution of thought related to the history of doctoral students of color in PWIs.

Mentoring: Origin, Overview and Definitions

What is mentoring? What are the functions of mentoring? How is mentoring defined in higher education and for doctoral students of color at PWIs? And how is mentoring described by Jackson Scholars in the Jackson Scholars Program? The roots of the word mentor can be traced back to Greek Mythology when Homer's Mentor first advised Odysseus (Monaghan and Lunt, 1992) and when Merlin taught young King Arthur (Gerstein, 1985; Knox and McGovern, 1988; Roche, 1979). These mentors were not only responsible for teaching their mentees, but were also entrusted with the responsibility of providing guidance on personal and professional development and the assimilation of mentees into an established hierarchical structure.

A review of literature demonstrates that although the term 'mentor' is often used synonymously with words such as teacher, advisor, and sponsor (Daloz, 1986). Friedman (1992) for example, suggests that it encompasses all of these aspects and more. The literature on mentoring has repeatedly called attention to the fact that there is no single definition on mentoring widely accepted by those who practice mentoring, or by those who study it (Mullen,

et.al., 2000a). Although many researchers have attempted to provide concise definitions of mentoring, definitional diversity continues to characterize the body of literature. The literature also reveals that the phenomenon of mentoring and its functions is not clearly conceptualized, leading to confusion as to just what is being measured or offered as an ingredient in success. The meaning of mentoring varies depending on context (Merriam, 1983). For instance, mentoring connotes one thing to developmental psychologists, another thing to business people, and a third thing to those in academic settings (Merriam, 1983, p. 169). This display of diverse mentoring definitions supports Merriam's (1983) notion that mentoring will vary as a function of multiple factors. Mentoring though has received the most attention in the business world, where it has been exhibited as a method to expand, thus bolster the careers of young corporate executives. It was Levinson et al. (1978) and Roche (1979) who first created serious interest in the subject of mentoring and gave it academic legitimacy when they each published findings demonstrating a relationship between having a mentor and subsequent success in the business world. Although they approached the mentor relationship strictly from a career advancement perspective, such was the impact of their ideas that scholars from a variety of disciplines began also looking at the significance of mentoring in psychosocial and professional development.

Levinson et al. (1978), for instance, as a result of his study on middle aged white male executives, identified mentor as a significant intermediary and described mentoring relationships as dynamic as well as vital to facilitating a young person's dream. Levinson et al also emphasized that part of the relationship was the integration of parent-childlike rapport. This involves nurturing protégés both professionally and spiritually until they are ready to emerge into the world with their dreams substantially intact. Roche (1979) looked exclusively at males as well in the higher reaches of the business world. Also, much of the subsequent research on

mentoring (Levinson et al., 1978) followed this same pattern similarly focused on mentoring characteristics and relationships in corporate environments:

Mentoring¹ - The mentor is seen as 'wisdom personified' (Daloz, 1986, p. 19). The mentor, on the other hand, plays an almost spiritual role in the life of the graduate student. Mentors “lead us along the journey of our lives” (Daloz, 1986, p. 17). We trust them because they have been there before. They embody our hopes, cast light on the way ahead, interpret arcane signs, warn us of lurking dangers, and point out unexpected delights along the way.

Mentoring² - Collins (1983) takes the role of dream facilitator a step further by suggesting that a mentor also must give the protégé’ vision. "The far reaching effects of having your personal philosophy shaped by a mentor held in such high esteem is almost immeasurable. Once you learn to 'think big,' you never lose this perspective" (p.25). In short, the literature clearly suggests that it is the primary function of the mentor to act as guide in the rite of passage from novice to professional in all its aspects.

Mentoring³ - The development of a leader through an individually delivered and intentional process that is supportive, nurturing, insightful, and protective (Anderson and Shannon, 1986). They later added that mentoring is a “a nurturing process in which a more skilled or more experienced person, serving as a role model, teaches, sponsors, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter’s professional and/or personal development” (Anderson and Shannon, 1988, p. 40).

Mentoring⁴ - Career functions – includes such activities and processes as sponsorship, coaching, protecting and making the protégés known to others. These functions operate more at the level of social systems and organizational structures in which the mentor-protégé

interpersonal relationship are embedded and hence help the protégé enter into and move successfully through the organizational structure (Kram, 1988).

The Business versus Academic Model of Mentoring

The mentor/protégé relationship has attracted a considerable amount of scholarly interest over the years, mostly in corporate and academic settings. However, an impetus for investigating mentoring in both industry and academia is the popular notion that this nurturing process results in positive outcomes for the protégé. Indeed, in the business world, there are several studies that link the positive relationships between mentoring and subordinates' career advancement (e.g., Fagenson, 1989; Lyness and Thompson, 2000; Scandura and Schriesheim, 1994; Whitely, Dougherty, and Dreher, 1991) and career satisfaction (Riley and Wrench, 1985). These studies cite the actual mentoring process and its effectiveness in providing specific mentoring functions in terms of aiding a protégé in increasing their productivity in their particular setting, develop specific professional skills in order to secure future placement in quality research institutions and making contacts and gaining visibility. Findings in these studies further suggest that if utilized properly, mentoring relationships can be crucial to the success and advancement of the protégé in their academic settings.

Despite the apparent benefits of mentoring, a critical review of the literature suggests a number of shortcomings relative to understanding mentoring in the academic setting. As indicated above, a substantial amount of research on mentoring has taken place in business contexts almost to the exclusion of doctoral student and faculty experiences (Cronan-Hillix, et.al., 1986; Erkut and Mokros, 1984; Rice and Brown, 1990). Similar to that in the business industry, mentoring in the academy can be similarly considered. In education, mentoring has also been linked to positive outcomes

In academia, the mentoring literature suggests there are similarities between the role of supervisor/mentors in the socialization of new hires in work organizations on the one hand, and the role of faculty advisers in entering doctoral students' training experiences on the other. Researchers in work organizations have labeled supervisory mentors as key individuals in the newcomer socialization process, exerting a significant effect on newcomers' development (Jablin, 1988; Louis, Posner, and Powell, 1983; Schein, 1968). These studies have found that positive relationships of the students were attributed to their rapid socialization through mentoring with led themselves to more involvement in professional activities that enhanced productivity for them. Supervisors help facilitate newcomers' development by offering psychosocial support and career mentoring (Douglas and Schoorman, 1988; Scandura and Schriesheim, 1994). Likewise, in graduate education, "the adviser is viewed as the 'significant other' for the student's journey" (Bargar and Mayo-Chamberlain, 1983, p. 420). In particular, the faculty adviser can provide critical mentoring to students in a variety of ways. For instance, early on, the adviser can demonstrate a caring interest in the students' welfare, helping them deal with the anxiety and culture shock that may accompany undertaking a new endeavor in an unfamiliar place. As well, the adviser can help students make contacts and gain exposure to other faculty, advanced students, and members of the professional community (Bargar and Mayo-Chamberlain, 1983). These types of mentoring relationships seem compatible with the psychosocial support and career advancement assistance that supervisors provide junior employees in industry settings.

Nonetheless, the similarities between mentoring in industry and academia make it reasonable to potentially allow the literature derived from industry settings to help shape and inform thinking in this research study about the role and potential effects of the Jackson Scholars

Program in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs. Research on graduate students highlights the significant role students believe mentors play in their training, as well as the perceived benefits that mentoring confers. In one study, 90 of 109 graduate students surveyed (83%) said that it was important for graduate students to have mentors; all but four reported they had had at least one mentor during graduate school. Among the mentoring benefits reported by these students were role modeling, guidance and support, listening, enhanced self-confidence, and career advice (Luna and Cullen, 1998). In doctoral student samples, those who reported having a mentor had a more positive overall evaluation of their graduate school experience (Lyons and Scroggins, 1990).

Mentoring Constructs in Higher Education

After reviewing prior research and writing on mentorship in both industry and academic contexts, in this study two mentoring models as well as theories (Jacobi, 1991 and Tillman, 2001) that represent a range of behaviors that generally characterize mentor and protégé relationships and that are effective mentoring strategies reported to enhance the probability of degree program completion and progression towards the professoriate in educational administration at PWIs are employed for two reasons: To find conceptualized notions of mentorship that closely mirrors the kind of mentoring that occurs in the mentor/mentee relationship among Jackson Scholars and Jackson Scholar Mentors in the Jackson Scholars Program in the preparation of Scholars for progression towards the professoriate in educational administration at PWIs and to construct a definition that had validated measures associated with it. Although, the review of the literature on mentoring in academic contexts reveals fairly limited construct development and measurement work, compared to that found in the industry literature, Jacobi (1991) and Tillman's (2001) work provide a more comprehensive conceptualization that

is most closely aligned with the nature of the experiences and mentoring relationships of doctoral students of color, preparing for the professoriate at PWIs. Comparably, the Jackson Scholars in the Jackson Scholars Program represent a small pool of doctoral students of color preparing for the professoriate in educational administration at PWIs. Therefore, it is the collective functions of both models of mentoring that offer the best context from which to compare and contrast the doctoral preparation experiences of Jackson Scholars in the Jackson Scholars Program for progression into the professoriate in educational administration at PWIs.

As aforementioned, the phenomenon of mentoring is not clearly delineated, leading to sometimes overlapping definitions and components of mentoring as pointed out and concluded, for example, in the Jacobi (1991) seminal study – a study that examined mentoring in higher education environments. Jacobi (1991) in particular, has done some of the most in-depth work in defining the mentoring construct in higher educational settings for people of color, through extensive review of mentoring models. She reports that mentoring functions are comprised of three distinct factors: role modeling, emotional and psychosocial support, and direct assistance with career and professional development (Jacobi, 1991). That is, mentoring includes: Career development functions– direct assistance with career and professional development; Psycho-social functions – emotional and psychological support; Role model functions – role modeling (Jacobi, 1991).

Moreover, the research literature has identified psychosocial, role modeling and professional development functions of mentorship, as described above, that are commonly mentioned in mentoring literature in higher education environments, as the subject of subsequent measurement development and validation work (Noe, 1988). Specifically, psychosocial mentoring contributes to the protégé's sense of competence, confidence, and effectiveness in his

or her role. Mentor behaviors that fall in this category include role modeling. Professional development and career-related mentoring (Noe, 1988) involves those activities that help prepare the protégé for career advancement, such as introductions and exposure to professional colleagues, and protection from risks. These activities present a range of functions, rather than one function over another form of mentoring. These functions are displayed because they serve a generative purpose (Gergen, 1978) as cited in (Jacobi, 1991). That is, they stimulate thinking about the range of behaviors that characterize mentor-protégé relationships and they prompt inquiry about the effectiveness of these behaviors (Jacobi, 1991) relative to and of particular interest of this discussion on Jackson Scholars. These three functions are also consistent with the kind of guidance doctoral students of color report valuing from their advisers (Luna and Cullen, 1998).

Additionally, Tillman (2001) work emphasizes that mentoring has also been identified as a method to facilitate the professional growth and development of African American doctoral students and to increase their representation in predominantly White institutions (Tillman, 2001). This adds to the definition of mentoring in higher education. Specifically referenced in her work is mentoring strategies for preparing minorities for faculty positions at predominantly White institutions (PWIs) in educational administration - “a method to facilitate the professional growth and development of minority students for the professoriate and to increase their representation in predominantly White institutions” (p. 295). In the latter case, Tillman found that same-sex, same-race mentoring enhanced the protégé’s success.

However, in both of these cases, it is not clear though whether Jackson Scholars would claim these mentoring relationships (Jacobi, 1991; Tillman, 2001) in their experiences in the Jackson Scholars Program as most accredited to their doctoral preparation in the Jackson

Scholars Program for the professoriate in educational administration at PWIs. Although there are other related theories in educational research that influence a larger body of work on mentoring, this study uses both the seminal work of Jacobi (1991) work on effective mentoring functions common in higher education environments and Tillman's (2001) work on effective mentoring strategies for doctoral students of color aspiring to advance towards the professoriate in educational administration at PWIs as theoretical constructs. Asserted in both frameworks is the idea that mentoring enhances academic and career success in higher education and prepares doctoral students of color for the professoriate at PWIs.

Other researchers have provided definitions of mentoring which are also focused on mentoring characteristics and relationships in higher education environments. Here are several primary examples:

Mentoring¹ - Mentoring has also been described as a process within a contextual setting; a relationship between more knowledgeable individuals and less experienced individuals; a means for professional networking, counseling, guiding, instructing, modeling and functioning; a developmental mechanism (personal, professional and psychological); a socialization and reciprocal relationship; and an opportunity for identity transformation for both the mentor and protégé (Galbraith and Cohen, 1995).

Mentoring² - Other researchers have described mentoring as a communication relationship in which a senior person functions, tutors, guides and facilitates a junior person's career development and that such relationships are important in the academic world (Hill, Bahniuk and Dobos, 1989).

Mentoring³ - Proposed two functions of Mentoring. Mentoring – psychosocial function - role modeling, acceptance and confirmation, counseling and function. These roles influence

protégés on a personal level by helping them develop a vision of themselves and self-felt professional competence to live these visions and create new ones as needed. They operate at the interpersonal level, basically relational in nature and centered on mutuality and enhancement.

Mentoring⁴ - Mentoring as a function of educational institutions can be defined as a one-to-one learning relationship between an older person and a younger person that is based on modeling behavior and extended dialogue between them (Lester and Johnson, 1981).

Mentoring⁵ - Ideally, a professor take an undergraduate or graduate student under his or her wing, helps the student set goals and develop skills, and facilitates the students successful entry into academic and professional circles (Moses 1989).

Mentoring⁶ - First, It is an intentional process of interaction between at least two individuals...Second, mentoring is a nurturing process that fosters the growth and development of the protégé...Third, mentoring is an insightful process in which the wisdom of the mentor is acquired and applied by the protégé...Fourth, mentoring is a supportive, often protective process. The mentor can serve as an important guide or reality checker in introducing the protégé to the environment he or she is preparing. Finally, an essential component of serving as a mentor is role modeling (Shandley, 1989).

Mentoring⁷ - Mentoring is a process by which persons of superior rank, special achievements, and prestige instruct, counsel, guide and facilitate the intellectual and/or career development of person identified as protégés (Blackwell (1989).

Mentoring⁸ - Successful student experiences during and after graduate study are often linked to mentoring relationships with faculty. Moreover, mentoring relationships can be crucial to the success and progression of protégés in higher education (Waldeck et al., 1997).

Mentoring⁹ - Mentoring has been described as the process by which a student or protégé is positively socialized by a faculty member or mentor into the institution and/or profession. The mentor often serves in multiple roles – role model, teacher, advisor, guide, and resource (Biaggio, 2001; Galbraith and James, 2004; Levinson, Darrow, Klein, Levinson and McKee, 1978).

Mentoring¹⁰ - Mentoring can socialize the protégé into the school as well as the profession (Clutterbuck, 2004; Cascio and Gasker, 2001; Playko, 1995).

Types of Mentoring Relationships in Higher Education

Mentoring is claimed to be one of the salient factors in academic and career success (Patton and Harper, 2003). For this study in particular, the traditional mentoring components which are thought to represent a range of behaviors that generally characterize mentor and protégé relationships in higher education environments – role modeling, psychosocial support and professional development (Jacobi, 1991) is used as the primary and most commonly used mentoring practices in academic settings: *Role-modeling* - the act of a mentor demonstrating professional behaviors and actions that assist the mentee in professional socialization for the academy; *Psychosocial functions* - specific activities and interactions between the mentor and mentee that mold the relationship for the development of work effectiveness, including climate and environmental aspects that also help to shape the relationship; and *Professional development* - encouragement, provision of opportunities, and academic support for the enhancement of the mentee's growth in all aspects of the academy which are offered by the mentor to her mentee (Grant and Simmons, 2008). These mentoring functions represent a range of mentor and protégé relationships that are said to be effective in mentoring in higher education environments (Jacobi, 1991).

Mentoring in higher education has also been described as a relationship in which the mentor, traditionally a seasoned faculty member - a more skilled or experienced person, serving in a proactively supporting and nurturing role for a less skilled or less experienced person for the purpose of promoting the latter's professional and/or personal development. In particular, the mentor works closely with the protégé for the purposes of supporting and facilitating the professional growth and development of a student (Artis, 1979; Taylor, 1992).

Moreover, mentoring is developmental. It is crucial as an instrument of potential value in reducing trauma of completing graduate or professional school education (Blackwell, 1989). Blackwell (1989) argues in this case that true mentoring relationships - that is relationships that are intense, close, interactive and quite often cumbersome - may be rare as individuals may perform functions which are inclined toward being a mentor, but that which is less intense. For students of color at PWIs, especially understanding the environment – the academic subtleties and nuances of graduate education- can be particularly complex. Doctoral students view an advising and mentoring relationship as ‘the single most important element in graduate education’ (Heinrich, 1991, p. 515) and acclaimed as an effective strategy to enhance the representation of doctoral students of color in higher education (Finkelstein, 1984; Burke, McKeen, and McKenna, 1990; Ervin, 1995; Nettles and Millett, 2006), in particular in PWIs. Moreover, educational advisement, (Mumford, 1996) are relationships important to their personal and educational growth and career development.

And finally, mentoring is particularly important on the graduate level, because emerging scholars and practitioners who intend to excel in their respective professions have the opportunity to make connections and learn how to successfully navigate within their areas of

specialization. On college and university campuses, it is common to find students who consider the mentoring relationships fostered by professors and advisers to be highly influential.

Conditionality of Doctoral Students of Color in PWIs

National surveys that have documented the declining trends in ethnic minority graduate student enrollment have noted that one explanatory factor may be the limited opportunities for ethnically diverse students to develop meaningful relationships with faculty (Kohut and Pion, 1990). However, there is not much empirical data to explain this trend. Although, there is a growing body of research that has specifically investigated the outcomes of mentoring processes and programs for d people of color across a range of educational contexts (Brennan and Crawford, 1996; Bruce, 1995; Eliasson, Berggren, and Bondestam, 2000). Scholars, Gordon, 2000; Quiococho and Rios, 2000; Bennett, 2002; Sheets and Chew, 2002, make the case that much less has been written about preparing graduate students of color to become professors in academia. The research and scholarship that do exist tend to focus on recruitment, retention, enrollment patterns, funding and mentoring of graduate students (Katz and Hartnett, 1976; Justiz *et al.*, 1994; Pruitt-Logan and Isaac, 1995). Little has changed in the intervening years. So for the purpose of this study, I will highlight the historical challenges to doctoral students of color entering the professoriate in PWIs.

Some scholars have argued that the United States is sharply divided along racial, gender and social class lines (Delpit, 1995; Fordham and Ogbu, 1986). These divisions are clearly associated with exclusion, marginalization, and other negative outcomes, including unequal educational opportunity and achievement, and lead to disenfranchisement of large numbers of African American, Hispanic, American Indian, women and poor students in our schools” (Lomotney, 1995, p. 227). For African American students in PWIs, for e.g., the United States

historically continue to struggle in how welcoming they would be to African American students in PWIs. Beginning with the setbacks of entry by means of legal denial that included the doctrine of the separate, but equal policy with the intention to direct laws that would ultimately segregate schools and the affirmative action debates such as the *Bakke* decision and the rulings in the University of Michigan cases (Garrison-Wade and Lewis, 2005; Gallien and Peterson, 2005; Jones, 2001; McGinnis, 2003). Only a very small percentage of African Americans have found entry into doctoral programs at PWIs (Lewis, Ginsberg, Davies and Smith, 2004). Once admitted to a PWI, many African American doctoral students drop out at a much higher rate without achieving their educational goals (Lang and Ford, 1988; Isaac, 1998). According to the extant literature (Minor, 2003), one factor that contributes to the higher rates of attrition of African American doctoral students is the inadequacy in advising, especially at the doctoral level. Gallien and Patterson (2005) reported that “the more successful African American doctoral students had a mentor/advisor (or group of mentors/advisors) who encouraged and critiqued their work and followed them through their graduate school experience and beyond, throughout their professional careers” (p. 9).

To better understand the circumstances as it relates to the cultural and academic adjustment that has to be made by many African American doctoral students at PWIs, hence doctoral students of color, the mentor/advisor may be the answer to the adjustment process at the PWI. This study addresses many of the issues surrounding the mentor/advisor relationship and how it relates to doctoral students of colors’ preparation for the professoriate in educational administration at PWIs. However, in response to growing awareness of the need for more diversity within the ranks of America’s school leaders, educational administration scholars have called for proactive measures and policies designed to attract people of color in school

administration and into the professoriate (e.g., Allen, Jacobsen, and Lomotney, 1995; Grogan and Andrews, 2002; Jackson, 1988; Leonard, 1988; Marshall, 1989; Marshall and Oliva, 2005; Young, Petersen, and Short, 2002). These scholars have found in their individual studies that mentoring through advising is essential to a students' success, particularly students of color. Moreover they suggest that having a good relationship with a mentee/advisor that consists of critical feedback and encouragement is also a benefit.

Additionally, students of color at PWIs are met with additional challenges in PWIs of cultural insensitivity (Blackwell, 1989). Although mentees can build a bond of commonality and insightful encouragement with their Mentors, there are a few mentor/advisors who cannot relate to the mentee based on limited cultural experiences that will result in an unsatisfactory outcome in inspiring or encouraging them to do better. Henrich (2004) refers to this in his study as a non-cultural mentor/advisor. Henrich documents "the evolution of pro sociality rooted in the interaction between cultural and genetic transmission of unlike species" (p.31-32). Yet despite some promising work and compelling recommendations by particularly committed individual scholars, a vast majority of higher education faculty members remain silent on issues of race, making unclear the scope of the field's commitment to diversity. The same holds true for faculty members in educational administration (Tillman, 2001). The apparent silence are inherent challenges in which doctoral students of color are facing each and every day within their respective educational administration programs at PWIs – That is environments that are traditionally culturally insensitive. As a result, many doctoral students of color are in need of being a part of mentoring programs which are geared to effectively retain and guide minority students toward social and academic success (Jones, 2001). Most graduate schools, when it comes

to advising doctoral students of color, especially African American doctoral students are behind that of the undergraduate advising experiences (Minor, 2003). Minor states, “the dropout rate among African American doctoral students is significantly high at 55 percent of all doctoral students” (p. 239). The experiences of doctoral students of color in graduate school are extremely important because many are isolated and have feelings of being the only one in their department with something to prove (Fields, 1998). Fields found that students of color studied who had feelings of isolation and lack of mentoring support often times left the program. The fleeing of students of color in doctoral degree program reduces the pool of professorial candidates of color and their potential to increase the number of scholars of color entering the professoriate in educational administration for example at PWIs.

Historical Needs, Impediments and Factors to Doctoral Preparation of Students of Color for the Professoriate in PWIs

The history of people of color in the academy reveals a multiplicity of struggles for equal access and success. Much of the research conducted on people of color in higher education documented the obstacles and negative experiences they encountered at PWIs (Wilson, 2002), reflected in their low representation at the graduate level, especially in PWIs. National surveys that have documented declining trends in ethnic minority graduate student enrollment have noted that one explanatory factor may be the limited opportunities for ethnically diverse students to develop meaningful mentoring relationships (Kohut and Pion, 1990).

Furthermore, marginalization in this case deals with “goodness-of-fit” issues between the needs, interests and skills of students of color, and institutional priorities and protocols; cultural, racial, ethnic and social differences; prejudices and discrimination; lack of culturally relevant academic and social support systems; and maintaining one's ethnic identity and cultural integrity

(Epps, 1989; Akbar, 2000; Jones, 2000; Mabokela and Green, 2001). In this final regard, Duncan (1976, p. 227) notes that, “Settling for inquiries at this level circumvents questions addressing the doctoral preparation experiences for the professoriate at PWIs of doctoral students of color and invites assumptions that a clear and direct relationship exists between certain ‘input’ standards and desired outcomes.” This makes the further case for more attention to be given to the development and experiences of doctoral students of color in doctoral programs.

Mentoring Doctoral Students of Color in PWIs

The topic of mentoring has received considerable attention in educational research literature because of the significant impact that mentoring is thought to have on academic and “career success” in the academy (Boyle and Boice, 1998; Holmes, Land, Hinton-Hudson, 2007; Johnston and McCormack, 1997; Menges and Associates, 1999; Welch, 1997). Recently increased research and writing has been done on both the concept and the practice of mentoring (Alire, 1997; Anderson and Shannon, 1986; Blackburn, Chapman, and Cameron, 1981; Blackwell, 1989; Desjardins, 1993; Donovan, 1990; Friedman, 1992; Merriam, 1983; Merriam, Thomas and Zeph, 1987; Roche, 1979; Schatzberg-Smith, 1988; Scott, 1992; Van Stone, Nelson and Niemann, 1994). Much of the work has focused on career progression models that include enhancing the mentee’s socialization skills for business and management advancement which have traditionally been influenced by “White Male standards” (Gardner, Enomoto, and Grogan, 2000; Sandler, 1980; Wheeler, 1992). Few (if any) traditional mentoring models identify specific components of mentoring for doctoral students of color, especially in PWIs.

Mentoring, as it has been traditionally practiced, has some implications for doctoral students of color in higher education, particularly those in PWIs. Many follow them into their careers as professors. First, there is often difficulty with locating a suitable mentor with whom to

build such connections (Patton and Harper, 2003), especially in PWIs. Hughes' (1998) study, reported that doctoral students of color have few role models (Valadez, 1998; Willie, Grady and Hope, 1991) and the most limited access to ethnic role models and mentors like themselves." (p.65). Participating in a mentoring relationship with someone who looks like them, who has similar personal, professional and scholarly interests and is devoted to their holistic experience and personal success as a graduate student in their chosen field, is keenly important for students of color. The experience often times is that there is less support for research interests (Turner and Thompson, 1993).

However, given the under-representation of faculty of color on PWIs, doctoral students of color have limited opportunities to interface with same-race advisors and/or mentors. Thus, doctoral students of color seeking mentoring relationships are at an obvious disadvantage. In response, Locke (1997) as cited in (Patton and Harper, 2003) suggests that a growing system of mentoring needs to be in place to alleviate the problem of too few people of color represented at PWIs. Mentors could play a major role in the recruitment or socialization of younger scholars who are equipped with the skills requisite of academic and career success. Such empirical data presented in the Patton and Harper (2003) study, Jackson, Kite and Branscombe (1996) study as well as Blackwell's (1983) work is useful to this study in that specific accounts of mentoring, are provided and reference specific mentoring factors and ways in which those factors impact the academic successes of doctoral students of color in PWIs and consequently prepare them for the professoriate at PWIs. Second, they encounter discrimination, hostility, isolation, tokenism and marginality. Their intellectual capabilities are doubted, and their research interests are often suspected or neglected. When they try to claim the same prerogatives as granted to their mainstream peers (such as researching and writing about things of personal and cultural

relevance to them) they are discouraged, silenced and sometimes even abandoned. Yet, in order for graduate students of color to perform well, they must demonstrate academic ability (Ewing, Richardson, James-Myers and Russell, 1996; Blackwell, 1989). Also, they must navigate the social and cultural contexts, common to PWIs. To accomplish this, the literature suggests that graduate students of color need mentors and opportunities to network in order to adjust to potentially stressful environments (Davidson and Foster-Johnson, 2001; Debord and Millner, 1993; Mabokela and Green, 2001; Smith and Davidson, 1992; Blackwell, 1989). Failure to understand and learn how to manage these may account for why graduate students of color leave academe more often than their intellectual capabilities (Gay, 2004, p. 286).

That said; however, in the text, *Mentoring Graduate Students of Color: Myths, Model and Models* (Brown and et.al., 1999), the authors use personal narratives to connect mentoring to graduate student experiences at PWIs in preparing for the professoriate. Specifically referenced is that having a mentor is critical to learning how to navigate the academy as a graduate student and move successfully to the next level in professional life. This is supported by the research of Bova and Phillips too, who assert that mentoring relationships are 'critically important to the developing professional' (Bova and Phillips, 1984, p. 19).

Preparing Doctoral Students of Color for the Professoriate in PWIs

There is also a growing body of research and scholarship on preparing students of color for K–12 teaching careers (Guyton et al., 1996; Pailliotet, 1997; Becket, 1998; Gordon, 2000; Quiocho and Rios, 2000; Bennett, 2002; Sheets and Chew, 2002), but much less has been written about preparing graduate students of color to become professors in academia. The trend has been reportedly wide-ranging data on traditional mentoring benefits for doctoral students of colors' doctoral preparation experiences. Little has changed in recent years. The research and

scholarship that do exist tend to focus on recruitment, retention, enrollment patterns, funding and mentoring of graduate students (Katz and Hartnett, 1976; Justiz *et al.*, 1994; Pruitt-Logan and Isaac, 1995) and faculty of color (Altbach and Lomotey, 1991; Cross, 1991; Padilla and Chávez, 1995; Cho, 1996; García, 2000b; Turner and Myers, 2000) and thereby provide limited data on challenges students of color encounter in the process of becoming professors of higher education.

Making the Case: The Jackson Scholars Mentoring Program

In the next decade people of color will represent 50 % of the population of the United States. The percentage of students of color in public schools may be even higher. Thus, it is imperative that teachers and administrators in these schools understand as well as embrace the cultural and ethnic issues facing our schools in order to ensure that all children receive a high quality education. Data from 1999-2000 % indicate that 14.8% of school administrators are from minority groups. In higher education, where these administrators are being educated, the percent of minority faculty members is 14%. The figure for colleges of education is 15.5 %. In response to this unfortunate reality, the Holmes Scholars Program was established 1991 to enrich the scholarly experience and professional training of talented men and women of color who are underrepresented in leadership positions in our universities and professional development schools. A more in-depth discussion about the Holmes Scholars Program is provided further in this study.

However, in order to further enhance the presence of racial, ethnic, and linguistic diversity in the ranks of educational leadership students and faculty body, the American Association for Colleges for Teacher Education (AACTE) in a publication encouraged UCEA member institutions and affiliates to “maximize the participation of individuals from underrepresented groups in university-based educational leadership and administration

programs” (AACTE 2001, p. 6). To this end, the University Council for Educational Administration (hereafter, UCEA) established the Jackson Scholars Mentoring Program in November, 2003. The program is designed to help mentor graduate students of color enrolled in UCEA member institutions and prepare them for their intended goal for the professoriate. This ideology and concept was very similar to that which prompted the Holmes Scholars Program establishment.

Establishing a support network through the Jackson Scholars Program for doctoral students of color planning on entering educational leadership programs in higher education can help in attracting and retaining students of color into educational leadership programs and thus into K-12 and higher education positions. Further, it can expand UCEA’s capacity to develop and grow a talent pool of scholars of color in order to maintain diverse representation within UCEA. It also provides a network forum of scholars similarly situated, although matriculating from separate PWIs, to reinforce one another and lessen the isolation oftentimes felt by doctoral students of color coexisting in culturally insensitive environments (Blackwell, 1989). This undertaking also presents the potential for UCEA to establish this flagship initiative that broadens research perspectives in the field of educational leadership and practice, thus more opportunities for UCEA to be at the forefront of more social justice and equity issues in education research and practice.

Demographic Imperative

UCEA recognizes the demographic imperative facing schools with regard to the huge disparities in the students, teachers, and school administration population. Statistical data suggests that although the U.S. student population is becoming increasingly diverse, the teaching and leadership corps, and faculty in education leadership programs in our universities continue to

be predominantly white. As referenced earlier, in colleges of education, where most of these school and school system leaders are being educated, faculty members of color are a small representation. Data from 2003, indicated that 95% of school superintendents in the US are White (figures quoted in Marshall, 2004); and in 1996, 91.4% of high school principals were White (Marshall, 2004) as well.

The Barbara L. Jackson Program is an important first step in addressing this demographic challenge facing the field of educational administration. By investing in the education of students of color in UCEA member institutions, the program has the potential to produce the next generation of educational leaders (a) ready and able to serve as role models to current students of color in both K-12 and higher education settings; and (b) who could engage in culturally sensitive research (Tillman, 2005) that not only broadens one's perspectives in the field, but has implications for reducing the gap of representation of teachers and scholars of color in K-12 and higher education settings.

Jackson Scholars Mentee/Mentor Process

The programs' overall objective is to increase the representation of academicians of color in Educational Administration Programs across U.S. institutions of higher education. In doing so, academically strong doctoral students of color who express interest in entering the professoriate upon degree completion are selected within their respective UCEA member institutions and are "formally assigned" (Merriam, Thomas and Zeph, 1987) with an experienced faculty mentors who will help prepare them for entry into the academy. The mentor can help prepare the student mentee for the transition from doctoral student to faculty member (Desjardins, 1993). Specific mentoring activities as defined in the program guidelines include: publishing, teaching and navigation tools in higher education. The outlined mentoring functions include two primary

functions: guidance in professional development and exposure to networking opportunities with seasoned scholars in the field. In this process, the doctoral student established basic competence in the anticipated new role he/she assumed. A case in point is highlighted in a study done on the lives of junior faculty in a research 1 institution in that those new faculty who were mentored perceived that they were better prepared for the professoriate (Bourguignon, Blanshan, Chiteji Meckling, Sagaria, Shuman and Taris, 1987).

Jackson Scholars Mentoring Program Benefits

In academia, a primary model for faculty/student mentoring has been the relationship that can develop between a graduate student and professor. This relationship is described as the professor helping the student set goals and develop specific skills which facilitates the student's successful immersion into academic and professional arenas (Desjardins, 1993; Hall and Sandler, 1983; Sands, et al., 1991). While, other scholars in the field characterize faculty-to- student mentoring as a socialization process, which takes place while the student is in graduate school or before he/she assumes a junior faculty position (Bourguignon et al., 1987; Johnsrud, 1994). Moreover, findings in some studies conducted on faculty/student mentoring relationships indicate that interaction between faculty members and graduate student mentees have a significant impact on students' future employment possibilities at quality institutions (Blackburn et al., 1981; Merriam et al., 1987), often times resulting in student mentees ending up employed in similar institution types as their mentors.

Higher Education Mentoring Programs At-A-Glance

The Holmes Scholars Program

In 1991, the Holmes Partnership established the Holmes Scholars Program, a program designed to provide support and mentoring for talented men and women who are

underrepresented in leadership positions in professional development schools and institutions of higher education. Upon selection, graduate students are provided with opportunities to network with other Holmes Scholars and alumni, at the national and regional levels. They are encouraged to participate in and disseminate research at the national conference where they receive support and feedback from faculty across the country. Finally, the scholars program directors and the Holmes Partnership organization works hard to ensure that Holmes Scholar Graduates obtain positions as faculty members, K-12 administrators, or with education policy organizations. The Holmes Scholars Program has been showcased as a unique contribution to the area of education reform. More than 400 students have participated in the network and nearly 100 are currently in tenure-track positions at colleges and universities around the country. Others have entered school-based or other educational professional settings.

The Jackson Scholars Program was designed around a concept similar to the Holmes Program. Similar to the UCEA and AERA annual conferences, students in this Holmes Program meet annually one and a half days prior to the Holmes Conference. They share information, make presentations, receive mentoring, and socialize. They have now formed an alumni group and continue to network and nurture one another. Although students in this program come from varied program areas, the majority of them are from teacher education and the foundations areas. Program outcomes thus far are said to be a powerful initiative in changing the landscape of teacher education faculty in these schools. Although students in this program come from varied program areas, the majority of them are from teacher education and the foundations areas.

Teaching and Mentoring Program

The Institute on Teaching and Mentoring is sponsored by the Compact for Faculty Diversity, a consortium of graduate support programs for underrepresented students run by the

Southern Regional Education Board (SREB) State Doctoral Scholars Program, the Western Interstate Commission for Higher Education, the National Institutes of Health's Bridges to the Professoriate program), the National Science Foundation's Alliance for Graduate Education and the Professoriate, the Alfred P. Sloan Foundation's Minority Ph.D. Program, and the U.S. Department of Education's Ronald E. McNair Program.

Nearly 1,100 minority doctoral candidates and recent Ph.D. recipients convene annually to learn how to prepare for a career as a professor, to network and, perhaps most importantly, to exhort one another. The sessions range in nature – from graduate students discussions on their experiences with faculty advisers or administrators unaccustomed to dealing with people of Black, Hispanic, American Indian and Hawaiian Native/Pacific Islander descent, for example, to discussions about being the only non-white face in their academic departments or programs. However, for those PWIs interested in recruiting minority candidates for their faculty positions and having a hard time finding eligible candidates, the Institute on Teaching and Mentoring serves a conduit. This process is similar to UCEA's proposed plan to look inside of the UCEA Jackson Scholars Network to potentially identify and recruit candidates of color – A.B.D. and degreed Jackson Scholars - for professorial positions and hire at UCEA member institutions.

Despite the program's success — in the invitation-only program's 15-year history, more than 700 of its participants have received doctorates, and hundreds more are in the pipeline — it remains one of the better-kept secrets in higher education. Although some institutions have been participating in it for nearly the program's entire history, others are just discovering it. Noted by doctoral students who have participated in the program is the claim that what they get most from the institute is inspiration, seeing others like them who have run the gamut and made it – to the Ph.D., a first teaching job, even to tenure.

Alliances for Graduate Education and the Professoriate (AGEP) Program

AGEP is a network of universities dedicated to increasing the number of underrepresented minorities obtaining graduate degrees in science, technology, engineering and mathematics. Although executed on a different scale, this study references the AGEP Program as an additional national program similarly positioned to the Jackson Scholars Program in that it targets enhancing the representation of people of color for academia.

The National Science Foundation funds the Alliances for Graduate Education and the Professoriate (AGEP) program. The primary goals of AGEP are to: (a) significantly increase the number of underrepresented minorities (i.e., African Americans, Hispanics, American Indians, Alaska Natives, and Native Hawaiians or other Pacific Islanders) obtaining graduate degrees in science, technology, engineering and mathematics (STEM), and (b) enhance the preparation of underrepresented minorities for faculty positions in academia.

AGEP employs a strategy of supporting alliances of doctoral-granting institutions to accomplish these goals. The alliances, in turn, employ creative administrative strategies, develop infrastructure, and engage in substantive partnerships with non-doctoral granting institutions (many minority-serving institutions) to enhance recruitment, retention, and advancement of doctoral students of color. The effectiveness of the AGEP approach are said to be attributed to a variety of factors, including leveraging of shared resources, thinking creatively to produce more supportive and proactive graduate infrastructure, and committing to attain ambitious goals with respect to increasing doctoral degree production for students of color in PWIs.

Chapter Summary

My goal in this study was to address a gap in the literature regarding the link between mentoring and doctoral preparation of doctoral students of color in educational administration for

the professoriate at PWIs. Recognizing this need, Chapter 2 provides theoretical perspective and explores the salience and the utility of most commonly referenced traditional mentoring practices in academic settings – role modeling, psychosocial support and professional development - in mentoring research. The review of the literature reveals a body of studies that responds to the limitation of existing research pertaining to mentoring and the doctoral preparation of students of color, especially in PWIs. Specific mentoring programs in higher education that focus on preparing doctoral students of color for the professoriate are presented and used as reference points for the Jackson Scholars Program.

The purpose of this chapter, as mentioned in the introduction, is to review literature on mentoring doctoral students of color in PWIs settings with focused attention on the preparation of Jackson Scholars in the Jackson Scholars Program for the professoriate in educational administration at PWIs in order to further articulate the research questions, provide background, and build a theoretical framework for the study. The review of literature provided context for the study of Jackson Scholars experiences in the Jackson Scholars Program in their preparation process for the professoriate in educational administration at PWIs in particular. The integration of various literature sources presented a framework that lends itself to the qualitative investigation of interaction data, yielding an investigation of the actual process of mentoring Jackson Scholars in the Jackson Scholars Program.

CHAPTER 3

METHODOLOGY

Introduction

This chapter presents the research design for the study. It describes the research strategy and procedure adopted in order to address the research questions. First, this chapter explains why a qualitative research approach is used in this study, describes the rationale for case-study approach, detailing why it is appropriate for this study. It then describes the case-study protocol that was followed, and the unit of analysis and the strategy by which the units were collected. A description of the case selected is then given, as well as the sources of data available to study the case. The next section presents the data analysis used. The chapter ends with a discussion of the mechanisms used to enhance the quality of the research, and the limitations of the study.

As explained in chapters one and two, the objective of this study is to address these limitations in the literature. To do so the study employed two theoretical approaches for investigating the role of the Jackson Scholars Program in the preparation of Jackson Scholars for the professoriate in educational administration at PWIs.

Why Qualitative Research?

In this study, I chose to use Qualitative research methods in that two research questions were developed and thereby used to understand some social phenomena from the perspectives of those involved, to contextualize issues in their particular socio-cultural political milieu, and sometimes to transform or change social conditions (Glesne, 2006). A fundamental assumption in qualitative research is that the perspectives of the participant's on the phenomenon of interest

should unfold as the participants perceive it, rather than as the researcher perceives it (Marshall and Rossman, 1989). A qualitative research method is an effective way to study the proposed research questions in this study as qualitative methods permit the researcher to “explore, explain, or describe the phenomenon of interest” (Marshall and Rossman, 1999, p. 33) and to answer “how” questions (Yin, 2003; Creswell, 1998).

Qualitative methods also allow the researcher to explore complex settings and complex interactions (Sofaer, 1999). In this study, the interactions of the Jackson Scholars within the Jackson Scholars Program were under investigation. Emphasis is on the experiences of Jackson Scholars as they prepared for their doctorate for the professoriate in educational administration at PWIs. In particular, I wanted the former Jackson Scholar study participants to particularize their experiences in the Jackson Scholars Program. In using qualitative research methods, there was an innate potential to uncover something new. In particular, I was able to unveil the participants’ perceptions of mentoring in the Jackson Scholars Program. That is, I was able to discover related theories grounded in the experiences of the study participants’ during their doctoral preparation in the Jackson Scholars Program for the professoriate in educational administration at PWIs. I was able to disclose, as well, the individual and collective perspectives of the characteristics claimed by the participants that are essential to the preparation process for the professoriate in educational administration at PWIs. Furthermore, the use of qualitative research techniques also enabled me to describe to some level how the dynamic and complex culture of PWIs could be a factor in these experiences in the Jackson Scholars Program.

Qualitative researchers are interested in understanding the meanings that people have constructed – ‘how they make sense of their lives, experiences and their structures of the world’ (Merriam, 1998, p. 19). The focus is “meaning as socially constructed by individuals in

interaction within their world” (Merriam, 2002, p. 3). In order to gain perspective, thereby meaning from the study participants, a semi-structured, open-ended (Bogdan and Biklen, 2003), yet in-depth interview was applied in this study as the primary method of data collection. This approach enables the perspectives of others regarded as meaningful, evident, and explicit – that which is “another person’s perspective” (Patton, 1990, p. 278) to come to fruition. In-depth interviewing is “a conversation with purpose” (Marshall and Rossman, 1989, p.82). This “conversational approach” (Nelson, 1989) calls for the researcher engaging into a conversation in order to ascertain how the study participant socially constructs his/her reality with regard to the phenomenon under study. In order to make their interpretations sound, the researcher must gain multiple perspectives of the study participants. Accordingly, in-depth face-to-face and phone interviews allowed for brief data collection and additional phone follow up for clarity purposes.

While the primary aim of this research was to explore the experiences of former Jackson Scholars in the Jackson Scholars Program in preparation for the professoriate in educational administration at PWIs, the perspective of the mentors advanced my understanding of the mentoring process within the context of the program. However, my primary concern was not whether or not the former Jackson Scholars and Jackson Scholars Mentor study participants shared common perspectives pertaining to the mentoring experiences in the Jackson Scholars Program. Rather, I was mainly concerned with obtaining the individual and unique points of view of each study participant on their experiences in the Jackson Scholars Program.

Overview of the Case study method

To understand the complex and embedded phenomenon of mentoring in general, and mentoring within the context of the Jackson Scholars Program in particular, and to further build

the theoretical framework presented in chapter two, it is important to view mentoring in a natural setting and among human beings. Yin stated that a case study is “an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used” (Yin, 1984, pg. 23). Consequently, the case-study approach was most appropriate for this research, as other methodologies fail to meet the criteria Yin (1984) described. For example, experiments are not appropriate to the study of this phenomenon, as they require control. Control is pragmatically difficult, and creates an artificial setting in which to study the embedded phenomenon. A survey methodology is also less appropriate as there are limitations to eliciting descriptions of the experiences of Jackson Scholars in the Jackson Scholars Mentoring in their preparation for the professoriate in educational administration at PWIs.

Case study methodology and design

Qualitative case study research design (Stake, 1994), was employed in this study in order to understand a social phenomenon from the perspectives of those involved and “add to existing experience” (Stake, 1978, p. 7; Stake, 2004). This study employed a qualitative case study design to better understand the phenomenon of mentoring in the Jackson Scholars Program, as suggested by some former Jackson Scholars and Jackson Scholar Mentors in the program. Qualitative case study design allowed me to further build the theoretical framework presented in chapter two.

Qualitative inquiry emphasizes holistic treatment of phenomena (Schwandt, 1994). Phenomena are intricately related. Through many coincidental actions, understanding them requires looking at a wide sweep of contexts: temporal, spatial, historical, political, economic,

cultural social and personal. Therefore, a case study was the preferred research strategy in this study since the focus is on a contemporary phenomenon with some real life context (Yin, 2003). Single case research design, specifically, was chosen for this study because Merriam (1998) noted that this design is most appropriate for studying a single entity or phenomenon bounded by time and activity. In particular, this case study, the Jackson Scholars Program represents a sample of one mentoring program for doctoral students of color in educational administration that focuses on the mentoring processes and outcomes over time.

Single case study

Selecting case studies as the research design used to address the research questions is appropriate when the research questions ask “how” or “why”, the program (i.e. Jackson Scholars Program) under investigation is contemporary, not historical, and the researcher has no control over behavioral events (Yin, 2003). This study is all-encompassing of these three criteria. This research addresses a “how” question about a contemporary phenomenon. The primary research questions ask “how” and seek to explore the effectiveness of the Jackson Scholars Program through the lens of the participants within the Jackson Scholars Program. The program of interest is the Jackson Scholars Program - a contemporary program – and the events under investigation are the experiences of the study participants during their participation in the Jackson Scholars Program.

Unlike other research designs, in a case study design, the researcher has no control over the events related to the phenomenon of interest. In this study, the researcher cannot manipulate behavior or events that occurred and that are revealed by the study participants as is possible in laboratory experiments. Since there was interest in knowing “how” the program worked (or not) in the doctoral preparation process of Jackson Scholars in the Jackson Scholars Program for the

professoriate in educational administration at PWIs, single-case study strategy was applied. The single case study approach allowed me to gain in-depth- perspective of a specific process or issue, “to see unexplored details of the case” (Creswell, 1998, p. 95).

There are several types of case study designs. Relevant to this study, Yin (1984; 1994) identified one type of case study design: single-case (holistic). The term holistic refers to the unit of analysis used in the study. In holistic cases, there is only one unit of analysis in the study. Yin (1984; 1994) suggested that a single case study design is suitable when the research investigates a critical, unique or revelatory case. In addition, a single design is suitable when the case is the first in a series. In this research, a single case study design is suitable because of the case’s revelatory nature. The results from this case proved revelatory because of its in-depth qualitative approach and its focus on the experiences of the Jackson Scholars in the Jackson Scholar Mentoring Program in the preparation process and progression towards the professoriate in educational administration at PWIs.

Previous and current research have either neglected or avoided exploring the complex and holistic phenomenon of the preparation of doctoral students of color in educational administration at PWIs using qualitative in-depth methods (Miner and Mezas, 1996; Orlikowski, 2002; Prange, 1999; Robey et al., 2000). Developing a methodological framework and the findings from such a framework can uncover aspects of the preparation process, hence the unique, yet varied experiences in that process of the former Jackson Scholars in the Jackson Scholars Program that can guide future studies of the link between doctoral preparation of doctoral students of color for the professoriate in educational administration at PWIs, as well as inform the design and implementation of more mentoring programs focused on this outcome.

Strength of using Single case study in the Jackson Scholars Mentoring Program

A case study is useful for collecting outcome data when there are no acceptable, valid, or reliable measures of the phenomenon studied. For example, there are goals in many mentoring programs; but many lack effective mentoring measures that consider incremental change, before and/or after completion of a program. To achieve the objective of this research it was important to gain a deep understanding of the individual experiences of the former Jackson Scholar in the Jackson Scholars Program and to develop a framework unique to the experiences of the former Jackson Scholars in the program.

The strength of a single-case design is that it allows a single researcher to conduct a more in-depth study and thereby gain understanding of the experiences and factors that have practical implications. It is important to take advantage of the rich and thick descriptive data available to understand the individual mentoring experiences.

A single-case study is also a useful way of documenting changes experienced by the study participants in the Jackson Scholars Program, for example, rather than depending on an unreliable standardized instrument (Patton, 2002), like surveys. Case studies are also valuable in exploratory research in areas where there is little previous work and not much is known about the topic of interest (Patton, 2002), that is the role of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs. The qualitative data can provide substance to that area of focus (Patton, 2002). Moreover, deep and personal perspectives of the study participants obtained through single-case study can identify issues that are not easily identifiable through other methods of data collection. A rich case leads the reader first to awareness and then to understanding to facilitate the construction of knowledge as if he or she actually experienced the events described (Patton, 2002).

Applying a Single case study approach in the Jackson Scholars Mentoring Program

Drawing from Yin (1984) and Stake's (1988), definitions of case-study research, Punch (1998) highlighted some main characteristics of case studies that researchers need to stress and pay special attention to as they construct the single-case study design:

1. A case study, although sometimes indistinguishable from its context, is a "*bounded system*." To this end, the researcher has to clearly identify the case boundaries. In this research study, a holistic case study design is used. The single (unit of analysis) is the Former Jackson Scholars in the Jackson Scholars Program. Although the Jackson Scholars Program has different participants contributing at various levels, I bounded this study to the experiences of the former Jackson Scholars in order to study the collective experiences of this particular group. Although this single case study approach enabled me to examine a range of relationships within the Program - of a relatively small number of participants - the individuality of each response was preserved. This process allows one to understand how events, actions and meanings shaped by the unique experiences in which these actions occur (Maxwell, 2004a). This "interpretation in context" (Shaw, 1978, p. 13) is a primary concern in case studies.

2. To clearly focus the research and identify the unit of analysis guiding the data analysis, the researcher has to clearly state what *the case is a case of* - That is, in this research study, the experiences of Jackson Scholars in the doctoral preparation in the Jackson Scholars Program for the professoriate in educational administration at PWIs. But, Punch (1998) pointed out that researchers cannot study everything about a case, and emphasized the importance of defining the focus of the research by identifying clear, specific research questions. This is particularly important in this study since experiences of the Jackson Scholars in the Jackson Scholars Program are unique and revelatory in nature.

3. A case study *uses multiple sources of data* to enhance the researcher's understanding of a case. This study viewed data on the Jackson Scholars Program from archived data and the historical documentation available from UCEA. As well, the study conducted semi-structured face-to-face and phone interview, an email interview and a web-mailed demographic questionnaire.

Furthermore, using the case study approach, the reader is able to see what was unique and idiosyncratic in the single-case. Yin (1994) defines case study in terms of the research process - "an empirical inquiry that investigates a contemporary phenomenon within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." (p. 13). In other words, one would desire to use the case study method to comprise contextual conditions. That is, believing that the conditions may be highly pertinent to the phenomenon under study. Therefore, I used the single case study approach to focus on an array of relationships that include the thoughts and feelings of Jackson Scholars Mentees and Mentors about their unique experiences in the Jackson Scholars Program. The single case study approach also allows the reader to experience vicariously unique individuals within our culture and see things we might not otherwise see (Donmoyer, 1990). There is similarity between the real world and narrative context- they both integrate thought and feeling. The information collected in the case study about the idiosyncratic experiences of real people - the study participants - and the narratives written to document those experiences can be engaging because they are essentially stories about people similarly experiences events as ourselves. The vignettes used in this study to describe the Jackson Scholar Mentee and Mentor experiences in the Jackson Scholars Program highlight particular themes, which may have implications for mentoring programs focused on preparing doctoral students of color for the professoriate in educational administration at PWIs.

The case, therefore, is an integration of the feelings and thoughts of the study participants' experiences in the Jackson Scholars Program.

Further, the conditions for single case designs are well- documented. According to Yin (2003), a rationale for single case is its representation of the critical case in testing a formulated theory. To confirm, challenge, or extend this theory, a single case must satisfy all of the conditions for testing the theory. Therefore, single case study can confirm whether or not theoretical propositions are applicable to the case under examination or whether some alternative set of explanations might be more relevant (p. 40).

The single case can also represent a significant contribution to knowledge and theory building. Such a study can even help to alter future investigations in an entire field. Yin (2003), references Graham Allison's (1971) single case study– the 1962 Cuban missile crisis. As cited in Yin (2003), Allison (1971) posits three competing, yet complementary theories to explain the crisis. Allison compares the ability of each theory to explain the course of events in the crisis, for example, why the Soviet Union placed offensive missiles in Cuba, and why the Soviet Union eventually withdrew their missiles from Cuba. The case study shows the explanatory and not just descriptive or exploratory functions of single-case studies.

Furthermore, the outcomes from the case study are intended to be generalizable, not only to foreign affairs more broadly but also to a whole variety of complex governmental actions. This in essence clearly demonstrates how a single-case study can be the basis for significant explanations and generalizations.

Just as a single case study was used in the aforementioned as an exemplifying case and as a basis for key descriptions and generalizations of a phenomenon, this case study, the Jackson Scholars Program, uses two competing nevertheless corresponding theoretical propositions –

Jacobi's (1991) seminal work on mentoring best practices in doctoral students of color in higher education environments and Tillman's (2001) study on effective mentoring relationships and strategies for people of color in educational administration at PWIs used in this study – to test these well-formulated theories against a set of circumstances within which these propositions traditionally hold true. In this manner, the capacity of each theory to explain the course of events in the program, for example, how effective (or not) is mentoring in the program for Jackson Scholars in their preparation for the professoriate in educational administration at PWIs helps to elucidate and generalize a phenomenon. Furthermore, the explanatory, descriptive and/or exploratory functions inherent in single-case studies can help determine whether or not Jacobi (1991) and Tillman's (2001) theoretical assertions align with or explain the conditions in the Jackson Scholars Program or if some alternative explanations may be more germane to the case under study.

The Case-study protocol

To gain a rich understanding of the phenomenon of Jackson Scholars experiences in the Jackson Scholars Mentoring Program and develop theoretical frameworks to study the mentoring process for Jackson Scholars in the Jackson Scholars Program for the purpose of preparing them for the professoriate in educational administration at PWIs, this study followed protocol steps suggested by Eisenhardt (1989). This protocol also facilitated the identification of factors that enhanced or impeded the process for the doctoral preparation of Jackson Scholars in the Jackson Scholars for the professoriate at PWIs. In particular, the following is a list of the steps used to develop theory from case studies suggested by Eisenhardt (1989), who synthesized the works on case study methodology (Yin, 1984, 1994), qualitative data analysis (Miles and Huberman, 1994), and grounded theory (Glaser and Strauss, 1967). While I use the term steps, it is important

to note that this research study is an iterative process, where various steps are repeated and take place concurrently. As well, these steps have been developed and used in case studies that have been conducted in a face-to-face fashion. Some of the language used was modified to suite the virtual setting of this study.

Starting up: The first step in this research study was to formulate the initial research questions and identify relevant theoretical constructs that were necessary to meet the objectives of the study. This was important for guiding the research design of the study and the selection of cases. Chapter two addressed the various elements of this process: developing and defining research questions, selecting theoretical constructs useful for this research and an initial framework to further build on throughout this research study.

Selecting cases: The next step was to select the population from which to draw a sample of case studies to satisfy the research questions. This step determined the limits of generalizing and controls for extraneous variables. This process also dealt with some the methodological issues that affected this research study, for example having access to interviews or historical document data. This research studied the Jackson Scholars Program and focused on former Jackson Scholars as a population within the program as it relates to their doctoral preparation for the professoriate in educational administration at PWIs. Chapters one and two addressed this issue in detail.

Creating research instruments and protocols: This step dealt with the selection of data sources to be collected and the elicitation techniques by which they were selected. I attempted to triangulate using multiple sources and types of data. In particular, I collected and analyzed data on the Jackson Scholars Program from archived documents (e.g. email correspondence, meeting minutes, the program guidelines, and program details on the web), demographic questionnaires,

phone, email and face-to-face interviews. The various sources of data used are presented (See figure 1).

Figure 1. Sources of Data

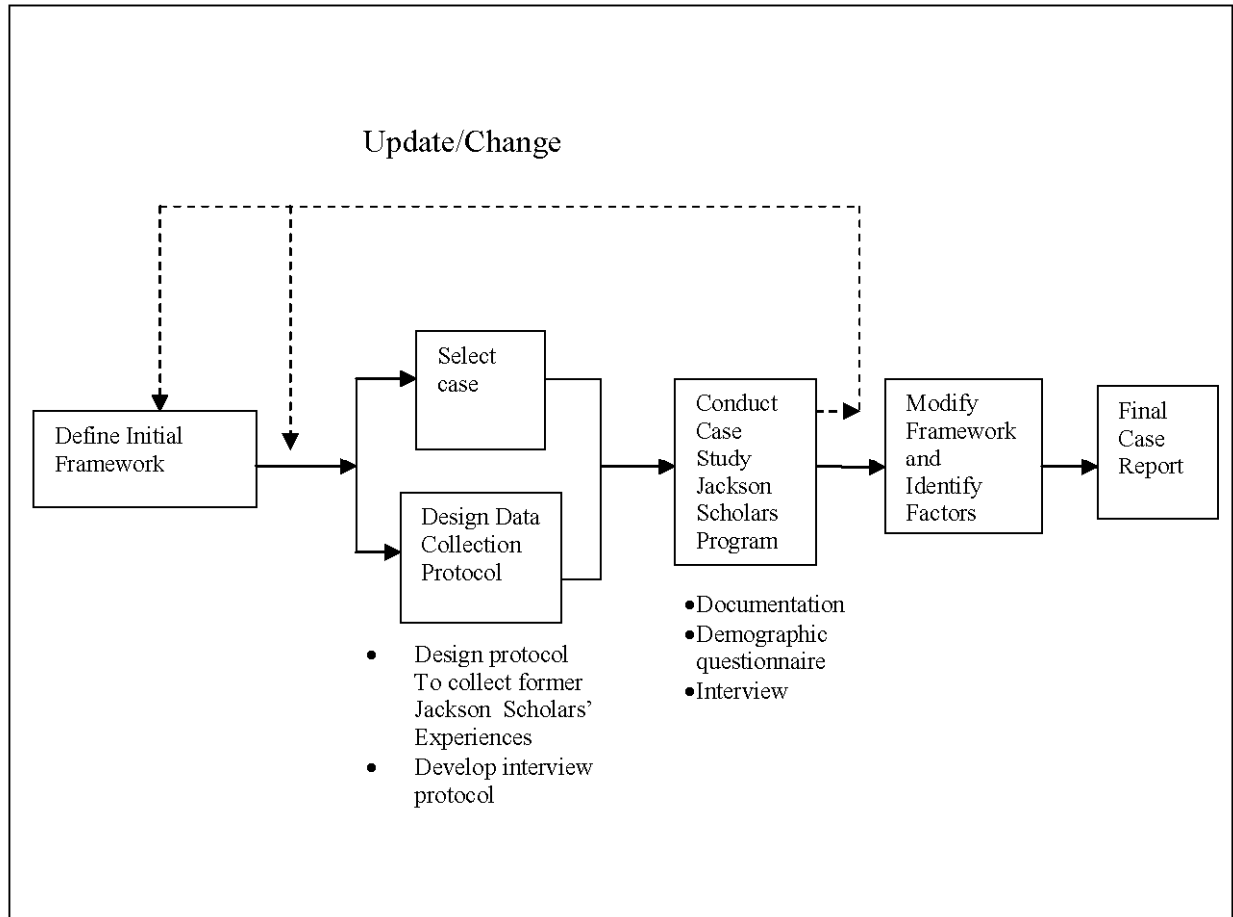
Source	Data	Participant Level
Historical Documents	<u>Documentation:</u> History of the program Background information on the program <ul style="list-style-type: none"> ▪Number of participants ▪Formal assigned roles 	Individuals, Group Individuals, Group
Demographic Questionnaire	Demographics on Jackson scholars and Jackson scholar mentors	Group
Interviews	Email Face-to-face Phone <ul style="list-style-type: none"> ▪Jackson Scholars perception of effective mentoring in Program ▪Shared view about the Program ▪Definition of mentoring ▪Description of mentoring process ▪Description of program experiences ▪Perceptions of roles/structure of mentoring in program ▪ Perceived success of Program 	Individual Individual Individual

Analyzing data: This analysis process used the data to gain a comprehensive understanding of the phenomenon. The iteration process enabled various ways in which to analyze this case study.

Accuracy of findings is contingent on investigating multiple sources of data. In this research, I

followed the protocol suggested by Yin (1984; 1994) and Eisenhardt (1989) illustrated in figure 2.

Figure 2. Case study design (Yin 1984; 1994; Eisenhardt 1989)



Shaping hypothesis: As initial themes and patterns emerged in the data analysis, I compared the data to related theory and understanding of the constructs. This was an iterative process in which the researcher matched theoretical constructs with data, striving, in other words, for an empirically valid theory” (Eisenhardt, 1989). In this research, protocol was followed (See figure 4), emphasizing the iterative process between framework and data.

Inserting Literature: Findings were examined, in light of the conflicting literature and compared the findings of similar or supporting literature. This step ensured the

validity of the findings.

Getting Closure: The final stage in this protocol process was deciding whether the data in the case was sufficient, and whether the theory fits the data. Adding cases can be a theoretical issue, but also a practical issue. In terms of practicality, the researcher needs to be satisfied with less than the ideal number of cases. As for whether a theory is empirically valid, the test for empiricism is reaching saturation within a case. In this research study, reaching closure happened when the analysis reached saturation within the case (See figure 3). This study is only one of few in educational administration doctoral preparation programs I have identified. This study serves to develop a theoretical framework that can be further tested in different types of doctoral preparation mentoring programs and settings. Using Miles and Huberman (1994, p. 46), figure 3 below displays a case study database developed specifically for this study.

Thick Description as a Method

This study proposes the use of ‘thick description’ (Wolcott, 1994) as a method for understanding the individual and unique experiences of the study participants in Jackson Scholars Program, with special emphasis on the former Jackson Scholars. Description is at the heart of qualitative inquiry (p. 55). Thick description is brought forward as a means to discover and reveal the depth of meaning that human actors inscribe in their language and actions (Gertz, 1973). Although thick description is deeply rooted in anthropology, it is particularly applicable to this study because as Denzin (1989) notes, thick description is more than merely facts “the voices, feelings, actions, and meanings of interacting individuals are heard. A thick description creates ‘verisimilitude’” (p. 83). Thick description is also most useful in this study because it also describes historical situations (p. 85).

Figure 3. Case Study Database (Miles and Huberman, 1994, p. 46)

Item	Description	Example
Raw material	Historical Documentation, General documents	<ul style="list-style-type: none"> ▪Documentation (plenum meeting minutes, email correspondence, proposal, letters of invitation) ▪Interviews ▪Interview Notes
Partially processed data	Write-ups and transcripts	▪Partial write up of results
Coded data	Write-ups with special codes attached	▪Codes themes
Memos (analytic material)	The researcher's reflections on the conceptual meaning of the data	▪Reflexive Journal
Search and retrieval records	Information showing which coded chunks or data segments the researcher looked for during analysis, and the retrieved material, records of the links made among segments	▪Memos and comments on the various primary documents (sources of data) being analyzed
Data display	Matrices used to display retrieved information	▪Independent Word documents were kept for analysis and reporting purposes
General chronological log	Documentation of data collection and analysis work	▪Extracting memos and other documentation from Word documents to compile such documents
Index	Index for all of the above material	▪Kept in an independent Word file

Interpretation as a Method

The strength of qualitative research methods derive primarily from its inductive approach, its focus on specific situations or people, and its emphasis on words (Maxwell and Loomis, 2002). One approach by which this qualitative study is well suited is interpretation. While there are varied meanings, shaped by the intent of the researcher (Schwandt, 1994), the

researcher collects open-ended, emerging data with the primary intent of developing themes from the data (Creswell, 2003). In other words, all focus on the identification of inter-subjective and common meanings (Schwandt, 1994). Standard qualitative design also calls for the persons most responsible for interpretations to implement “subjective judgment, analyze and synthesize, while realizing their own consciousness” (Stake, 1995, p. 41). In essence, new meaning is recognized and substantiated. Herein remains the process – as researcher - of recognizing a problem, studying it, hoping to connect it better with known things. In finding these new connections, the researcher techniques are discovered as a means of making the connections more comprehensible to others (Stake, 1995, p. 97).

An interpretive approach as described by Maxwell (2005) can be described as understanding the meaning, for participants in the study, of the events, situations, experiences and action they are involved with or engaged in. This may include cognition, affect, intentions and anything else that can be encompassed in what a qualitative researchers often refer to as the “participants perspective” (Maxwell, 2005, p. 22). This perspective is not simply their account of these events and actions, to be assessed in terms of its truth or falsity, it is part of the reality that one is trying to understand (Maxwell, 1992). Embedded in this particular qualitative research method is the interest in physical events and behaviors that take place, as well as how the participants in this study make sense of these occurrences and how their understanding influences their behaviors. In this case study, the actual experiences of the study participants in relation to the outlined mentoring activities described in the Jackson Scholars Program guidelines were studied. Distinction was also made on whether or not those experiences were aligned with the defined mentoring objectives of the program. The focus on meaning is central in

this interpretivist approach (Bredo and Feinberg, 1982; Geertz, 1974; Rabinow and Sullivan, 1979).

Furthermore, the type of interpretivist framework selected for data analysis in this case study is participative, “a basic set of beliefs that guide action” (Denzin and Lincoln, 1998, p. 26) which comprises of the researcher’s epistemological, ontological and methodological presupposition. Epistemology refers to the nature of knowledge or how you know what you know. Ontology is concerned with “whether or not the world exists, and if so, in what form” (Potter, 1996, p. 36). The ontological belief that tends to accompany qualitative research approaches portrays a world in which reality is socially -constructed, complex, and ever changing. In other words, what is real becomes relative to the specific location and people involved. The qualitative epistemology holds that you come to know realities through interactions and subjectivist explorations with participants about their perceptions. Moreover, these different belief systems concerning ontology and epistemology are embedded in research paradigm. According to Usher (as cited in Glesne, 2006, p. 7), “Paradigms are frameworks that function as maps or guides for scientific communities, determining important problems or issues for its members to address and defining acceptable theories or explanations, methods and techniques to solve defined problems.” In qualitative studies, research questions typically orient to cases or phenomena, seeking patterns of anticipated or unanticipated relationships (Stake, 1995, p. 41).

Therefore, in reality, the study participants responses will either support Jacobi’s (1991) and/or Tillman’s (2001) theoretical propositions or provide their own theorized notions on specific components that enhance advancement towards the professoriate in educational

administration based on their perceptions, beliefs and experiences in the Jackson Scholars Program.

Appropriateness of Narratives

This study uses experience narratives to reflect the experiences of the former Jackson Scholar study participants and Jackson Scholar Mentors, which is ‘an account of an event – or of several related events – as described by a person who was involved in the described episodes, either as an active participant or an observer’ (Thomas 2003, 38). Experience narratives, ‘articulate the experiences and qualities within a type of life in a manner that is accurate, relevant, and compelling as determined by those who are familiar with it’ (Sutter 2006, 320).

Also, the reflective approach of this study reveals the common and contrasting elements of the mentoring experiences of former Jackson Scholar study participants who matriculated at separate PWIs and whose personal narratives exposed the affects of socio-cultural factors they encountered in the Jackson Scholars Program, as well as effective mentoring characteristics most helpful to their doctoral preparation for the professoriate in educational administration at PWIs. Also, the narratives revealed the positive and negative experiences of the Jackson Scholar Mentors in helping to prepare Jackson Scholars for the professoriate in educational administration at PWIs and also perspectives of the necessity of the programs goals and objectives. Analysis of these shared experiences can inform current Jackson Scholars and other doctoral students of color in educational administration who struggle for access in order to advance towards the professoriate in PWIs. It is also hoped that the unique stories may “provoke alternative ways of scholarly thinking and to foster transformation of new programs and initiatives” (Grant and Simmons 2008, p. 504) that more adequately support future doctoral students of color accordingly.

Researcher as an Instrument

As a Jackson Scholar interested in the professoriate in Educational Administration, my role as the researcher could have been an influence in some of the participants' responses to me in this study. It is possible that many of the former Jackson Scholar Mentees in this study were candid and genuine in their responses based on the fact that there was a common shared connection as Jackson Scholars in the Jackson Scholars Program. For example, one former Jackson Scholar – Tonya - an African American female shared:

I am comfortable sharing as a person of color with another person of color, especially, and also as a peer. “you know how it is girl since you are a Jackson Scholar...”

In particular, I was able to get a sense of authenticity reflected in that particular participants' direct response to my questions. This same mentee further indicated

I am glad that a Jackson Scholar is conducting the study, because “you would know and understand the struggle as you have lived it as well...”

This made it easier for her to provide rich details about her experiences.

“We need to share these challenges and share with those following behind how we've overcome in spite of...”

Jillian, former Jackson Scholar and now an assistant professor shared her sense of urgency to participate in this study because of the underrepresentation of Asians in the Jackson Scholars Program. In many instances, she provided more details than what the questions necessitated as a means of informing about the Asian experiences in the Program. Jillian stated:

“I consider myself a person of color... but I was initially overlooked as a Jackson Scholar because the program was perceived to only be for mentoring African American students of color in educational administration at PWIs... I was even asked to help the department chair locate African Americans students in the department and I recalled saying, but what about me? If I had not done that or made the case that Asians should be included as persons of color and participants in the program, I would not have benefitted from the program and landed the job as a professor. The Jackson Scholars network helped me land my first job as a professor...”

These are just two examples of the role of the researcher engaged with the study participants.

Additionally, this approach allowed me to use narratives of Jackson Scholars in the Jackson Scholars Program as a representation and comparison of individual experiences within the Program, in order to examine a larger context – perspective of experiences in the program of former Jackson Scholars that may lead towards advancement in the professoriate in educational administration at PWIs. The narrative approach is particularly most suited for detailing the experiences of Jackson Scholars in the Program because it allows those ‘who have been traditionally underrepresented, marginalized and disenfranchised in PWIs an opportunity to tell their stories thus challenge and question the dominant white, male, Western research ethos in the university’ (Glesne 2006, 3).

Since this study includes particular stressors involved in the experiences specifically focused on Jackson Scholars – doctoral students of color – preparing for the professoriate in educational administration at PWIs, the issues and values of their experiences as doctoral students of color do not claim to represent all doctoral students of color in educational administration at PWIs. There are numerous factors that intersect with ways in how one identifies racially, ethnically, sexually, and the influences of geographical regions, college/university types (research one/research intensive), for example. Therefore, it is acknowledged early on that this is not a monolithic representation of doctoral students of color in educational administration at PWIs. It is, however, believed that given the current status of doctoral students of color in educational administration at PWIs, much of the shared experiences are transferable (Marshall and Rossman, 1995) – some of which are shared and discussed in the discussion section in chapter 5.

Identification of Participants

To identify prospective participants, I solicited the assistance of the Director of the Jackson Scholars Program who was familiar with and approved of the study focus. The Director was asked to provide a list of former Jackson Scholars and past and current Mentors, as well as the names of the current and past UCEA board executive committee members involved in the establishment of the program. As a current Jackson Scholar in the Jackson Scholars Program, I had at my discretion direct access to the Program Director. Once the Program Director helped me to identify potential participants, the Program Director in no way had knowledge of participants who agreed to participate or chose not to participate in this study.

Since the program's inception in 2004, there have been 148 Jackson Scholar participants in total and a range of 31 to 42 Faculty or tenured academicians who have served as Jackson Scholars Mentors each year.

Table 1

Jackson Scholar Program Participants

	Jackson Scholars	Jackson Scholar Mentors	Jackson Scholars who have graduated
2004-2005	31	31	2
2005-2006	39	39	6
2006-2007	42	42	16
2007-2008	36	36	17
Total:	148	42	41

**Note: Jackson Scholars Mentors have mentored duplicative years. This table reflects the total number of Jackson Scholar Mentors that have participated in the Jackson Scholars Mentoring Program.*

Multiple Sources of Evidence

As mentioned earlier in this chapter, unlike other study designs (such as surveys or experiments), case study design requires that the researcher use multiple sources of data in order to achieve triangulation (Yin, 1984, 1994). In addition to achieving triangulation, studying the phenomenon of the Jackson Scholars Program in the preparation process of Jackson Scholars for the professoriate in educational administration at PWIs from multiple sources of evidence gives the researcher a better understanding of the phenomenon under investigation, and when multiple sources of evidence converge, questions regarding construct validity and reliability can be addressed (Yin, 1994). For this purpose, three main sources of evidence were used in this case study.

Data Sources

Prospective study participants were identified and purposefully targeted, based on established criteria. The sample selection was purposeful, in that it was intended to select a specific group of individuals to participate in this research study based on set criteria. Purposeful

sampling is “selecting information-rich cases for study in-depth” (Patton, 1990, p. 169) in order to understand something about the case without desiring to generalize data. Purposeful sampling is done to increase the utility of information from small samples. Purposeful sampling requires that information be obtained about variations among the subunits before the sample is chosen. The researcher then searches for “information-rich” key informants, groups, places, or events to study (McMillan and Schumacher, 2001, p, 401). Moreover, the purposive technique selects only those individuals with the specific stratified characteristics under study. Therefore, this purposeful sample (Merriam, 1998) consisted of the following: 1) Former Jackson Scholars who self identify as a person of color; 2) Jackson Scholar Mentors who are either faculty or a tenured academician at a UCEA member institution; 3) the former and present Jackson Scholars Program Director; 4) former or present UCEA Executive Committee members who were involved in the development and implementation of the Jackson Scholars Program; and 5) Dr. Barbara L. Jackson of whom the program was named were also invited to participate in this study. These samples were utilized for this study because they were most knowledgeable and informative about the phenomena being investigated (p. 401).

Selection and Solicitation of Participants

The solicitation process for soliciting the prospective participants included the following: Forty-one former Jackson Scholars were sent an electronic demographic questionnaire to complete and return to me. A cover letter accompanied the email explaining the purpose of the questionnaire. Contact information was obtained on the potential study participants by accessing the on-line database of the University Council of Educational Administrators (UCEA). The website hosts the names and contact information of past and current Jackson Scholars, Mentors, current and past UCEA executive committee members and all UCEA member institutions and

members. The current Jackson Scholars Program Director also provided electronically, supplemental contact information of the former Jackson Scholars in the form of an excel spreadsheet. The former Jackson Scholars were asked the following questions:

1. Are you a former Jackson Scholar?
2. What is your age?
3. What is your gender?
4. How would you classify yourself? (e.g. self-identify according to race/ethnicity).
5. Are you interested in the Professoriate at a predominantly White institution?
6. Please indicate whether you attended a Research intensive or a Research 1 institution for your doctoral studies.
7. Please indicate current professional status.
8. Please indicate how you came to know of the Jackson Scholars Program.
9. Please indicate whether you have interest in serving as a future Jackson Scholar Mentor. (If not, please explain).

Responses from the demographic questionnaire were used to identify what former Jackson Scholars qualify for participation in the study. Twenty –two former Jackson Scholars responded to the questionnaire and indicated interest in participating in this study. Solicitation was based on the established set of criteria for selection, which for former Jackson Scholars was as follows: 1) former Jackson Scholars and 2) self-identified as a person of color. Twenty-one former Jackson Scholars participated in this study. A similar process was in place for Jackson Scholar Mentors. The criteria for selection of Jackson Scholars Mentors was as follows: 1) Faculty or tenured academician at a UCEA member institution; and 2) Jackson Scholar Mentor. Forty-two Jackson Scholar Mentors – including the former and present Jackson Scholars Program Directors, the former and present UCEA Executive Committee members and Dr. Barbara L. Jackson - were sent as well a demographic questionnaire by way of electronic correspondence to complete and return to me electronically. Twenty-one Mentors responded and indicated interest in participating in this study. However, Nineteen Mentors participated in this study. The former and present Jackson Scholar Program Directors, former and present UCEA

executive committee members and Dr. Barbara L. Jackson have bipartite roles in the Program, but were included in the questionnaire and counting of mentors. The Mentors were asked the following questions in the demographic questionnaire:

1. Are you a Jackson Scholar Mentor?
2. What is your age?
3. What is your gender?
4. How would you classify yourself? (e.g. self-identify according to race/ethnicity).
5. Are you interested in the Professoriate at a predominantly White institution?
6. Please indicate whether you work at a Research intensive or Research 1 institution.
7. Please indicate current professional status (Include tenure or non-tenure track position).
8. Please indicate number of times as a Jackson Scholar Mentor.
9. Please indicate previous mentoring experiences during your doctoral preparation.
10. Please indicate your interest in continuing to serve as a Jackson Scholar Mentor. (If not, please explain).

Moreover, the recruitment process for recruiting former Jackson Scholars, Jackson Scholar Mentors, past and present Jackson Scholars Program Directors; former and current UCEA executive committee members and Dr. Barbara L. Jackson was as follows:

1. A letter of invitation was sent as a follow-up to each respondent who met the criteria for selection explaining that the purpose of the study and provided details on the proposed study, length of engagement, and specific expectations of the prospective participants (See appendices F, G, H and I);
2. The consent form indicated how the anonymity of the participants and the confidentiality of the data will be maintained ; and
3. In the case of the Program Directors, UCEA Executive Committee members and Barbara L. Jackson, a separate consent form was sent electronically. This form provided details on the proposed study, the length of engagement, and a disclaimer explaining that because of their unique position in and/or affiliation with the Jackson Scholars Program that might be identifiable as a data source. Specifically, their interviews focused on information that is matter of public record (i.e. historical background on the Jackson Scholars Program and their perspectives on the role of mentoring in the Program). Therefore, a guarantee of anonymity was unnecessary.

This process decreased the potential sample size of former Jackson Scholars from 41 to 21 and from 40 Jackson Scholar Mentors to 19.

Bracketing Interview

The qualitative researchers challenge is to demonstrate that personal interest in the study under examination will not bias the study. To minimize researcher bias, I participated in 1 bracketing interview prior to engaging in the initial face-to-face and phone interviews with the study participants. The purpose of a bracketing interview is to try to assume “an attentive” and naïve openness to descriptions of phenomena, an uncertainty about what is to come and a willingness to wonder about the experiences being brought to presence in the description of the participants (Kleiman, 2007). In essence, this approach allowed my own experiences in the Jackson Scholars Program to be separated from those of other Jackson Scholars in the Program. “Theorizing, conceptualizing, labeling and categorizing according to what is already known engenders a sense of complacency and comfort, which deprives one of the excitement of discovering the unknown about the lived experiences being studied” (Kleiman, 2007, p. 12). The suspension of judgment is critical in that the researcher’s personal viewpoint is set aside in order “to see the experience of itself” (Katz, 1987, 37).

The bracketing interview was conducted by a faculty member in educational leadership from another institution, who was not a member of my Dissertation Committee or a study participant. The faculty member based the interview questions off of the same set of interview questions that were used to guide the semi-structured interview discussion of study participants on their individual experiences in the Jackson Scholars Program in the doctoral preparation for the professoriate in educational administration at PWIs. The faculty member recorded, transcribed, and analyzed the responses. Through the bracketing interview, the interviewer was able to identify any presuppositions that I as the researcher had about the elements of effective mentoring and characteristics most attributable to the doctoral preparation of Jackson Scholars

for the professoriate in PWIs. This is one demonstrated effort to separate my personal interest in this study with any potential bias in inquiry, interpretation of data and constructing final narratives in the study.

Qualitative data

In specific, the case study’s unique strength is its ability to deal with a full variety of evidence – documents, artifacts, interview and observations – beyond what might be available in a conventional study. Documents and interviews were used as evidence to examine the Jackson Scholars Programs’ effectiveness or lack thereof. Therefore, the qualitative information in this study came from a combination of pertinent historical documents obtained from UCEA, through semi-structured phone and face-to-face interviews and a demographic questionnaire.

Document Collection

Prior to conducting this study, documents related to the Jackson Scholar Mentoring Program were gathered and reviewed. The information consisted of: historical documents, a demographic questionnaire and sets of interview questions (See appendices C and D, J - N). These documents provided historical context as well as written exemplars of planning, goals, objectives and implementation strategies related to the single case – The Jackson Scholars Mentoring Program.

Figure 4. Document Listings and Narratives

Document Listings	Document Narratives
Meeting Agenda/Minutes	<ul style="list-style-type: none"> • Agenda of the November, 2003 plenum session that highlights as an item on the agenda voting on the establishment of the Jackson Scholars Mentoring Program • Minutes of the November, 2003 plenum session to establish the Jackson

Document Listings	Document Narratives
	Scholars Mentoring Program
Email Correspondence	<ul style="list-style-type: none"> • Email correspondence among UCEA executive committee members to discuss the details of creating the Jackson Scholars Mentoring Program
Proposals	<ul style="list-style-type: none"> • Proposal to UCEA to establish the Jackson Scholars Mentoring Program
Correspondence Letters	<ul style="list-style-type: none"> • Letter to Mentors inviting their participation as Jackson Scholar Mentors • General Letter to doctoral students of color of UCEA institutions inviting them to apply for the Jackson Scholars Mentoring Program • Letter to Mentors announcing their Mentees that includes defined goals and objectives as well as expectations • Letter to Jackson Scholar Mentees announcing their acceptance into the Jackson Scholars Mentoring Program and the name and institution of their assigned Mentor
Electronic Data	<ul style="list-style-type: none"> • Web-site information that provides the background and context of the Jackson Scholars Mentoring Program
Meeting agenda	<ul style="list-style-type: none"> • Meeting Agenda for the November, 2003 plenum session
Empirical Data	<ul style="list-style-type: none"> • Holmes Scholars Program Study which is a program that the establishment of the Jackson Scholars Program was based • Survey Study of Jackson Scholars Program – 1st cohort
Supporting Documents	<ul style="list-style-type: none"> • Mentee Guide – Dr. Gary Crow • Mentor Guide - Dr. Fran Kochan

Documentation

Documentation can be a rich source of evidence to add to the researcher’s understanding of mentoring and the experiences of Jackson Scholars within the context of the Jackson Scholars

Program and to help the researcher achieve triangulation (Punch, 1998; Yin, 1984, 1994). In this research, the documentation served two main objectives. First, documentation provided the historical and current information the Jackson Scholars and the Jackson Scholars Program – the background, membership, participants’ demographics, guidelines, goals, objectives and marketing of the program. This information provided the necessary context for me as I conducted the analysis. As well, the documentation provided evidence of changes to the program over time (e.g. expanded information about the program, new and improved resources, increased access to job networks and opportunities and how-to guides). Since one way to operationalize the mentoring process within the Jackson Scholars Program is through noted changes in disseminated information, explicit guidelines and processes of the program, comparison of different versions of guidelines - from inception to present – operation of the program and the differences in the defined program activities from inception to present.

Piloted Interview Questions

Prior to developing the interview questions, I developed 10 to 20 interview type questions and test piloted them. Two former Jackson Scholars (one male and one female) that were potential participants for my intended research study and one Jackson Scholar Mentor (i.e. former UCEA executive committee member and founding member responsible for the establishment of the Jackson Scholars Program) participated in the test pilot. The test pilot session was implemented through a phone interview approach and ranged 45 to 60 minutes.

The origin of my interview questions also stemmed from seeing, hearing about people and circumstances of interest to me (Glesne, 2006). Hence, the development process evolved from some insight on mentoring based on my own experiences as a Jackson Scholar as well as from some informal conversations in which I had engaged with some current and former Jackson

Scholars, Jackson Scholars Mentors, both Program Coordinators, UCEA executive committee members and Dr. Barbara L. Jackson as a result of my participation in the program. Those conversations ranged in discussion about individual Jackson Scholar mentee and mentor experiences in the Jackson Scholars Program to the role mentoring or any other experiences may have played in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs. This allowed me to be creative in formulating different sets of interview questions unique to the subunit of participants. Subunit in this study refers to subgroups – i.e. former Jackson Scholars, Jackson Scholars Mentors, past and present Program Coordinators, past and present UCEA executive board members and Dr. Barbara L. Jackson, within the larger group, the Jackson Scholars Network.

As a result of the mock phone interviews, new questions emerged (See appendices J, K, L, M and N) in the course of interviewing and therefore added to the pre-established questions used in the mock interview. This can be viewed as a validity check of the responses given in the responses. I also realized that I needed to reorder some of the questions. Opening questions need to be asked in a manner that promoted a level of trust and that allowed respondents to be open and expansive – grand tour (Spradley, 1979) as referenced in (Glesne, 2006). Therefore, I began my first questions very broadly to build rapport and to allow for gentle transition into the actual questions. I was particularly interested in learning (Glesne, 2006). This process allowed for a natural flow from question to question and finally provided me an additional opportunity to expand some of the questions in order to draw upon common themes to be shared by each respondent.

A methodological strength in this approach is the flexibility. New areas of information un-foreseen in the original research plan discovered and explored (Pelto and Pelto, 1978).

Unlike surveys or other measuring instruments that are unchangeable after they are distributed, the researcher can use interview questions to expand or reduce the topics addressed and revise the questions asked as he or she works through the data collection process and uncovers the most important points.

Additionally, new concerns that did not come across in the literature review or in the researcher informal discussions previously, emerged as a result from the test pilot. Qualitative research has an inherently openness and flexibility that allows you to modify your design and focus during the research to understand new discoveries and relationships. This allows the research the chance to respond to unanticipated outcomes from the data collection, identify unanticipated phenomena and influences and generate new “grounded” theories about the latter (Maxwell, 2005, p. 22). This flexibility also allowed me to revise the different sets of questions, which then became the final interview questions used in this study.

Evolution of the Interview Questions

In a case study, the “heart of the protocol” is a set of substantive questions reflecting the actual line of inquiry (Stake, 1995, p. 73). Similar to the process used for developing the research questions in the study – i.e. previous research on the phenomenon being studied, existing theoretical frames that explain the case, expressions of scholarly concerns and calls for change from people affected by the problem (Marshall and Rossman, 1999, p. 30), the interview questions were an extension of inquiry, through secondary questions, that reflected this combination. Therefore, the interview questions were derived from the bigger research questions and conducted in order to gain more understanding (Maxwell, 1996, p. 74) – and served as guiding questions in order to allow for more in-depth conversations from the participants in order to address the primary questions a---part of research methods.

Attinasi (1989) supports the importance of personal contact through interviews, because surveys and other quantitative methods do not capture the actual experiences of the study participants. A different set of interview questions were developed for mentees and mentors and covered topics related to the mentoring experiences from both perspectives as well as the previously highlighted dimensions of traditional mentoring (Jacobi, 1991) and mentoring strategies (Tillman, 2001). The questions were essentially the same but slightly varied based on whether the researcher was seeking the perspective of the former Jackson Scholars and Jackson Scholar Mentors and whether the former Jackson Scholars participants were in the professoriate at PWI's or not. Also, the interview questions were customized to the other subunits as well based on their role in the Jackson Scholars Program. Therefore, the questions were based on their described roles.

The development of interview questions required “creativity and insight into an interview guide” (74). Each question was accompanied by a list of likely sources of evidence. For example, such sources included the names of each participant and documents (demographic questionnaire response) pertaining to the participant being interviewed. This crosswalk between the interview questions of interest and likely sources of evident was extremely helpful in collecting case study data. Before starting a particular interview, for instance, the primary probing questions were reviewed. For the structure of the inquiry these questions were not used as the literal questions asked of the study participants. Using a similar structure to Stake's (1995, p. 74) case study protocol for developing questions. The questions were categorized into four key areas of focus:

Question area 1: general introductory questions to situate the specific participants' status

Question area 2: questions asked of the individual case within the single case context.

Question area 3: questions asked in accordance to the theoretical propositions used in this

study – for example, these questions focused on the individual experiences and perceptions specific characteristics that should accommodate the experiences and aligned with the question types used in Jacobi’s(1991) study that examined common mentoring traits in higher education and Tillman’s (2001) case study that assessed effective mentor and mentee relationships and effective strategies for people of color in educational administration at PWIs.

Question area 4: normative questions that call on information beyond the case study that arrive at program recommendations and conclusions extending beyond the scope of the single case study.

Additionally the question types originated from my introductory knowledge of information on the research subject. In qualitative research, the experience of learning as participant observer often precedes interviewing and is the basis for forming questions (Glesne, 2006). The things you see and hear about the subject of interest become the “nuggets around which you construct your questions” (Glesne, 2006, 81). In addition, I referred to Glesne (2006) text reference to the mechanics of question development. The kinds of questions asked were linked to a variety of angles including: experience questions, value questions, knowledge questions and background/demographic questions. “How a question is worded and asked affects how the interviewee responds” (Patton, 2002, 353).

Structured Interviews

Another source of triangulation comes from interview data. Interviewing is “a process of dyadic communication with a predetermined and serious purpose designed to interchange behavior and usually involving the asking and answering of questions” (Stewart and Cash, 1978,

pg. 5). Interviews are a major elicitation technique in qualitative research (Punch, 1998) and can be very important in case studies (Yin, 1994) as potentially a rich source of data. Interview is one technique that serves different purposes depending on the approach utilized. Interviews can be exploratory, theory driven, have a grounded theory approach, or have elements of all three. Structured (directive) interviews, can meet the purpose of validation of the researcher's hypothesis. This type of interview aims to elicit facts from the respondent (Gubrium and Holstein, 2002). Directed interviews allow the researcher to gather data on specific issues to confirm or disconfirm his/her knowledge. There is a wide range of structure levels an interview can take.

Interviews in this study were structured interviews for confirmatory purposes. Interviews were conducted throughout the inquiry process. The interview protocol was constructed to validate or invalidate the findings of the analysis of the data and documentation. Interviews also elicited information about factors/experiences the study participants saw as inhibitors or enhancers to the doctoral preparation process of Jackson Scholars for the the professoriate in educational administration at PWIs.

Semi-structured Interviews

Semi-structured interviews (Bogdan and Biklen, 2003) using a general interview guide (see figure 5 and 6) with a list of open-ended questions was specifically used as the interview structure and primary method of data collection in order to develop a narrative about how the program evolved and what it achieved. The semi-structured interviews were conducted both by phone and face-to-face. In particular, 34 interviews were conducted by phone and six interviews were conducted face-to-face. This process allowed for potentially new information to help enumerate findings on potentially effective components essential in the Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the professoriate in educational

administration at PWIs and to permit further issues potentially raised by the study participants deemed valuable to the study (Lincoln and Guba, 2000). The questions were constructed in a manner that allowed for freedom in response (Patton, 1990), to limit bias and curb variation (Rossman and Rallis, 1998). Two different versions of the interview protocol (See figure 5 and 6) were developed and used on the following: former Jackson Scholar study participants; Jackson Scholar Mentor participants that included the former and current Jackson Scholars Program Directors; former or present UCEA executive committee member participants; and Dr. Barbara L. Jackson. Each interview lasted approximately 30 minutes. Since the former and current Jackson Scholar Mentor Program Directors, former and current UCEA executive committee member participants and Dr. Jackson also are Mentors, the same interview protocol guide as was used for the Jackson Scholar Mentor participants. Responses from the interviews were used to facilitate subsequent phone discussions in the form of an additional follow-up with the participant on an as needed basis.

Additionally, questions were developed through probing that was consistent with the emergent nature of qualitative research design. That is, there were instances when participants were asked to elaborate and/or clarify their responses and occasions when impromptu questions were posed based as a result of topics/issues raised and deemed valuable by the participants. Separate interviews were conducted on former Jackson Scholar Mentees and Jackson Scholars Mentors; all mentees were interviewed first. Most of the interviews were completed in one session. There were two follow up phone interviews for the purpose of gathering additional data, in one instance and to get clarification.

Interview questions ranged in concern of traditional mentoring functions and mentoring strategies for Jackson Scholars (Jacobi, 1991; Davis, 1991; Hale, 1991; Hurtado et al., 1999; Tillman, 2001), to the rationale and significance of the Jackson Scholars Program, to the role of

the Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs and the Jackson Scholars selection process. Although the questions were not identical for former Jackson Scholar study participants and Jackson Scholar Mentor study participants, for example, questions involved similar content, so that it was possible to examine the degree of congruence or difference in Jackson Scholar–Jackson Scholar Mentor perspectives on the same issue or aspect of attributed components essential to the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs. The protocols were not identical, in some cases, because the program directors, Dr. Barbara L. Jackson, UCEA executive committee members, Jackson Scholar Mentors and Jackson Scholar study participants have and have had different participatory roles in the program.

Specifically, the past and present Jackson Scholars Program Directors and former and current UCEA executive committee members were asked the same semi-structured, open-ended questions as Jackson Scholar Mentors since they are also mentors. However, additionally, the past and present Jackson Scholars Program Directors and former and current UCEA executive committee members were asked semi-structured, open-ended questions pertaining to the history, development and implementation of the program, whereas former Jackson Scholar and Jackson Scholar Mentor study participants were not. For former Jackson scholar study participants, semi-structured questions pertaining to their demographic background, experiences in the Jackson Scholars Program and the potential role those experiences may have played in their advancement towards the professoriate in educational administration at PWIs were used to guide the interview discussion. For former Jackson Scholar study participants, the open ended questions about doctoral preparation concerned a range of issues regarding the kinds of academic and social

support available within the Jackson Scholars Program, within their program of study, department, and institution, and their current occupation, Depending on responses, questions were posed about the use of additional resources for doctoral students of color. Questions about the Jackson Scholars criteria and program objectives were raised with the Jackson Scholars Program Directors and focused on the use of a range of factors involved in the program rationale.

In particular, former Jackson Scholar study participants were asked five questions not posed to Mentors (e.g., number of years in the professoriate, experiences transitioning from doctoral student to professional status, teaching agenda, professional status, mentoring status) to obtain a broader understanding of professoriate preparation of doctoral students in educational administration at PWIs. Slightly different semi- structured questions were asked of the UCEA executive committee, for example, their definition of the role of mentoring in the Jackson Scholars Program and the significance of the program in preparing Jackson Scholars for the professoriate in educational administration at PWIs.

The Program Director interview protocol contained 7 semi-structured, open-ended questions; the former and present UCEA executive committee member's interview protocol contained 6 questions and finally, the interview questions for Dr. Barbara L. Jackson contained 8 questions that guided our phone interview discussions. The interview questions for Dr. Jackson focused more intently on her experiences as a person of color navigating in educational administration settings at PWIs as a former student and professor. (See figure 5 & 6)

Figure 5. Interview Guide for Jackson Scholar Participants

Primary Research Questions:	
<p>What is the role of the Jackson Scholars Mentoring Program in the doctoral preparation of Jackson Scholars for the Professoriate in educational administration at PWIs?</p> <p>What specific experiences claimed by Jackson Scholars emerge as most critical in their doctoral preparation for the professoriate?</p>	
Sub-Questions	Probe Questions
<p>Secondary Research Question One: How has the Jackson Scholars Program prepared Jackson Scholars for the professoriate?</p>	<p>Please describe how you came to learn about the Jackson Scholars Program.</p> <p>Please share how you became involved in the Jackson Scholars Program.</p> <p>Please talk about how specific experiences in the Jackson Scholars Program prepared you for the professoriate in educational administration.</p> <p>Please describe your mentoring activities with your Jackson Scholar Mentor</p>
<p>Secondary Research Question Two: How have Jackson Scholars' experiences in the program influenced their professional preparation and advancement toward the professoriate?</p>	<p>Please talk about any specific experiences in your doctoral preparation that prepared you for the professoriate.</p> <p>Please talk about your experiences in the Jackson Scholars Program.</p>
<p>Closing the Interview Session</p>	<p>Please share if there is anything else you would like to add that we have not discussed.</p>

Figure 6. Interview Guide for Jackson Scholar Mentor Participants

Primary Research Questions:	
<p>What is the role of the Jackson Scholars Mentoring Program in the doctoral preparation of Jackson Scholars for the Professoriate in educational administration at PWIs?</p> <p>What specific experiences claimed by Jackson Scholars emerge as most critical in their doctoral preparation for the professoriate?</p>	
Sub-Questions	Probe Questions
<p>Secondary Research Question One: How has the Jackson Scholars Program prepared Jackson Scholars for the professoriate?</p>	<p>Please share how you became involved in the Jackson Scholars Program.</p> <p>Please talk about how specific experiences in the Jackson Scholars Program prepared your mentee for the professoriate in educational administration.</p> <p>Please share your specific mentoring activities with your Jackson Scholar mentee(s)</p>
<p>Secondary Research Question Two: How have Jackson Scholars' experiences in the program influenced their professional preparation and advancement toward the professoriate?</p>	<p>Please talk about any specific mentoring relationships with Jackson Scholar Mentor(s).</p>
<p>Closing the Interview Session</p>	<p>Please talk about your experiences being mentored during your doctoral preparation for the professoriate</p> <p>Please share from your perspective the significance of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs</p> <p>Please share if there is anything else you would like to add that we have not discussed.</p>

E-mail Interviews

Since the interview serves as a confirming method with a structured design, the study used e-mail interviews - elicited through e-mails that link to electronic form – as a supplemental approach and followed up with additional e-mail questions). In addition to the fit between the interview structure and e-mail as the medium, the study used e-mail interviews on two of the former Jackson Scholar study participants for one additional reason: Both study participants were traveling for a period of time internationally and were only reachable through email and therefore, it was more feasible to conduct interviews via e-mail.

Using e-mail as the correspondence mechanism which linked the two study participants, though separately, to the –email format containing the questions had some benefits and some challenges. I corresponded with both study participants through e-mails in for the interview questions in order to provide them with an accessible, yet familiar format.

On a practical level, research that has used e-mail to conduct questionnaires and structured interviews suggested that the benefits of using e-mail are the low cost of sending e-mails, the elimination of paper questionnaires through postal mail, and the speed of delivery and response (Tse, 1998). In comparison to face-to-face interviews and phone interviews, e-mail interviews eliminate travel cost, which is especially significant when respondents are dispersed around the globe.

From a methodological perspective, the other benefits of using e-mail correspondence and Web form interviews come down to the quality of the data obtained. While there is no empirical data to support this hypothesis, I believe that e-mail interviews improve the quality of the data obtained. E-mail interviewing provided opportunities for the study participants to refresh their memory, thus improve the quality of research. Interviews have been

criticized for relying on human recall of past events (Saris, 1991). This is a limitation to this study, as the questions ask developers to reflect on events that happened in the past. However, one way I reduced this limitation in these two instances was allowing the study participants' time to reflect on the events in question. Providing stimuli in the form of e-mail threads to refresh respondent memory is important to get the depth and quality desired in retrospection (Merton, Fiske, and Kendall, 1990). Additionally, conducting the interview over e-mail in a confidential manner reduced the interviewer effect, social desirability, and obtrusiveness, and any constraints of the face-to-face and telephone interview techniques (Saris, 1991).

However, in this study, I argue that while email correspondence was more useful than not, the e-mail correspondence process limited the opportunity of further probing in real-time for more information during the interview, although, the study was able to ask one of the study participants' additional questions for clarification and supplemental information through e-mail exchanges.

In summary, e-mail structured interviews had advantages and disadvantages in this study. But, for the purpose of this research study and accommodating as many study participants as possible, the e-mail structured interview was also appropriate.

Aspects of the Interview

The interview protocol included questions regarding the Jackson Scholars Program in general. As well as gaining general and background information, the interviews also elicited additional sources of data about specific experiences of the Jackson Scholars, Jackson Scholar Mentors in the preparation process of Jackson Scholars for the professoriate in educational administration at PWIs.

Interviews with Jackson Scholar Mentors also served as a source of evidence to confirm

outcomes from the analysis of experiences in the Jackson Scholars Program, and the reviewed historical and supporting documentation used in this study. A more detailed description of the utility of the data sources is explained (see figure 3).

Triangulation

I was obliged to look at multiple sources of evidence that spoke to the phenomenon in question. To this end, the study designed the data collection based on the rationale and logistics for collecting the different data, ethical considerations, and the results and preliminary results obtained from the initial piloted questions (Punch, 1998). The process of collecting data for the case study was focused around the experiences of the Jackson Scholars in the Jackson Scholars Program in their preparation for the professoriate in educational administration at PWIs.

Data for this study was collected in order to enable triangulation – that is the ‘use of multiple data-collection methods, multiple sources, and ‘multiple theoretical perspectives’ (Glesne 1999, 32). I employed triangulation to ensure validity and authenticity in order to generate a comprehensive and accurate description of the case. In ones’ search both for accuracy and alternative explanations, protocols, that do not depend on mere intuition and good intention to “get it right” is warranted (Stake, 1995, p. 107). In qualitative research, those protocols come under the name “triangulation” (p. 107). Triangulation puts the researcher in a frame of mind to regard his or her own material critically, to test it, identify its weaknesses, to identify where to test further doing something differently (Anfara, Brown and Mangione, 2002). This process ensures accuracy of the study since the information came from more than one source, individual or process of data collection. Data collection in this study occurred in multiple ways (i.e. member checks, reflexive journaling, peer reviews, negative case analysis and external audit). This

method can encourage the researcher to develop a report that is both “accurate and credible” (Creswell, 2002, p. 280) as cited in (Anfara, Brown and Mangione, 2002).

This qualitative case study particularly makes use of a “methodological triangulation” approach to increase confidence in interpretation (Stake, 1995, p. 114) approach drawing from multiple data collection methods. Multiple approaches in the case of this single-case study speak to document reviews, phone and face-to-face interviews. First, historical documents that provided background information on the development and implementation of the Jackson Scholars Program were perused in order to help frame the semi-structured interview questions. Second, a demographic questionnaire was disseminated, not only to identify and select potential study participants, but to provide context for the study. Third, Face-to-face and phone interviews were conducted (approximately 30 minutes in length). The interviews were semi-structured open-ended questions (Bogdan and Biklen, 2003) in nature. In particular, a conversational approach (Nelson, 1989) was used, with former Jackson scholars, former and current Jackson Scholar Mentors, the former and present Jackson Scholars Program Director, former and current UCEA executive committee members who were involved in the establishment and execution of the Jackson Scholars Program, and Dr. Barbara L. Jackson of whom the program was named.

Triangulation puts the researcher in a frame of mind to regard his or her own material critically, to test it, identify its weaknesses, to identify where to test further doing something differently (Anfara, Brown and Mangione, 2002). This ensures that the study will be accurate because the information is not drawn from a “single source, individual, or process of data collection” (Creswell, 2002, p. 280). In this way, it “encourages the researcher to develop a report that is both accurate and credible.” (p. 280) asserted in the Anfara, Brown and Mangione (2002) article.

Additionally, trustworthiness remains substantiated in this study. Trustworthiness is established in a naturalistic inquiry by the use of techniques ‘that provide truth value through credibility, applicability through transferability, consistency through dependability, neutrality and through confirmability’ (Erlandson et al. 1993, 132). Trustworthiness is demonstrated here through triangulation, in conducting continuous member checks for example, by ‘sharing interview transcripts’ (narratives), ‘analytical thoughts, and drafts of the final report with the participants to make sure the representation of them and their ideas were accurate’ (Glesne 1999, 32). I employed several strategies suggested by Lincoln and Guba (1985) to assure trustworthiness, also reflected in Anfara, Mangione and Brown (2002).

Figure 7. Qualitative Criteria for Assessing Research Quality and Rigor

Qualitative Term	Strategy Employed (In Own Research)
Credibility	<ul style="list-style-type: none"> • Member checks/Clarification of Researcher Bias
Dependability	<ul style="list-style-type: none"> • External audit • Peer review
Confirmability	<ul style="list-style-type: none"> • Reflexive Journaling • Negative case analysis

Member checks.

Member checking involves shared interview transcriptions, analytical thoughts and/or drafts of final reports with each research participant to ensure that their ideas are accurate. Merriam (1998) reports that member checks involve taking data and tentative interpretations back to the people from whom they were derived and asking the study participants if the results are plausible. Further, member checking is the “single most crucial technique for establishing credibility” (Lincoln and Guba, 1985, p. 239). Before concluding the final analysis, I provided copies of the interview transcriptions and a final draft of the findings with all study participants

for review in order to confirm that I am truthfully characterizing their viewpoints. Member checking also added credibility by allowing me to verify the accuracy of the individual narratives.

Time spent in interviewing and time spent building sound relationships, hence rapport with participants, helps determine how one can interpret. During the interviews, the study participants shared, reflected and self defined their opinions of and experiences in the Jackson Scholars Program without any prescribed notions put before them. This process has the potential to help with the ability to ascertain precise reflections of specific accounts acclaimed by study participants during their participation in the Jackson Scholars Program. These reflections were also verified through shared transcription summaries, provided by way of e-mail, to each study participant in order for them to verify and for me and confirm that my interpretations of their responses were correct. Interview transcriptions were without any identifiers (see Appendix ___ for an example). Also, the content of the audio tapes were kept confidential through the research discovery time period and destroyed once finally transcribed (Mullen, 2003) and the study has concluded.

Reflexive journaling.

Reflexivity involves critical reflection on how the researcher, research participants, setting and phenomenon of interest interact and influence each other. This includes “examining one’s personal and theoretical commitments to see how they serve as resources for generating particular data, for behaving in particular ways...and for developing particular interpretations” (Schwandt, 1997, p. 136).

Through reflexive thought, the researcher puts even more into self as “part of the setting, context, and social phenomenon, he or she seeks to understand” (Schwandt, 1997, p. 136). It also

provides demonstration as to how awareness of subjectivity contributes not only enhanced trustworthy research, but also to greater understanding of self and one's own psychological investment in their research (Glesne, 2006, p. 109). From the outset of this study, I kept a reflexive journal that included the following: my interview schedule; a data matrix that consisted of methodological decisions and processes; both research questions; interview probe areas; my personal reflections about the Jackson Scholars Program; my experiences and reflections overall in my doctoral preparation for the professoriate; and additional thoughts about the experiences of doctoral students of color operating in a PWI (See figure 5). I wrote notes before and after each interview, which consisted of sidebar notes and comments about each interview. I did this in order to continue the process of separating my personal thoughts and experiences from that of the reflections of the study participants. Further, to address issues of validity during the data analysis and analysis process, I maintained a reflexive journal in order to reduce bias. Why you notice what you notice – reflecting continually and owning up to one's own biases and theoretical pre-dispositions can assist in producing trustworthy interpretations. Also, the reflection upon what you notice is shaped by the research setting and actual study participants. I wanted to ensure that I was accurately capturing their responses and not asserting my own opinions into the data. I was able to address pre-conceived notions and reflect upon my subjectivity through reflexive journaling.

Figure 8. Data Planning Matrix: A Case Study on the Barbara L Jackson Scholars Program and its Role in the Doctoral Preparation of Jackson Scholars for the Professoriate in Educational Administration at PWIs

<i>Research Questions</i>	<i>Demographic Questionnaire</i>		<i>Interview Probe</i>	
	<i>Jackson Scholars</i>	<i>Jackson Scholar Mentors</i>	<i>Jackson Scholars</i>	<i>Jackson Scholar Mentors</i>
<p>1). What is the role of the Jackson Scholars Mentoring Program in the doctoral preparation of Jackson Scholars for the professoriate in PWIs?</p> <p>2). What specific experiences claimed by Jackson Scholars emerge as most critical in their doctoral preparation for the professoriate?</p>	<p>Gender</p> <p>Ethnic background</p> <p>Age</p> <p>Indicate interest in the Professoriate</p> <p>Indicate current professional status</p> <p>Indicate type of institution re doctoral studies</p> <p>Indicate how you became involved in the JS Program</p> <p>Indicate whether you would be willing to serve as a JS Mentor</p>	<p>Gender</p> <p>Ethnic background</p> <p>Age</p> <p>Indicate previous mentoring experience if any during your doctoral preparation</p> <p>Indicate number of times as JS Mentor</p> <p>Indicate Tenured or Tenure Track Professor or Administrator or Both</p> <p>Indicate type of institution</p>	<p>Talk to me about your experiences in the Jackson Scholars Program</p> <p>Talk to me about your mentoring relationship with Jackson Scholar Mentor</p> <p>Talk to me about specific experiences that prepared you for the professoriate at PWIs</p>	<p><u>Mentors:</u> Share how you came to get involved as a Mentor in JS Program</p> <p>*Talk to me about your mentoring relationship with Jackson Scholar Mentee(s)</p> <p>*Describe specific activities with mentee(s)</p> <p><u>Contributors:</u> Talk to me about intent of the JS Program</p> <p>Talk to me about the rationale of the JS Program</p> <p>Please describe how did mentoring in the Jackson Scholars Program emerge</p> <p>How does JS Program relate to your particular scholarship</p> <p><u>*indicates repeated probe for the contributors</u></p>

Peer review.

The peer review process involved external reflection by an expert uninvolved in the research. In particular, I solicited the constructive critique of a faculty of color through the beginning stages of the construction of this study who has been involved in mentor/mentee relationships in the Jackson Scholars Program. The peer reviewer helped me tease out my hypotheses, theories and concepts as well as provide strategic advice on successive methodological approaches in my emergent research design. In this regard, I sought collegial comments on constructive ways to approach the findings in this study as they emerged.

Negative case analysis.

Validity also involved negative case analysis – conscious search for negative cases. In this case, my initial study – line of inquiry only probed and factored in positive experiences of the study participants in the Jackson Scholars Program. However, there was one interview question in terms of the way in which it was framed that allowed for negative mentoring experiences (if applicable) to be expressed. This provided clarification of researcher bias – enabling one to continue to explore subjectivity. What you notice allows one to notice something else. It allows one to revisit data collection means not used that could be used to provide additional insight as well as more than one type of respondent. Consciously and continuously search (during research planning, data collection and analysis) for negative cases. At first, I planned to interview only former Jackson Scholars in the Jackson Scholars Program who were in the professoriate, but then decided to interview former Jackson Scholars regardless of whether or not they were in the professoriate. Overall, honest disclosure was encouraged at the onset and for each asked question in order to compare and interpret additional data on the both good and bad experiences in the Jackson Scholars Program.

External audit.

An external audit involves an outside person examining the research process auditing field notes and analytic coding scheme (Glesne, 2006). I utilized a faculty member in educational administration from another PWI, who was not a chair or participating member of my dissertation committee to provide external reflection and input on my research findings in order to confirm validity. These external reflections were shared and input was thereby provided through a series of phone discussions span over a three month period.

Confidentiality/Anonymity

Confidentiality of data provided and the anonymity of names of participants in this research study was maintained throughout the study. In particular, the interviews were audio-taped. The interview transcriptions were provided without any identifiers of the study participants.

For the purpose of this study, pseudonyms were utilized to identify study participants (See tables 1&2). Names of the participants will never appear on any survey, research instruments, publications and/or conference reporting materials. No identity is made in the data analysis. All written materials, identifiable tapes and consent forms are stored in a locked file in a secure location. Transcriptions of tapes contain deleted identifiers of subjects and anyone subjects talk about and only de-identified transcriptions (if necessary) will be shared publicly. Given the small number of Jackson Scholars represented in this study, incidents, stories, or details about their unique experiences in the program that could jeopardize confidentiality were not included in the case report. In the case where there were similar responses in the data pertaining to the information from this study about the study participants' perspectives of the Jackson Scholars Program, in relation to the doctoral preparation of Jackson Scholars for the

professoriate in educational administration at PWIs, those experiences were aggregated, once again to protect personal identify of this small group of study participants. These steps were taken to avoid revealing the personal identity of this small group of study participants. There was an instance where I had to take extra steps to assure a study participant – uniquely situated and easily identifiable given their current institutional location and job status- that their responses if similar would be merged into the other responses and/or left out of the case report if there was any potential threat of exposing them.

Also, I presented data in the form of narrative expression and vignettes format to capture actual words and responses of the participants. This further confirms that the anonymity of names was maintained as well as the confidentiality of data provided by the participants. The content of the audio tapes will be destroyed once the tapes are transcribed (Mullen, 2003). All raw data will be destroyed at the completion of the research study.

Since the current and former Jackson Scholars Program Directors are in the public domain, their names were provided in the interview transcriptions. The interview questions pertained to the historical context of the Jackson Scholars Program and therefore information provided by these two potential participants is not harmful. There are no risks greater than those encountered in everyday life. Their names, however, will never appear on any research instruments and their names will be kept confidential in the data analysis.

CHAPTER 4

FINDINGS

Introduction

This study was designed to investigate the role of mentoring in the Jackson Scholars Program in the preparation of Jackson Scholars for the professoriate in educational administration at PWIs. Single case study approach was used to explore two theoretical constructs – Jacobi’s, 1991 study on the traditional components of mentoring effective in higher education and Tillman’s (2001) work on effective mentoring relationships and mentoring strategies for people of color in educational administration at PWIs. In doing so, this study addressed two primary questions relating to the potential mentoring experiences of Jackson scholars in the program. This study also attempts to link the specific experiences claimed by these scholars to be most helpful to their doctoral preparation for the professoriate in educational leadership at PWIs to the two theoretical constructs presented in this study. The two research questions are as follows: 1) What is the role of mentoring in the Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the professoriate in PWIs? 2) What specific experiences claimed by Jackson Scholars emerge as most critical in their doctoral preparation and advancement toward the professoriate? In addition, three sub-questions were used to guide the process of inquiry:

1. What do former Jackson Scholars and Jackson Scholars Mentors indicate are the major components of doctoral preparation for the professoriate in educational administration at PWIs experienced in the Jackson Scholars Mentoring Program?

2. What influence do the former Jackson Scholars say the Jackson Scholars Program had on their doctoral preparation for the professoriate?
3. What specific experiences are claimed by former Jackson Scholars as most attributable to their doctoral preparation and advancement toward the professoriate?

Responses to these questions are presented as findings in this chapter and are analyzed along with the data that was collected during the research study. Therefore, this chapter presents the findings of this research study.

The organization of this chapter is as follows: a brief description of the case study – the Jackson Scholars Program - during the time of research study, followed by an in-depth description of the empirical findings of the research. The empirical findings report on results from the three coding schemes describing the focus and outcomes of mentoring in the Jackson Scholars Program. To provide further context for the reader, this chapter then provides a detailed description of the participants in this study, which were displayed according to race, gender, age, type of institution and their current work status. After providing a detailed description of the study participants, this section is followed by the findings of the analyzed data. Specific themes reflected through detailed expressions (i.e. thick description – Wolcott, 1994) were included to demonstrate the role of mentoring (or lack thereof) in the Jackson Scholars Program in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs, as described by the study participants, and the specific experiences claimed by Jackson Scholars that emerge as most critical in their doctoral preparation for the professoriate.

Qualitative analysis of the two theoretical constructs of this research study that emerged from the data was explicated and are interwoven throughout this chapter. In particular, themes

were displayed to confirm or disprove Jacobi's (1991) notion on traditional mentoring components effective in higher education and Tillman's (2001) finding on effective mentoring relationships and strategies that enhances doctoral students of color in educational administration at PWIs.

Finally, in the final section of this chapter, qualitative analysis of findings that emerged from the data are explicated. In particular, themes were displayed to confirm or disprove the two theoretical constructs – Jacobi's (1991) study on the traditional components of mentoring effective in higher education and Tillman's (2001) work on effective mentoring relationships and mentoring strategies for people of color in educational administration at PWIs.

Jackson Scholar Mentoring Program's Background and Context

In his book *Building Bridges* delineating the history of UCEA, Culbertson (1995) notes that UCEA was influenced since inception by fundamental beliefs of AASA and the Kellogg Foundation that schools and universities must work together to improve educational leadership preparation and that leadership in this regard was a "prerequisite for human progress," (p. 24). In recent years, both in term of its membership criteria and its strategic plan, UCEA has taken a public stand to foster "human progress" through its support of equity and social justice in its member institutions, the organization, and the work of educational administration scholars. UCEA is reported as having a membership that is considered among the best doctoral granting educational leadership programs in the world. In order to maintain that status, Culbertson (1995) suggests that it is imperative to model this belief through the establishment of a diverse faculty.

Furthermore, it was believed that the establishment of a support network for students of color planning upon entering educational administration programs in higher education will help in recruiting students from minority groups into our programs and thus place more of them in

professorial positions in educational administration. It was also an effort to expand the capacity to place and retain minorities in positions in UCEA institutions, thereby lessening the isolation often felt by minorities as they matriculate in their studies and work in PWIs. In the words of Culbertson (1995), “Taking this action will also assist in assuring that our institutional cultures are more welcoming and comfortable for minority students and faculty, enhance our capacity to more fully understand students from differing backgrounds, broaden the research perspectives in our field, and enhance our credibility in higher education and in K-12 schooling. It is believed, therefore, that this action will continue the legacy upon which our organization was established.

While this research study was primarily focused on the experiences of former Jackson Scholars’ preparation in the Jackson Scholars Program for the professoriate in educational administration at PWIs, it was important to provide beforehand the historical context. Part of the interviewing process included Dr. Barbara L. Jackson for whom the program was named and those individuals that were part of the establishment of the Jackson Scholars Program. Dr. Jackson, in particular, was asked to provide perspective on the rationale of the Jackson Scholars Program. In addition to Dr. Jackson, both Program Directors who have combined involvement over the history of the program, seven of the UCEA Executive Committee members were asked to indicate the rationale of the Jackson Scholars and to share their individual knowledge of how the Jackson Scholars Program was established. Professor Smalls, one of the seven members from the UCEA executive committee interviewed in this study, now a Former Executive Committee member, a Jackson Scholar Mentor, as well as a tenured white male Professor at a Research 1 Institution, described best how the Jackson Scholars Program came to be and the program’s goals and in terms of its context:

Two years before the appointment of a UCEA Executive Director, a group of executive committee people got together at UCEA talked about changing UCEA to make it

inclusive, particularly racially – more focus on social justice issues. A Leadership for Social Justice was then formed within UCEA to focus on increasing social justice issues at UCEA. At the next UCEA conference, there was another discussion – decided to find someone to run for executive director who would have more sensitivity to these issues. Leadership for Social Justice was therefore started as an informal group – submitting more social justice like presentations. It grew fast with an Executive Director in place. One of the main issues talked about was how to expand the number of scholars of color in the professoriate and those scholars of color in professoriate coming to UCEA to present. There was a particular session at UCEA formed entitled - *Justice or Just Us*. All of that effort was part of the context of the conversation about starting the Jackson Scholars Program...

Professor Jones, another one of the members of the UCEA Executive Committee members interviewed in this study, and also a former Executive Committee member and recalled the establishment as follows:

The executive committee began conversations around ways to increase diversity in UCEA membership and future faculty in educational administration. A proposal was then written at the time by the current President, Dr. Fran Kochan, in order to establish such a program modeled after the Holmes Scholars Program, but with emphasis on increasing scholars of color in educational administration programs across country. Since this has been part of national dialogue in certain higher education organizations, like the Holmes Network, the climate was ripe for the discussion and implementation of the Jackson Scholars Program.

And finally, Professor Oliphant, a current executive committee member and one of the founding members of the Jackson Scholars Program provided a detailed background on the evolution of the Program, its timing and sequence. She began the conversation by stating that the Jackson Scholars Program was modeled after an idea familiar to some at the UCEA leadership table – that is, the Holmes Scholars Program, a program in place to help increase the number of scholars of color in higher education. Professor Oliphant credited Dr. Fran Kochan, a founding member of the Jackson Scholars Program who was President at the time of the UCEA Executive Committee as the individual who brought the idea of creating the Jackson Scholars Program to the table. Ironically, Dr. Kochan

was a member of the Holmes Scholars Network. Professor Oliphant also shared that consequent to Dr. Kochan's recognized observation of the success of the program in terms of the number of scholars of color participating in the program, span over several years, she thought that a similarly structured program would be good for UEA, but focused on educational administration scholars of color that could be implemented within UCEA consortium. Professor Oliphant asked me to hold for a moment while she locate the original memo from Dr. Kochan that brought forth the idea to a sub-group of executive committee member and shared the memo detail by detail with me. In specific:

UCEA should initiate the creation of a network of minority graduate students studying in UCEA members' educational leadership doctoral programs, who are planning on entering the professoriate role in order to foster their professional development and assist them in job placement.

Upon receiving general consensus from the executive committee sub-group, a proposal was then prepared for the Plenum to consider and was voted on in the November, 2003 UCEA plenum to establish a program.

With regard to the stated rationale for the utility of mentoring within the context of the Jackson Scholars Program, it is important to emphasize once again that nationally speaking, in the next decade, 50 % of the population of the United States will be from minority populations. The percentage of minority students in our U.S. public schools may be even higher. It is therefore imperative that teachers and administrators in these schools understand the cultural and ethnic issues of this emerging demographic. Moreover, these teachers and administrators must be able to address ethnic and cultural issues in order to ensure that all children receive a high quality education. Preparation for such starts in our U.S. institutions of higher education, producing the talent pool ready and able to lead in the 21st century and years following. Without some proactive intervention, it does not appear that this stagnate growth of scholars of color currently reflected

in the field of educational administration will ever change. Many of the interviewees in this study, particularly - both Program Directors Dr. Barbara L. Jackson, the UCEA Executive Committee members - recognized this reality and in their responses, reflected on the significance of UCEA's initiative to address the underrepresentation of scholars of color in educational administration. Their individual perspectives are thereby presented on the rationale of mentoring in the Jackson Scholars Program as a concentrated effort to augment the lack of scholars of color in the field and the urgent need to address the situation. Specifically, Professor Taylor, a former Program Director of the Jackson Scholars Program, a Jackson Scholars Mentor, as well as a tenured Professor at a Research 1 Institution shared that as far as rationale, there is a critical need for mentoring in the Jackson Scholar Mentoring Program:

The field of educational leadership is not reflecting what schools were looking like in terms of demographic make-up, so the Jackson Scholars Program is an effective way to address this through mentoring scholars of color. There is definitely a critical need for such an endeavor.

Professor Smith, the other former Jackson Scholars Program Director, also a current Jackson Scholars Mentor and Tenured Professor at a Research 1 Institution concurred, but added that the purpose of mentoring in the Jackson Scholars Program is its effective strategy for increasing the number of scholars in the program entering the professoriate in educational administration at PWIs. To paraphrase, Professor Smith suggested:

The Jackson Scholars Program is a conduit for building a network of doctoral students of color in educational administration programs at PWIs across the U.S. and in turn those very same students have the chance to emerge into the network of scholars as a professor in educational administration at PWIs. A structured program like the Jackson Scholars Program can ultimately increase the number of faculty of color in educational administration at PWIs.

Many of the study participants who responded to the rationale questioned, noted additional thinking about the logic of mentoring doctoral students of colors for preparation for the professoriate. They assert that mentoring will allow them to gain networks to assist in formulating and navigating their professional career as well as advice about research opportunities. Advice can be addressed about the underlying rules and norms within PWIs. The following UCEA founding member of the Jackson Scholars Program, Professor Arrington and also a Jackson Scholar Mentor further suggests:

The thinking for establishing a mentoring program for student of color in educational administration interested in the professoriate was that UCEA would start a network of underrepresented doctoral students and create a program that gave oversight to and intentionality to bring in graduate students interested in the professoriate in educational administration at PWIs...This was all tied to the fact that the population in U.S. is changing, population in schools are also changing and therefore it is important for teachers and administrators to understand this emerging culture. .Mentoring specifically makes sense because it will provide reality to students about the professoriate and help ready them for the professoriate

Similarly stated, Professor Byrd, a former Executive Committee member who participated in the establishment of the Jackson Scholars Program added:

The most apparent stimulus is the realization that racial make-up of faculty in educational administration has really not changed for years and years. Even though more women are now in the professoriate, there still remains in the field racial differences. It is not one of those things that one could just wait for it to improve... Further was the case at UCEA that scholars of color would come to UCEA and see only white faces, which was not a comfortable setting. So the work of a few people – worked to change that dynamic of the lack of racial diversity and lack of attraction for scholars of color to the professoriate. Mentoring was a strategy that just intuitively seemed to make since even though little data to show effective outcome. So there was the decision to adopt a best practice model out there that people knew of – the Holmes Scholars Program...

And finally, Dr. Barbara L. Jackson shared her excitement for the Jackson Scholars Program.

She recalled during the beginning stages of her career in the professoriate that there was not much emphasis on the need for professors of color and there were few (if any) preparation programs for graduate/doctoral students of color to enter the professoriate. The path for getting

to the professoriate was not clear. In terms of the rationale for mentoring doctoral students of color for the professoriate in educational administration at PWIs, she shared:

Mentoring creates a clear path to the professoriate... Through mentoring, we can increase the number of professors in PWIs. The eminence of for faculty of color in educational administration is blatant and mentoring fulfills the need for increasing more faculty of color in the years to come through the Jackson Scholars Program...The program is close to my heart – I nearly fell over when I learned that they were starting the Jackson Scholars Program...

Data Analysis and Coding Method

Preliminary data analysis began after data collection. Several sources of data were collected, reviewed and analyzed: demographic questionnaire to gather demographic and profile information on the study participants; historical documents - providing background information on the development and implementation of Jackson Scholars Program; interview transcripts from the email, face-to-face and phone interviews on the following individuals – UCEA executive committee members, who helped develop the program, the former and present program directors, Dr. Barbara L. Jackson, the Jackson Scholar Mentors and the former Jackson Scholars; reflexive notes to reflect my own experiences as a Jackson Scholar in order to insert into this study. There was additional analysis immediately after each interview session. I listened to the taped interview, marked interesting comments and responses made by the study participants, which were later used in the primary coding and analysis of the data in the transcripts that were transcribed. Data analysis involves working with the data, organizing the data, breaking down the data into manageable units, synthesizing the data and searching for patterns (Bogdan and Biklen, 1992). Researchers use data analysis to bring meaning, structure and order to data (Anfara, Brown and Mangione, 2002).

Data Analysis

The process of data analysis is eclectic. That is, there is no “right way” according to (Tesch, 1990) in Anfara, Brown and Mangione (2002). Also noted (Creswell, 2002) in Anfara, Brown and Mangione (2002), there is no single way to analyze qualitative data. One tries to make sense of data in a varied manner. Thus the approaches to data analysis espoused by qualitative writers can vary considerably (Patton, 2002) as described in Anfara, Brown and Mangione (2002).

Specifically, the analysis in this study focused on the traditional mentoring components which are thought to represent a range of behaviors that generally characterize mentor and protégé relationships in higher education environments (Jacobi 1991): *Role-modeling* – the act of a mentor demonstrating professional behaviors and actions that assist the mentee in professional socialization for the academy; *Psychosocial functions* – specific activities and interactions between the mentor and mentee that mold the relationship for the development of work effectiveness, including climate and environmental aspects that also help to shape the relationship; and *Professional development* – encouragement, provision of opportunities, and academic support for the enhancement of the mentee’s growth in all aspects of the academy which are offered by the mentor to her mentee (Grant and Simmons, 2008). Analysis was also situated within Tillman’s (2001) work on effective mentoring relationships and strategies (same race, same sex, same gender) for preparing students of color for the academy. This process involves focus on the identification of inter-subjective and common meanings (Schwandt, 1994).

After the interviews, data was transcribed, coded and the emergent themes were inductively identified, described. The transcripts, audiotapes and notes were systematically reviewed to code information and find themes that emerged from the interviews of both the

former Jackson Scholars and the Jackson Scholars Mentors. Following each transcription, salient themes or common language use that emerged from the participants' responses and reactions were highlighted. By utilizing this approach, close attention was paid to the details of each interview session.

The analysis was conducted concurrently in order to compare and interpret additional data on mentoring best practices. Collection and analysis should be a simultaneous process (Merriam, 1998, p. 155). In particular, the historical documents pertaining to the Jackson Scholars Program, the responses in the demographic questionnaire and the individual transcription of transcripts derived from the tape recorded face-to-face or phone interviews were systematically analyzed for thematic patterns (Glasser and Strauss, 1967; Strauss and Corbin, 1990). As the data is brought to the words and acts of the participants involved, themes can be generated, Tesch (1990). Anfara, Brown and Mangione (2002) refer to this process as “de-contextualization” and “re-contextualization.” Since the focus was on the experiences of the former Jackson Scholars in the Jackson Scholars Program for preparation for the professoriate in educational administration at PWIs, this was achieved by: (a) identifying both the positive and negative experiences of the Jackson Scholars in the Jackson Scholars Program; (b) determining whether akin or alternative patterns can be found in other shared narratives in some existing mentoring literature; (c) determining similarities and/or differences in response types on the experiences of Jackson Scholars and their mentoring relationships in the Jackson Scholars Program; (d) codifying specific components that are most attributable to Jackson Scholars' preparation for the professoriate that are common or uncommon throughout responses and compare to findings in the referenced mentoring literature; and (e) identifying examples of transcribed text that simultaneously consider the alternative experiences alongside the responses

that may align with the traditional components of mentoring. This inductive method of analysis allowed for the identification of new and expanded categories and/or patterns that were not included in the traditional mentoring literature or in the phone, e-mail or face-to-face interviews. The intent here was to understand from the participants' viewpoint their experiences and notion of attributable characteristics of the Jackson Scholars Program that enhanced their doctoral preparation for the professoriate in educational administration at PWIs and to compare those viewpoints to the theories in the literature. These theories of mentoring typically do not address mentoring experiences for doctoral students of color in PWIs.

To reduce the text, there was constant review of the individual interview transcriptions, handwritten field notes, and coding categories which were used to analyze themes and patterns as well as any challenges to the data. In further reducing the material, data was analyzed, interpreted, and gained meaning from the detail in order to gain meaning. From the transcripts of the phone, e-mail and face-to-face interviews, the data were analyzed by examining, categorizing, tabulating, or otherwise recombining the evidence, to address the initial propositions of a study (Rossman and Rallis, 2003; Yin, 1984). Data was then coded in three phases – open coding and refinement of coding, closed coding and axial coding (Strauss and Corbin, 1990; Glaser, 1978).

After data analysis was complete, findings were reported that accurately mirrored the participants' responses. Also, study participants were given the chance to review their transcripts to verify accuracy of the transcribed information. It was critical for participants to be given the opportunity to review their transcripts to ensure trustworthiness, credibility and dependability and coding themes were thereby used to guide the independent analysis of data (Miles and Huberman, 1994).

Coding

Data was coded and the emergent themes were inductively identified and described using an open coding system, which entailed culling the major themes from the data. Coding categories were generated from five major sources: (1) historical documents gathered regarding the establishment of the Jackson Scholars Program; (2) the demographic questionnaire; (3) the two research questions; (4) two theoretical propositions - the three components of mentoring (Jacobi, 1991) and Tillman's (2001) mentoring strategies; and (5) from the interview transcriptions of the study participants.

Open coding.

At the initial stages of the coding process, the entire text of all the transcripts were read three times and written notes were compiled on the patterns that emerged during the readings of the text. Next, coding of the text occurred, one question at a time. For example, all of the responses for a particular question were reviewed more than once, notes were compiled on each question and themes were recorded that seemingly emerged from that particular question. The same process was repeated with the subsequent questions. This process is known as open coding (Strauss and Corbin, 1990) because it allows the researcher to conceptualize and categorize the data free from any structural constraints of preconceived categories. As a result of this process, new themes emerged from the data. Patton (1990) describes this inductive analysis as a mechanism whereby patterns, themes and categories of analysis emerge from the data, and where the researcher can use the categories developed and articulated by the participants studied to organize the presentation around particular themes. Inductive analysis also allows one to become aware of categories or patterns for which the participants do not provide specific terms, but rather the terms expressed are inductively created.

Closed coding.

In addition to opened coding, closed coding techniques were used to analyze the data. Closed coding (Strauss and Corbin, 1990) allowed for the analysis of the data through the lenses of Jacobi's (1991) theoretical construct of mentoring (e.g., role modeling, psychosocial support and professional development) and Tillman's (2001) mentoring strategies for increasing doctoral students of color in educational administration at PWIs .

After further collating the data, the emergent themes were interpreted from the study participants' responses to the interview questions. Analytic induction was employed to interpret and analyze the data through the conceptual framework of traditional mentoring. The importance of using this method is that it allows the researcher to analyze the data after each new theme emerges through the coding process and then integrates the data with preconceived categories and existing and emerging theories (Berg, 2001).

In selecting the themes for each question, a concerted effort was made to use many of the exact phrases expressed by the respondents for the names/labels of the themes. The exact words were used that would portray the same meanings. Moreover, when interpreting selected verbatim quotations, the analysis was kept close to the actual statements of the participants. Further, there was precaution taken not to speculate or draw conclusions that would be unfairly reflective of the participants' specific responses. There was a conscious attempt made to ground all speculations and interpretations within the data.

Axial coding.

Axial coding was integrated into the analysis process in order to help make sense of how these themes may all fit together. Axial coding can reveal one or two central ideas that appear to illustrate the interconnectedness of themes as they relate to the larger phenomenon (Nelson,

1989). My objective was to understand perspectives through the lens of the study participants and make theoretical comparisons based upon the study participants' responses in relation to theoretical frameworks, given that the perspectives of people of color, hence doctoral students of color in educational administration at PWIs are not often considered in the literature.

In particular, the perspectives of the study participants on mentoring in the Jackson Scholars Program and its role in the doctoral preparation of Jackson Scholars were compared to the two primary theories referenced in this study –Jacobi's (1991) definition of traditional mentoring characteristics in higher education environments and Tillman's (2001) mentoring strategies for doctoral students of color academic success and career advancement in educational administration at PWIs.

Moreover, I constantly compared the information provided by the participants. Only information provided by the study participants pertaining to the actual questions was utilized. Quotes had to be rearranged several times prior to the analysis of specific interview questions. Thick description (Wolcott, 1994) was used to display what the participants said in response to the two research questions. The themes that came up repeatedly were utilized to construct the data. The study was left unattended for a few days and then resumed again to ensure that the focus remained on the study. This ongoing analysis method, which also included a continuous reflection and management of the data throughout the study, was also utilized (Rossman and Rallis, 2003). This method enabled the opportunity to systematically reflect on the data comprehensively as well as in segments to make certain of accuracy. By organizing the data in this way, there was an ability to make sense of common experiences of the study participants, as well as contrasting information by themes. Accordingly, it is reported that this process leads to

the creation of theoretical properties of the categories and thereby generalize findings of the study (Anfara, Brown and Mangione, 2002).

Study Participants Description

Thirty-two phone interviews, six face-to-face interviews and two email interviews took place over the span of the research study in order to investigate the role of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs to learn of the specific experiences claimed by Jackson Scholars that emerge as most critical in their doctoral preparation for the professoriate. These interviews consisted of the following participant groups (e.g. former Jackson Scholars, Jackson Scholar Mentors, former and present Jackson Scholar Program Directors, former and current UCEA executive committee members who were responsible for the establishment of the Jackson Scholars Program and Dr. Barbara L. Jackson).

Further, to provide context for the reader, the study participants in this study were grouped into two primary categories, either former Jackson Scholar or Jackson Scholar Mentor, based upon their level of participation within the Jackson Scholars Program. An in-depth description of the study participants is also provided in this section and is broken down by race, gender, age, type of institution and work status. Please see Table 1 and 2 for demographic descriptions of the study participants. The purpose of the tables was to provide detailed demographic descriptions of the study participations that will help the reader know the data sources as well as relate the sources to the findings in the study. Pseudonym names are provided in order to maintain anonymity throughout this research study.

At the time the study was conducted, 41 former Jackson Scholars completed their doctorate and 41 Jackson Scholar Mentors had been involved in participating in the Jackson

Scholars Program as Mentors. Therefore, the demographic details of this study draws from 21 former Jackson Scholars and 20 Jackson Scholar Mentor study participants. There were 17 Blacks, 3 Asian, 1 Latino former Jackson Scholars who participated in this study; 6 Blacks, 9 Whites, and 4 *other* s of the Jackson Scholar Mentors also participated. Therefore, for anonymity purposes, “*other*” is reflected in some cases pertaining to some of the study participants, in order to protect the unique position in which some of the participants are currently situated . With the exception of Dr. Barbara L. Jackson a special contributor to this study, all other study participants are reflected through pseudonym names. Nineteen women and 2 men of the former Jackson Scholars participated. As well, 8 Male, 10 Female, and 2 *other* were Jackson Scholar Mentors; Sixteen of the former Jackson Scholar participants ranged in age from 26-40, while the remaining five ranged from ages 41-55. The Jackson Scholar Mentor study participants had 2 minimum years of a mentoring track record in the program. Additionally the number of former Jackson Scholars that participated when it was a one year program was five, while the remaining Jackson Scholar participants participated in the program when the mentoring tenure was 2 years minimum. There were sixteen former Jackson Scholar study participants from research 1 programs/ institutions, while 5 were from research intensive programs/institution. For the Jackson Scholar Mentor participants, four were from research intensive programs/institutions, 3 from other and the 13 from research 1 institutions. For the former Jackson Scholar study participants, 3 were tenure-track Professors/Administrators, 2 were *other* and 16 were Professors ; whereas 4 of the Jackson Scholar Mentors were tenure -track Professors, 9 full rank Professors, 2 *other* and 5 full rank Professors and Administrator. Eight Jackson Scholar Mentor participants indicated that they did not received mentoring in their doctoral preparation which is why they volunteered and saw mentoring as essential. They specifically referenced that they would not

want Jackson Scholars to receive the same lack of support in which they did. All 20 Jackson Scholar Mentor study participants indicated they mentor within their own institutions in addition to in the JS Program. Dr. Jackson for example indicated that she mentored a little over 70 students of color to date and that a good number have gone into the professoriate.

Given that the participants in this study were encouraged to share their personal stories in an open and honest manner related to their experiences in the program preparing for the professoriate in educational administration at PWIs, protecting their identity was of particular importance.

Table 1. Group 1 – Former Jackson Scholar Participants *Note: For the protection/anonymity, “other” is not specified in order to protect unique positions of the participants*

Name	Classification	Race	Gender	Age	Institution Type	Current Status
Linda	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor/Administrator
Kaché	Former Jackson Scholar	Black	Female	26-40	Research 1	Other
Carolyn	Former Jackson Scholar	Black	Female	41-55	Research 1	Other
Lucille	Former Jackson Scholar	Asian	Female	26-40	Research 1	Professor
Monique	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor
Gina	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor
Tisha	Former Jackson Scholar	Black	Female	41-55	Research 1	Professor/Administrator
Brad	Former Jackson Scholar	Black	Male	26-40	Research 1	Professor
Marshall	Former Jackson Scholar	Black	Male	26-40	Research Intensive	Professor
Cynthia	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor
Jillian	Former Jackson Scholar	Asian	Female	26-40	Research Intensive	Professor
Karen	Former Jackson Scholar	Black	Female	41-55	Research 1	Professor
Deidra	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor
Kenneth	Former Jackson Scholar	Latino	Male	26-40	Research Intensive	Professor/Administrator
Faye	Former Jackson Scholar	Black	Female	41-55	Research 1	Professor
Maureen	Former Jackson Scholar	Black	Female	41-55	Research Intensive	Professor
Tia	Former Jackson Scholar	Asian	Female	26-40	Research 1	Professor
Tonya	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor
Elise	Former Jackson Scholar	Black	Female	26-40	Research Intensive	Professor
Lauren	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor
Nicole	Former Jackson Scholar	Black	Female	26-40	Research 1	Professor

Table 2. Group 2 – Jackson Scholar Mentors *Note: For the protection/anonymity, “other” is not specified in order to protect unique race, gender, institution type or job status of the participants*

Name	Classification	Race	Gender	Institution Type	Current Status
Dr. Browne	Mentor	Black	Male	Research Intensive	Tenure Track Professor
Dr. Adams	Mentor	Black	Male	Research 1	Professor/Administrator
Dr. Vivian	Mentor	White	Female	Research Intensive	Tenure Track Professor
Dr. Grant	Mentor	White	Female	Research 1	Professor
Dr. Rodgers	Mentor	White	Female	Research 1	Tenure Track Professor
Dr. Walker	Mentor	Black	Female	Research Intensive	Professor
Dr. Baxter	Mentor	Black	Male	Research 1	Professor
Dr. Stevens	Mentor	White	Female	Research 1	Professor/Administrator
Dr. Overton	Mentor	Other	Male	Other	Professor/Administrator
Dr. Mosley	Mentor	Black	Male	Research 1	Tenure Track Professor
Dr. Jackson	Mentor	Black	Female	Research 1	Professor
Professor Smith	Program Director/ Mentor	Other	Female	Research 1	Other
Professor Taylor	Program Director/Mentor	Other	Female	Research 1	Other
Professor Arrington	UCEA/Mentor	Other	Other	Other	Professor/Administrator
Professor Byrd	UCEA/Mentor	White	Male	Research 1	Professor
Professor Cochran	UCEA/Mentor	White	Female	Research 1	Professor
Professor French	UCEA/Mentor	White	Male	Research 1	Professor/Administrator
Professor Jones	UCEA/Mentor	Other	Other	Other	Professor
Professor Oliphant	UCEA/Mentor	White	Female	Research Intensive	Professor
Professor Smalls	UCEA/Mentor	White	Male	Research 1	Professor

Findings: Former Jackson Scholars

Mentoring relationships offer great rewards to both the mentee and the mentor, according to Biaggio's (2001) study. Graduate students gain guidance, information and a role model and faculty often times gain satisfaction, gratitude and perhaps the furthering of their work. It is not unusual for a mentees and mentors to have a variety of roles – advisee or research assistant, for the doctoral student, for example, or advisor or research mentor, for the Mentor. Given the various yet distinctive benefits and roles of mentoring, doctoral students and their Mentors in many instances can approach these relationships with different motivations and desires. This is the case for the in the Jackson Scholars Mentoring Program as described by both the former Jackson Scholars and Jackson Scholar Mentor study participants.

Within the literature, many characteristics of a mentor have been identified as critical to the success of doctoral students in terms of guiding them towards successful preparation for the professoriate (Johnson and Huwe, 2003). In their findings, characteristics of a good mentor were based along the lines of personality traits, work habits, attitudes/values, productivity, professional influence, availability and a mentoring track record. It was clear that from the Jackson Scholar study participants' perspective that some had a plethora of mentoring support in the Jackson Scholars Program similar to what is suggested in Johnson and Huwe's (2003) work, in terms of preparing successfully for the professoriate in educational administration at PWIs, while one or two lacked mentoring support. Through the various questions, the study participants identified the themes listed below. These themes gave insight into the study participants' perceptions of mentoring, effective mentoring relationships, the specific mentoring characteristics that aided them in getting to where they are currently. Additionally, the factors enumerated were deemed important in making use of the Jackson Scholars Program, and

provided perspective on what specific mentoring support and services should be in place for Jackson Scholars forthcoming.

Finally, from the analysis of the data through the eclectic approach (Anfara, Brown and Mangione, 2002) the following coding categories: open, closed and axial coding were generated from data sources; both theoretical constructions in this study (Jacobi, 1991 and Tillman, 2001); the two primary research questions; and thick descriptions of the responses of the study participants. There were three themes identified, as a result of the data findings pertaining to the two primary research questions. According to the first research question pertaining to the role of mentoring in the Jackson Scholars Mentoring Program in the doctoral preparation of Jackson Scholars for the professoriate in PWIs and the second research question that inquired about the specific experiences claimed by Jackson Scholars that emerge as most critical in their doctoral preparation for the professoriate, several major themes emerged that characterized the responses of both the former Jackson Scholar study participants as well as the Jackson Scholar Mentor participants. The themes are displayed separately and accordingly in this study of the former Jackson Scholars and Jackson Scholar Mentors. Three major themes characterized the response of the former Jackson Scholar study participant were as follows: Establishing Mentee/Mentor Relationships; Mentee/Mentor mentoring expectations and Mentee/Mentor Descriptions of Mentoring Roles in the Program. Based on these findings, the three major themes are developed, and then, followed by the discussion of the findings.

Establishing Mentee/Mentor Relationships

This study was conducted on former Jackson Scholars and Jackson Scholar Mentors who participated in the Jackson Scholars Mentoring Program, during the period of 2003 – 2007. Particular emphasis was placed on investigating the experiences of former Jackson Scholars to

determine whether or not mentoring in the Jackson Scholars Program prepared them for the professoriate in educational administration at PWIs. Also, this study explored the specific experiences claimed by the Jackson Scholars that were most critical to their preparation for the professoriate. While there may be informal and formal mentoring practiced at the respective institutions of the study participants, mentoring in the Jackson Scholars Program was implemented to provide intentionality to preparing Jackson Scholars for the professoriate in educational administration at PWIs, thus increase the number of faculty scholars of color in educational administration at PWIs for the years to come. Mentoring was used as the core mechanism to facilitate this undertaking. With regard to the Jackson Scholars Program, Jackson Scholars were matched to Jackson Scholar Mentors who were professors in educational administration from research 1 or research intensive UCEA member institutions. As described in the Jackson Scholar Program's outlined goals and objectives, Jackson Scholars and Jackson Scholar Mentors were matched based on shared career and/or research interests and structured mentoring activities, such as co-publishing projects, were recommended and based around shared interests of the former Jackson Scholar and the Jackson Scholar Mentor study participants.

In addition to the criteria for selection of the study participants, referenced earlier in chapter 3, the study participants who were selected for this study were involved in mentoring relationships in the Jackson Scholars Program through assigned mentoring relationships over a one to two year period of time. That is, the mentee was assigned to a mentor who was either a tenure track or tenured professor from a different UCEA member institution. Initially the mentoring timeline was constructed over a one year timeframe, but in 2006, the mentoring commitment changed to a two year period or upon completion of the Jackson Scholars doctoral

work, provided that their institution continued to provide sponsorship. Establishing mentee and mentor relationships is one of the major themes according to the data. The former Jackson Scholar study participants suggest that mentee and mentor relationships prepare Jackson Scholars for the professoriate in educational administration at PWIs, which is one of the core objectives of the Program. Even more, specific mentoring relationships were described that give specific reference to critical components that were viewed as being paramount to the preparation of Jackson Scholars in the program for successful entrance into the professoriate.

Furthermore, with regard to mentoring relationships, the literature suggests that both formal and informal mentoring, create conditions for successful matriculation from graduate school to placement in the work force (Davidson and Foster-Johnson, 2001). Mentoring is a dynamic process between two individuals. It consists of activities and interactions that are related work and skill acquisition (p. 551). In her review of mentoring, Jacobi (1991) further suggests that mentoring relationships are usually focused on achievement or acquisition of knowledge between mentor and the protégé'. An important aspect of the relationship is the assistance and support provided by the mentor to the protégé. In particular, finding in the data from this study supports this claim. One case in point that captures the predominant view among the study participants of the importance of mentor and mentee relationships, in specific, shared career and research interests in preparing doctoral students of color for the professoriate is Maureen's mentoring relationship experience in the program. Maureen is a former Jackson Scholar, age 26-40 and a tenure track professor in educational administration at a predominantly white research intensive institution. She also completed her doctoral studies at a research intensive institution and strongly advocates for shared interests. Maureen was involved in the first cohort of the Jackson Scholars Program. In reflecting on her specific experiences, Maureen described a

detailed process of how her mentoring relationship emerged and its outcome in the Jackson Scholars Program:

Originally, I was assigned to a Mentor in the program that did not have a common interest. We had different research interests. So I sought out to find an additional mentor on my own and was reassigned a Mentor in the network that had the same research interests. Although I got along with my original mentor, our conversations and activities were limited because we were interested in two different things. We still keep in touch, but the new mentor helped me find my current job and helped me with a research project that got partly published. We plan to do something together in the future in terms of research and writing. We meet at AERA and UCEA and my mentor has also helped me develop additional research skills that I did not pick up during my doctoral work. This is why same research interests with your mentor is so important. This same mentor convinced me to go into the professoriate...My mentor found me this job... Originally I had mixed feelings about the professoriate, but glad I decided to become a professor. My mentor helped me to appreciate teaching and research which is why I am now in the professoriate... My mentor gave me the behind the scenes view of teaching and researching at an all white institution and how to get your research out there. I plan to do this – research and write and teach forever...I found my niche.

Embedded in Maureen's experience, a common sentiment shared by the other study participants, was emphasis on the value of having a similar interest and how that specific experience actually contributed to her matriculation into the professoriate in educational administration at a PWI.

Moreover, it is important to note how the shared experience helped Maureen make the firm decision to enter the professoriate long term. The situation with Maureen was that she came from a non-traditional career trajectory in educational administration and was a part-time doctoral student. She shared her frustrations in her doctoral program of the focus on mentoring students for the professoriate was for full-time students only and expressed discussed dissatisfaction in her doctoral program often times feeling like a step child in the program. Maureen felt the need to seek outside mentoring support and expressed that need throughout her peer group and to her one professor of color in the department since she was not receiving the support in-house. She shared her gratitude for the one professor of color within her department

who responded to her call for mentoring support, thus saw her talent and connected her to the Jackson Scholars Program. Establishing a mentoring relationship in the Jackson Scholars Program in terms of specific activities in which the mentee and mentor are engaged was significant for Maureen and enabled her to acquire professional skills and navigation tools in preparation of what to anticipate in the professoriate as perhaps the only person of color in a predominantly white institutional setting. Just think if there were not such a supplemental mentoring program such as the Jackson Scholars Program, Maureen may have still been exploring her professional niche. Maureen's shared experience not only demonstrates the role that mentoring in the Jackson Scholars Program played in her decision to enter the professoriate in educational administration, but also demonstrated particular relational factors as well as specific accounts of how the relationship prepared her for the professoriate in a PWI settings. Her experiences in the program also suggests the importance mentoring in the program and the role it played as a single source of effort to prepare her for the professoriate in educational administration at a PWI.

Maureen's assigned Mentor, Dr. Walker, agreed with her sentiments. I had the opportunity to interview face-to-face Maureen's Jackson Scholar Mentor at the UCEA, 2008 conference. Dr. Walker similarly provided strong voice as did Maureen as to the significance of shared research interests in a mentoring relationship. Specifically, Dr. Walker stressed the need for the Jackson Scholars Program to provide focused attention on matching only those scholars who share common research and career interests as their mentors. Emphasis on such was conveyed through tone inflection and hand motions. Dr. Walker shared the positive experiences or mentoring Maureen in the program and especially attributed it to the fact that they were able to work together on a research project and there was regular engagement on the phone, through

email and at UCEA and AERA on items and issues related to entering the professoriate as a scholar of color. The following is Dr. Walker's further demonstration of the point:

Having the same interests makes for a more meaningful mentoring relationship... We met at UCEA and AERA, we talked a lot about research, teaching and service, but mostly about research and teaching... And even though Maureen is done with the Jackson Scholars part, I am still her mentor. Knowing what Maureen was interested in doing, made it easier for me to provide direct assistance in helping her decide on the professoriate, learn more about the field through hands on research project we did together that we are working to publish. It would have been hard assisting her and achieving the goal of the program if we did not have common interests.

Just as the former Jackson Scholars that participated in this study concurred with Maureen, in a similar fashion, the Jackson Scholars Mentor study participants agreed with their colleague Dr. Walker's comments about the established mentoring relationships along the lines of shared research interests makes for a more successful relationship that consequently enhances the preparation of Jackson Scholars for the professoriate. Furthermore, it is recognized in both the former Jackson Scholar and Jackson Scholar Mentors illustrated experiences the role of mentoring in the program and the specific relationship that directly impacted Maureen's outcome – a current assistant professor in educational administration at a PWI. Emphasis on established mentoring relationships centered around shared research or career interests further confirms expansion of the mentees own horizons as well as enhances the mentors ability to adequately provide learning tools to prepare and encourage mentee entrance and ascension into the professoriate in educational administration at PWIs.

Moreover, more specifically, mentors may serve to stimulate acquisition of knowledge or the protégé', as well as provide specific training and instruction related to specific areas of research or expertise in which the mentor possesses but the mentee years to attain. Therefore, similar career and research trajectories can foster this possibility of direct assistance of career

and professional development. This case in point serves as a support to Jacobi's claim that an important aspect of establishing a mentoring relationship is the assistance and support a mentor can specifically provide to the mentee.

Additionally, the mentoring match based on shared interests and the quality of mentoring relationship of Maureen and Dr. Walker reflected in a focus on Maureen's career development goals contributes to the larger body of literature on the importance of mentoring. Once again, as referenced in Jacobi's work, the quality of mentoring can be linked to positive career and job outcomes for the mentee. Ragins, Cotton and Miller (2000) add that protégé's who describe highly satisfying mentoring relationships, as was the case for Maureen, have more positive job and career attitudes.

Mentee/Mentor descriptions of mentoring expectations

Mentoring expectations, or functions, can be defined as a way of enhancing protégé's self identity and socialization within their environment hence preparation for the professoriate in educational administration at PWIs. Emergent from the data, from the former Jackson Scholars perspective, Jackson Scholar Mentors provide role modeling, career advisement and emotional support in the Jackson Scholars Program. These three specific factors answer the question of the role mentoring plays in the preparation of Jackson Scholars for the professoriate in educational administration at PWIs, and the specific experiences most accredited to successful entry into the professoriate. The role modeling entails serving as an example and representation of professional dispositions, behaviors, attitudes and values reflected in scholarly publication work, service and teaching practices. Kram (1988) found that the role modeling aspect of mentoring enhances the protégé's sense of competence, identity and social effectiveness in personal and professional roles. Although Kram's study focused on mentoring in corporate settings, these findings apply to

aspects of role modeling in the Jackson Scholars Program identified by the former Jackson Scholar study participants.

Career advisement according to Gallien and Patterson (2005) in general reported that the more successful doctoral students, in the case of their study - African American doctoral students, had a mentor/advisor (or group of mentors/advisors) who encouraged and critiqued their work and followed them through their graduate school experience and beyond, throughout their professional careers” (p. 9). The individualized guidance and assistance highlighted in this study helps the mentee prepare for academic life in educational administration in PWIs according to the findings of this study.

As well, career advisement as a Jackson Scholars Mentors’ role as defined by the Jackson Scholars provides a similar personalized role in preparing the Jackson Scholar for an academic career in educational administration. This was especially the specific mentoring experience discussed at length by one former Jackson Scholar study participant, Elise, an African American female who did her doctoral work in a research intensive institution and now works in a research intensive institution. Elise was not the prototype for educational leadership, given her non-traditional trajectory. Elise brings to the table an interdisciplinary background and shared that as a result, she had to do a lot more explaining of her way and how she has come to enter into the profession. She told me that at the time she first got involved in the Jackson Scholars Program that she was unsure if she wanted to go into the academy, but that her Jackson Scholar Mentor and other mentors in the Jackson Scholars network suggested for her to “just do it and explore it”. She also told me that she was recommended to the program by her dissertation advisor. She shares in great details her experience with career advisement in the Jackson Scholars Program and how that advisement prepared her for the professoriate in educational administration at a

PWI as well as was the single-most contributing factor that was critical to her preparation for the professoriate in educational administration at a PWI. Elise shared the following:

Elise: Career Advisement

“As a result of our career advisement, my Jackson Scholar Mentor connected me to a close colleague in the field who had an apprenticeship type opportunity for me in order to get an early look at the professoriate before committing. The close colleague was also a mentor and our relationship was established a result of my primary mentor. This created opportunity provided educational research opportunities This hands-on opportunity was personalized role and promoted my potential for successful entrance as an assistant professor into an educational administration program at a PWI. It gave me time to prepare without the immediate pressure of tenure track. My mentors in the Jackson Scholars Program inherited some of my frustrations with preparing for the professoriate. In my home institution, my professors in program looked at me like No...you are not typical...Often times discouraging....Reason why I did the Jackson Scholars Program. The Jackson Scholars network helped, not specific JS Mentor – never showed up...met with mentor twice but not immediately...Overall my experience was great. I got to meet a lot of influential people in the network and this career advising aspect of mentoring helped. It has given me specific tools of what is expected of what you need to do to be a professor in a PWI... Additionally, the workshops in the Jackson Scholar Program on preparing my curriculum vitae was helpful and the interview preparation seminars were also valuable. My mentor looked over my research presentation before it was sent in...Have someone read over research presentation before you go on interview!...”

Like, Elise, the other former Jackson Scholar study participant responses were clear in their responses about specific career advisement support. These specific components as defined by the former Jackson Scholar study participants include: networking (helping Jackson Scholar become acquainted with senior scholars in the field) in order to enhance professional opportunities and for them to gain more exposure in the field as well as cultivate essential professional and social networks; job resource (providing direction and guidance on where to seek jobs and to provide insight on relevant job opportunities; sponsorship (a professional reference and advocate of the scholar) for first tenure track job and paving the way for placement in the work force upon matriculation from graduate school or support for promotion in those cases where the scholar is already gainfully employed and just seeking advancement; and

scholarly collaboration (working on joint research projects and presentations) in order to aid Jackson scholar in acquiring core research competencies, enhance the mentees exposure, visibility and experience in research and writing in order to be better positioned for the professoriate and/or advancement in current job.

And finally, the emotional support includes reaffirmation (providing reassurance to the mentee that they can succeed and showing them the way) and validation (verifying that what mentees are doing is right and they are making a contribution to the field). Although the mentee/mentor relationship in the Jackson Scholars Program may not be long-standing or intimate, emotional support tends to be personal in nature, involving direct interaction between the mentee and mentor. Involved in the case of the Jackson Scholars Program is an exchange of information beyond what is available in any public documents or traditional professor-student interactions.

Through role-modeling, the mentor is able to demonstrate to the mentee the ability to succeed as a Jackson Scholar of color in a predominantly white academic setting. In my own mentoring experiences in the Jackson Scholars Program my assigned Jackson Scholar Mentor specifically shared with me her experiences preparing for the professoriate and ascending through the ranks of academia. With regard to role modeling characteristics portrayed in our mentoring relationship, my mentored provided scenarios of challenges she faced as a student functioning in PWIs as well as in her tenure track and her constructive methods to confront those challenges without jeopardizing her positive reputation as a student as well as faculty of color. We shared commonality in some of our experiences which helped equip me with successfully navigating my doctoral program as well as to acquire what I believe to be specific learning tools that enables me to be better positioned for the professoriate upon doctoral completion. This has

been helpful to get that outside perspective on invaluable information about how to navigate through internal politics, rules and norms that cut across any PWI settings.

Tonya: Role Modeling

Tonya is a self-identified African American female who is an assistant professor of education at a research 1 institution. Neither of her parents had undergraduate or advanced degrees, and she comes from a single parent head of household. Tonya was encouraged by family and close friends to persevere despite and to “go get that degree.” Tonya attended PWIs for both her undergraduate and graduate studies at a U.S. institution. Tonya was the only African American student in her doctoral program. Female faculty represented 25% of the faculty in her doctoral studies program and there was 1 African American professor in the School of Education. I met Tonya first as a Jackson Scholar. We had much dialogue at UCEA and AERA Conferences about our experiences in the program and I found Tonya’s shared experiences to be of interest to my research agenda. Tonya and I met a year later, but at that time, she had graduated and landed a job in the professoriate at a research 1 institution. Tonya reflected much on the importance of mentoring and how mentoring, especially in the Jackson Scholars Program, played a major role in her preparation for the academy.

During my interview with Tonya, she shared that she had a formal mentor, a White female tenured professor who worked in the department at the University. Tonya indicated that she had direct contact with other African American professors via introductions made by white female professor/mentor. Also, Tonya shared that she had a Jackson scholar mentor assigned from outside the university who served as a role model. She added that in the Jackson Scholars Program she was exposed to quite a few senior professors of color who served as additional role models. Tonya feels that mentoring in the Jackson Scholars Program helped in getting from

graduate school to the professoriate. She emphasized role modeling as a key mentoring factor that helped her prepare for her current professorial position and that the role modeling experiences have helped her survive her tenure thus far in her research 1 institution. Specifically Tonya attributes her successful matriculation from her doctoral program into the professoriate to role modeling in the Jackson Scholars Program. Tonya stated:

“My mentor and other senior scholars of color in the Jackson Scholars Program, who eventually became mentors as well definitely served as role models in varied ways. “I have the program to thank for why I am employed today.” The access and the unique opportunity to connect with certain senior scholars of color and listen to their shared experiences during their graduate experiences and detailed information about the attitudes and behaviors that helped them succeed in environments that are many times insensitive to diverse cultures. Through their individual shared scenarios, I was able to relate to the mentors’ demonstration of their syntheses in succeeding as a scholar of color, sometimes the only scholar of color, in a predominantly white academic setting. The role modeling of these mentors helped prepare me well and helped me to learn in advance how to deal with issues that many scholars of color face in PWI settings...”

For Tonya, it was critical to have a role model as her mentoring experience which she credits to successfully preparing her for the drama (in her words) of developing materials and preparing for interviews and consequent entry into the professoriate. As a Jackson Scholar having experienced mentoring in the program, I could relate to Tonya’s role modeling experience with her Jackson Scholar Mentor(s). We talked about our similarities in this regard. In my mentoring experiences in the Jackson Scholars Program, my assigned Jackson Scholar Mentor specifically shared with me her personal experiences preparing for the professoriate and entering the ranks of academia. My mentor shared the positives and the negatives and the do’s and don’ts. This has helped me thus far minimize barriers in my doctoral preparation process and has also enabled me to envision and prepare for the challenges commonplace in traditionally white academic settings.

Generally speaking for the former Jackson Scholars, the influence of mentoring through networking often lead to expanded networks or to increased skills of the Jackson Scholar which

resulted in enhancing professional development benefits. These networks often occur between the mentee and mentor or as a result of the mentor's introduction of the mentee to other senior and notable scholars in the field. The following former Jackson Scholar explained the benefit of networking as a specific influence in terms of her future growth in the professoriate that captured of the essence of career advisement benefits of the other Jackson Scholars in the program. Mentoring in this case allowed the student to gain direct access to senior scholars to learn of research and job opportunities in the academy thus assist the mentee with formulating and navigating from graduate school to academe world. The following student stressed the importance of networking, a skill valued in the Jackson Scholars Program and a mentoring tool that helped prepare for the professoriate in educational administration at a PWI.

Lauren: Networking

Lauren is an assistant professor at a research 1 institution and an African American female. She is a first generation college attendant on both sides of her family which she indicates motivated her to pursue a terminal degree. She attended a small liberal arts university for undergraduate school and attended a PWI for graduate studies. Lauren went on to share that the doctoral program in which she was enrolled was 3% of the students were African American, all of which were African American-American females. Females represented at the time of my doctoral studies 30% of the faculty and there were two professors of color – one in the department and one outside of the department but in the school of education. Lauren indicated having access to a formal mentor, an African American tenured professor who worked outside of the department, but at the University. Also, Lauren had a Jackson scholar mentor assigned from outside the university.

Lauren and I met first by email. At the time I was contemplating the professoriate and participation in the Jackson Scholars in the Program, I sent a mass email to the Jackson Scholars list serv. Lauren responded and provided me with her shared experiences in the program and suggested that I participate. We then met at UCEA and have been dialogue at UCEA, AERA and by phone and email ever since. It was through our established rapport that Lauren shared intimate details of her experiences preparing for the professoriate. We were both doctoral candidates at the time of meeting. I believe our common connection to the Jackson Scholars Program and our shared interest in the professoriate enabled me the unique access and privy to more detailed description from my fellow Jackson Scholar colleagues, such as Lauren. She specifically shared that networking was the most beneficial aspect of her mentoring experience in the Jackson Scholars Program, a viewpoint that many of the former Jackson Scholar study participants also shared. Lauren mentioned that she specifically attributes her current job status as an assistant professor at a research I institution to networking as a result of her Jackson Scholars Program mentoring experience. Lauren shared with me the following:

“I have benefited from my assigned mentor within the Jackson Scholars Program. In particular, my mentor helped provide networking venues which led to research, publication and consequent job opportunities.” In particular, my mentor – paraded me around professional conferences, such as UCEA and AERA and introduced me in to her network- which is the reason why I am employed today. One her colleagues informed me of an assistant professor slot, which is the job I currently hold. I recommend for other Jackson Scholars to take advantage of the opportunity to network national conferences, like UCEA and AERA... that’s what I did.” Lauren further suggests “be proactive in getting what you need – access to job info, letters of reference and not wait for info to come to you. Make your interests known to people.”

Lauren’s networking experiences further defines one of the roles that mentoring has played for many of the Jackson Scholars in the program as they prepare for the professoriate in educational administration at PWIs. Lauren concludes our discussion by sharing with me her additional thoughts on the Jackson Scholars Program. She said that a formalized structure for

mentoring in the Jackson Scholars Program was road map for her to get to her current professional point. Lauren specifically referenced the on-line resources provided through UCEA that listed suggestions and ideas to consider as a Jackson Scholar mentee in order to successfully navigate the doctoral process and prepare for the professoriate in educational administration at PWIs. She recommends that Jackson Scholars take advantage of that resource. Likewise, my Jackson Scholar Mentor shared with me the importance of mentoring and how that can play an important role in successful attainment of a professorial position. I recall her saying something like, "it worked for me, so therefore, it can work for you." UCEA and AERA are great forums for such opportunities and my Mentor advised me to make connections for those can lead to enhanced job opportunities and advancement for you.

Additionally, learning to form networks as described in Lauren's case and professional relationships with established persons in the field promises to serve Jackson Scholars through providing specific functions – learning, exposure and skill development (Kram, 1988) on the journey towards job attainment, as explained by the following former Jackson Scholar study participant.

Also emphasized in great detail was the function of a mentor in the Jackson Scholars Program as a job resource that is claimed by many of the Jackson Scholar study participants that made it possible for preparing for the professoriate and obtaining a professorial position. One former Jackson Scholar participant depicted his personal experience that was reflective of many of his former Jackson Scholar study participant peers, was that of a very positive experience that was an attributable factor responsible for his decision to enter the professoriate, as well as contributed to his attainment of his current professorial position.

Brad: Job Resource

Brad, a current assistant professor at a research intensive institution who is an African American male in his mid to late 30's, was told about the Jackson Scholars Program and was recommended to the Program by his advisor. Brad recalled not knowing anything about the program at the time, but his school indicated that they would provide support for his travel to UCEA and AERA. He said that also mentioned was that the program was "a mentoring thing." And so he thought, "why not check this out and see what it is all about." He mentioned at the time of his participation in the Jackson Scholars program that he was in his 2nd year of his doctoral program. Brad and I met in person at UCEA, 2008 and I talked to him about my study and he said he had something to share and could give me his honest take on the program. A face-to-face interview was set up over breakfast during the UCEA, 2008 conference and also we had a follow up phone conversation.

Consequently, we continued our conversation after breakfast by strolling around the hotel conference grounds and Brad said that leading up to his participation in the Jackson Scholars Program that he really did not have a whole lot of mentoring experiences. He had a few professors on campus that he talked to and that his doctoral program did not really provide mentoring support or preparation for the professoriate. He said in the Jackson Scholars Program, he came into contact with people – mentors - that prepared him more than his graduate studies/doctoral program just in terms of advisement, the seminars, people to meet, pairing up with mentor at a different school that was well established in the field...all positive he shared. Brad went on to detail his mentoring process and how that landed him his current job. Brad shared:

"My assigned mentor was great. He really was a great resource for me and told me how to look for jobs in the professoriate and what I needed to do to get that job. It was most

impactful and contributed greatly to my transferring into the professoriate...I had not just access to one mentor in the program but to other black scholars which was an added benefit of the program...This network of mentors to tap into helped provide concrete direction and leadership and from multiple perspectives...My mentor and I paired off in our 1st meeting during the Jackson Scholars session. We then had an additional one on one meeting after the main scholar session – my interests were discussed, publication interests too. We met several times at UCEA and AERA and still meet. Since I am finished now, we continue to discuss our career trajectories. We also have had some social time at the UCEA and AERA conferences. My mentor really helped me once I got my job with the assimilation process into scholarship and professoriate. We still participate in the planned Jackson Scholar activities scheduled at UCEA and AERA. We engage in emails and phone calls regularly. We started an article together...collaboration on scholarly work – the sharing of content info like his syllabi which helped me to prepare for a similar course I taught...He really helped me most with interviewing preparation - what to expect – prepare me for finding a job...He was especially intouch with me throughout my interview process and is still intouch with me to date.

Consequent to Brad's positive experience in the Jackson Scholars, he strongly attributes career advisement to his success thus far in preparing for thus entering the professoriate in a PWI. The great number of career support – job resources - that are provided by the mentor, the more beneficial the relationship will be to the protégé' (Noe, 1988). Brad's notion of effective mentoring and the role it played in the Jackson Scholars Program in preparing him for the professoriate, is supported also by many of his former Jackson Scholar peers who were study participants in this study and supports Noe's (1988) thought. Further, Jacobi's model on effective mentoring relationships in higher education environments for students of color support also in substantiated in Brad's example supports not only the question of the role of mentoring in the Jackson Scholars Program in preparing Jackson Scholars for the professoriate but specific mentoring factors– career advisement, in particular - that provided success in advancing towards the professoriate.

Mentors in the Jackson Scholars Program can provide not only career functions, but psychosocial functions as well, in terms of preparing Jackson Scholars for professorial positions. In addition to Jacobi's (1991) reference to Psychosocial mentoring function in

graduate education environments described in chapter 2, additional literature suggests that psychosocial functions enhance the protégé's sense of "competence, identity, and social effectiveness" (Kram, 1988, p. 32). As it relates to the former Jackson Scholar study participants, sponsorship is one dynamic of psychosocial support experienced in the Jackson Scholars Program that is claimed to be effective in preparing them for the professoriate in educational administration at PWIs. The sponsorship aspect of mentoring from the perspective of the former Jackson Scholar study participants has been defined in terms of assisting Jackson Scholars with desirable jobs as was the case for Brad in the above, but more intently research projects, the availability of needed resources and tools for career enhancing opportunities and to expose scholars to relevant and significant role in projects – panels, symposiums, programmatic tasks – that will enhance their exposure and visibility publicly in highly influential collegial circles. Through my mentoring experience in the Jackson Scholars Program, one mentoring benefit was that of sponsorship. My mentor proactively engaged me in joint efforts to increase what Jacobi (1991) refers to as professional or career development to better situate me for the possibility of a professorial job placement upon degree completion. We presented at a few national conferences – UCEA and AERA, at my Mentors home institution as well as co- published in a peer reviewed scholarly journal. Nicole's mentoring experience in the Jackson Scholars program provides a similar experience. She specific referenced the effectiveness of sponsorship in one's doctoral preparation for the professoriate in educational administration at PWIs.

Nicole: Sponsorship

Nicole is an African American female and is an assistant professor of educational administration at a research 1 institution. Nicole indicates that she was nominated to the Jackson Scholars Program by her dissertation chair of who mentioned the program to her and encouraged it. "First

asked was whether or not I was considering the professoriate... and at first I didn't..." Nicole admits that in her experiences in her doctoral program that she initially thought that she was in the wrong program given her non-traditional career trajectory in educational administration. Her program was limited in higher education and policy which were her interests and the program was geared towards practitioners. "Becoming a professor never crossed my mind," but she admits that her journey to the professoriate was a unique and that she was glad she made that decision. Although Nicole indicates that her doctoral experience was challenging in terms of her doctoral program since its focuses on practice, she had to find creative ways to carve out her niche in combining her non-K-12 background with educational administration. It wasn't until she became involved in the Jackson Scholars Program and became sponsored by her mentor that she started to benefit. Nicole emphasized that mentoring in the Jackson Scholars Program prepared her well for the professoriate in educational administration at the institution in which she is currently working. With regard to sponsorship, Nicole shared:

"In terms of learning about the professoriate, the sessions at UCEA were wonderful; however, I was able to learn more and prepare more for the professoriate through my one-on-one mentoring in the Jackson Scholars Program. My mentor and I worked closely together on customized projects unique to my specific interests and needs. My mentor who was not a person of color, dedicated much of her time to work with me and provided me the exposure I needed nationally to land my job. Additionally Nicole noted that meeting people at UCEA and AERA similarly posited as you made you feel more integrated and not so alone at these conferences...Connecting with people you may not ordinarily meet was an added plus...My Mentor played a great role in preparing me for the professoriate...Although, I had expectation that my mentor would have been a mentor of color, I could not have asked for a better Jackson Scholars Mentor...We looked at each other writing, publishing, manuscript preparation. My mentor included me in panels, got me to chair a panel or two, put me on a program and asked me to help plan a symposium outside of UCEA and AERA. This made for a nice working relationship and definitely enabled me to add these experiences to my vitae and made me more marketable for my current job.

In addition, to Nicole's case, many of the former Jackson Scholar study participants who specifically referenced the value of sponsorship in mentoring in the Jackson Scholars Program,

concluded with Nicole's opinion of the value of sponsorship in mentoring in the Jackson Scholars Program as a preparatory and career enhancer. In similar cases in each of their experiences, they made mention as well that sponsorship for them enabled them to strengthen their vitae and sharpen their public speaking skills, for example, thus and gained them more recognition within some senior scholars in the Jackson Scholars Network and the greater field.

Nicole further illustrates this by sharing the following:

“Here comes that young scholar who did a great job chairing that panel... or her research project was outstanding and she researches with...She would be great at as a new professor at our institution” Also Nicole said that some of the senior scholars were more proactive in making introductions to her and asking her what was her current job status. “Are you looking, if so, what in, and are you open to relocating?”

Another specific factor from the perspective of the former Jackson Scholar study participants that addresses the role mentoring in the Jackson Scholars Program plays in preparing Jackson Scholars for the professoriate in educational administration at PWIs is the scholarly collaboration with your mentor. That is, the mentor assumes the role of facilitator on collaboration efforts in order to advance the Jackson Scholars knowledge and experience in their research area. Research project and publications along joint research interests are the key activity involved in this mentoring relationship. This goes along with Jacobi's thoughts on career advisement as an effective mentoring function for doctoral students in higher educational settings. An illustrative point that summarizes the effectiveness of collaboration as a mentoring role in the Jackson Scholars Program for preparing Jackson Scholars for the professoriate in educational administration is shared by former Jackson Scholar study participant Jillian. Jillian states the following:

Jillian: Scholarly Collaboration

Before getting into the details of how her Jackson Scholar Mentor and she collaborated, Jillian felt that it was important to first share a little bit about her background and how she got involved as a Jackson Scholar. Jillian shared that she is an Asian American female and that she was familiar with both the practitioner and research sides of educational administration. She shared that a faculty member from her department emailed her stating that the department wanted to nominate student of color for Jackson Scholars Program. Jillian indicated that she immediately filled out the application and sent it to the department representative to UCEA. She said that the department was willing to provide full support for travel to UCEA and AERA. Jillian recalled her excitement since it was the first time she ever attended an educational leadership conference. Jillian reflected on her experiences meeting other doctoral students of color in one setting as well as senior scholars with whom she would eventually establish a collaborative relationship. Jillian then provides details of her actual experiences by stating:

“Wow! I have never seen so many graduate students of color and it was great to see everyone else in one location...UCEA is small and was a good place to start off integrating into the Jackson Scholars Network...So then, I met my mentor at the opening Jackson Scholars reception and we talked about our similar research interests. We did a symposium together...Having a mentor assigned with the same interests was a great idea...I am forever grateful of the collaboration experiences which helped inform me of the professoriate. This was especially an accomplishment and rewarding of the programs aim since I wasn't sure about academia - I came from practitioner side, but my specific mentoring in the Jackson Scholars Program influenced my decision - helped me to look at different aspects...My mentor also had influence and exposed me her to work and that sealed the deal on me becoming interested in the professoriate...My mentor provided perspective on the benefit and need for be to consider the professoriate -- in terms of gender inequity and lack of Asians in the field of qualitative research in educational administration. My mentor shared further ideas with me and strategies for my dissertation, writing cover letters for jobs and filing out job applications. But, the takeaway for me was the specific scholarly collaboration projects which were very instrumental in preparation for professoriate...”

Finally, Jillian shared with me that the scholarly collaboration is a big reason to continue to come to UCEA...Although she is done with the Jackson Scholars Program and is now an assistant professor, Jillian shared that the program was genuine in its efforts to prepare Jackson Scholars for the professoriate and the mentors are authentic. She concluded by sharing that her Jackson Scholar Mentor still reaches out to her by phone and email on a regular basis and that she is still getting direct support from her on career advancement and the opportunities therein. Jillian's specific experiences in the Jackson Scholars Program provide further evidence of how career support through scholarly collaboration demonstrated the role of mentoring in the Jackson Scholars Program in preparing Jackson Scholars for the professoriate as well as the attributed factors.

A final experience asserted in most of the former Jackson Scholar study participants' responses during the interviews was the importance of emotional support from mentors in the Jackson Scholars Program to create necessary conditions to motivate Jackson Scholars to enter the professoriate in educational administration upon completion of their doctoral work. The mentoring process with regard to emotional support can consist of activities and interactions that may be related to emotional aspects of the mentor or protégé as suggested in Davidson and Foster-Johnson work on mentoring activities. Moreover, these two scholars suggest that a primary goal of emotional support is to enhance the protégé's sense of self and their social relations within their environment (p. 551). Linda, a former Jackson Scholar in our conversation provided in-depth discussion about her need for emotional support through positive reinforcement from her mentor and for encouragement about her inhibitions about the field as well as emotional intelligence support in how to specifically deal with particular stressors and demands in her anticipated new job in academia. Linda shared in detail her specific accounts of

her mentoring relationship and more specifically, how her mentor provided emotional support as her specific mentoring experience in the Jackson Scholars Program and the role it has played in her preparation for the professoriate. Linda explained:

Linda: Emotional Support

“I needed validation in terms of emotional support and that is exactly what my mentor provided. My mentor provided emotional support, listened and helped validate my purpose in the field...Emotional support was also essential to preparing Jackson Scholars for the professoriate...I was recommended by my dissertation advisor...At first glance of the program, I saw great mentoring opportunity. At the time of consideration of the program, I was not sure of my career goal...I wasn't sure of the professoriate but saw the Jackson Scholars Program as an opportunity to learn more about the professoriate...I looked at the UCEA web-site to get insight of what program was about and was intrigued with the program's explanation as an initiative by UCEA to provide more support of scholars of color interested in the professoriate in educational administration at PWIs...As a person interested in exploring academy and research world, I thought this experience to be of great potential to help inform my decision about continuing in my current work or expand that to include research and teaching. I had been to UCEA before but in a different capacity, but got to experience the impact of the Jackson Scholars Program in preparing Jackson Scholars for the professoriate...The specific process for me was that I was paired with a great mentor we connected in humanistic ways—and as a consequence to that relationship, I was comfortable sharing my innermost thoughts and feelings as well as anxieties about the politics of academia. She gave me guidance on how to emotionally deal. As a result, I do teach in part at the university level while doing other administrative things. It is important for me to maintain one foot in scholarship and the other in administration. My mentor connection helped me get that job that enables me to do both. We always connect at UCEA. We find ways to set up times to talk and connect in person and by virtual...As it relates to the role of the program preparing me for the professoriate, my mentor played a major role in providing the emotional support that I needed. Additionally, my mentor helped advise on writing a proposal and mentor could show my weaknesses...This took pressure off since Mentor was from outside of my dissertation committee...My mentor also got me to think long and hard about the professoriate - is this something you really want to do...Mentor challenged my thinking on that and was a great listener. My mentor got me to think through not just taking a job even if unhappy with current job...wait for right time for the professoriate...a lot goes into applying for professoriate, so think long and hard before making a full-time commitment to just teaching. Linda goes on to share that her mentor advised her to stay in scholarship in part and test out the professoriate without the pressures of tenure track requirements...The professoriate isn't going anywhere, so take your time deciding...”

Overall, these findings under this particular theme, further demonstrated how critical mentoring relationships are on the Jackson Scholars Program, not only in terms of preparing Jackson Scholars for the professoriate, but as attributable factor claimed by the former Jackson Scholar study participants as most salient. Taken together, these specific career and psychosocial tools outlined clearly established the role of mentoring in the Jackson Scholars Program and the specific mentoring experiences that were crucial to increasing the number of former Jackson Scholars study participants currently represented in the professoriate in educational administration at PWIs.

Establishing Mentee/Mentor Roles in the Jackson Scholars Program

The purpose of this study is to examine the role of mentoring in the Jackson Scholars Program in preparing Jackson Scholars for the professoriate and the specific experiences that emerge as most attributable. In doing so, it is important to look at the established role of both the former Jackson Scholar Mentee and Jackson Scholar Mentor and connect those experiences to the defined role of the program as well as its outcomes in preparing Jackson Scholars for the professoriate in educational administration at PWIs. More specifically, this study brings to the forefront the importance as well as the impact of mentoring its role in facilitating doctoral preparation success for Jackson Scholars for the professoriate. With regard to literature on specific mentoring experiences of doctoral students of color in PWIs, there has been a paucity of data on the direct path from doctoral studies to entrance into the professoriate in PWIs (Waldeck, et al, 1997), especially in educational administration. Additional literature suggests that a mentoring role consists of simply advice given by a respected and experienced individual to someone in need of assistance (Heller and Sindelar, 1991).

In the case of this study, established Mentee and mentor roles in the Jackson Scholars Program have been claimed by the study participants as an essential factor to the established goal and objective of the Jackson Scholars Program – that is, to prepare Jackson Scholars for the professoriate in educational administration at PWIs. The specific structures surrounding mentee and mentor relationships of former Jackson Scholars and Jackson Scholar Mentors in the Jackson Scholars Program are fundamental to how it relates to determining the effectiveness of the program. More specifically, specific roles and activities defined by the study participants are claimed as most crucial to the preparation of Jackson Scholars for the professoriate in educational administration at predominately White institutions.

From the former Jackson Scholar study participants perspective, there is general agreement that defined roles and agreed upon activities with Jackson Scholars Mentor creates enhanced preparation of Jackson Scholars for the professoriate. Despite the apparent benefits of mentoring, there is very limited data about how these mentoring roles are developed and implemented. According to Crow (2005), mentoring is a dynamic process involving a relationship between mentee and mentor, where both are active partners. The Jackson Scholars Mentor can focus on a mentoring role variety of professional ways on behalf of the Jackson Scholar Mentee, including career advancement, publishing, teaching, enhancing professional visibility, networking with other professionals, and overcoming barriers to career success. If implemented properly, these are mentoring roles and consequent functions that can be vital to the preparation success and advancement of Jackson Scholars for the professoriate. In recognition of this effort, a customized mentee guide to help guide mentee and mentor relations as suggestions specific to mentoring in the Jackson Scholars Program.

1. Discuss honestly and clearly with your mentor the expectations that you both have for the mentoring relationship. It is important that you both understand each other's goals and expectations so that you avoid confusion. Also recognize that the goals of mentoring may change during the course of your time as a Jackson Scholar; continuous dialogue is important.
2. Establish a comfortable schedule of contact with your mentor. Even if specific questions do not arise, you should stay in regular contact with your mentor, e.g. once every two months.
3. Seek advice; do not assume that advice will be offered if not solicited or that your mentor is aware of all your needs.
4. Plan ahead for your meetings, phone calls, and email conversations with your mentor.
5. Share concerns, problems and celebrations with your mentor.
6. Seriously consider the advice given by your mentor. And, share your own experience, intuition, and values to increase your mentor's understanding of your position and perspective. Be an active—not a passive—partner in this relationship.
7. Make only positive or neutral comments about your mentor to others; do not share statements made in confidence.
8. If, after a time, you do not believe that this is a successful mentoring relationship, let the UCEA office know so that a more suitable match can be made. This is very important. We want you to have a successful mentoring relationship and we realize that a mentor/mentee mis-match can sometimes occur. It is more likely that the mentoring relationship will be successful when both parties are comfortable with the relationship.
9. Remember your mentor is not your dissertation chair. If the advice you are given by your mentor contradicts the advice from your chair, discuss this with your mentor.
10. Show appreciation for the time and assistance given by your mentor.

It is not clear whether or not the Jackson Scholars in general followed Crow's (2005) suggestions on how to establish mentee roles in the Jackson Scholars Program, but below, the following is a specific account of established mentee/mentor roles in the Jackson Scholars Program that captures the general experiences of the former Jackson Scholar study participants preparing for the professoriate. One former Jackson Scholar study participants emphasized in great detail that establishing Mentee/Mentor roles in the Jackson Scholars Program made the mentoring experiences positive and helpful to finishing their doctoral and transitioning successfully to the professoriate. Tisha shared that she followed Crow's suggestions and regarded it as a helpful guide for the program. In particular, Tisha stated:

“I didn't have any negative experience with the program. Pretty much, because, my mentor and I established up front our specific roles during this mentoring process for my

duration as a student in the program and we were clear also about our objectives and the activities we would be involved in to fulfill my goals and the goal of the program. The philosophy underpinning the Jackson program is very worthy. I had a good interaction and relationship with my mentor. She inspired me by helping me believe that the things I am doing and can do more of will eventually help me achieve my goals. It was much about creating a good balance in the things I do (more of some and less of some or just the right amount). It was also about role modeling and encouragement that certain targets or goals can be achieved. Two years on, after my doctorate, I can say the value of such interaction in my career has been immeasurable so far.

Findings: Jackson Scholar Mentors

In this study, the role not only of Jackson Scholars in the Jackson Scholars Program were examined, but the role of the Mentor and mentoring activities in the Mentee/Mentor relationship as well, with regard to preparing Jackson Scholars for the professoriate in educational administration at PWIs. Findings in this study indicate that two themes emerged that directly address the role of mentoring in the Jackson Scholars Program in preparing Jackson Scholars for the Professoriate in educational administration at PWIs. The two emergent themes include an established mentor role of mentoring in the Jackson Scholars Program and the specific mentoring activities involved in the mentoring relationship.

From the former Jackson Scholar Mentor study participants perspective, there is general consensus reflected in their responses on what the role of the mentor entails in terms of preparing Jackson Scholars for the professoriate in educational administration at PWIs. It is suggested that Jackson Scholars mentor creates enhanced preparation of Jackson Scholars for the professoriate. As mentioned earlier in this chapter, very little is known of how to establish mentoring roles in a mentoring relationship. In an effort to address this limitation, a mentor guide was developed for the purpose of establishing effective mentoring roles in the Jackson Scholars Program. According to Kochan (2005), an established mentoring relationship with Jackson Scholars will be instrumental in helping to ensure that they reach their goals and take their place in education

in the years ahead. She further suggests that the primary purpose of this mentoring in the Jackson Scholars Program is to provide these scholars with a trusted colleague who can assist them in successfully navigate through the academic arena. Thus, the mentor role is to share individual knowledge and experiences and provide them with an entry into the broader network of scholars in the field of educational administration. A mentor guide was developed to provide some ideas on how to reach this goal, specific to the role of mentoring in the Jackson Scholars Program.

1. Successful mentoring relationships are built on trust so take some time to establish trust and build a relationship. You might
 - a. Share something about your own journey in the academic arena
 - b. Talk about any concerns they might have about being a mentee and being mentored
 - c. Share any concerns you might have about fulfilling your role
 - d. Talk about issues of confidentiality and assure the mentee of the importance of this factor in your relationship.
2. Engage in effective listening strategies
 - a. Listen for feelings
 - b. Encourage reflection and self-exploration
 - c. Be sensitive to body language
 - d. Rephrase thoughts for clarification
3. Ask the mentee what they are interested in working on in terms of enhancing their professional growth, knowledge, or skills. Help them to select one or two areas and develop a plan to achieve a goal related to them. Check with the mentee throughout your working relationship on how things are going related to these goals.
4. Offer to connect the scholar with resources- human and other--and work toward networking the mentee whenever possible.
5. Determine how often and how you will communicate (email, meeting at conferences, phone, etc)
6. Assure the mentee that he or she can contact you and does not need to be hesitant about it, but set the parameters that make you comfortable.
7. If appropriate, offer to conduct research, present with the mentee, or connect them to someone who might be interested in working with them.
8. Touch on the three aspects of the professorship and try to help the mentee develop in those areas (teaching, research, service), by sharing your own experiences and expertise, by reviewing some of their work, or by responding to their questions).
9. Take time periodically to discuss how well the relationship is going, how they are doing on achieving their goals, and whether they might want to add new goals as a part of your mentoring relationship.
10. If you believe that your mentoring relationship is not working well or you are not a good match, discuss it openly and contact the UCEA office to arrange a change.

11. Be sensitive to the advice that the mentee is getting from her or his university advisors or chair.

The precedence in the role of Jackson Scholar Mentors in the Jackson Scholars Program seems to suggest a twofold role: career support function and psychosocial support. Both have occurred in various stages of the mentoring relationship. In some cases, the Mentor provided career support, but in most of the cases, the data reflects that Jackson Scholar Mentors were engaged in a combination of career and psychosocial support. Career support to Jackson Scholar Mentee - one of the two primary roles claimed by the Jackson Scholar Mentors - prepares Jackson Scholars for entry into the professoriate and the potential for professional development in academia. Accordingly, the specific career functions include: advising – providing open and honest advice on how to approach the field and suggesting specific strategies for accomplishing goals of becoming a professor, proactively providing critical feedback, sharing ideas on how to approach job interviews, providing direction on how to transition from graduate school to the professoriate and what it takes to make it; public advocate – enhancing the Jackson Scholar mentees presence so they are noticed by senior scholars; be proactive in recommending Jackson Scholar mentee for an award or project or job in order to enhance professoriate opportunities.

Psychosocial support functions can enhance a Jackson Scholars self-worth, identity and confidence thus reassure them that they are doing the right thing and are on the right track. The specific psychosocial functions claimed by the Jackson Scholar study participants to prepare Jackson Scholars for the professoriate in educational administration at PWIs include: role modeling – sharing experiences, modeling effective behavior for Jackson Scholars to see what it takes to succeed. Noted especially in this latter example by one of the Jackson Scholar Mentors, Professor Arrington, demonstrating to your Jackson Scholar Mentee with

detailed accounts of your own personal challenges preparing for the academy, particularly in PWIs and how you overcame adversity enables them to envision that they too can make it., reaffirmation – providing customized support to Jackson Scholar Mentee, encouraging mentee to talk openly about issues, concerns and/or obstacles in completing their doctorate and preparing for transition from graduate school to the professoriate, help work with mentee on socialization process in both their home institution and transitioning to the professoriate – typically a white male dominated and unfriendly environment.

Moreover, the Jackson Scholar Mentors emphasized the following comments which were made by several of the Jackson Scholar Mentors which are also reflective of the other Jackson Scholar Mentors:

Dr. Jackson: Mentoring is a partnership between both the mentor and mentee... I feel that a core component of mentoring is the ability to establish a personal relationship and connect. This helps you reach your mentee in ways that will help the mentee better understand the reality of the field. As you are engaged in dialogue with your mentee, you must be real about the plusses and minuses of the professoriate. Openness and honesty are key in order for mentee to understand the challenges and drawbacks of the field. In my mentoring of my Jackson Scholar mentee I was able to draw comparisons between public school teachers and administrators and higher education professors, given my unique background working in both entities and my research and leadership role with UCEA advocating for more support for the attraction and retention of faculty of color in educational administration at PWIs. Also, in this instance, I was able to show the benefit and show the critical need for more scholars of color in the professoriate...this makes the transfer much easier...

Professor Smith: It would be great if we could institute some policy in order to prepare one for professoriate as much advance as possible of what Jackson Scholars can really expect in the professoriate, particularly in PWIs. Mentoring programs such as the Jackson Scholars Program are a great help and benefit for preparing doctoral students of color for the professoriate...Career and Psychosocial support are significant to adequately preparing Jackson Scholars

for the professoriate in educational administration at PWIs. What is needed is more upfront information for preparation purposes, like seminars, how to get published, how to properly present yourself in interviews...the perception out there is that the academy is for white males, and that is not the case.

Professor Byrd: Mentoring is a strategy that just intuitively seems to make since even though little data to show effective outcome. Many of us that are now Jackson Scholar Mentors became professors because someone cared about us and believed in us and therefore invested in us – When I think back on how I became a professor – I recall my mentor saying You know you ought to be a professor, get your doctorate...Mentoring is fundamentally a relationship...The relationship I had with my mentees was on how to navigate the program because my mentees research was not aligned with the committee chair. We discussed up front what my role would be...I did not want to be perceived as a substitute advisor or as another dissertation chair...The functions included helping my Jackson Scholar mentee(s) talk through their research. I provided mostly advisement to my mentees and also reaffirmed that they were doing a good thing by pursuing the professoriate.

Professor French: I served as a friend to my mentees and met with them at UCEA and AERA and provided advice...Mentoring consists of professional and personal relationships...We are still good friends and keep intouch...I helped my mentees think through their studies to study, ...They shared challenges in dissertation and I helped them work through it... On the professional side, I sent copies of problem statement samples to them and also helped them with their vitas to ready them for the professoriate...We had dinner at AERA and UCEA and had lots of engagement and conversations about balancing family as well as professional challenges...It was great! ...Personal investment is the most important role for a mentor. Many scholars are not willing to put in the personal time. Mentoring is not something you just can waltz in and out of ... I view it as not only in terms of short term getting to know a colleague, but getting acquainted with a new colleague for the long term and continue to work with them even after they have graduated and are professors...

Traditional mentoring literature suggests that traditional mentoring functions – role modeling, psychosocial support and professional development are thought to represent a range of behaviors that generally characterize effective mentor and protégé relationships in higher

education environments. The Mentors referenced in the above support this claim. It seems, however the case in this study that while Dr. Jackson as well as Professors Smith, Byrd and French did have what they considered successful mentoring relationship, they seemed to suggest that the integration of both career and psychosocial support as a mentoring role was most effective in their mentoring relationships. In essence, they demonstrated in their in-depth shared experiences that it was the integrated role of both functions they believed was most effective in preparing not only their Jackson Scholar mentees for the professoriate in educational administration at PWIs. In all, but one case, their Jackson Scholar mentees went on to the professoriate in educational administration at a PWI.

As mentioned in chapter 2, there is a growing body of literature that asserts that having a mentor was critical to learning how to navigate the academy and transition successfully to the next level as a graduate student to the professional world (Bova, 2000). In addition to the mentee and mentor functions in a mentoring relationship, the mentoring activities of doctoral students of color are a direct link for students to gain opportunities for presenting research, writing and publishing articles, along with working collaboratively with other scholars in order to adequately prepare for academia. This same holds true for Jackson Scholars in the Jackson Scholars Program. Earlier in this chapter, there was mention made by the Jackson Scholars of specific activities that contributed to their preparation in the Jackson Scholars Program for the professoriate in educational administration at PWIs. Jackson Scholar Mentors in this study as well provide similar suggestions although stated differently. Accordingly, mentoring activities in that are claimed to define the role of mentoring in the Jackson Scholars Program in preparing Jackson Scholars for the professoriate in educational administration at PWIs is emphasized by several of the Jackson Scholar Mentors in the following ways:

Professor Arrington: I see my role as a Jackson Scholar Mentor as making certain to increase diversity in research and representation in educational administration at PWIs – the Jackson Scholars Program is a perfect outlet for that. In particular, I support and encourage my Jackson Scholar Mentees beyond the dissertation committee. Sometimes an external personal is more helpful and can provide an outside perspective. I have had four mentees...Exciting to be a part at the beginning of their conceptual framing of their work and to be there with them at the end to celebrate...The actual process for me that has seemed to work out well with all four mentees is first – establish a personal relationship with mentee – a dialogical relationship is key consisting of free flowing communication...dialoguing and what it means in this case is that there are no barriers – lets just talk, what's in front of you, your ideas, your thinking. That emotional support is so important and helps the mentee to see the human side of you, something that they can relate to and something that provides validation and reaffirmation for them. This is especially helpful when one is doubting themselves or having challenges or setbacks. Talking through issues with research work or projects is also a way of critiquing, thoughtful analysis of what the work involves. Socializing them is important as well – introducing them, making certain they meet good people...Connecting mentee with colleague whom you personally know is vital to helping them develop and enables possible job opportunities...

Professor Oliphant: My mentoring activities dealt with much more of the nuts and bolts of what it takes to move from doctoral student to the professoriate. My Jackson Scholar Mentees and I set up regular correspondence through email. We also met at AERA and UCEA...We worked on a small project together, we were part of symposium and I had my one mentee help put it together. I helped prepare them, suggested literature for them to read, continued on-going dialogue. We had similar research interests and are down the road publish together...I got involved as a Mentor because I feel that it is important –to ensure scholars of color are represented amongst our ranks. For it is a natural given especially since I have done research on underrepresented populations in the field and had been mentoring scholars of color in the past– I wanted to add to the process of preparing Jackson Scholars and to be sure to be a part and provide time to help the mentoring process in the Jackson Scholars Program become stronger than it has been...

Dr. Mosley:

You have to build a network of external support assisting doctoral students go through the doctoral process, letters of recommendation, help for job attainment. In the Jackson Scholars Program, a system has been built and the system supports the pipeline in order for it to help increase the number of scholars of color in educational Administration at PWIs. Jackson Scholars are our next leaders in UCEA and are our future in the academy... Faculty role is like an apprenticeship program – teaching, service and research. I make certain I share those experiences with my mentees in order to prepare them. I did not have this when I was a doctoral student which is why I see this as a great value with immeasurable returns. I hung around UCEA, but there was no program like this until recently... I know that the focus is on preparing Jackson Scholars for the professoriate in educational administration at PWIs, but I think this apprenticeship - which is what I call the mentoring role and activities – needs to expand. I see great value in the Jackson Scholars Program and see the role of the mentee as an additional person that doesn't necessarily take the place of a doctoral advisor. In cases where the advisor is negligent the Jackson Scholar Mentor can then act to assist that student through their process so that no one gets left out.

Professor Jones:

Mentoring Jackson Scholars is an Obligation... I came through the ranks, got tenure and wanted to share with other people of color. I wanted to share my experiences, give testimony and to be a voice - "It can be done" ... There is enough out there to dissuade you in the academy. I want my Mentees to see that "I did it and you are no different than I, you can do it as well"... Support them!... read their study... talk to them regularly. I talked about family stuff with one mentee, helped to guide him through stuff with family... So we had both a personal and professional relationship. Know how to tell mentee how to navigate and negotiate through all of the dynamics... I never wanted to send anyone of my students through what I went through and so I have done all to demystify the process for candidates of color... I mean they are already anxiety ridden of some falsehood embedded in myth about getting your doctorate... Let people know the process with ease for fear comes where there is no clarity. Finally, it is imperative to open up to folk, what it is really about. Preconceived notions not grounded in reality.

Consistent with the findings in traditional mentoring literature in academic settings is that role modeling, psychosocial and professional development functions are critical to doctoral

students success in PWIs, findings in the study indicate that career functions and psychosocial functions, specifically are the most significant mentoring functions that successfully prepare Jackson Scholars for the professoriate in educational administration at PWIs. Although categorized slightly different, the findings enumerated in this study support Jacobi's (1991) work on effective mentoring components in higher education. All three mentoring functions of Jacobi (1991) are embedded in the final outcomes of this study and reflected in the study participants' description of the role of mentoring in the Jackson Scholars Program and its salient factors that specifically prepare Jackson Scholars for the professoriate in educational administration at PWIs. However a slight departure from much of the literature findings on effective mentoring functions, including both Jacobi (1991) and Tillman (2001), is the specific outcome of this study.

According to the study participants, an integrated approach of career support and psychosocial support in the Jackson Scholars Program unveil the role of mentoring in the effectiveness of the Jackson Scholars Program critical to the preparation. In most instances, the study participants claim that their mentoring relationship in the program consisted of both career and psychosocial support. They went on to share that specifically both career and psychosocial support were provided simultaneously and throughout the mentoring experience as opposed to one over the other and both functions equally critical to the successful preparation of Jackson Scholars for the professoriate in educational administration at PWIs.

Furthermore, findings in this study do not support one aspect of Tillman's (2001) work – that of effective mentoring strategies for doctoral students of color tenure-track placement and advancement in educational administration at PWIs. Same race mentoring as an effective mentoring strategy for preparing doctoral students of color for tenure track position in educational administration at PWIs was not an outcome of this study. Race or gender were not an

issue among the study participants mentoring relationship in the program. Although some of the study participants alluded to the value of same race mentoring, they realized that in reality the critical mass in terms of the representation of mentors of color in educational administration is especially limited. It was more important to the former Jackson Scholars study participants to be provided with support from their Jackson Scholar Mentor that was customized to the career and psychosocial support they needed. Even more, the former Jackson Scholar study participants stressed the fact that it is of critical importance to have a Jackson Scholar Mentor that will help prepare them successfully for the field.

CHAPTER 5

CONCLUSIONS AND IMPLICATIONS

Although the findings from this study support traditional mentoring as described by Jacobi (1991) claimed to be helpful to the doctoral preparation of former Jackson Scholars for the professoriate in educational administration at PWIs, as well as Tillman's (2001) effective mentoring relationships, this final chapter will provide the conclusion and implications of the study suggested through the data findings. The chapter will conclude with a final recommendation for future research based as well on the emergent data.

Conclusion

Many of the challenges of doctoral students of color and professors at PWIs cannot be easily solved, and certainly require methods that extend beyond the traditional components of mentoring. The literature references past and recent accounts of the barriers and challenges confronting doctoral students of color illuminate the uniqueness of their mentoring needs, especially at PWIs. In light of such, it is suggested, especially by many faculty of color, those who understand the challenges living in academe as professors of color, that faculty of color in PWIs must be diligent in breaking the silence, and sharing experiential knowledge and skills with doctoral students of color. It is also important to help them understand that the marginalizing presumptions and practices of mainstream colleagues and institutions do not preempt their personal power and creativity. Despite the constraints under which they must function, professors of color are making worthy contributions to research, scholarship, teaching and professional service. They can do even more if they know how to navigate marginality, and do not allow it to interfere with their intellectual focus, psycho-emotional well-being and

scholarly productivity. Accordingly, “we must owe this kind of education and empowerment to the next generation of scholars” (Gay, 2004). To do less is to inadequately prepare them for the roles and responsibilities they will be expected to fulfill, and to prevent them from perpetuating the problems they encountered. In order to live most successful in the academy professors of color must traverse marginality, maintain their ethnic and cultural integrity, and become transformative agents of change, along with being productive scholars, researchers and teachers. Therefore, doctoral studies preparation programs at PWIs as well as mentoring program, like the Jackson Scholars Program should continue to be responsive to these mandates.

This research study assessed the role of mentoring in the Jackson Scholars Program has in the doctoral preparation of Jackson Scholars for the professoriate in educational administration at PWIs and the specific factors that enables that reality. The findings from this study supports the literature review in that the Jackson Scholar mentor can assist in the growth and development of their Jackson Scholar mentee by helping to develop self-confidence, the sharing of ideals and values, having the mentee available and aware of opportunities, act as a counselor in making decisions, as well as building a personal lasting friendship that is built on respect (Duckworth-Warner, 2003). To add, the study participants maintain that in the case of the Jackson Scholars Program, a combination of role modeling; career support through career advisement, networking, job resource, sponsorship and scholarly collaboration; and emotional support in order to enable their successful preparation (for) and entry into the professoriate in educational administration at PWIs.

Furthermore, the outcomes of mentoring in the study were described. The outcomes not only affect the Jackson Scholar mentee, but the mentor as well. The benefits along with the outcomes of mentoring were identified. Accordingly, there was general consensus among the 21

Former Jackson Scholars interviewed that Mentoring in the Jackson Scholars Mentoring Program has been an advantage to them based on the roles that the mentor assumed which resulted overall in positive results. In particular, the African American former Jackson Scholars, representing the largest contingency of program participants as well as respondents in this study, unanimously agreed that mentoring in the Jackson Scholars Program benefit them most in their preparation for the professoriate in educational administration at PWIs. This aligns with the assertion that African American doctoral students require a successful person that they can identify with in order to academically succeed, like many graduate students across America, (Walker, Wright, and Hanley, 2001).

The twenty-one former Jackson Scholar participants in this study provided an in-depth and detailed look at their Jackson Scholar Mentor in the program and the experiences related to their successful completion of the doctoral degree program from a predominantly white institution and consequent entry into the professoriate. Overall, they expressed the importance of the relationship that is required between the mentor/advisor and the mentee to be successful in completing the PhD program at the PWI and landing a successful job in the professoriate at a PWI. The participants in this study discussed many of the characteristics that are needed to formulate a positive working relationship between the mentor/advisor and the mentee, such as research interest, availability, sensitivity of personal issues, cultural sensitivity, and an advocate for issues focused on publications, and job related issues.

In the major themes of this study, it was explained that there was a strong indication by the participants in this study that the nature of having a good interpersonal relationship with the mentor/advisor played an important role in their advancement towards the Professoriate in educational administration at PWIs . The study participants in this study

recognized their Jackson Scholar Mentor as a role model, career support and emotional support, and that these relationships had a direct impact on the participant's transition into the Professoriate in educational administration at PWIs. One of the ten viewed her Jackson Scholar Mentor as a coach only because she felt they were all combined to describe her mentor, and she went on to explain that she recognized her experience as coaching only because, her Jackson Scholar Mentor showed her how to do something in order to go on the right path in the same manner of a coach.

Overall, participants in this study communicated the importance of strong and personal relationships between the Jackson Scholar Mentor and the mentee and how this particular relationship along with guidance and support led to the successful transition into the professoriate in educational administration at a PWI. The participants in this study also indicated that there are many forms of pressure on them in a PWI. In most cases, it's not the academic pressures that affect them, but rather, it's the pressures surrounding the cultural environmental issues and just coping with an unfamiliar cultural setting. This support the larger base of literature although limited that describes the inherent challenges, facing doctoral students of color in PWI settings. The participants in this study said that often times their Mentor expressed goal was to ensure that they were successful in helping them to advance into the professoriate. However, it was clear, that in retrospect, the participants in this study saw the relationship with their Jackson Scholar Mentor as a catalyst that influenced their successful matriculation into the professoriate in educational administration at PWIs.

Nine of the participants in this study experienced cross-race mentoring in the Jackson Scholars Program , and Twelve had same race and same gender Mentors. Race was not seen as an issue in the mentoring relationship, although one of the study participants shared that her

Jackson Scholar Mentor provided career support, was very engaging one-on-one, but behind the scenes. The study participant further shared that at the Jackson Scholars receptions and sessions, her mentor would sit and talk other, but outside of the closed meetings, at UCEA and AERA general session meetings, that same mentor would see her, walk past, turn her head and act as though she did not know her. The participant shared that she was uncertain if race was a factor, but that despite, she had a good working relationship with her mentor.

For the most part, the participants agreed that the importance of their Jackson Scholar Mentor lies in the fact that if they came to the mentor with an issue that they were there, and was there to help them through the process. For the other four participants who had White mentors, the participants felt race did not matter since the Mentor fulfilled the needs and expectations overall of the former Jackson Scholars. Most felt that again that same-race would help in some instances, for example. how to deal with cultural insensitivities within ones own institution, but there was more concerned with whether or not I was going to be able to work with that person white or black. Also the Former Jackson Scholar study participants stressed the fact that it is important to have a mentor in the program that will help them be successful, race and gender did not matter.

All of the participants reported that it was important to have a good Jackson Scholar Mentor, but it is really a trial an error process, especially since the Mentor is from an outside institution. The majority of the former Jackson Scholar participants in this study also agreed that in addition to their assigned Mentor, they had to go through more than one mentor/advisor until they found the one that fit all of their needs, but that due to the structure of the program, the Jackson Scholar Mentor was most consistent, yet most effective at getting them to the professoriate stage in educational administration at PWIs.

Implications

Theoretical Findings and Implications

The main objective of this research was to understand the Jackson Scholars Program and its role in preparing Jackson Scholars for the professoriate in educational administration at PWIs. The experiences of the Jackson Scholars in the program were particularly assessed. Due to the lack of theoretical frameworks in the literature to meet this objective, it was imperative that I establish a theoretical framework by which I can investigate the effectiveness of the program. The theoretical framework would fill a gap in the literature by identifying behaviors characterizing the experiences and mentoring factors affecting effectiveness or lack thereof of the Jackson Scholars Program.

This section reports on the final refinements for the theoretical framework derived from the empirical findings presented in chapter four and summarized in the previous section of this chapter. This section also reflects on the implications for existing theories in organizational learning literature. One of the research questions in this study was to identify specific experiences claimed by Jackson Scholars that emerge as most critical in their doctoral preparation for the professoriate. The study identified a number of these factors and included them in the framework as the factors most significant to Jackson Scholars matriculation into the professoriate in educational administration at PWIs. These factors include: role modeling emotional support and career support.

In summary, this study illustrated that in order to fully understand the complex and dynamic nature of mentoring in the Jackson Scholars Program, it is important to integrate the various theoretical orientations. This case study illustrated elements of the career and social orientations of the study participants. Thus, the study concludes that an integrative definition and

framework allows researchers to investigate more representative kinds of mentoring experiences related to doctoral students of color and gain a more accurate understanding within the context of the Jackson Scholars Mentoring Program.

Implications for Policy and Practice

Mentoring in the Jackson Scholars Program is significant to preparing Jackson Scholars for the professoriate in educational administration at PWIs. Therefore, mentoring in the Jackson Scholars Program can continue to serve as a conduit for preparing more Jackson Scholars – doctoral students of color in educational administration for the professoriate at PWIs. America needs more diversity within the ranks of America’s school leaders, educational administration scholars, while at the same time the students of color population continue to rise in our schools and will in the near term dominate our U.S public school systems. These factors calls attention to the need for more proactive measures and policies designed to attract significantly more people of color into school administration and into the professoriate (e.g., Allen, Jacobson, and Lomotey, 1995; Grogan and Andrews, 2002; Jackson, 1988; Leonard, 1988; Marshall, 1989; Marshall and Oliva, 2005; Young, Petersen, and Short, 2002). Structured Mentoring Program, such as the Jackson Scholars Mentoring Program addresses this need.

Specific mentoring aimed at doctoral students of color in educational administration and mentoring can increase the representation of significantly more people of color in the field of educational administration at PWIs, especially.

Therefore, in addition to enhancing the Jackson Scholars Program to better meet the needs of Jackson Scholars in preparing them for the professoriate in educational administration at PWIs, educational administration program in addition to the UCEA member institutions should consider a mentoring collaborative partnership with the Jackson Scholars Program to

provide supplemental and/or increased opportunities for mentoring support for doctoral students of color in order for them to receive as much support in preparing them not only for the professoriate by ascension in the field of educational administration. It can be another program within the UCEA network comprised of another cohort outside of the Jackson Scholars Program, while still in the field of outside UCEA network educational administration programs since the criteria for Jackson Scholars is to be sponsored by a UCEA member institution. Further, such mentoring program can help socialize and network doctoral students of color nationally thus expose them to a larger network of scholars in the field and position them well for expanded employment opportunities

It is important for Jackson Scholars who are interested in a career in the professoriate to establish their mentoring relationships during the doctoral preparation process. The outcomes in this study demonstrate the effectiveness of the program in preparing Jackson Scholars for matriculation into the professoriate in educational administration at PWIs. However, since the program is so new, it is difficult to determine the long term impact mentoring in the Jackson Scholars Program has had in their career success in educational administration at PWIs.

At the Jackson Scholar Mentor level, specific training on how to mentor students of color, particularly for non-minority Mentors may help address the socio-cultural factors inherent in race centered mentoring relationships. Specific training in how to mentor and mentoring functions unique to the programs objectives may enhance outcomes and produce a win-win for increasing the number of Jackson Scholars interested in the professoriate in educational administration at PWIs as well as long term relationships that extends beyond the program as the doctoral student now has become integrated as a professor into the educational administration field.

As described by Wunsch (1994), this study confirmed that the Jackson Scholar participants in this study required a holistic approach in their doctoral preparation process for the professoriate in educational administration at PWIs. The interview responses indicated that for the most part, that mentoring in the Jackson Scholars Program – had the biggest impact on the Jackson Scholars matriculation towards the professoriate in educational administration at PWIs, followed by the student displaying a great deal of self-motivation to be successful, and the influence of the mentors particular successes. Because mentoring in the Jackson Scholars Program was the most selected influence for the Jackson Scholar study participants advancement towards the professoriate in educational administration at PWIs, it would be advantageous for educational administration programs at PWIs to provide increased support and partnership events where the Jackson Scholars Program is connected back to the university to create a collaborative environment and is included as an extension of mentoring support for all doctoral students of color in educational administration to participate in the Jackson Scholars Program, especially for those PWIs that do not have internal mentoring support for these students to ensure the student's successful progression towards the professoriate in educational administration at PWIs.

Additionally, many social and academic characteristics were identified that the former Jackson Scholar participants in this study viewed as important attributes for mentors. A major factor toward this development is the scholar's customized connection to their mentor in the Jackson Scholars Program. Other characteristics range from attributes such as listening, honesty, and a genuine concern for the scholar's well-being, to having knowledge of navigating the academy, networking resources, and serving as an advisor. While the outcomes are specific to the former Jackson Scholar study participants in this study, it indicated that aspiring doctoral students of color seek specific knowledge and experience of another person. The specific

characteristics are listed that are important to Jackson Scholars in the Jackson Scholars Program that are most attributable to their matriculation towards the professoriate in educational administration at PWIs. Moreover, the outcomes provided a framework from the former Jackson scholar's perspective. Thus, it detailed what was important to them in influencing their persistence towards the professoriate in educational administration at PWIs. Other mentoring programs may utilize such outcomes to connect students with appropriate mentors and increase the preparation and consequent advancement of doctoral students of color in educational administration towards the professoriate at PWIs.

This study also confirmed Tillman (2001) findings that doctoral students of color's structured interactions with a mentor are likely to influence that enhances degree program completion and career success in educational administration at PWIs, Kim and Conrad (2006) findings that direct interaction with faculty are likely to influence persistence, achievement, and career progression in educational administration and Kim and Conrad (2006), and Sedlacek (1983), Astin (1982), Parker and Scott (1985), and Pounds (1987) findings that mentor relationships should be developed early with doctoral students matriculation process. This study confirmed that the former Jackson Scholars who participated in this study were aware of their academic abilities and limitations as they entered and matriculated through educational administration doctoral programs. These former Jackson Scholars in the professoriate in educational administration at PWIs, for the most part, are able to recognize when they need help and seek out appropriate resources. Seemingly, the former Jackson Scholar study participants in this study found mentors to be beneficial but the responsibility lied with the individual scholar to seek out those resources that would be the most benefit. This is consistent with Gay (2004) who

indicated that the ability to utilize support systems and persons is a skill that aids in their persistence through graduate school and consequently in their career trajectory in PWI settings.

The purpose of this study was to explore how the Jackson Scholars Program influenced Jackson Scholars to persist towards the professoriate in educational administration at PWIs and what were the particular aspects of mentoring based on the experiences claimed by the study participants to be most effective in fulfilling that goal. These factors could be instrumental for higher education, practitioners, and policy makers in helping more doctoral students of color to persist through educational administration programs at PWIs. It also can advance the literature on mentoring doctoral students of color in educational administration at PWIs— that is currently understudied – and to further our understanding of the need for more a more diverse representation of scholars of color in educational administration, particularly at PWIs and the value add of persons of color in these settings.

More importantly, like white academicians, Scholars of color bring meaningful scholarship, research, leadership and practice and experience to the field. Mentoring is an added bonus to furthering the aim to diversify the field in terms of effectively preparing and supporting scholars of color as they enter the field, thus increasingly increase the field. In this study, mentoring is associated with the successful preparation of Jackson Scholars for entry into the professoriate, 16 of the 21 former Jackson Scholars study participants have entered the professoriate as a result of having been mentored in the Jackson Scholars Program. In a larger context, this same effort can achieve similar results if implemented accordingly. This outcome further substantiates the need and understanding for more mentoring support and mentoring programs aimed at Scholars of Color in educational administration at PWIs. It also adds to our understanding of the contribution scholars of color make that is equal to that of their white

counterparts in the field. The major findings of this study, which were consistent with Tillman's (2001) study, affirmed that persistence is most likely to occur when students are able to adjust socially and academically. Mentors could help these Jackson Scholars make those social and academic adjustments during their doctoral preparation process in order for them to prepare successfully for assimilation into the professoriate in educational leadership at PWIs.

Although this study revealed that what was important to the former Jackson Scholar study participants was that the person has knowledge of the academy and has a genuine interest in their academic and professional advancement. As noted in the findings, the Mentor has to connect with the student at various stages – doctoral preparation and professorial advancement.

Final implications in this study that emerged from the data include the following:

- 1) Training Mentors on how to mentor doctoral students of color;
- 2) Establish formal structured Mentee/Mentor roles and responsibilities;
- 3) Establish structured Mentee/Mentor Activities; and
- 4) Establish formal partnerships with UCEA member institutions

As a result of the findings of this study, two primary recommendations for enhancing the Jackson Scholars Program are proposed. These specific recommendations are suggested by the study participants:

Recommendation 1

Create provisions to train and support the faculty mentor of the doctoral scholar.

Suggested Strategy

An important element in the doctoral scholar's success is the commitment of a faculty member to developing a meaningful mentor relationship with the scholar that both facilitates academic progress and promotes professional development. Among other things, such mentorship

represents a socialization process that helps the scholar learn the unwritten norms of the discipline as well as build a deeper understanding of the academic culture. Identification of such a faculty mentor is a complicated and dynamic process that involves matching a prospective student with a faculty member who is committed to a professional relationship but can also become a career-long supportive colleague and professional advocate. A central feature of the Jackson Scholars Program is its commitment to this mentorship process.

Recommendation 2

Develop increased opportunities for on-going Jackson Scholar networks throughout the year – a Jackson Scholars Mentoring Program Training Ground

Suggested Strategy

Sponsor an annual institute to build formal and informal support networks and promote concepts in academic mentorship and training. In cooperation with our UCEA member institutions an annual national institute on mentoring and teaching that connects doctoral scholars with faculty mentors and other scholars across the geographical regions. The suggested timeline institute spans a 3-day time period and addresses issues ranging from seminars on completing the Ph.D. to preparing for the professoriate and finally entering the professoriate and planning for advancement success. In addition, doctoral scholars and faculty mentors would have an opportunity to interact outside of UCEA and AERA conference and one on one with one another and with other compact participants to share common academic issues and interests. Faculty mentors attending the institute also would participate in focused sessions designed to enhance mentoring skills and share mentoring successes and failures (Prichard, 1995). During this time, the Jackson Scholar attend parallel sessions designed to help them optimize training opportunities through their Jackson Scholar Mentors. This focused mentorship training

experience through the annual national institute is a critical element in the Jackson Scholar Programs design to enhance faculty mentoring skills through the infusion of multicultural values as part of the institute's mentorship training curriculum. For example, faculty mentors have opportunities to receive feedback from student mentees in non-confrontational ways about aspects of the mentoring relationship that are perceived as helpful in preparing the mentees for academic careers. At the same time, faculty mentors are given structured opportunities to provide information to student mentees about the kinds of skills needed to meet the expectations of academia that are inherent in predominantly White university environments.

Finally, specific outcomes suggested in this regard by the study participants include the provision of (a) extensive empirical and qualitative literature about the mentoring process to both the faculty mentor and doctoral scholar, (b) direct training of the faculty mentor through an annual UCEA-sponsored institute devoted to issues in teaching and mentoring, (c) an ongoing consultation service to the Jackson Scholar mentors for dealing with mentorship issues, and (d) a subscription to an internet listserv through which a national discussion about training and mentorship issues involving Jackson Scholars is ongoing.

Future Research

The findings of and lessons learned from this research direct the researcher's attention towards unanswered questions and unexplored techniques to further understand the doctoral preparation process - through mentoring in the Jackson Scholars Program for the purpose of preparing Jackson Scholars for the professoriate in educational administration at PWIs. Future research is then suggested in two areas: further developing the conceptual framework, and addressing the methodological limitations and extending the existing design.

Refining the conceptual framework

Developing the framework using a single case study design has limitations in terms of the generalizability of the framework. In particular, this study is limited by the number of participants, but because the subject area is understudied, I decided to conduct an in-depth study of the mentoring experiences of doctoral students of color in educational administration doctoral programs as they prepared for entrance into the professoriate in educational administration at PWIs. Although the intent of this study was to focus on studying a small sample of individuals who detailed their lived experiences being mentored, the findings in this study cannot be generalized to other doctoral students of color in similar mentoring programs, but the particularized descriptions conveyed by the participants in the study enabled the readers to consider the unique mentoring experiences through the transferability conveyed in the study.

The current Jackson Scholars participating in the Jackson Scholars Program were not studied; the mentoring experiences of the former Jackson Scholars were looked at within the duration period of the program. However, to further develop the conceptual framework it may be imperative that the researcher replicating this study the program in stages in order to view the mentoring process and add new theoretical dimensions over the different stages of the program life. In addition, I did not investigate whether or not the mentor and mentee maintained a mentoring relationship beyond participation in the program. Future studies can expand the framework to include the progressions (if any) of these relationships and explain those dynamics and further test the revised framework on this expanded frameworks.

While the possibility of including this population may have detracted from focusing on what the Jackson Scholars Mentoring has doing right thus far, a future study would complement this research. It could record contrasting behaviors, motivations, and relationships with peers,

faculty, and staff. The experiences of former Jackson Scholars preparing for the professoriate in educational administration at PWIs to those current Jackson Scholars currently undergoing the preparation process could be used as a benchmark to assist with the Jackson Scholar Mentoring Program interventions identifying and remedying mentoring problems at the early stages. Consequently, more Jackson Scholars may persist towards the professoriate in educational administration at PWIs.

Additionally, the findings in this study seem to suggest that at least to some extent, there are socio-cultural and gender factors which may contribute to the success of a mentoring relationship and therefore the success of a Jackson Scholar mentee. For example, cultural factors inherent in same race mentoring may affect the nature of the mentoring relationship as compared to cross-race mentoring. Here in lies one questions: Jackson Scholar Mentees who have same race mentoring in the Jackson Scholars Program have more or less are more prepared and successful in the professoriate than Jackson Scholar mentees who have cross-race mentors. As it relates to gender, a parallel question that can be raised: Jackson Scholar who have same gender mentor in the Jackson Scholars Program have better mentoring experiences and are more prepared to enter the professoriate than Jackson Scholar mentees that have cross-gender mentoring. Further research in these areas could potentially identify the extent to which these cases are typical of mentoring relationships in similarly positioned educational leadership mentoring programs. Further research in this case could also potentially identify a customized model that encompasses such factors – socio-cultural and gender- that could be used as a training tool, which may have implications for mentees in higher education as well as non-minority and minority mentors in higher education.

Other questions that generated as a result of this study include: to what extent are the mentoring experiences of the Jackson Scholar mentees perceived in relation to the status of the their assigned Mentor, for e.g., a tenured academician versus tenure track professor. Findings in this study suggest that to some extent the academic status of the Jackson Scholar Mentor affected the experiences; to what extent does similar or different research interests of the Jackson Scholar Mentee/Mentor are perceived as important to the Mentees experiences; To what extent does parallel or unparallel career interests of the Jackson Scholar Mentee/Mentor are perceived as significant; and to what extent does having a mentor at ones home institution affect the mentoring experiences of the Jackson Scholars Mentoring Program.

Findings suggest that there is much more to be investigated in this understudies area. Further research on these questions and others about mentoring doctoral students of color for the professoriate in educational administration at PWIs can add significantly to the field.

Extending the Methodology

This study used an in-depth qualitative approach to investigate the experiences of the Jackson Scholars in the Jackson Scholars Program in preparing for the professoriate in educational administration at PWIs. This approach enabled the researcher to provide detailed descriptions of the individual experiences and depict characteristics important to their matriculation process towards the professoriate. The study was limited in the way it evaluated mentoring in the program. There was a lack of access to best practice models for this particular program since this is a first-of-its-kind study .With the Jackson Scholars Program being fairly new, there was not enough of the history of the program or that many former Jackson Scholars from which to draws.

Future research may address these issues as they limit our capabilities of studying and thus understanding the varying dynamics of mentoring within the program – at different stages of the program (e.g. program years) and for a longer duration of the program. Once the method is further refined, in future studies that compare theoretically the different Jackson Scholar groups within the program timeframe (e.g. year-by-year), researchers should use the experiences and factors identified in this study to construct metrics that can be further studied and validated using survey technique. This approach can validate our findings from the limited number of groups used for the in-depth qualitative studies, to test them on a larger set of groups without the extensive resources needed for qualitative studies. Additionally, this triangulation of surveys of the Jackson Scholars adds to the validity of the study’s findings.

Specific recommendations for future research that specifically can be derived from the data are as follows:

- 1) Design based approach to looking at new cohort of current Jackson Scholars in the Jackson Scholars Mentoring Program;
- 2) Longitudinal Study of Former Jackson Scholars in the Professoriate at PWIs;
- 3) Comparative Study of Jackson Scholars Mentoring Program and the Holmes Scholars Mentoring Program

Also, based on the data, a final recommendation to perhaps consider is the establishment of a formal program evaluation program to be conducted on the Jackson Scholars Program.

Closing Comments

While this study revealed several factors that contributed to the Jackson Scholars’ entering the professoriate in educational administration at PWIs, this study revealed that while no two Jackson Scholars are alike demographically, they represent a homogeneous group from

which inferences about the program may be derived. For all scholars, mentoring in the Jackson Scholars Program provided an additional support system to receive guidance, advisement about the university system, and motivation for the professoriate in educational administration at PWIs. Also demonstrated in this study is that in the Jackson Scholars Program, mentoring did not usually come from one person. As suggested by a former Jackson Scholars participant, *Kenneth*:

If it were not for the Jackson Scholars Networking, I would not have my current job in the professoriate. It was through the networking, meeting not only my mentor but other Professors gave me connections to get the hook up...Meeting many people fulfilled different mentoring roles at different points of my participation in the program... I asked Kenneth if he felt that the Jackson Scholars Program directly influenced his advancement towards the Professoriate and he indicated affirmatively:

At the start of the Jackson Scholars Program I was not sure if I wanted to go into the professoriate or move towards Superintendent since it pays more bucks. After hanging out at UCEA and AERA with Jackson Scholar Mentors in the network and having some straight talk, I saw myself more as a professor and the money and Superintendent interest went out the door...

Kenneth's testimony reveals two key points brought out in my interview with Dr. Barbara L. Jackson about the challenges between deciding towards the professoriate versus school administration. Dr. Jackson referenced that the difference in salary between the two often times makes a job in school administration much more attractive. She further stresses the importance of being open and honest with your mentee "In your mentoring sessions it is imperative to share both the pluses and minuses of the professoriate in PWIs, in order that a mentee can make a more informed decision on the direction to go..."

APPENDICES

APPENDIX A

EMAIL COVER LETTER TO FORMER JACKSON SCHOLARS

September 26, 2008

SENT TO FORMER JACKSON SCHOLARS

Re: SENT VIA EMAIL CORRESPONDENCE

Dear Former Jackson Scholar:

I am a 4th year Doctoral Candidate in the Interdisciplinary Program in Educational Leadership (IDPEL) at Duquesne University, Pittsburgh, PA and also a current Jackson Scholar. Your name was given to me by Dr. Linda Tillman, Professor and Director of the Barbara L. Jackson Scholars Program, for the purpose of a qualitative research study that I am in the process of conducting on the Jackson Scholars Program.

I am especially interested in talking with former Jackson Scholars to learn of their experiences as mentees in the program. You are being asked to complete the attached demographic questionnaire and return to me **no later than Wednesday, October 10, 2008** at grantc@duq.edu. Respondents will then be invited to participate in the study. Forthcoming, I will send a letter of invitation and consent form explaining the study in more detail upon receipt of your questionnaire. I believe that your participation will be invaluable to the purpose of this study.

Please see enclosed demographic questionnaire. Thank you in advance for your help!

Sincerely,

Cosette M. Grant
Doctoral Candidate, IDPEL

w/encl.

APPENDIX B

EMAIL COVER LETTER TO JACKSON SCHOLAR MENTORS

September 26, 2008

SENT TO JACKSON SCHOLAR MENTORS

Re: SENT VIA EMAIL CORRESPONDENCE

Dear Jackson Scholar Mentor:

I am a 4th year Doctoral Candidate in the Interdisciplinary Program in Educational Leadership (IDPEL) at Duquesne University, Pittsburgh, PA and also a current Jackson Scholar. Your name was given to me by Dr. Linda Tillman, Professor and Former Director of the Barbara L. Jackson Scholars Program for the purpose of a qualitative research study that I am in the process of conducting on the Jackson Scholars Program.

I am especially interested in talking with former Jackson Scholars and Jackson Scholar Mentors to learn of mentee/mentor experiences in the program. You are being asked to complete the attached demographic questionnaire and return to me **no later than Friday, October 10, 2008** at grantc@duq.edu. Respondents will potentially be invited to participate based on your past and/or current experiences with the Jackson Scholars Program, as a Mentor. I believe that your participation will be invaluable to the purpose of this study.

Please see enclosed demographic questionnaire. Thank you for your help!

Sincerely,

Cosette M. Grant
Doctoral Candidate, IDPEL and Jackson Scholar

w/encl.

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRE FOR FORMER JACKSON SCHOLARS



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

FORMER JACKSON SCHOLAR DEMOGRAPHIC QUESTIONNAIRE

Thank you for agreeing to participate in this Jackson Scholar case study, which will take place from August 1, 2008 to January 12, 2009.

Participant: _____

Mailing Address: _____

Phone: _____ e-mail: _____

Please fill out the following questionnaire and return to me via email no later than Wednesday, October 16, 2008. My email is: grantc@duq.edu

___ Former Jackson Scholar

What is your age?

___ 25 or under

___ 26-40

___ 41-55

___ 56 or older

What is your gender?

___ Female

___ Male

How would you classify yourself?

___ Arab

___ Multiracial

___ Asian/Pacific Islander

___ Other (Please specify) _____

___ Black

___ Caucasian/White

___ Hispanic

___ Indigenous or Aboriginal

___ Latino

Please indicate your interest in the Professoriate at a predominantly White institution

- Yes
- No
- Undecided

Please indicate institution type for doctoral studies

- Research intensive
- Research 1
- Other (Specify) _____

Please indicate current professional status (CHECK ALL THAT APPLY)

- Doctoral Candidate
- K-12 Teacher/Administrator
- 1-3 years in the Professoriate
- 3 or more years in the Professoriate
- Other (Please specify) _____

Please indicate how you came to know of the Jackson Scholars Program
(CHECK ALL THAT APPLY)

- Peer
- Personal Research/Discovery
- Faculty Advisor
- Other (Please specify) _____

Are you interested in serving as a future Jackson Scholar Mentor?

- Yes
- No (If no, please explain) _____

APPENDIX D

DEMOGRAPHIC QUESTIONNAIRE FOR JACKSON SCHOLAR MENTORS



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

JACKSON SCHOLAR MENTOR DEMOGRAPHIC QUESTIONNAIRE

Thank you for agreeing to participate in this Jackson Scholar case study, which will take place from August 1, 2008 to January 1, 2009.

Participant: _____

Mailing Address: _____

Phone _____ e-mail _____

Please fill out the following questionnaire and return to me via email no later than Wednesday, October 16, 2008. My email is: grantc@duq.edu

___ Jackson Scholar Mentor

What is your age?

___ 25 or under

___ 26-40

___ 41-55

___ 56 or older

What is your gender?

___ Female

___ Male

How would you classify yourself?

___ Arab

___ Latino/a

___ Asian/Pacific Islander

___ Multiracial

___ Black

___ Other (Please specify) _____

___ Caucasian/White

___ Hispanic

___ Indigenous or Aboriginal

Please indicate your Professorial status

- Tenured
- Tenure track
- Other (Please specify) _____

Please indicate institution type for where you work

- Research Intensive
- Research 1
- Other (Please specify) _____

Please indicate number of times as a Jackson Scholar Mentor

- One year
- Two years
- Three or more years

Please indicate previous mentoring experience during your doctoral preparation (*If more than one type, please indicate*)

- None
- Formal Mentoring
- Informal Mentoring
- Other (Please specify) _____

Are you interested in continuing to serve as a Jackson Scholar Mentor?

- Yes
- No (If no, please explain) _____

APPENDIX E

LETTER OF INVITATION TO FORMER JACKSON SCHOLARS



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

October 11, 2008

LETTER OF INVITATION TO FORMER JACKSON SCHOLARS

Re: SENT VIA ELECTRONIC MAIL

Dear Dr. _____:

Thank you for responding to the demographic survey and for your interest in potentially participating in my research study. I am a 4th year Doctoral Student in the Interdisciplinary Program in Educational Leadership at Duquesne University, Pittsburgh, PA and planning on graduating May, 2009. I am also a current Jackson Scholar interested in entering the professoriate upon graduation. Your name was given to me by Dr. Linda Tillman, Professor and Director of the Barbara L. Jackson Scholars Program for the purpose of a qualitative research study I am in the process of conducting.

I am especially interested in talking with former Jackson Scholars to learn of their experiences as mentees in the program. In particular, you are being asked to participate in a research study entitled: A Study on the Role of the Barbara L Jackson Scholars Program in the Doctoral Preparation of Jackson Scholars for the Professoriate. You are invited to participate based on your recent and/or past experiences as a Jackson Scholar with the Jackson Scholars Program. I believe that your participation will be invaluable to the purpose of this study.

Would it be possible for me to set up a 30-45 minute phone interview in order to learn of your experiences in the Program during the month of November or December, 2008? Please provide me with two to three available dates and times. If you are not in the Eastern Time Zone, please indicate your availability based on your time zone, (e.g. PST time, in your case). I will confirm upon receipt the date and time and will also initiate the call based on your preferred contact number provided. I also have included a consent form that will further highlight the details of the study. Thank you for your help!

Sincerely,

Cosette M. Grant

w/attachment

APPENDIX F

LETTER OF INVITATION TO JACKSON SCHOLAR MENTORS



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

October 11, 2008

LETTER OF INVITATION TO JACKSON SCHOLAR MENTORS

Re: SENT VIA ELECTRONIC MAIL

Dear Dr. _____:

Thank you for responding to the demographic questionnaire and for your potential interest in my research study. As per my email correspondence and our phone conversation recently, I am conducting a qualitative research case study on the Jackson Scholars Mentoring Program. I am especially interested in talking with you about your experiences as a Mentor in the Program. In particular, you are being asked to participate in a research study entitled: A Case Study on the Role of the Barbara L Jackson Scholars Mentoring Program in the Doctoral Preparation of Jackson Scholars for the Professoriate in predominantly White institutions. You are invited to participate based on your role as a Mentor. I believe that your participation will be invaluable to the purpose of this study.

Would it be possible for me to set up a 30-45 minute phone interview with you sometime during the month of December, 2008? If so, please provide me with three available dates and times via email that work best for you. My email is: cosettemgrant@hotmail.com I will confirm upon. I would greatly appreciate any information you are able to provide about the Program. Please see enclosed consent form. I will return a fully signed copy for your records. Thank you for your assistance!

Sincerely,

Cosette M. Grant,
IDPEL Doctoral Candidate and Jackson Scholar

w/attachment

APPENDIX G

LETTER OF INVITATION TO JACKSON SCHOLAR PROGRAM DIRECTORS



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

October 11, 2008

LETTER OF INVITATION TO JACKSON SCHOLAR PROGRAM DIRECTORS

Re: SENT VIA ELECTRONIC MAIL AND FIRST CLASS MAIL

Dear Dr. Young:

Thank you for agreeing to partake in my current research study. As per our conversation some months ago, I am in the process of conducting a qualitative research case study on the Jackson Scholars Program.

I am especially interested in talking with you about the history of the program. In particular, you are being asked to participate in a research study entitled: A Case Study on the Role of the Barbara L Jackson Scholars Program in the Doctoral Preparation of Jackson Scholars for the Professoriate. You are invited to participate based on your unique role in the Jackson Scholars Program as the former Program Director, as a current UCEA Executive Director, as well as a Jackson Scholar Mentor. I believe that your participation will be invaluable to the purpose of this study.

Would it be possible for me to set up a 30-45 minute phone interview with you sometime during the month of October or November, 2008? If so, please provide me with three available dates and times via email that work best for you. My email is: cosettemgrant@hotmail.com I will confirm upon receipt and include that date on the consent form. I would greatly appreciate any information you are able to provide about the Program. Please see enclosed consent form. I will return a fully signed copy for your records. Thank you for your assistance!

Sincerely,

Cosette M. Grant,
IDPEL Doctoral Candidate

w/attachment

APPENDIX H

LETTER OF INVITATION TO DR. BARBARA L. JACKSON



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

October 11, 2008

LETTER OF INVITATION TO BARBARA L. JACKSON

Re: SENT VIA ELECTRONIC MAIL AND FIRST CLASS MAIL

Dear Dr. Jackson:

I am a Doctoral Candidate in the Interdisciplinary Program in Educational Leadership at Duquesne University, Pittsburgh, PA and planning on graduating May, 2009. I am also a current Jackson Scholar interested in entering the professoriate at a predominantly White university upon graduation. I am in the process of conducting a qualitative research case study on the Jackson Scholars Program.

I am especially interested in talking with you about the history of the program. Dr. Tillman strongly urged that I attempt to meet with you at UCEA. In particular, you are being asked to participate in a research study entitled: A Case Study on the Role of the Barbara L Jackson Scholars Program in the Doctoral Preparation of Jackson Scholars for the Professoriate. You are invited to participate based on your unique and historical role in the Jackson Scholars Program as well as role as a Mentor. I believe that your participation will be invaluable to the purpose of this study.

Would it be possible for me to set up a 60 minute face-to-face interview with you sometime during UCEA, 2008? If so, please provide me with three available dates and times via email that work best for you. I have two presentations at UCEA on Saturday, November 1, 2008, 5:10-6:30PM. Other than that, I am flexible to meet. My email is: cosettemgrant@hotmail.com I will confirm the date and time via email upon receipt from you and also include that date on the consent form. I would greatly appreciate any perspective you are able to provide about the Program. Upon hearing from you, I will follow up with an informed consent form. I hope to see you and meet at UCEA. Thank you for your time and attention!

Sincerely,

Cosette M. Grant,
IDPEL Doctoral Candidate

w/attachment

APPENDIX I

LETTER OF INVITATION TO UCEA EXECUTIVE COMMITTEE



DUQUESNE UNIVERSITY

600 FORBES AVENUE ♦ PITTSBURGH, PA 15282

October 11, 2008

LETTER OF INVITATION TO UCEA EXECUTIVE COMMITTEE

Re: SENT VIA ELECTRONIC MAIL AND FIRST CLASS MAIL

Dear Dr. _____:

Thank you for your email response today. As per my phone and email message to you, I am a Doctoral Candidate in the Interdisciplinary Program in Educational Leadership at Duquesne University, Pittsburgh, PA and planning on graduating May, 2009. I am also a current Jackson Scholar interested in entering the professoriate at a predominantly White university upon graduation. I am in the process of conducting a qualitative research case study on the Jackson Scholars Program.

I am especially interested in talking with you about the history of the program. In particular, you are being asked to participate in a research study entitled: A Case Study on the Role of the Barbara L Jackson Scholars Program in the Doctoral Preparation of Jackson Scholars for the Professoriate. You are invited to participate based on your unique and historical role in the establishment of the Jackson Scholars Program. I believe that your participation will be invaluable to the purpose of this study.

Would it be possible for me to set up a 60 minute phone interview with you sometime during the month of October, or November, 2008? If so, please provide me with three available dates and times via email that work best for you. My email is: cosettemgrant@hotmail.com I will confirm upon receipt and include that date on the consent form. I would greatly appreciate any information you are able to provide about the Program. Please see enclosed consent form. I will return a fully signed copy for your records. Thank you for your assistance!

Sincerely,

Cosette M. Grant,
IDPEL Doctoral Candidate

w/attachment

APPENDIX J

INTERVIEW PROBE QUESTIONS TO FORMER JACKSON SCHOLARS

INTERVIEW PROBE QUESTIONS A (Former Jackson Scholars)

Participant: _____

Phone: _____ e-mail: _____

Thank you for agreeing to participate in this study, which will take place from August 1, 2008 to January 12, 2009.

Interview Questions for Phone Interview

1. Please describe how you came to learn about and become involved in the Jackson Scholars Mentoring Program.
2. Please talk about any specific experiences in your doctoral preparation that prepared you for the professoriate.
3. Please talk about your experiences in the Jackson Scholars Mentoring Program.
4. Please talk about how specific experiences in the Jackson Scholars Mentoring Program prepared you for the professoriate in educational leadership.
5. *If you are not in the Professoriate, please indicate what experiences led you to your current professional status.*
6. *Please indicate if you have any plans on entering the professoriate*

For those who are not currently in the professoriate

APPENDIX K

INTERVIEW PROBE QUESTIONS B FOR JACKSON SCHOLAR MENTORS

INTERVIEW PROBE QUESTIONS B (Jackson Scholar Mentors Only)

Participant: _____

Phone: _____ e-mail: _____

Thank you for agreeing to participate in this study, which will take place from August 1, 2008 to January 12, 2009.

Interview Questions for Phone Interview

1. Please share how you came to get involved in the Jackson Scholars Program as a Mentor.
2. Please talk about your mentoring experiences in the Jackson Scholars Program with Jackson Scholar(s).
3. Please share why you decided to become a Jackson Scholars Mentor.
4. Please describe your own mentoring experiences in your doctoral preparation for the professoriate.
5. Please share your perspective on the significance of the Jackson Scholars Mentoring Program

APPENDIX L

INTERVIEW PROBE QUESTIONS FOR JACKSON SCHOLARS MENTORING PROGRAM

DIRECTORS/MENTORS

INTERVIEW PROBE QUESTIONS C

(Jackson Scholar Mentoring Program Directors/ Mentors)

Participant: _____

Phone: _____ e-mail: _____

Thank you for agreeing to participate in this study, which will take place from August 1, 2008 to January 12, 2009.

Interview Questions for Phone Interview

1. Please share your knowledge of how the Jackson Scholars Mentoring Program was established.
2. Please describe your level of involvement in the Jackson Scholars Mentoring Program.
3. Please describe the criteria for Jackson Scholars selection.
4. Please describe the rationale for the Jackson Scholars Mentoring Program.
5. How would you describe the challenges in developing and/or implementing the Jackson Scholars Mentoring Program?
6. Please share your perspective on the significance of mentoring in the Jackson Scholars Mentoring Program.
7. Please describe the mentoring components of the Jackson Scholars Mentoring Program.
8. Please describe your mentoring activities as a Mentor in the Jackson Scholars Mentoring Program.

APPENDIX M

INTERVIEW PROBE QUESTIONS FOR DR. BARBARA L. JACKSON/MENTOR

INTERVIEW PROBE QUESTIONS D (Dr. Barbara L. Jackson/Mentor)

1. Please share your knowledge of how the Jackson Scholars Program was established.
2. Please describe your level of involvement in the Jackson Scholars Program.
3. How would you describe the challenges in developing students of color for the Professoriate in PWIs.
4. Please share your own personal reflections and your process as a student of color preparing for the professoriate.
5. Please share your professional journey.
6. Please share how the Jackson Scholars Mentoring Program relates to your own scholarship in educational administration.
7. Please share your perspective on the significance of mentoring in the Jackson Scholars Program (i.e. specific mentoring components).
8. Please describe specific components that are significant to preparing students of color for the Professoriate in educational administration.
9. Please describe your mentoring relationship with your Jackson Scholars mentee(s)

APPENDIX N

INTERVIEW PROBE QUESTIONS FOR UCEA EXECUTIVE COMMITTEE/MENTORS

INTERVIEW PROBE QUESTIONS E (UCEA Executive Committee/Mentors)

Participant: _____

Phone: _____ e-mail: _____

1. Please share your knowledge of how the Jackson Scholars Mentoring Program was established.
2. Please describe the line of conversations involved in developing the Program.
3. Please share the impetus for the Jackson Scholars Program
4. Please share the impetus for the mentoring in the Jackson Scholars Program (What specifically should mentoring look like in preparing students of color for the professoriate?)
5. Please describe your level of involvement in the Jackson Scholars Program.
6. (*If Mentor*) Please share details of your mentoring relationship with mentee(s) in the Jackson Scholars Mentoring Program.

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