

2011

# African American Faculty and Administrator Success in the Academy: Career Mentoring and Job Satisfaction at Predominantly White Institutions

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African American Faculty and Administrator Success in the Academy: Career Mentoring  
and Job Satisfaction at Predominantly White Institutions

By

Clyde Beverly, III, M.S.

Presented to the Graduate and Research Committee

of Lehigh University

in Candidacy for the Degree of

Doctor of Philosophy

in

Counseling Psychology

Lehigh University

December 10, 2010

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2010

Approved and recommended for acceptance as a dissertation in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

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## Acknowledgements

I would first like to thank my Lord and Savior Jesus Christ, as without him, none of this would be possible. To my wife and my best friend, Carlyne, I say “thank you” and I LOVE YOU! You are truly my best friend and I thank God everyday for placing you in my life! To the other special lady in my life, my lovely daughter, Candace, you are truly an inspiration to me. I want to thank my parents, Clyde and Michelle Beverly, for their never ending support. I also want to acknowledge my brother, Jonathan - keep striving towards your goals! I’ve been fortunate to be blessed with a second set of “parents,” Henry and Carlyne Adell Turner; I am truly grateful to you for all you have done for me over the years. I acknowledge all the lessons learned from my grandparents, aunts and uncles as so many of you have had a hand in helping to keep me on track, and making this day possible. I would like to acknowledge my advisor, Dr. Tina Richardson as she has taught me a great deal. Thank you to Dr. Spokane, Dr. Odi, and Dr. Blay for your willingness to serve on my dissertation committee. I would be remiss if I did not acknowledge the support of my great doctoral cohort (Anju, Ryan, Tiffany & Yoko), you guys are the best! To all of my professors, supervisors, friends and family, I don’t have enough space to name you all, however I want you to know that that I realize that I did not get to this point without all of your thoughts, prayers and endless support. THANK YOU!

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## Abstract

The factors that influence success for African American faculty and administrators at Predominantly White Institutions (PWIs) have been scarcely researched. The research which has been conducted has consisted primarily of structured interviews and other qualitative research methodologies (Alfred, 2001; Fenelon, 2003; Paitiu et. al, 2000; Stanley, 2006; Turner, 2003). Four major themes have emerged from the literature regarding the professional experiences of African American faculty and administrators at PWIs: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views of Diversity*, and (4) *Progress Barriers*. This investigation explored these four themes more in depth and identified other critical aspects of African American scholars' professional lives. Furthermore, this research investigated the relationships between how African American faculty and administrators feel about their career mentoring, relate to the climate at their institution, and their reports of overall job satisfaction. This research was conducted in two studies and utilized a sequential exploratory mixed methods strategy (Creswell, 2009; Morgan, 1998; Morse, 1991) in which the data obtained in *Study 1* was used to support and/or confirm the appropriateness of the variables and the measures identified for use in *Study 2*. *Study 1* was qualitative in nature and addressed the objective of further exploring the four major themes identified in the literature. Results of semi-structured qualitative interviews indicated that the four major themes were indeed salient to the experiences of African American scholars at PWIs as well as identified other critical areas of importance for African American faculty and administrators at these institutions. Results of quantitative statistical analyses conducted in *Study 2* indicated that there was a

significant positive relationship between how individuals experience their campus climate and their overall job satisfaction. Analysis of data also indicated that there were no significant differences between how African American faculty and African American administrators experience life at PWIs respectively. Results of this investigation suggest that the overall job satisfaction of African American professionals at PWIs may lie in how they experience the climate at their respective institutions. Furthermore, results suggest that networking and career mentoring may play an integral role in the overall career success of African American scholars at PWIs.

# African American Faculty and Administrator Success in the Academy: Career Mentoring and Job Satisfaction at Predominantly White Institutions

## Chapter I

### Introduction

While the educational dynamics that African American college students face at Predominantly White Institutions (PWIs) have received significant attention in the scholarly literature (Chavous et. al.; Cokely, 2002; Jackson & Neville, 1998; Neville, Heppner, Ji & Thye, 2004; Reid & Radhakrishnan, 2003), analyses of the campus climate, career mentoring and professional development needs of African American faculty and administrators needs greater consideration. Stanley (2006) indicated that it is extremely rare to find national research on academics of color at PWIs. According to Stanley, national studies regarding faculty and administrators of color at PWIs may be lacking for several reasons: (1) academics of color represent a very small percentage of the overall full-time faculty at these institutions (15.4% for academics of color; 5.2% in the case of African American academics) (National Center for Education Statistics, 2006); (2) many academics of color refrain from participating in these studies because they feel that they are easily identifiable based on the aforementioned small numbers; (3) academics of color at PWIs were historically not viewed as an important focus of research; and (4) many White scholars in the field do not believe that this research is rigorous.

Turner, Gonzalez, and Wood (2008) thoroughly examined the extent of research that had examined the status and experience of faculty of color in academia over the 20

year time period from 1988 to 2007. Turner et al. (2008) conducted a review and analysis of 252 publications including journal articles, dissertations, books, reports and book chapters. The researchers examined the publications while identifying what factors were found to have positively or negatively impact the workplace experiences of faculty of color from three contexts: (a) the departmental, (b) the institutional, and (c) the national, with some factors crossing all contexts. Four themes emerging from this meta analysis of literature that bridged both departmental and institutional contexts were (1) feelings of isolation/marginalization, (2) lack of student/faculty diversity, (3) perceived hiring bias, and (4) networking and professional development support. Within the national context, main themes reported included the importance of enforcing affirmative action laws, research outlets, and salary inequities. The researchers also found several themes emerging across all three contexts including: (1) career barriers such as tenure, (2) mentorship, and (3) campus climate. After identifying themes from the 20 years of literature examined the researchers offered recommendations not only for further research. Recommendations that extend across all three contexts included: (1) providing research support, (2) promoting mentoring programs, (3) promoting policies to diversify faculty, and (4) addressing the barrier of tenure/promotion.

Betts and colleagues (2009) conducted empirical research primarily focusing on the need to increase diversity among college administrators. They examined the statistics of faculty and administrators at institutions as well as the shifting demographic dynamics within the U.S. population. The researchers cited the shift in U.S. demographics and high percentage of current administrators who are approaching retirement as for primary reasons to take closer look at the higher education administrative landscape. According to

the Council of Higher Education Accreditation (CHEA) there are 4,488 degree granting institutions in the U.S. with 4,005 being PWIs. Given that the overwhelming majority of degree granting institutions in the U.S. are PWIs and current and shifting demographic dynamics within the U.S., it is imperative that institutions begin to address the need to increase diversity particularly within the administrative positions at these universities. According to the Chronicle of Higher Education (2008) 35% of all students enrolled in higher education institutions are students of color, however only 22% of full-time faculty members are minority and only 19% of executive/administrative staff are minority. Research indicates that many students of color find that the presence of faculty and administrators of color as a leading factor in how these students view the overall campus climate relating to diversity at their respective institutions (Cokely, 2002; Neville, Heppner, Ji, & Thye, 2004). Therefore, if institutions are to truly be committed to addressing diversity issues, attention should also be placed on the demographic make-up of the faculty and administration and not only the student body. Furthermore, the American Council for Education (ACE, 2009) reported that African Americans only constitute 6% of administrators designated with the title as Chief Academic Officer (CAO). Betts and colleagues suggest the need to make career paths to administrative positions more visible and accessible. The major recommendations offered in the study were for institutions to: (1) define visible career paths leading to senior administrative positions; (2) provide ongoing professional development across all levels of administration; (3) make an institutional commitment to succession planning; and (4) overall commitment to increase diversity to reflect the demographic shifts in the U.S. population and the higher education student enrollment.

Although limited in quantity, the extant literature regarding African American faculty and administrators at PWIs has revealed pervasive common concerns regarding the following areas: campus life and climate; tenure and promotion; discrimination; and teaching and diversity (Aguirre, 2000; Alfred, 2001; Gregory, 2001; McGowan, 2000; Opp & Gosetti, 2002; Ruffins, 1997). The first area of concern, campus life and climate, refers to the extent to which African American faculty and administrators feel comfortable within the campus environment (i.e., formal and informal social culture, policies, practices, etc.). Some research suggests that faculty of color often feel isolated and marginalized at PWIs, and describe situations of having to operate in “two worlds” – e.g., having to navigate between satisfying aspects of their ethnic culture as well as the institutional culture (Aguirre, 2000; Alfred, 2001; Essien, 2003; Sadao, 2003; Turner, 2003). According to some researchers, faculty of color often experience more work-related stress than their White counterparts, with this stress more often being related to their teaching, research, and mentoring responsibilities (Laden & Hagedorn, 2000; Turner & Myers, 2000). Sadao (2003) noted that a significant proportion of faculty of color develop effective coping strategies in response to the full range of challenges present in the campus environment. More research is needed in order to provide a comprehensive understanding of the challenges imbedded in the academic environment and to identify effective strategies for how to succeed personally and professionally in spite of obstacles. Scholarly attention to this aspect of academia will make a significant contribution to the higher education literature.

The second area of concern, tenure and promotion demands is a ubiquitous example of a major stressor for faculty in general. However, it often looms even larger

for African American faculty. The rigorous evaluation and review processes associated with achieving tenure and/or promotion is institution specific, but is generally based on the combination of service, teaching, and research productivity. Other influences in the review process that should not be understated include: prevailing campus perceptions regarding what “type” of person warrants tenure (Fenelon, 2003), informal support networks and institutional politics (Stanley & Lincoln, 2005), and systemic values regarding what constitutes “important” scholarship (Blackburn et al., 1994, Fenelon, 2003). Many faculty of color conduct research concerning issues important to communities of color, but research focusing on diversity and race-related issues is often devalued by institutions (Stanley, 2006). Thus, faculty of color may find themselves in a predicament wherein they must consider conducting research in areas in which they are not heavily vested in order to continue career advancement. Moreover, the fact that African American faculty represent a very small percentage of the total faculty at PWIs may further complicate matters. Due to their underrepresented status, they may have fewer opportunities to forge relationships with more senior and/or influential colleagues who share their scholarly interests as well as demographic characteristics

The third area of concern cited in the literature is the experience of non-collegial interactions and various forms of discrimination. The discrimination experienced by many faculty and administrators of color at PWIs extends beyond racism to include interpersonal and institutional sexism, homophobia and xenophobia. For example, female faculty of color have been described as having to contend with a “double bind syndrome” because they have to deal with issues of gender as well as race (Alfred, 2001; Gregory, 2001; Opp & Gosetti, 2002; Turner, 2002). Turner (2002) found that many women

faculty of color feel as if they have to sacrifice their families and any nonacademic initiatives in order to avoid jeopardizing their careers. This is particularly troubling given the finding that many faculty of color consider it important to maintain ties to their families and communities – even in the face of competing institutional commitments – because these arenas often serve as effective support networks (Sadao, 2003; Turner, 2002). With respect to administrators of color at PWIs, Turner (2002) noted the need for more research into their experiences - a task which is complicated by the fact that administrators of color make up an even smaller percentage in the landscape of university administrators than faculty of color do in the landscape of university faculty.

The quantity and content of literature related to the fourth area of concern, teaching and diversity, is extremely thin with respect to the higher education context. The teaching literature related to African American faculty has primarily focused on those teaching in K-12 settings rather than in higher education settings (McGowan, 2000; Stanley, 2006; Stanley et al, 2003). Butner, Burley, and Marbley (2000) reported that many faculty of color feel that they have to deal with the “unexpected” more than their White counterparts. By “unexpected” they refer to challenges to their authority, negative attitudes of students, having to speak out for their race, and having to address race-related issues when they occur on their campuses. Other researchers have supported these findings, adding that faculty of color often report having to deal with complaints about their teaching from senior faculty and administrators (Bower, 2002; McGowan, 2000; Vargas, 2002). Faculty of color who have been given the charge of teaching courses that deal with issues of diversity or who attempt to incorporate multicultural issues in their teaching curriculum face special challenges. It has been found that these faculty often

report receiving criticism and negative reactions from White students (Butner, Burley, & Marbley, 2000; Stanley et al., 2003; Vargas, 2000). University administrators of color may also confront problems relating to diversity. Research indicates that ethnic minority administrators are frequently given the task of initiating multicultural initiatives and programs on campus, and feel pressure to serve as unofficial “advisors” for many students of color (Fenelon, 2003; Stanley 2006). These professionals often report feeling unsupported by other administrators when attempting to incorporate diversity programs on campus.

Although each institution has its unique challenges and opportunities, some research suggests that there are ways to navigate higher education environments successfully. Research indicates that mentoring by senior academics has greatly benefited African American faculty and administrators (Stanley and Lincoln, 2005; Turner, 2003). Unfortunately, many scholars of color report that they did not receive this type of support. Stanley and Lincoln (2005) determined that the absence of mentoring contributes to feelings of isolation, the intensity of work-related stress, lack of professional knowledge, career progression difficulties and an inability to mentor younger scholars of color.

The goal of the present investigation was to identify particular challenges and obstacles faced by African American faculty and administrators at PWIs. Extrapolating from findings and observations set forth in the research literature, the study investigator designated four major areas in which to focus the investigation: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views of Diversity*, and (4) *Progress Barriers*. The methodological approach utilized in the investigation combined qualitative as well as

quantitative analyses in order to contribute greater insights into the professional development of African American scholars and educators. Issues addressed include: professional mentoring, satisfaction with campus/institutional environment, ability to cope with progress barriers, and overall job satisfaction. It was expected that allowing African American faculty and administrators to share their experiences would not only provide greater understanding of the obstacles faced, but would also help to identify effective strategies for professional success in the academy. In furtherance of these goals, this research asked the following questions, and posited the following hypotheses:

*Question 1:* How do African American faculty and administrators describe their professional experiences at PWIs relating to areas regarding: (1) Career Mentoring, (2) Campus Climate, (3) Views of Diversity, and (4) Career Progress Barriers?

*Question 2:* Is there a significant relationship between job satisfaction and career mentoring for African American faculty and administrators at PWIs?

*Hypothesis 1:* It was hypothesized that those faculty and administrators who report having a more positive mentoring relationship would report greater general job satisfaction.

*Question 3:* Is there a significant relationship between overall professional campus environment and job satisfaction for African American faculty and administrators at PWIs?

*Hypothesis 2:* It was hypothesized that those faculty and administrators who report having a more positive and supportive professional campus/institutional environment would report greater general job satisfaction.

*Question 4:* Are there significant differences in how African American faculty compared to administrators evaluate career and campus experiences at PWIs?

*Hypothesis 3:* It is hypothesized that African American faculty and administrators will not report significant differences in career and campus experiences at PWIs.

## Chapter II

### Literature Review

There have been few national studies conducted regarding the experiences of African American faculty and administrators at PWIs, thus limiting the generalizability of data and results. Though there has been a scarcity of research conducted in this area, the themes that have emerged from the existing data seem to be quite consistent, revealing concerns on the part of African American faculty and administrators in the areas of career mentoring, career advancement, career progress barriers, campus climate, teaching, and views of diversity. (Stanley, 2006, Fenelon, 2003). Additional research is needed in order to gain greater insight into the experiences of African American faculty and administrators at PWIs, and to generate recommendations for improving these experiences. The present study was conducted to address this need.

#### *Method for Literature Search*

This study focused on the experiences of African American faculty and administrators at PWIs with respect to the following four factors: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views of Diversity*, and (4) *Progress Barriers*. The literature review for this study consisted of investigating and identifying relevant empirical articles, reports, and books using the PsychInfo and ERIC database systems. Keywords for the search included: faculty, minority, administrator, predominantly white institution, higher education, college, university, campus, mentor, mentoring, job satisfaction, measure, and coping skills. Articles dating earlier than 1990 were not given consideration unless the research was deemed to be specifically unique for purposes of this investigation.

Abstracts of articles were reviewed to determine relevance to the study objectives. After reviewing the abstracts, articles were given a more in-depth review to determine specific relevance to the study. A total of three books and 49 empirical articles were identified as having significant importance to the primary focus themes of this investigation.

### *Career Mentoring*

A successful and fulfilling career in academia has often been linked to an individual's experience with a mentor (Alfred, 2001; Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005; Stanley, 2006). Jacobi (1991) outlined five elements in the mentoring relationship which have been applied to several disciplines. According to Jacobi, a mentoring relationship: (1) focuses on achievement or acquisition of knowledge; (2) consists of three components (emotional/psychological support, direct assistance with career/professional development, and role modeling); (3) is reciprocal, with both mentor and mentee deriving emotional or tangible benefits; (4) involves direct personal interaction; and (5) emphasizes the mentor's greater experience, influence, and achievement within a particular discipline or organization. Though this definition of the mentoring relationship by Jacobi is well accepted, many have sought to gain a more in depth understanding of career mentoring in academia.

Berk, et al., (2005) sought to provide a deeper understanding of mentoring in academia by addressing the lack of mentoring measures. The purpose of their study was to further define the construct of "mentorship," as well as to develop generic instruments used to measure the effectiveness of a faculty mentoring relationship. They addressed these issues by examining the Ad Hoc Faculty Mentoring Committee at Johns Hopkins University School of Nursing. The Ad Hoc Faculty Mentoring Committee was formed to

determine the extent to which mentoring impacts on one's ability to gain promotion through academic ranks. Berk and his colleagues defined mentoring thusly: "A mentorship relationship is one that may vary along a continuum from informal/short-term to formal/long-term in which faculty with useful experience, knowledge, skills, and/or wisdom offer advice, information, guidance, support, or opportunity to another faculty member or student for that individual's professional development (p.67)." This definition will be used as the guiding definition of mentoring for the purpose of this research. The Mentorship Effectiveness Scale developed by the Ad Hoc Faculty Mentoring Committee was used as a measure of mentoring relationships in this present research investigation.

Though there is an overall lack of nationwide studies involving African American faculty and administrators (Stanley, 2006), the vast majority of the research involving African Americans in academia cite career mentoring as playing an integral part in these scholars' success. Bowie (1995) reported that African American female faculty and administrators often have many questions regarding the organizational structure at their institutions, and how to better understand the culture within respective departments, schools, or divisions. He went on to further state that African American faculty members' survival in academia depends on their ability to locate, interpret, and use information relevant to their careers. In the report, Bowie also added that in order to succeed in academia, faculty should attend to the characteristics and traditions of the cultural environment of the institution, in particular: (1) guidelines that affect faculty productivity; (2) traditions regarding retention of minority faculty; and (3) policies on equality of access for faculty and rewarding minority faculty.

In his report generalizing from the responses of African American female faculty, Bowie (1995) suggested one of the most effective ways for African American scholars to gather the information critical to their success in academia is to develop a mentoring relationship with an experienced faculty member. He indicated that if there is no formal mentoring system established at the institution or within the department, then an African American female faculty member should personally reach out to an experienced colleague in order to establish a mentoring relationship. Bowie also suggested that a department chairperson may not always serve as the ideal mentor because the organizational distance between the department chairperson and the faculty member is often too great; mentors in closer relation to the faculty member may be better able to provide insight into unwritten and informal information beyond that found in the faculty handbook. Bowie concluded that successful navigation of institutional environments can be positively impacted by a mentoring relationship.

As aforementioned, Turner and colleagues (2008) found career mentoring to be an emerging theme of importance for the success of faculty of color in academia. After examining 20 years of publications (252) dated from 1988 to 2007, it was found that “having mentors along their career path is a leading factor contributing to the growth and development of faculty of color” (p. 151). Their study identified 34 publications over that time span to focus on career mentoring for faculty and administrators of color in academia. Career mentoring was reported critical to the professional development and overall satisfactory experience for faculty of color across departmental, institutional and national contexts.

Sadao (2003) took a qualitative look into the experiences of “bicultural” faculty of color at PWIs. The term “bicultural,” according to Sadao, refers to the fact that faculty of color often find themselves having to operate within two cultures: their ethnic culture where they were born and raised and the university culture where they seek to obtain professional success. The researcher questioned 19 ethnic minority faculty members at the University of Hawaii at Manoa. The participants of the study represented the following ethnic minority groups: Japanese, Chinese, Korean, Hawaiian, Filipino, African American, Hispanic, Pacific Islander, and Native American. Both males and females from each ethnic minority group were interviewed, with the exception of one group which was described as “very underrepresented.” Fourteen of the respondents were tenured, with all participants having received promotions while at the institution.

Sadao (2003) found that mentoring exerted an important influence on career choice and professional growth. Though many of the faculty interviewed reported having strong internal motivation for success, the influence of mentoring in their professional lives was evident. Thirteen of the respondents indicated that relationships developed with more senior faculty members while participating in teaching, research, and graduate assistantships played major roles in both their career choice and their career success. Sixteen of the faculty members interviewed reported being “invited” and/or specifically encouraged to pursue careers in academia. Continued mentoring relationships were cited as playing a major role in the faculty members’ career progression and success. Those faculty members who had achieved tenure status indicated that having a mentor helped them gain access to critical information about the tenure process. Furthermore, mentors served as “buffers” for campus environments which were not always supportive.

Alfred (2001) also examined the “bicultural” nature of professional lives for faculty of color in the academy. The author questioned five tenured African American female faculty members at a predominantly white major research institution in the Southwest. At the time of the study, these five women made up the total population of tenured African American female faculty at the university. The semi-structured interview guide used in the study addressed the following issues: (a) early family influences on career orientation and bicultural life structures; (b) community influences on early experiences of biculturalism; (c) schooling, career orientation, and bicultural experiences; (d) career orientation; and (e) institutional culture, bicultural experiences, and the tenure process.

The faculty interviewed in the Alfred (2001) study indicated that their knowledge of academic culture and institutional expectations was extremely significant to their career development and progression. The respondents stated that their knowledge of the academic culture was enhanced primarily through teaching/research assistantships and mentoring relationships. Positive mentoring relationships were seen as giving the faculty members a competitive advantage for developing the competency needed to be successful and meet the expectations of the academic culture. The faculty members also indicated fewer feelings of alienation and a reduced sense of outsider status due to the information and support obtained through their mentoring relationships. The tenure process, though acknowledged to be stressful, was viewed as more manageable and attainable due to the influence of mentors. Mentors encouraged the faculty members to be “better not just equal (p.112)”, and to be “visible (p.112)” on campus as well as within the national academic community. The consensus of the African American female faculty participants

was that mentoring has allowed them to better navigate and deal with the obstacles often faced in the academy, such as non-supportive campus environments, discrimination, and other progress barriers.

While investigating feelings of marginalization experienced by faculty of color in the academy, Turner (2003) noted that mentoring played a significant role in the career progression of those faculty and administrators surveyed. Using an extensive literature review, the researcher compiled responses from previous qualitative studies which focused on the experiences of both faculty and administrators of color at PWIs. Turner concluded that mentoring served as a critical “intervention” in the career progression of minority faculty and administrators. Turner further found that many faculty of color ascribe much of their success in academia to mutually supportive relationships with faculty and academic administrators.

A key function of mentoring cited in the Turner (2003) article was to provide scholars with the necessary information and resources needed for career advancement. Faculty of color who maintained tenure-status at their respective institutions considered their mentoring experiences with other senior faculty members to have directly impacted their achievement of tenure. Furthermore, faculty who had tried and failed to attain tenure at prior institutions attributed these failures to a lack of sufficient mentoring and support. Another important function of mentoring mentioned by faculty members and administrators was to lessen the feelings of isolation and alienation experienced by them at their respective institutions. Faculty and administrators who did not report sufficient mentoring relationships were more likely to indicate negative reactions to the overall

institutional environment, thereby further providing evidence of the significant role that mentoring plays in the professional lives of faculty and administrators of color.

Stanley (2006) also sought to gain greater insight into the experiences of faculty of color at PWIs. Using snowball sampling, the author recruited 27 contributors across 12 disciplines from several predominantly white institutions across the country. Both male and female faculty members were interviewed and self identified as: African, African American, American Indian, Asian, Asian American, Black, Chamorro, Indian, Jamaican, Jewish, Latino, Mexican American, Muslim, Native Pacific Islander, Puerto Rican, and South African. The researcher asked the respondents to reflect on two questions: (1) How would you describe your experiences teaching at a predominately White institution; and (2) What recommendations would you offer to faculty of color and administrators based on these experiences?

Stanley (2006) used content and narrative analysis to analyze the participants' responses to the aforementioned questions. The prominent themes that emerged from the participants' narratives were: teaching, mentoring, collegiality, identity, service, and racism. Results did not vary on the basis of race, gender or ethnicity, Respondents tended to view their mentors as having shaped them with respect to their roles as scholars in the academy. In particular, positive mentoring relationships were deemed to have promoted professional development in areas such as teaching, research and leadership. Faculty members who reported ineffective mentoring relationships attributed the poor relationships to uninformed and/or uninterested mentors. This finding indicates that the knowledge and motivation of the mentor is critical to the effectiveness of the mentoring relationship.

Stanley (2006) also investigated the impact of cross-race and same-race mentoring relationships. Given the small percentages of faculty of color at PWIs, many report having difficulty finding mentors of the same race. Faculty who reported having experienced cross-race mentoring stated that these relationships were beneficial and critical to their career development. Cross-race mentoring can provide faculty of color with opportunities to access 'majority only' information at PWIs that might otherwise have been reserved for members of the majority ingroup.

Stanley (2006) concluded by asking participants to offer suggestions for faculty of color, as well as institution administrators seeking to improve the recruitment and retention of faculty of color. Again, mentoring figured prominently in the participants' recommendations. It was suggested that faculty of color should engage in a variety of mentoring relationships both on and off campus, and should pursue cross-race mentoring relationships in addition to same-race relationships. Other activities recommended for faculty of color included networking, membership in national committees, review boards, and the pursuit of other leadership positions. From an institutional perspective, institution administrators were encouraged to reward senior faculty who are proven mentors in order to promote continued positive mentoring relationships. Administrators were also encouraged to engage in the practice of "cluster hiring" (i.e., hiring multiple faculty of color at a time) in order to improve recruitment and retention of faculty of color, and address the feelings of isolation and marginalization often faced by these faculty members at PWIs.

### *Campus Climate*

The literature indicates that the campus climate at PWIs encountered by African American faculty and administrators is not always positive and/or supportive. Turner (2002) defined campus climate as particular habits, decisions, practices and policies inherent to an institution.

Utilizing the interview responses of 64 women faculty and administrators of color, Turner (2002) highlighted perceptions regarding campus climate. The following common themes emerged from the qualitative study: (1) feeling isolated and under respected; (2) salience of race over gender; (3) being underemployed and overused by departments and/or institutions; (4) being torn between family, community, and career; and (5) being challenged by students. Perceptions of racial and gender bias contributed to feelings of negative campus climate, particularly in the areas of recruitment, retention, and promotion of faculty of color. Many of the female scholars interviewed indicated that they were the only minority person or minority female in their respective departments. Several participants emphasized that their resultant feelings of isolation were increased by the added pressure to perform at a high level. Such feelings of isolation may result in a sense of not belonging similar to the “imposter phenomenon” (Ewing, Richardson, James-Myers, & Russell, 1996) felt by many African American students at PWIs. Essein (2003) asserted that “an indispensable condition in this environment is a climate of belonging to the academic community.” (p.68). Essein concluded that the desire for incorporation and “belonging” in the academic community is often not fulfilled for academics of color.

Aside from feeling isolated, many participants in the Turner study felt that they were only hired because of the number of slots they fill rather than based on their expertise in their respective fields. Turner noted that many institutions try to maximize the federal slots filled with a particular hire, and offered this participant narrative as an example:

“This one dean...was writing down all the federal slots that I would fit in as far as hiring...And he says, ‘Okay, you’re a woman, you’re over fifty-five, you’re an American Indian,’ and then he looks at me and grins. He said, ‘Do you have a handicap?’ ...These schools have to fulfill these guidelines and in getting me they can check a lot of boxes” (p.80)

Turner also discovered that participants who reported feeling as though their professional responsibilities centered exclusively on diversity/multicultural initiatives were more likely to rate their campus climate poorly. Many stated that they felt overstretched by the responsibility to serve as the ethnic minority presence on university committees, boards, and supervising student organizations. Turner noted that issues such as these often place women faculty of color in a ‘double-bind’ because the leadership roles that are offered to them increase their visibility at their respective institutions, but are often not seen as scholarly, and are devalued with respect to promotion and tenure opportunities. Though many of the female faculty interviewed acknowledged that they are heavily invested in diversity issues, they expressed a desire to explore these opportunities independently rather than have it thrust upon them as a matter of professional obligation.

Another contributor to negative campus climate reported by female faculty of color was the experience of having their authority challenged by students (Turner, 2002). Such challenges functioned as emotional and mental stressors for these scholars, as they

not only felt the need to struggle to gain respect from their colleagues, but also had to work to gain respect in their classrooms. Several respondents reported being openly challenged in class by White students. Some offered that White students had complained to department chairs about their classes and teaching styles. Respondents noted that such experiences created an extra strain that their White counterparts did not have to face.

In an interview study involving tenured female faculty of color at PWIs, Alfred (2001) uncovered feelings of marginalization. In order to function within marginalized campus climates, Alfred noted that many faculty of color seek to find “safe places”. These “safe places” often involved time with family or activities within the community such as church involvement. The female faculty members surveyed encouraged other faculty of color at PWIs to view their marginalization as a privilege. These women explained that in many instances they often felt empowered by being given the freedom to conduct scholarly work in their areas of interest. Furthermore, many welcomed the idea of being responsible for increasing multicultural awareness and diversity in their respective departments and campus communities. Though this view is not universally agreed upon, it does offer insight into how some faculty of color may engage in reframing in order to effectively navigate their recurrently hostile environments.

Sadao (2003) echoed the need for faculty and administrators of color to develop effective coping skills in order to deal with the non-supportive and uncomfortable institutional cultures they frequently face. Sadao added that gaining a firm understanding of institutional expectations can assist faculty in navigating the institutional culture. Alfred (2001) and Sadao (2003) suggest that faculty of color might also benefit from gaining a greater understanding of what it means to function in a bicultural world. Both

researchers point out that many successful faculty and administrators of color are well versed in their ethnic cultures and in the culture of the academy – a fact that enhances their ability to function in both cultural domains.

### *Views of Diversity*

A great deal of the literature reviewed indicates that faculty of color often feel that their views regarding issues of diversity are not in keeping with the cultural norm at their respective institutions (Alfred, 2001; Essein, 2003; Fenelon, 2003; Sadao, 2003; Turner, 2002). The consensus in the literature is that many faculty of color face the challenge of abandoning their interest in the area of diversity research in order to ensure the likelihood of career advancement. This is largely because research focusing on diversity and multicultural issues has traditionally been undervalued by institutions, and is often not rewarded with tenure. Administrators of color face similar struggles with regard to their work to implement multicultural and diversity issues on campus – work which is sometimes not welcomed or supported by their colleagues. Therefore, faculty and administrators of color often have to balance the bicultural lifestyle (Alfred, 2001; Sadao, 2003) of being true to their own core values while also meeting the potentially conflicting expectations of the academy. The stress of living this ‘double life’ often leads to poor work product because these scholars are faced with conducting research in areas where they hold less interest in order to make sure they do not find themselves in an insubordinate position relating to what is seen as acceptable by their departments and/or institutions.

Research has shown that faculty and administrators of color at PWIs are far less likely to be employed in tenure positions (Alfred, 2001; Essein, 2003; Fenelon, 2003)

than their majority counterparts. Given the career security and significance that obtaining tenure provides, it is troubling that professionals of color do not seem to achieve this status at the same rate as others. Furthermore, as previously stated, in many cases the work that these professionals seek to do is seen as less scholarly and not rewarded. In response to the low overall number of faculty and administrators employed at PWIs, many institutions have set forth initiatives to increase the numbers of academic professionals of color on campuses (Betts et al., 2009; Sadao, 2003; Stanley, 2006). These initiatives often include mandatory interviewing of ethnic minorities for open positions, and even the creation of positions and departments such as 'Offices of Minority Affairs' or 'Chief Diversity Officers' in order to encourage professionals of color to seek employment with these institutions. However, these recruitment programs are not without fault and criticism. Some see these programs' sole purpose as merely increasing numbers-often in the short term. Therefore, institutions incorporating these types of recruitment measures and initiatives are not seen as having a true commitment to improving and addressing the diversity issues on these campuses.

Stanley (2006) emphasized that institutional administrators should not focus solely on recruitment programs, but should be sure to also devote resources towards the retention of faculty of color. Retention is critical if an institution is going to move positively in the direction of properly addressing the needs of faculty of color. Furthermore, having a solid reputation of being able to successfully and effectively retain professionals of color on staff, serves as an illustration of true dedication to increasing diversity at an institution. Stanley also suggests that such practices will have a direct positive impact on the campus climate issues faced by many of these professionals.

Faculty and administrators of color who are able to explicitly see a commitment to addressing diversity issues in this manner are more likely to feel comfortable at that institution and experience the climate more positively (Sadao, 2003; and Stanely, 2006).

Stewart, Williamson and King (2008) found that ethnic minorities pursuing PhDs and considering careers in academia often seek guidance from established faculty of color. Accordingly, efforts to retain faculty of color increase the likelihood that future ethnic minority scholars will seek employment at a particular institution. Because of the small number of overall faculty of color at PWIs, large-scale retention of existing minority faculty members is essential to spark continued interest in academic professions among future generations, so that the landscape of academia continues to become more inclusive. Therefore, these researchers suggest that mentoring initiatives be in place in graduate school programs in order to continue the promotion of careers in academia for people of color.

Betts and colleagues (2009) argued that recruitment and retention efforts are simply not enough, when trying to change the landscape of ethnic minority professionals in academia. These researchers focused their attention on the need to increase the number of ethnic minorities in executive administrative positions at institutions. In their empirical study, the researchers note that with the growing number of individuals from the 'baby boomers' generation approaching retirement, a great opportunity to fill many of these positions with qualified scholars of color has presented itself. According to a 2008 report by the Chronicle of Higher Education, only 19% of all executive/administrative positions are held by professionals of color. Betts and colleagues emphasized a critical need to make career paths to these positions more accessible to scholars of color. The researchers

offered the following recommendations based on the outcome of their study: (1) define visible career paths leading to senior administrative positions; (2) provide ongoing professional development across all levels of administration; (3) make an institutional commitment to succession planning; and (4) overall commitment to increase diversity to reflect the demographic shifts in the U.S. population and the higher education student enrollment.

### *Progress Barriers*

The experience of progress barriers confronting African American faculty and administrators at PWIs may be heavily influenced by other factors under investigation in the present study. Turner (2002) noted that negative campus climate is often considered to be a primary contributor to career progress barriers – so much so that campus climate and progress barriers are often discussed jointly in the literature. Similarly, there is often substantial interrelatedness between progress barriers and diversity dynamics prevailing at an institution. For example, faculty research focusing on diversity and multicultural issues has traditionally been undervalued by institutions, and is often not rewarded with tenure. (Alfred, 2001; Essein, 2003; Fenelon, 2003; Sadao, 2003; Turner, 2002).

Administrators of color face similar struggles with regard to their work to implement multicultural and diversity issues on campus – work which is sometimes not welcomed or supported by their colleagues. (Alfred, 2001; Essein, 2003; Fenelon, 2003; Sadao, 2003; Turner, 2002).

Stanley (2006) found that racism and prejudices present major obstacles to career progression for faculty of color at PWIs. The discrimination discussed in the study was not simply attributable to isolated individuals, but was deemed to reflect institutional

biases. Several faculty of color interviewed in the study described incidents which implicated underlying institutional policies and practices that disadvantaged them based on their race, nationality, gender, and/or sexual orientation. Many respondents felt that institutional racism is often entrenched in an institution's history, and is systemic and habitual. Stanley suggested that faculty of color at PWIs "expect" discrimination as long as the academic playing field remains unequal. She added that faculty of color should develop allies with White faculty members who share common views of diversity and social justice. Stanley further recommended that institution administrators should require all institutional leaders to receive sufficient training regarding diversity issues – training that addresses identity development, critical race theory, levels and forms of oppression, multicultural organizational development theory, the cycle of socialization, race relations theory, and conflict management.

Essein (2003) used an extensive literature review to report on the visible and invisible barriers faced by faculty of color at predominantly White law schools. The author reviewed qualitative interview responses by law professors of color, which provided solid support for the argument that obstacles to the career progression of faculty of color at PWIs do indeed exist. Accounts were presented by law professors of color who recounted experiencing both visible and invisible barriers to career progression. Visible barriers included being directly told by senior faculty members to not pursue tenure at an institution, receiving hate mail without administrative intervention and also being removed from leadership positions without sufficient cause or rationale. Invisible barriers faced by faculty of color involved being given "low-status" courses. Another

progress barrier reported concerned the receipt of encouragement to serve on committees and review boards that were ultimately “trivialized” at tenure review time.

### *Summary*

Research reflecting on the professional lives and opportunities of African American faculty at PWIs is limited. Studies discussing African American administrators at PWIs are even more rare. The present study will attempt to address these gaps in the literature by exploring the perceptions and experiences of African American faculty and administrators at PWIs, particularly in the areas of: (1) career mentoring; (2) campus climate; (3) views on diversity; and (4) progress barriers. Given the small percentage of African American faculty and administrators at PWIs (5.2%, National Center for Education Statistics, 2006), it is imperative to engage in research efforts designed to make the experiences of these scholars more visible. This study will strive to highlight such experiences in the hopes of providing a basis for identifying effective coping strategies that may benefit current and future academics of color, as well as the academy as a whole.

## Chapter III

### Method

The literature suggests that African American faculty and administrators at PWIs have pervasive, common concerns regarding campus life and climate, tenure and promotion, discrimination, and teaching and diversity (Aguirre, 2000; Alfred, 2001; Gregory, 2001; McGowan, 2000; Opp & Gosetti, 2002; Ruffins, 1997). This investigation focused on the experiences of African American faculty and administrators at PWIs with respect to the following issues: (1) career mentoring, (2) campus climate, (3) views on diversity, and (4) progress barriers. The research included two studies (one qualitative and the other quantitative) in order to address the research questions. Prior to conducting the investigation, IRB approval was received from the home institution of the primary researcher.

#### *Study 1*

##### *Participants*

The purpose of the *Study 1* was to gain greater insight into the experiences of African American faculty and administrators at PWIs relevant to the four aforementioned issues. The study employed a qualitative design. A sample of 8 African American faculty and administrators from five predominately white institutions (PWIs) in the northeast region of the country comprised the sample. Both male and female participants were recruited for involvement with this study using convenient sampling. Eligibility for participation in this study required individuals to have earned an advanced degree (i.e. Masters, Doctorate) prior to the time of completing the interview, and to have full-time employment status at their respective institutions. A minimum of five years of academic

service (not institution specific) was required for eligibility for participation. For the purposes of this study, participants self-identified as African American. Additional ethnic identity characteristics were requested of each participant. Additional demographic information was collected regarding participants' educational and employment history (See Appendix A, Demographic Questionnaire).

The participants in *Study 1* were evenly distributed across gender, and all eight were employed full-time at their institutions and had worked in academia for a minimum of five years. The extent of experience in academia ranged from 5 years to 40 years. Five of the participants reported serving in an administrative position, while three indicated that their primary duties were faculty related. Five of the participants were employed at public institutions, and three were employed at private institutions. Five of the participants reported having doctoral level degrees, while three indicated that a masters degree was their highest degree earned. The divisions within the institutions where they were employed were as follows: Academic Services administration (n=3); Diversity/Multicultural Affairs administration (n=2); Social Work faculty (n=2); and Engineering faculty (n=1). Of the five administrator participants, three reported being senior-level (tenured) and two reported being mid-level (not tenured). Of the three faculty participants, two reported being tenured at the Associate Professor rank, and one reported serving in a non-tenured Assistant Professor rank. Four of the individuals indicated that they currently have primary career mentors while four of the professionals did not. Of the four participants with primary mentors, two reported that their mentors are currently employed at the same institution. Seven of the participants indicated that they currently are involved more than one multiculturally related service to their respective campus

community (i.e. course taught, committee serve, etc.), while one participant reported no involvement in service of that nature at the time of the interview.

### *Interview Procedure and Protocol*

Participants were contacted via email and phone in order to request and designate an interview time. Four key informants (Marshall, 1996) were identified by the researcher in an effort to generate a list of 25-30 potential interviewees, of which eight were used for the final data analysis phase of the study. Interviews were semi-structured and lasted approximately 1 to 1 ½ hours in duration in order to maintain consistency with regard to the type of interview data collected. The interview protocol included a set of six primary questions and corresponding follow up questions to which each interviewee was required to respond to in order for the interview to be considered complete and appropriate for data analyses. All Interviews were audio-taped with the transcripts being used in order to ensure accurate reporting and recording of data. The audio taped interviews were transcribed and prepared for data analysis. A third-party auditor was used to verify that the transcripts used were accurate. The interview protocol questions were related to career mentoring, campus climate, views on diversity, and progress barriers. According to the literature these areas are of deep concern for African American faculty and administrators (Turner et al., 2007). Outside of the four target research areas, participants were asked to offer suggestions to other African American faculty and administrators as strategies for success in academia (see Appendix C to review Interview Protocol).

### *Discovery Oriented Data Analyses*

A discovery-oriented exploratory approach (Hill, 1990; Mahrer, 1988) was utilized to examine the raw data and develop mutually exclusive categories for understanding participant responses. It was anticipated that some of the themes which emerged from the data may parallel the four major themes referenced in the literature. However, it was also anticipated that new themes affording greater insights into the professional experiences of African American career professionals working at PWIs will emerge from the data. The major themes identified are discussed later in the results section. The results from the qualitative research findings were used to inform and refine the quantitative investigation that comprised *Study 2* of this investigation. Specifically, the results of *Study 1* were used to support and/or confirm the appropriateness of the variables and the measures identified for use in the second study using the sequential exploratory mixed methods strategy (Creswell, 2009; Morgan, 1998; Morse, 1991). This strategy has been found to be effective in mixed methods research designs, where quantitative research is used to provide further support for themes and ideas which surface from a structured interview or other qualitative research strategy.

### *Study 2*

The second study was quantitative in methodology and was designed to investigate the perceptions of African American career professionals who work at PWIs with regard to (1) career mentoring, (2) campus climate, (3) views on diversity, and (4) progress barriers. As previously stated, additional supplemental demographic data was obtained based on the salient themes identified in the qualitative analyses. These data was collected in the form of additional questions being added to the demographic

questionnaire. These questions were Likert style questions and addressed the identified themes of: (1) importance of networking to career progression, (2) equity versus quantity in diversity, (3) importance of career mentoring on career progression, (4) ethnicity as an obstacle in career progression, and (5) comfort level within department versus overall institution. The updated demographic questionnaire can be found in Appendix B.

In addition to using the data obtained from *Study 1* to identify supplementary themes to address on the demographic questionnaire the findings in *Study 1* were also used to validate and inform the direction of the quantitative measures used in *Study 2*. The Mentoring Effectiveness Scale (MES; Johns Hopkins School of Nursing; 2005) was used to assess how professionals view their mentoring experience. The Minnesota Satisfaction Questionnaire (MSQ; Weiss, Dawis, England, & Lofquist, 1967; Dawis & Lofquist, 1984) was utilized to assess the overall satisfaction each professional experienced with their current career position. Finally, the Professional Experience Questionnaire (PEQ) was developed for the purpose of this investigation in order to assess how professionals experience the overall “professional campus climate” at their respective institutions.

### *Participants*

One hundred and twenty-two full-time African American faculty and administrators employed at PWIs successfully completed the online survey for the quantitative aspect of the investigation. National statistics indicate that the overall percentage of African American faculty and administrators employed at PWIs is small (5.2%) compared to the percentage of their White peers (78.2%) (National Center for Education Statistics, 2006). Thus, in order to obtain a sample size to reach sufficient

statistical power a snowball recruitment method was employed. Twenty individuals known to the primary investigator were initially contacted and asked to complete the survey. Upon completion of the survey they were asked to forward the survey link to other colleagues who met the participation criteria. Both male and female participants who self-identify as African American were recruited. Additional demographic information was collected regarding their ethnic identity, educational and employment history (See Appendix A, Demographic Questionnaire). Eligibility for participation in this study required individuals to have earned an advanced degree (i.e. Masters, Doctorate) by the time of completing the survey. A minimum of one year of academic service (not institution specific) was also required for eligibility for participation.

#### *Recruitment and Procedure*

The 122 participants in *Study 2* were recruited through a snowball (i.e., reputational) sampling method (Lincoln & Guba, 1985). Twenty African American professionals who were known to the primary investigator, key informants and a subset of the list of potential interviewees from *Study 1* comprised the initial contacts for recruiting participation. These individuals were asked to forward the electronic link for the study to other professionals who met criteria for participation which is consistent with the procedure of recruitment when using snowball sampling method. The study, which was hosted through surveymonkey.com, introduced the study via a cover letter, provided an electronic consent form which explained that participation was voluntary and anonymous, invited online participation and provided a debriefing statement. The cover letter (Appendix D) also advised the reader of the benefits, risks, and procedures involved in participation, the voluntary nature of the study, and the freedom to withdraw at any

time. Furthermore, participants were informed of the confidential nature of the study, and that no identifying information would be requested from them. Information from each participant was given a code number, and was not in any way linked to the respondent. Online participants could withdraw at any time by closing their web browser if they did not wish to complete the survey. After reading the cover letter, participants were invited to complete the demographic questionnaire and quantitative measures. Follow up reminders were sent to the initial twenty contacts in order to increase the response rate. There was also an option to download, complete the packet and return it to the primary investigator cash on delivery (COD). All respondents chose to complete the survey online, therefore there were no responses collected via paper packet completion.

### *Measures*

*Demographic questionnaire.* A demographic questionnaire was developed for this investigation and asked participants about their age, gender, level of education, years in academia, if they have a mentor, if they currently serve as a mentor, tenure status, faculty/administrative position, major progress barriers and institutional type (i.e. public or private). The majority of this data was used for descriptive purposes. Also, there were five additional likert style questions that were added to the demographic questionnaire based on the themes identified in the qualitative interviews conducted in Study 1.

*Job Satisfaction.* The extent to which participants are satisfied with their job and institution was measured using the Minnesota Satisfaction Questionnaire – short form (MSQ; Weiss, Dawis, England, & Lofquist, 1967; Dawis & Lofquist, 1984). The MSQ is based on the Minnesota Work Theory Adjustment (Dawis, England, & Lofquist, 1964) which suggests that job satisfaction is heavily influenced by the interaction of a worker's

individual needs and her/his work environment. The MSQ-long form consists of 20 subscales each with five items. Each subscale measures a facet of job satisfaction which includes: ability utilization, achievement, activity, advancement, authority, school policies and practices, compensation, coworkers, creativity, independence, moral values, recognition, responsibility, security, social service, social status, supervision-human relations, supervision-technical, variety, and working conditions. The MSQ is a self report instrument that utilizes a 5-point Likert type scale (1 = *very dissatisfied* to 5 = *very satisfied*) with possible total score of 100. For the purpose of this study and statistical analysis purposes, the total possible score is 80 as the 5-point Likert type scale range was changed (0 = *very dissatisfied* to 4 = *very satisfied*). The short form of the MSQ utilizes the same 5-point Likert type scale as the long form, but has a total of 20 questions with each question reflecting one of the 20 job facets measured by the long form. The responses on all 20 items of the MSQ-short form can be summed to produce a general (global) job satisfaction score. Results have consistently provided evidence of good to excellent internal consistency for all scales (Dawis & Lofquist, 1984; Levinson, 1990; Welbourne, Eggerth, Hartley, Andrew & Sanchez, 2006). For example, Welbourne and colleagues (2006) reported the reliability of the MSQ-short form to be .92, and Levinson (1990) reported the general job satisfaction reliability to be .97. For this present study a Cronbach's alpha of .91 was found for the MSQ indicating sound reliability for the measure.

*Mentoring.* The Mentorship Effectiveness Scale (MES; Johns Hopkins School of Nursing; 2005) was used to measure mentoring relationships of each participant. The MES is a 12-item measure scored using a 7-point Likert scale (0 = strongly disagree to 6

= not applicable). Sample items include: “My mentor was accessible,” and “My mentor was helpful in offering direction and guidance on professional issues.” Higher total scores (maximum total score of 72) indicate more positive mentoring relationships. The MES was developed in an effort to provide a standardized measure of mentoring relationships. Most data regarding mentoring relationships are obtained through qualitative research methods (Berk, et al.,2005). The Cronbach’s alpha coefficient for the MES in this study was found to be .99 providing evidence that the MES is a very reliable measure of mentoring effectiveness.

*Campus Climate and Engagement.* How faculty and administrators view their campus environment was measured using the Professional Experience Questionnaire (PEQ; Beverly & Richardson 2010). The PEQ was adapted from the College Experience Questionnaire (Spivey & Richardson, 2003) and created for use in this study. The CEQ was developed to assess feelings of cultural alienation among Black college students who attend PWIs. However, in this study, the PEQ will be used because the focus of this study is on the experience of faculty and administrators, who research suggests may experience feelings of marginality and alienation that parallel the aspects of what students experience at PWIs (Alfred, 2001; Stanley, 2006; Turner, 2002). The PEQ is a 21 item self report that utilizes a 4-point Likert type scale (0 = *strongly disagree* to 3 = *strongly agree*). The PEQ provides a total score which is intended to represent how an individual relates overall to their institution. The CEQ consists of three subscales: (a) University environment, (b) University connectedness, and (c) Feelings of alienation. The possible total score range is from 0 to 63 with higher scores indicating more positive campus environment. The PEQ utilized these same three subscales and institutes the same scoring

criteria. The “University Environment” (9 items) subscale examines how much an individual embraces and feels supported by their institution. The “University Environment” subscale also examines how an individual feels their institution views diversity. The “University Connectedness” (7 items) subscale measures the amount of involvement an individual has with their institution. The “Feelings of Alienation” (5 items) subscale indicates the extent to which an individual feels alienated or ostracized by their institution. A reliability coefficient of .78 was reported by Spivey and Richardson (2003) for the CEQ indicating sufficient reliability for this measure. Items on the CEQ were found to be correlated with feelings of overall dissatisfaction with environment providing sufficient construct validity for the scale (Spivey & Richardson, 2003). A follow-up study (Spivey, 2008) confirmed the reliability and validity of the three scales of the CEQ by reporting cronbach alpha coefficients for the Alienation, Connectedness, and Environment subscales as .78, .67, and .77 respectively with the total score alpha coefficient as .78.

Validity and reliability analyses were conducted in order to assess psychometric properties of the PEQ in this study. Confirmatory factor analysis was conducted to determine the scale structure of the PEQ. After conducting a confirmatory factor analysis (CFA) it was determined that the data obtained was not a good fit for the proposed 3 factor (subscale) model of the, a separate exploratory factor analysis (EFA) was performed. Results of the EFA indicated that the items on the PEQ loaded on one factor, therefore eliminating the appropriateness of subscales. In order to conduct the CFA the scoring of the PEQ was anchored to zero with the highest possible score being 63. Details of both analyses are discussed further in the results. The reliability coefficient for the

total score of the PEQ after factor analyses was found to be .84 demonstrating sufficient reliability for the measure.

### *Research Questions and Hypothesis*

*Research Question 1. How do African American faculty and administrators describe their professional experiences at PWIs relating to areas regarding: (1) Career Mentoring, (2) Campus Climate, (3) Views on Diversity, and (4) Career Progress Barriers?* This question is multifaceted and was addressed through semi-structured interviews. The data from the qualitative interviews was analyzed using a discovery oriented exploratory approach (Hill, 1990; Mahrer, 1988). A team of 3 raters was utilized to examine the raw data and develop mutually exclusive categories for understanding participant responses. It was anticipated that some of the themes which would emerge from the data may parallel the four major themes referenced in the literature. However, it was also anticipated that new themes offering greater insights into the professional experiences of African American career professionals working at PWIs would emerge from the data. All of the themes which surfaced from the data obtained are explained in detail in the results section.

*Research Question 2. Is there a significant relationship between job satisfaction and career mentoring for African American faculty and administrators at PWIs?* A standard linear regression analysis using the total score of the MES (Johns Hopkins School of Nursing, 2005) as the predictor variable and general job satisfaction as measured by the MSQ-short form (Dawis & Lofquist, 1984; Weiss, Dawis, England, & Lofquist, 1967) as the dependent variable was used to address this question. The outcome of this analysis can be found explained in detail in the results section.

Hypothesis H<sub>1</sub>: It was hypothesized that those faculty and administrators who reported having a more positive mentoring relationship on the MES (Johns Hopkins School of Nursing, 2005) would report greater general job satisfaction as measured by the MSQ-short form (Dawis & Lofquist, 1984; Weiss, Dawis, England, & Lofquist, 1967).

*Research Question 3. Is there a significant relationship between professional campus climate and job satisfaction for African American faculty and administrators at PWIs?* Job satisfaction and professional campus climate were measured by the MSQ-short form (Dawis & Lofquist, 1984; Weiss, Dawis, England, & Lofquist, 1967) and the PEQ (Beverly & Richardson, 2010), respectively. A standard linear regression analyses was used to assess the predictive relationship between the total score of the PEQ and job satisfaction. The outcome of these analyses can be found in the results section.

Hypothesis H<sub>2</sub>: It was hypothesized that those faculty and administrators who reported having a more favorable response to their campus/institutional environment as measured by the total score of the PEQ would report higher overall job satisfaction as measured by the MSQ-short form (Dawis & Lofquist, 1984; Weiss, Dawis, England, & Lofquist, 1967).

*Research Question 4. Are there significant differences in how African American faculty compared to administrators evaluate career and campus experiences at PWIs?* A Multiple Analysis of Variance (MANOVA) was used to compare the total scores of African American faculty and administrators (as identified via the demographic questionnaire) on the MSQ-short form (Dawis & Lofquist, 1984; Weiss, Dawis, England, & Lofquist, 1967), MES (Johns Hopkins School of Nursing; 2005) and the PEQ to

address this question. The outcome of these analyses can be found explained in detail in the results section.

Hypothesis H<sub>3</sub>: It was hypothesized that African American faculty and administrators will not report significant differences in career and campus experiences at PWIs.

### *Statistical Analyses*

The data analysis in this study primarily focused on the four previously mentioned themes being investigated: (1) career mentoring, (2) campus climate, (3) progress barriers, and (4) views on diversity. As aforementioned, as additional relevant themes emerged from the first study in this research, those themes were examined as well. Descriptive analyses were conducted in order to obtain means, standard deviations and bivariate associations between the primary measures of the study.

The discovery oriented exploratory approach (Hill, 1990; Mahrer, 1988) was chosen to analyze the first research question because it allows qualitative data to be quantified by placing interview responses into rater agreed upon numerical categories. Descriptive statistics were then derived from the numerical categories created. In order to address the second research question, a standard linear regression analysis was employed. This approach was chosen due to the linear direction of the question with one predictor (career mentoring and one dependent variable (job satisfaction)). The third research question was also addressed using a standard linear regression analysis due to the one predictor variable (professional campus climate) and one dependent variable (job satisfaction). The fourth research question was addressed using a MANOVA. This approach was chosen because the question requires the comparison of group dynamics

(faculty versus administrators), which the MANOVA is best used to analyze versus using three separate ANOVAs in order to lower the chance for Type I error.

In addition to the statistical measures used to answer the aforementioned research questions, a confirmatory factor analysis (CFA) was used to assess the scale structure of the PEQ. The CFA was initially over other scale development analyses such as the exploratory factor analysis (EFA) due the fact that the PEQ was derived from an established measure in the College Experience Questionnaire (CEQ) and was proposed to utilize the same three subscales used by the CEQ: (1) University Connectedness, (2) University Environment, and (3) Feelings of Alienation. Results of the CFA indicated that the model was not a good fit to the data and an EFA was conducted to determine the underlying factor structure of the PEQ measure. The results of the EFA indicated that the PEQ was a one factor model structure. These findings are further discussed in the “Results” section of this document.

#### *Goodness-of-Fit Criteria*

Several goodness-of-fit indices were used to evaluate model fit: the chi-square statistic, goodness-of-fit index (GFI; Jöreskog & Sörbom, 1989), comparative fit index (CFI; Bentler, 1990), Tucker Lewis index (TLI; Bollen, 1990), and root-mean-square error of approximation (RMSEA; Steiger, 1990). The chi-square statistic measures the absolute fit of the model to the data, although it is subject to sample size bias (Bentler, 1990; Hu & Bentler, 1999); nonsignificant values indicate close fit to the data. For GFI, an absolute fit index assessing how well the model reproduces the sample data, a value above .90 is considered to indicate an acceptable fit (Bentler & Bonett, 1980), and a value above .95 is considered a good fit (Schumacker & Lomax, 2004) of the model to the data.

The CFI and TLI test the proportionate improvement in fit by comparing the target model with a more restricted, nested baseline model; a value of .90 is acceptable (Bentler & Bonett, 1980; Bollen, 1990; Hu & Bentler, 1999), a value of .95 indicates a good fit, and a value at or close to 1.00 indicates an excellent fit (Browne & Cudeck, 1993). RMSEA demonstrates a close fit of the model at a value at .05 and exact fit of the model at a value of .00; a value between .05 and .08 is also considered acceptable (Brown & Cudeck, 1993). For purposes of the present study, a final model was selected when the majority – three of the five – fit indices demonstrate an acceptable fit.

#### *Missing Data*

Prior to conducting the CFA a search for missing data and examination of multivariate normality were conducted. Twelve participants had missing data for the PEQ which would not allow the CFA to be successfully completed. These participants were removed thus producing a total N of 122 to be used in the analysis.

#### *Normality of the Data.*

The assumption of multivariate normality necessary for confirmatory factor analysis was assessed via univariate and bivariate normality statistics. Univariate normality was examined via the symmetry and flatness (i.e., skewness and kurtosis) of the distribution for the 21 PEQ items. Curran, West, and Finch (1996) suggest that univariate normality is assumed if skewness values are not greater than an absolute value of 2 and kurtosis values are not greater than an absolute value of 7. Bivariate normality was examined using scatterplots for each pair of the 21 items of the PEQ.

## Chapter IV

### Results

As previously stated, the overall purpose of this research investigation was to provide an in depth examination of the core factors that impact the professional experiences of African American faculty and administrators at PWIs. This investigation utilized a mixed-method approach (Creswell, 1990) in which the qualitative data obtained in *Study 1* was used to inform the direction and focus of the quantitative research in *Study 2*. The results of both studies are presented in this section.

#### *Study 1*

The focus of *Study 1* was to gain greater insight into the professional experiences of African American faculty and administrators employed at PWIs. Twenty-five professionals were initially approached for potential participation in *Study 1*. However, the majority of the potential participants contacted were hesitant to participate due primarily fear that they may be identified by other school administrators. This was consistent to the fears reported by Stanley (2006) as to why many African American faculty and administrators choose not to participate in research regarding job satisfaction other similar variables. Eight professionals who met the criteria for inclusion were interviewed using a semi-structure protocol which facilitated inquiry into four content areas that had been identified as a result of reviewing the higher education literature pertaining to leadership and diversity. The four major areas of concern for African Americans employed in academia were: (1) *Career Mentoring*, (2) *Campus Climate*, (3)

*Issues of Diversity*, and (4) *Career Progress* (Aguirre, 2000; Alfred, 2001; Stanley, 2006; Turner, 2002; Turner et al., 2008). The data obtained from the semi-structured interviews were analyzed using a discovery-oriented-exploratory approach (Hill, 1990; Mahrer, 1988). This method of data analysis allows for primary categories and major themes to be identified from the interviewees' response to the interviewers inquiries. An in-depth explanation of this process is provided below.

### *Demographic Statistics*

The interview data of eight participants was selected for analyses in *Study 1*. Each participant identified as being African American or Black. The participants were recruited from five institutions in the northeastern region of the United States. The participants were evenly distributed across gender, and all eight were employed full-time at their institutions and had worked in academia for a minimum of five years. The extent of experience in academia ranged from 5 years to 40 years. Five of the participants reported serving in an administrative position, while three indicated that their primary duties were faculty related. Five of the participants were employed at public institutions, and three were employed at private institutions. Five of the participants reported having doctoral level degrees, while three indicated that a masters degree was their highest degree earned. Details of the demographic characteristics of the eight participants are reported in Table 1.

### *Categorizing the Content of the Initial Interview*

A discovery-oriented-exploratory approach (Hill, 1990; and Mahrer, 1988) was used to analyze the data pertaining to the first research question, referring to how African

American professionals will describe their professional experiences at PWIs in relations to: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views on Diversity*, and (4) *Progress Barriers*. Consistent with this approach, mutually exclusive categories were developed for the experiences reported during the qualitative interview. Three raters were used to analyze the responses. The first rater was the primary author of the research. The other two raters were pre-doctoral interns (one in counseling psychology, one in clinical psychology) who were completing their internships at the same site as the author. The raters separately examined the participants' qualitative responses to the semi structured interview protocol, and grouped the reported experiences independently into thematic content categories. The categories were then combined to create a master list of thematic categories. In instances where categories had similar content descriptions, the raters mutually agreed on a category name that encompassed the meaning of the similar categories in question. A total of 18 thematic content categories were created spanning the four major content areas of: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views of Diversity*, and (4) *Career Progression*. The raters then recoded the response content using the master list of mutually agreed upon content categories. Tests of inter-rater reliability produced a Kappa coefficient of .77, indicating significant reliability between raters. A listing of all categories in each major content area can be found in Table 2.

The "Career Mentoring" content area was analyzed based on responses to two major questions: (1) "What does career mentoring mean to you?" and (2) "How does the presence or absence of career mentors in your work environment influence how you perceive your professional success?" The responses given were separated into four categories using the aforementioned rating approach: (a) Importance of Positive Career

Mentoring Experience; (b) Negative or No Career Mentoring Experience; (c) Mentoring Benefits to Career Progression; and (d) Importance of Being a Mentor. The “Importance of Positive Career Mentoring Experience” category consisted of responses that described mentoring experiences in which the respondent clearly emphasized the positive influence mentoring has exerted on her or his career. The “Negative or No Career Mentoring Experience” category included responses from participants that illustrated instances of negative mentoring experiences, or how participants’ lack of mentors negatively impacted their career development. The “Mentoring Benefits to Career Progression” category referred to the responses of participants which described how the mentoring process provides particular and specific benefits to career progression. The “Importance of Being a Mentor” content category consisted of responses that reflected respondents’ personal feelings regarding the importance of serving as a mentor to others in academia. A detailed definition of the *Career Mentoring* content area and categories, along with sample responses, can be found in Table 3.

The “Campus Climate” content area was analyzed based on responses to the following two major questions: (1) “In general, how comfortable are you in your department/unit and in the broader campus environment?” and (2) “In what ways, if any, does your institution need to take steps toward making the environment more inclusive and/or welcoming of individuals from diverse backgrounds?” The responses obtained were separated into five content categories: (a) Importance of Positive Campus Climate Experience; (b) Impact of Negative Campus Climate Experience; (c) Importance of Positive Collegial Relationships and Networking; (d) Equity and Welcoming Environment; and (e) Feeling More Comfortable Within Your Department Than the

Overall Institution. The “Importance of Positive Campus Climate Experience” category consisted of responses that illustrated feelings of comfort on campus, and did not implicate feelings of being marginalized within the campus community. Responses in the “Impact of Negative Campus Climate” referred to individuals who reported not feeling a part of the campus community, and who felt marginalized on their respective campuses. The “Importance of Positive Collegial Relationships and Networking” category consisted of responses from professionals who emphasized the role that supportive colleagues and networking relationships play in creating a comfortable working environment. In the “Equity and Welcoming Environment” category, individuals provided responses that emphasized how changes in the equity and/or fairness regarding career access for people of color have had an impact on the overall campus climate at an institution. Finally, the “Feeling More Comfortable Within Your Department Than the Overall Institution” category consisted of responses that illustrated stronger feelings of comfort within one’s department than the broader campus community for reasons such as the presence of more faculty of color within a department, or the sense of having greater influence within the department than the campus as a whole. Further details of the categories within the *Campus Climate* content area can be found in Table 4.

The “Views on Diversity” content area categories were developed based on the responses to the two questions: (1) “How does your ideal view of diversity compare with the existing view of your institution? How is it similar or different?” and (2) “Do you have suggestions for modifying existing and/or developing new diversity initiatives?” The data obtained through the interview were separated into four categories within the *Views of Diversity* content area: (a) Equity over Quantity; (b) Personal Beliefs Shared by

Institutions; (c) Incongruence Between Personal Beliefs and Institution's Beliefs; and (d) Being a Change Agent Within Campus Community. The responses in the "Equity over Quantity" category reflected respondents' feelings toward diversity at PWIs that focused more on equitable treatment and hiring practices pertaining to persons of color rather than simply increasing overall numbers of minorities per se. Responses in the "Personal Beliefs Shared by Institution" category illustrated respondents' feeling that their institutions' views on diversity were congruent with their own personal views of what diversity should be at a PWI in various instances. Responses in the "Incongruence Between Personal Beliefs and Institution's Beliefs" illustrated respondents' feelings that their institutions' views on diversity did not match how they personally believed diversity at a PWI should be. Finally, the "Being a Change Agent Within the Campus Community" category consisted of responses from professionals who verbalized ways that they have attempted to be a change agent in terms of increasing diversity at their respective institutions. Full descriptions of each category within the *Views of Diversity* content area and sample responses can be found in Table 5.

The "Progress Barriers" content area categories were developed based on the responses to the two questions: (1) "What professional goals would you like to accomplish within the next five years?" and (2) "During your time at this institution, what types of work-related challenges have you experienced and how did you overcome these challenges?" The interview responses given were separated into five categories using the aforementioned analytical process: (a) Satisfied With Current Career Goals Progression; (b) Not Satisfied With Current Career Progression; (c) Importance of Networking; (d) Presence of Institutional Barriers to Career Progression; and (e) Personal

and Professional Goal Interaction. Responses in the “Satisfied with Current Career Goals Progression” category reflected professionals’ feelings of being satisfied with their current career stage while also making progress towards their ultimate career goals. The “Not Satisfied With Current Career Progression” category consisted of responses that illustrated participants’ frustration with their current career position and/or progression. Responses in the “Importance of Networking” reflected sentiments regarding how the presence of networking or the lack thereof has significantly impacted career progression. Responses that were categorized in the “Presence of Institutional Barriers to Career Progression” were associated with respondents identifying specific barriers to their career progression that they believed were driven by institutional policies and procedures. Lastly, the “Personal and Professional Goals Interaction” category consisted of responses from participants that emphasized the importance of maintaining personal goals as well as professional goals as a way of overcoming potential progress barriers. Further details regarding the responses and categories in the *Progress Barriers* content area can be found in Table 6.

#### *Summary of Findings for Study 1*

As previously stated the purpose of *Study 1* was to qualitatively investigate and gain greater insight into the professional experiences of African American faculty and administrators at PWIs as related to the four core areas of concern identified in the higher education literature: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Issues of Diversity*, and (4) *Career Progress*, were all explored and additional themes salient to the experiences of these professionals were also identified. There were six themes in particular that were identified outside of the four aforementioned core areas of focus: (1)

importance of networking to career progression; (2) equity versus quantity in diversity; (3) importance of career mentoring on career progression; (4) ethnicity as an obstacle in career progression; (5) comfort level within department versus overall institution; and (6) congruence of personal view of diversity with institutional view. Additionally, information gathered in *Study 1* was then used to inform and confirm the direction of *Study 2*.

## Study 2

The primary purpose of Study 2 was to quantitatively investigate the relationship between career mentoring, campus climate and the overall job satisfaction of African American professionals at PWIs. The data obtained in Study 1 informed the direction of Study 2 in the following ways: (1) provided insights into the nature of additional demographic data that would be important to collect and (2) provided support for the assumption that the relationships between career mentoring, professional campus climate and job satisfaction would be important to investigate, utilizing the prior findings to inform the direction of a quantitative investigation of similar issues.. The salient themes identified in *Study 1* resulted in the development of new and/or revised demographic questions. It was determined that the use of Likert type questioning and response format would be best suited to collect data on the identified themes of: (1) importance of networking to career progression; (2) equity versus quantity in diversity issues; (3) importance of career mentoring on career progression; (4) ethnicity as an obstacle in career progression; (5) comfort level within department versus overall institution; and (6) congruence of personal view of diversity with institutional view. Demographic data from participants included in Study 2 is presented below.

While there was a significant body of literature and assessment tools from which to draw with regard to career mentoring and job satisfaction, there was a gap in the literature with regard to a quantitative measure for assessing the campus climate for African American professionals employed at PWIs. So in order to assess this variable in *Study 2* the Professional Experience Questionnaire (PEQ) was adapted for use with

African American professionals working at PWIs. In order to determine the appropriateness of this measure for use with the sample the psychometric properties of the measure had to be determined. In order to utilize the PEQ as a measure, the factor structure had to first be confirmed. The results of the factor analyses are presented in this section, followed by the results specific to Research Question 3. The results for Research Questions 2 and 4 will also be discussed.

### *Demographic Statistics*

One hundred and twenty-four African American professionals completed the online research study that examined the following: job satisfaction, as measured by the (MSQ-Short Form; Weiss, Dawis, England, & Lofquist, 1967; Dawis & Lofquist, 1984); career mentoring experience, as assessed by the (MES; Johns Hopkins School of Nursing; 2005) and responses to questions about the campus climate at their respective institutions (PEQ revised for the purpose of this investigation). The majority of the respondents reported having doctoral level degrees ( $n = 94$ ; 77%) with most of the remaining respondents reporting masters degrees as their highest levels of educational attainment ( $n = 28$ ; 23%). Two individuals reported having bachelors degrees only, and their data was excluded from the study due to the requirement that all participants in the study have advanced degrees, resulting in an overall  $N$  of 122 eligible participants. Of the 122 participants, 38 % ( $n=46$ ) were male and 62% ( $n=76$ ) were female. The range of age of respondents was fairly evenly distributed across six age-group categories with the highest age representation being those who endorsed age range 50 and over ( $n = 35$ , 28%). The other age-group category statistics were as follows: “24 to 29” ( $n = 13$ , 11%);

“30 to 34” (n = 20, 16%); “35 to 39” (n = 16, 13%); “40 to 44” (n = 21, 17%); and “45 to 49” (n = 23, 19%).

The majority of the participants (n = 73, 60%) reported being employed at public institutions, while the remaining participants endorsed being employed at “private” institutions (n = 49, 40%). The reported years of professional academic experience ranged from five to forty ( $M = 15.47$ ). The number of years of employment at participants’ present institution ranged from one to thirty-six ( $M = 9.92$ ).

Fifty-eight (48% of total  $N$ ) respondents identified themselves as being employed primarily in an administrative role at their respective institutions. Of those who identified as administrators, 48% (n = 28) indicated that they were in a “mid-level” administrative position, 26% (n = 15) indicated that they were in a “senior-level” administrative position, and 26% (n = 15) indicated that they were in an “entry-level” administrative position. The greatest percentage of administrators were employed in “academic college/school” divisions (n = 21; 36%), followed by “student affairs” (n = 17; 29%), “academic affairs” (n = 13; 22%), “admissions” (n = 2; 3%); “alumni relations” (n = 1; 2%), “human resources” (n = 1; 2%), and “other” (n = 4; 7%). Of the 58 administrators, 40 responded to the item assessing “tenure” status. Twenty-three professionals indicated that they did not currently have tenure, while seventeen individuals indicated that they did.

Fifty-two (43%) of the participants indicated that their primary academic position was that of a faculty member. Of those, the largest group (n = 23; 44%) indicated that they were at the “associate professor” rank, followed by “assistant professor” (n = 16; 31%), “full professor” (n = 6; 12%), “professor of practice” (n = 4; 8%), and “other” (n =

3; 6%). The largest group of the faculty participants served in “social sciences” (n = 20; 39%) followed by “other” (n = 13; 25%), “humanities” (n = 12; 23%), “natural sciences” (n = 3; 6%), “engineering” (n = 2; 4%) and “mathematics” (n = 1; 2%). The majority of the faculty participants reported having “tenure” status (n = 30; 57%), with the remaining participants not having yet obtained tenure (n = 22; 43%). Demographic statistics for *Study 2* are further detailed in Table 1.

#### *Additional Demographic Data Identified in Study 1*

As previously stated, a sequential mixed-method research design (Creswell, 2009) was utilized in this investigation in which themes identified in *Study 1* were used to validate and confirm the direction and information gathered in *Study 2*. The themes identified in *Study 1* were: (1) importance of networking to career progression, (2) equity versus quantity in diversity, (3) importance of career mentoring on career progression, (4) ethnicity as an obstacle in career progression, and (5) comfort level within department versus overall institution. An overwhelming majority of the participants (n = 115; 94%) indicated that networking played a significant role in their career progression. When asked about their thoughts regarding the “equity versus quantity” debate, the majority of the participants (n = 113; 93%) agreed that simply increasing numbers is not as important to improving diversity as the equity in fairness of access to positions for people of color. Career mentoring was also viewed as playing a significant role in the majority of the participants’ career progression (n = 92; 75%). The participants’ thoughts regarding the role their ethnicity played in their career progression and obstacles they have faced were fairly evenly distributed with the greater majority of the individuals agreeing with this sentiment (n = 48; 36%). However, several individuals were “neutral” regarding the

matter (n = 40; 33%), while others disagreed with the idea that ethnicity played a significant role in their career obstacles (n = 34; 28%). Lastly, the majority of the participants agreed with the idea of feeling more comfortable in their respective academic departments than the overall campus community (n = 65; 53%), while others either disagreed with this sentiment (n = 29; 24%) or were undecided (n = 28; 23%). Lastly, individuals were asked if they felt their personal views of what diversity should look like at a PWI was in line with the views of their respective institutions. A large group of the participants believed that their views were not the same as those of their respective institutions (n = 53; 43%) while others endorsed a “neutral” rating (n = 40; 33%), and a number of participants felt that their views were in line with their respective institutions (n = 29; 24%). These findings are expounded upon in further detail in the *Discussion* section of this investigation.

#### *Summary of Means of MSQ, MES, and PEQ.*

A summary of the means and standard deviations of the total scores on the PEQ, MSQ and MES can be found in Table 9. The descriptive analyses of that data indicated that on average, participants felt moderately satisfied with their current job status based on the mean score on the MSQ ( $M = 40.43$ ). On average, most participants maintained positive feelings toward their career mentoring experiences as measured by the MES ( $M = 64.55$ ). With respect to campus climate, the descriptive analyses of the data indicated that the participants had a moderately high mean score on the PEQ ( $M = 37.57$ ), meaning that overall they had a positive professional experience at their respective institutions.

### *Relationship Between Mentoring and Job Satisfaction*

Research Question 2 investigated whether a significant relationship existed between mentoring effectiveness and overall job satisfaction. In order to examine this relationship, a standard linear regression was conducted using the total score of the MSQ as the dependent variable and the total score of the MES as the independent variable. Results of the analyses indicated that the regression model was not significant, ( $F(1, 120) = .580$ ),  $p > .05$  and accounted for less than 1% of the variance ( $r^2 = .005$ ). Further details of these results can be found in Table 10.

### *Psychometric Properties for PEQ*

Prior to addressing Research Question 3, which examined the relationship between professional experience and job satisfaction, an examination of univariate and multivariate normality of the data is presented. Next, results of the confirmatory factor analysis (CFA) and Exploratory Factor Analysis (EFA) for the PEQ are discussed. After confirming the factor structure for the PEQ; focus was shifted to the regression analysis regarding the second research question.

### *Normality of the Data for PEQ*

Both the symmetry and the flatness of the distribution were within acceptable limits (i.e. no greater than the absolute values of 2 and 7, respectively; Curran et al., 1996) for each of the 21 PEQ items (skewness range =  $-0.723$  to  $2.097$ ,  $SE = .058$ ; kurtosis range =  $-1.395$  to  $3.709$ ;  $SE = .117$ ). Each pair of the 21 items was plotted in a scatterplot, and the relatively elliptical scatter of the data in the plots provided evidence for bivariate

normality (Stevens, 2002). Based on the univariate and bivariate normality of the PEQ, the assumption of multivariate normality necessary for confirmatory factor analysis was assumed to have been satisfied.

### *Confirmatory Factor Analysis for PEQ*

The PEQ was initially derived using the same three factor model and subscales used in the *College Experience Questionnaire* (CEQ; Spivey & Richardson, 2007). Thus, a three factor PEQ model was initially proposed using three subscales: (1) University Environment (UE); (2) University Connectedness (UC); and (3) University Alienation (UA). A confirmatory factor analysis (CFA) was performed in order to determine the underlying factor structure of the PEQ. Guadagnoli and Velecir (1988) suggest a minimum  $N$  of 100 to 200 observations/participants in order to conduct a statistically significant CFA. The total  $N$  of 122 for this research investigation close to the lower limit of the suggested minimum requirement, and thus must be noted. The fit of the proposed three factor PEQ model using maximum likelihood estimation was not an acceptable fit,  $\chi^2(187, N = 122) = 591.824, p < .001, CFI = .480, TLI = .416, RMSEA = .134$ . However, all the indicators had significant loadings ( $p < .001$ ) on the latent factor to which they were assigned except for scale items 5 (.193), 20 (.981), and 14 (.746) respectively. In order to make the model admissible, the variance was constrained to 0 for the relationship between University Environment (UE) and University Connectedness (UC). Constraining this covariance resulted in an admissible model. Because the model was not a good fit to the data, an exploratory factor analysis (EFA) was conducted to examine the underlying

factor structure of the PEQ measure. An illustration of the final CFA model can be found in Figure 1.

#### *Exploratory Factor Analysis for PEQ*

An exploratory factor analysis (EFA) utilizing principal axis factor extraction and Promax rotation was used to discover the underlying structure of the PEQ items and to determine the factors appropriate for analysis. Oblique rotation was used because campus climate and alienation constructs are likely to be significantly correlated. The analyses yielded six factors with eigenvalues greater than 1.0, which together explained 63.8% of the variance. The six factor solution was then compared to a five factor solution which explained 58.9% of the variance. Subsequent to conducting the scree test (Catell, 1966) and examining the factor pattern and factor structure matrices, it was determined that 18 items of the 21 items of the PEQ loaded on one factor. Therefore, it was determined that it was most appropriate to have a 1-factor model for the PEQ measure. The salient loading factors can be found in Table 7 and the descriptive statistics of the PEQ can be found in Table 8.

#### *Reliability and Validity of PEQ*

The PEQ was developed for purpose of this study as a way to examine how African American professionals at PWIs experience the professional campus climate at their respective institutions. Because this is a new measure, it was important to examine the psychometric properties of this scale. The PEQ was found to be a reliable measure with a Cronbach's alpha of .84. The PEQ was also strongly correlated ( $r = .86$ ) to the

MSQ which also measures aspects of how individuals experience their environment in relation to their overall job satisfaction, thus suggesting solid construct validity for the measure.

#### *Relationship Between Professional Experience and Job Satisfaction*

Research Question 3 investigated whether a significant relationship existed between professional experience and overall job satisfaction. In order to examine this relationship, a standard linear regression analysis was conducted using the total score of the MSQ as the dependent variable and the total score of the PEQ as the independent variable. Results of the analysis indicate the regression model was significant,  $F(1, 120) p < .001$  and accounted for 51% of the variance ( $r^2 = .515$ ). Further examination of the analysis indicated that there was a significant positive predictive relationship between professional experience and overall job satisfaction ( $\beta = .717$ )  $p < .001$ . See Table 10 for further details of these results.

#### *Differences Between Faculty and Administrators*

Research Question 4 investigated whether there are significant differences between how African American faculty and administrators view their overall job satisfaction, professional experience, and mentoring effectiveness. In order to examine these possible between group differences, a multivariate analysis of variance (MANOVA) was used. As previously stated, the decision was made to use the MANOVA in order to reduce the likelihood of Type I error. Results of the MANOVA indicated that there were no significant differences in how faculty and administrators

(Pillai's Trace = .856,  $F = 5.922$ ,  $df = (2, 120)$ ,  $p > .05$ ) responded to questions on the MSQ, MES, and PEQ respectively.

### Additional Statistical Analyses

In addition to conducting the necessary statistical analyses to investigate the research questions of this investigation, additional analyses were conducted in order to further expound upon the data collected in *Study 2*, and to identify potential trends in the data. Statistical analyses were conducted to determine if there were any differences based upon: (1) gender, (2) type of institution, and (3) years of academic experience.

### *Gender Differences*

The *Study 2* data set was analyzed to explore to explore if there were any differences in the responses to the PEQ, MSQ, and MES based on gender, so as to suggest that male and female academic professionals tend to have different experiences at PWIs. Results of the ANOVA indicated that there were no significant differences between male and female professionals with regard to how they experience their campus climate ( $F(1, 120) = .920$   $p > .05$ ), their overall job satisfaction ( $F(1, 120) = .987$   $p > .05$ ), and their experiences with career mentoring ( $F(1, 120) = 1.067$   $p > .05$ ). The full results of this analysis can be found in Table 13.

### *Public Versus Private Institutions*

The *Study 2* data set was also analyzed to determine if the type of institution at which professionals were employed played a role in their experiences. Results of the

ANOVA indicated that there was a significant difference between those who worked at “private” institutions versus those who were employed at “public” institutions in relation to their overall job satisfaction ( $F(1, 120) = 3.018$   $p < .05$ ). Follow-up regression analysis indicated that type of institution was not a significant predictor of job satisfaction ( $F(1, 120) = .098$   $p > .05$  and accounted for less than 1% of the variance ( $r^2 = .001$ ). This result indicates that a strong correlation exists between type of institution and job satisfaction; however, the type of institution is not a predictor of overall job satisfaction. Type of institution was found to have no influence on neither participants’ experiences with *Career Mentoring* as measured by the MES ( $F(1, 120) = 2.264$   $p > .05$ ) nor how they experience their campus climate ( $F(1, 120) = 1.157$   $p > .05$ ). Complete results of these analyses can be found in Tables 14 and 15.

To further test the possible relationship between type of institution and overall job satisfaction, a multiple linear regression analysis was performed using professional campus environment (PEQ), mentoring (MES), years of academic experience, and type of institutions (public versus private) as predictor variables. The results of the regression model were found to be significant ( $F(3, 118) = 44.930$   $p < .01$  and accounted for 55% of the variance ( $r^2 = .551$ ). Further analysis of the results indicated that though the overall model was significant, the relationship between type of institution and job satisfaction was not ( $\beta = .003$   $p > .05$ ). The only significant relationship with job satisfaction was found with professional campus environment ( $\beta = .726$   $p < .01$ ). These results are consistent with findings presented previously in this write-up which suggested a positive predictor relationship existing between professional campus environment and job

satisfaction. Full detail of the results of the multiple regression analysis can be found in Table 16.

### *Years of Academic Experience*

The premise that the number of years spent working in academic settings may possibly impact on how professionals respond to questions of mentoring, job satisfaction, and campus climate was also examined. Results of the ANOVA indicated that there were no significant differences found in the scores on the MES ( $F(32, 89) = 1.422$   $p > .05$ ); the MSQ ( $F(32, 89) = .927$   $p > .05$ ); and the PEQ ( $F(32, 89) = .1052$   $p > .05$ ) based on years of employment in academia. These results are presented in detail in Table 15.

In order to further test the impact of number of years of employment in academia on overall job satisfaction (as measured by the MSQ), a multiple linear regression was performed using years of employment, overall professional campus experience (PEQ), type of institution (public versus private), and mentoring (MES) as predictor variables. Results of the analysis indicated that the regression model was significant ( $F(3, 118) = 44.930$   $p < .01$ ) and accounted for 55% of the variance ( $r^2 = .551$ ). Further analysis of the model revealed that only professional campus experience (PEQ) had a significant relationship ( $\beta = .726$   $p < .01$ ) with job satisfaction (MSQ) which is consistent with findings previously presented in this write up. Results of the multiple regression analysis can be found in Table 16.

### Summary of Findings for Study 2

As previously stated, the data obtained in *Study 1* was used to inform the direction of data collection for *Study 2* in the following ways: (1) provided insights into the nature of additional demographic data that would be important to collect and (2) provided support for the assumption that the relationships between career mentoring, professional campus climate and job satisfaction would be important to investigate. The additional salient themes identified from the qualitative interviews conducted in *Study 1* were: (1) importance of networking to career progression, (2) equity versus quantity in diversity, (3) importance of career mentoring on career progression, (4) ethnicity as an obstacle in career progression, and (5) comfort level within department versus overall institution. These themes were also shown to be prominent in the experiences of the professionals who participated in *Study 2*. There was no significant relationship found between how a professional rates her or his career mentoring experience and their respective job satisfaction. However, how one experiences her or his professional environment was found to play a significant role in overall job satisfaction. No between group differences were found regarding the measured variables for faculty versus administrators; nor were there significant differences based on gender or the number of years employed in academia. The results of additional statistical analyses suggested that a relationship may exist between the type of institution (public vs. private) at which one is employed and their overall job satisfaction. However, further analysis indicated that though a strong correlation may exist between the type of institution at which one is employed and their overall job satisfaction, this is not a predictive relationship.

## Chapter V

### Discussion

Research has suggested that there are many challenges and concerns faced by African American professionals in academia (Alfred, 2001; Fenelon, 2003; Gregory, 2001; Opp & Gosetti, 2002; Stanley, 2006; Turner, 2002). Four major themes of concern have emerged from the relatively sparse research that has been conducted in this area: (1) the impact of career mentoring; (2) campus climate; (3) issues with institutional diversity; and (4) career progression barriers particularly as it relates to African Americans. Primarily, research in this area has been qualitative in nature consisting of structured and semi-structured interviews (Stanley, 2006; Turner, et al., 2008). The purpose of the current research was to further examine the four aforementioned major themes identified from previous literature as well as identify any other salient themes. The current investigation is of a mixed method design (Creswell, 2009) in which the qualitative and quantitative data was collected to expand the understanding of the professional experiences of African American professionals at PWIs in relation to the four primary areas of concern identified in the literature: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views on Diversity*, and (4) *Career Progress Barriers*. The findings of this investigation will now be discussed pertaining to the guiding research questions.

*Research Question 1:* How do African American faculty and administrators describe their professional experiences at PWIs relating to areas regarding: (1) Career

Mentoring, (2) Campus Climate, (3) Views on Diversity, and (4) Career Progress Barriers?

The primary focus of *Study 1* was to address *Research Question 1* as providing an in depth exploration of the professional experiences of African American faculty and administrators at PWIs in the areas of (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views on Diversity*, and (4) *Career Progress Barriers* through qualitative interviewing. In addition to gathering information as to how professionals relate to these four major areas of concern, it was expected that additional themes would emerge from the data obtained through the interviews. Some of the primary themes that arose from the qualitative data were: (1) the importance of networking, (2) personal views of diversity being incongruent with institutional views of diversity, (3) importance of equity when addressing institutional diversity issues, and (4) the idea of feeling more comfortable within one's department than within the institutional as a whole. These themes were further analyzed in *Study 2* as they were assessed on the demographic questionnaire with Likert-style questions. A full list of themes identified from the qualitative interviews can be found in Tables 2 through 6.

### *Career Mentoring Findings*

The data obtained through the semi-structured interviews was consistent with the findings of previous literature that career mentoring plays an integral role in the career progression of African American academics (Alfred, 2001; Berk, et al., 2005; Stanley, 2006). Seven out of the eight professionals interviewed in *Study 1* responded that mentoring significantly benefited their career progression. One participant insisted that

mentoring has benefited her in many ways, adding that before she had a mentor, she struggled with grant writing and therefore, had difficulty obtaining funding for her research. She elaborated by saying “I would get grants back and feel totally lost, and wonder if I would be able to keep my job because I couldn’t get research funding.” Furthermore, six out of the eight respondents stated that a positive mentoring experience is important to career success. Three of the participants added that it was important for them to serve as career mentors for others.

Building on the information gathered in the qualitative interviews in *Study 1*, career mentoring was further assessed in *Study 2* of this investigation on the demographic questionnaire. Though 58 % (n = 71) of the participants reported to not currently have a primary mentor, 70% (n = 85) responded that they either “agree” or “strongly agree” with the statement “Career mentoring has played a significant role in my career progression.” Given the wide range of age and career stage of all participants in this research, this is further support for the assertion that career mentoring plays a major role in career development and progression of African American academic professionals. Though some of the respondents may be in more senior stages of their careers, it is clear that many scholars view mentoring as a key component of career success. Furthermore, 65% of the participants reported to currently serve as mentors for other professionals, thus providing further indication of the impact that mentoring has played on their own careers as these scholars have committed to mentoring others.

Another interesting component of the career mentoring issue is the bicultural or cross cultural mentoring relationships. Given the aforementioned low percentage of

African Americans professionals in academia, many find it a challenging to establish mentoring relationships with professionals of the same ethnicity. Research has shown that these relationships have been found to be beneficial for the professionals who engage in them (Alfred, 2001; Sadao, 2003; & Stanley, 2006). This trend was also seen in the present research as 37% (19 out of 51) of those participants in *Study 2* who reported to have primary mentors indicated having primary mentors of other ethnicities. In *Study 1*, three out of the eight scholars interviewed stated that they had primary mentors of different races and found these relationships to be quite significant to their success professionally.

Stanley (2006) and others (Alfred, 2001; Sadao, 2003; & Turner, 2003) found that one key way mentoring impacts career progression is by helping those new to an environment and academia learn how to navigate the landscape. The outcomes of the present research investigation support these previous findings. In *Study 1*, seven out of the eight professionals interviewed stated that they used their mentoring relationships to help them understand how to navigate the terrain of their respective institutions as well as the overall scope of academia. There are many aspects of working professionally in academia that can be difficult to fully grasp and understand without having someone to serve as a guide. Several respondents indicated that their mentors have helped them identify members of their department and campus community who they should consider “allies” and those who may not assist in their career progress. These findings provide further indication of the importance of engaging in career mentoring relationships.

### *Campus Climate Findings*

The comfort level African American scholars feel at their respective institutions has also been identified as a key area of concern through past research (Alfred, 2001; Essein, 2003; Sadao, 2003; & Turner, 2002). Campus climate has been identified as pertaining to the practices, policies, decisions, and habits inherent to a particular institution (Turner, 2002). The findings of the present research indicate that campus climate indeed is a key component to how African American academics relate to their professional experience. Six out of the eight professionals interviewed reported that it is important to have “positive” campus climate experiences, while six of eight respondents also reported having had negative experiences at their respective institutions.

Turner (2002; 2003) suggested that a major contributor to how an individual experiences their campus climate is the relationships that he or she has with other professionals at their respective institution. This assertion was also seen in the findings of the present research as seven of the respondents stated that a critical component of an encouraging and supportive campus climate is positive collegial relationships/networking. These relationships often serve as buffers to the sometimes difficult climate and terrain faced by scholars. Similar to the “allies” identified by mentors, having a strong networking system serves many benefits for African American professionals. One professional who was interviewed in *Study 1* indicated that networking helped him obtain his “Assistant Dean” position. He added that he has maintained his position even though he does not have a doctorate degree, and feels that

this is largely due to the relationships that he as developed within the campus community over the years at his institution.

Having a positive campus climate is particularly important for African American professionals at PWIs, given the feelings of isolation and marginalization often faced by many scholars at these institutions (Alfred, 2001; Turner, 2002). Those interviewed in *Study 1* of this present investigation echoed this sentiment. Furthermore, several of the respondents in *Study 1* indicated that they feel decidedly more comfortable within their own departments than the institution as a whole due to the feelings of isolation experienced at their respective institutions. Individuals reporting to feel more comfortable in their academic departments than the institution as a whole, is not all too shocking given the close working environments often found within academic departments. One is less likely to feel as an “imposter” (Ewing, et al., 1996) when singled out in a group of few versus a group of many. Also, the role of faculty members are often departmentally specific, and therefore, they have less interaction with the larger institution. In contrast, administrators often are forced to deal more with the institutional policies, and thus find solace within the departments (i.e. Student Affairs, Academic Affairs, Residential Services, etc.) in which they find themselves having influence. One administrator interviewed in *Study 1*, said that “I’m definitely more comfortable within my department because I have a say in my department,” and added “my voice becomes very small within the campus as a whole.” The underlying key to promoting a positive campus climate is the sense of community. Professionals typically feel more apart of a cohesive group within the smaller subset of a department rather than the institution at large. Therefore, if

institutions are to thoroughly address the issue of improving the overall climate on the respective campuses, the idea of building a sense of community must be further explored.

### *Views of Diversity Findings*

The way institutions address issues relating to diversity on campus is another major area of concern identified in the literature (Alfred, 2001; Essein, 2003; Fenelon, 2003; Sadao, 2003; Turner, 2002). African American professionals often find themselves in the difficult position of realizing that their respective employers may not share the same viewpoint as they do as to what diversity should look like at a PWI. A primary source of difference is the perceived notion that many institutions do not seem concerned with recruitment and retention of African American faculty and administrators (Stanley, 2006). Furthermore, many feel that there is a severe lack of equity in regard to the type of positions these scholars are given when compared to positions held by other professionals.

The findings in the present research investigation firmly support the previous research regarding the importance of issues of diversity on campuses for African American professionals. Four themes emerged from the qualitative interviews in *Study 1* of this investigation regarding “Views on Diversity;” (1) Equity Over Quantity, (2) Importance of Beliefs Being Shared by Institution, (3) Incongruence Between Personal Beliefs and Institutional Beliefs, and (4) Being a Change Agent Within Campus Community. The first theme “Equity Over Quantity,” was endorsed by six out of the eight respondents. This pertained to the notion that many African American professionals at PWIs feel that institutions often view the idea of increasing diversity on campus as a

mere numbers issue instead of focusing on the equity of positions. Furthermore, institutions are perceived to not pay enough attention to the idea of retention for African American professionals. This idea of equity being an important issue was further assessed on the demographic questionnaire of *Study 2*. When asked about the issue of equity in diversity, 92% (strongly agreed or agreed, n = 112) of the total 122 respondents indicated that equity was more important to improving diversity than merely increasing numbers. These findings provided further evidence that this is indeed an important topic that needs to be addressed at these institutions.

Another emerging theme from the current investigation regarding the overarching theme of “Views of Diversity” is that of “Incongruence Between Personal Beliefs and Institutional Beliefs.” This particular theme was endorsed by seven of the eight individuals interviewed, and gained further support in *Study 2* with 43% (n = 52) of the respondents indicating that they felt that their beliefs of what diversity should look like at a PWI was inconsistent with the views of their respective institutions. Thirty-two percent of the respondents endorsed a “neutral” rating to this question with only twenty-two percent of the respondents stating that they felt that their views were consistent with those of their respective institutions. These findings further indicate that PWIs need to begin to pay closer attention to addressing issues regarding equity discrepancies particularly among tenured faculty and senior level administrative positions when working to increase diversity on campus instead of focusing primarily of increasing the overall number of African American professionals on campus. Betts and colleagues (2009) recently addressed this issue as they suggested that institutions start to offer mentoring and development programs for professionals of color in order to demonstrate a true

commitment to diversity. The findings of the present research offer credence and support to this assertion and diversity issues at PWIs seem to be quite important to the overall experience of African American professionals at these institutions.

### *Progress Barriers Findings*

The last major theme from the literature relates to the career progress barriers faced by many African American scholars. The primary causes of career progression barriers cited in the literature are: (1) tenure/promotion issues, (2) discrimination against diversity work, and (3) navigating the political landscape of institutions (Alfred, 2001; Essein, 2003; Fenelon, 2003; Sadao, 2003; Turner, 2002). The main themes that emerged from the present research in regard to progress barriers were: (1) importance of networking, (2) institutional barriers to career progression, and (3) importance of having personal goals along with professional goals.

The main institutional barriers reported in the present research were: tenure/promotion policies and perceived devaluing of diversity research and issues. Of the 104 individuals who filled out the optional portion of the demographic questionnaire pertaining to career progress obstacles, 36% (n = 35) reported their major obstacle being lack of commitment to diversity initiatives and research by their respective institutions, while 32% (n = 33) indicated that tenure/promotional and institutional policies/procedures as being a major barrier for them. In order to combat and overcome obstacles to career progression, the professionals interviewed in this investigation overwhelmingly suggested that networking is the key.

The “importance of networking” theme was endorsed by all eight of the professionals interviewed. To further assess the importance of networking to overcoming career progress barriers, participants in the quantitative aspect of the research were asked to rate the importance of networking to their success. Of the 122 respondents 90% (n = 110) indicated that networking played a significant role in their career progression. The literature suggests that campus climate and progress barriers are often jointly discussed due to the overlapping nature of issues, and due to the idea that many issues that contribute to negative campus climate also serve as career progress barriers (Stanley, 2006; Turner, 2002; Turner, et al, 2008). The findings of the present study further support these notions, and suggest that networking and other collegial professional relationships such as mentoring play in a critical role in the career progression and advancement of African American faculty and administrators at PWIs.

*Research Question 2:* Is there a significant relationship between mentoring and job satisfaction for African American faculty and administrators at PWIs?

*Hypothesis 1:* It was hypothesized that those faculty and administrators who report having a more positive mentoring relationship would report greater general job satisfaction.

The data obtained indicated that there was not a significant relationship between mentoring and job satisfaction for African American professionals at PWIs. These findings did not support the hypothesis that African American faculty and administrators who reported more positive mentoring relationships would have higher overall job satisfaction. Several facets of the Minnesota Satisfaction Questionnaire – short form (MSQ; Weiss, Dawis, England, & Lofquist, 1967; Dawis & Lofquist, 1984) which was

used to assess “job satisfaction” relate to how much an individual feels they have influence and control over their work within their surroundings. Furthermore, many of these scholars see themselves as change agents at their respective institutions and thus, are satisfied with their role and present job descriptions. Another contributing factor to this result was the number of professionals who reported to not currently having a primary mentor (58% of respondents in *Study 2*). Though over half of the participants indicated that they do not currently have mentors, on average the majority of respondents indicated that they are currently satisfied with their job.

*Research Question 3:* Is there a significant relationship between job satisfaction and campus climate for African American faculty and administrators at PWIs?

*Hypothesis 2:* It was hypothesized that those faculty and administrators who report having a more favorable response to their campus/institutional environment would report higher overall job satisfaction.

The data obtained indicated that significant positive relationship exists between how African American professionals in academia experience the climate on their respective institutions and their overall job satisfaction. These findings support the hypothesis that those professionals that reported more favorable and positive experiences at their respective institutions, have higher overall job satisfaction. When individuals are more comfortable within their working environment, they often feel more satisfied overall with their work. Furthermore, many African American professionals in academia work diligently to change the surroundings and climate on their respective campuses, thus enhancing the idea of job satisfaction when they find themselves succeeding in this endeavor.

In order to assess feelings towards campus climate, the Professional Experience Questionnaire (PEQ) was created. The PEQ was initially based on the College Experience Questionnaire (CEQ; Spivey & Richardson, 2003) which was created to assess feelings of alienation and overall campus climate issues for African American college students at PWIs. Research has suggested that African American professionals in academia have similar experiences as students of the same ethnicity (Alfred, 2001; Stanley, 2006; Turner, 2002). Based on this research, the PEQ was derived using the base principles and three subscales of the CEQ. However, results of the initial confirmatory factor analysis (CFA) indicated that the model was not a good fit for the data. Given these results, a follow-up exploratory factor analysis (EFA) was performed, from which an entirely new scale structure was determined in which the scale was shown to be a one-factor model.

It is suggested that the CFA was not confirmed due to the change in questions as well as the change in population. Academic professionals often see themselves as change agents at their institutions (Stanley, 2006), which is a role students do not typically see themselves. Data obtained in the present research support the idea that many professionals do indeed take on this role. Professionals, particularly administrators, have a greater deal of influence on their campus climate rather than students, thus creating a need to assess how they experience their professional campus climate in a different manner than how campus climate is assessed for students. Therefore, the PEQ is viewed and accepted as a completely separate measure from the CEQ.

*Research Question 4:* Are there significant differences in how African American faculty compared to administrators evaluate career and campus experiences at PWIs?

*Hypothesis 3:* It is hypothesized that African American faculty and administrators will not report significant differences in career and campus experiences at PWIs.

The data obtained indicated that no significant differences exist between African American faculty and administrators in regard to how they evaluate their overall professional experiences including: campus climate, career mentoring effectiveness, and job satisfaction. These findings fully support the hypothesis that no significant differences would be found between groups. These findings are also in line with those of previous research which suggests that both groups share similar challenges and concerns at PWIs (Aguirre, 2000; Alfred, 2001; Gregory, 2001; McGowan, 2000; Opp & Gosetti, 2002; Ruffins, 1997; Stanley, 2006; Turner, 2002, 2003). Therefore, any initiatives set forth to address these common concerns should be done with both groups.

#### *Additional Findings*

Along with examining if there were any differences between the overall professional experiences based on faculty or administrative position, gender differences were also examined. Results of statistical analysis indicated that there were no significant differences on how professionals experience career mentoring, campus climate, and their overall job satisfaction based on their gender. Another factor that did not play an impact on how individuals rated these three factors was years of academic experience. Though the years of experience of the sample in *Study 2* ranged from five years to forty years, the number of years a person has spent employed in academic settings had no significant

impact on their overall professional experience as measured in this investigation. These findings provide support for the idea that many of the challenges faced by African American professionals in academia are persistent throughout their years of employment and longevity does not allow scholars to fully escape these concerns.

The impact that the type of institution (public versus private) that one is employed has on her or his experience was also investigated. Though results did not indicate that the type of institution had any significant predictive influence on how one experiences career mentoring or their campus climate, institutional type was found to have a strong correlation with overall job satisfaction. Individuals at public institutions responded in ways that indicated a more positive experience at their respective institutions than those at private institutions. A possible explanation for this is that public institutions often take a harder stance on pushing diversity initiatives. Some have argued that this is due more to the fact that these institutions need these initiatives in order to receive funding (Fenelon, 2003; Sadao, 2003; Stanley, 2006; and Turner, 2002). Since many federal and other funding sources require that these diversity initiatives be in place, public institutions often seem more welcoming to scholars of color and thus may impact their overall job satisfaction. Another possible factor influencing this finding is the overall administrative and governing structure of public institutions versus private institutions. Though the need to firmly understand institutional policies and procedures exists at both types of institutions, professionals at public institutions have been found to rate the process of gaining this understanding easier than their counterparts employed at private institutions (Fenelon, 2003; Sadao, 2003; Turner, 2002).

### *Limitations*

Though a significant relationship was found between campus climate and job satisfaction, and the PEQ was found to be a reliable measure, this research is not without limitations. One limitation to the research is that the sample size ( $N = 122$ ), though of sufficient power, does not lend to generalizability of the results. A larger sample size would also allow for a stronger assessment as to the psychometric properties of the PEQ particularly with the factor analyses. Also, more sophisticated statistical analyses can be performed on a larger sample size, thus increasing the likelihood of obtaining more generalizable results.

Another limitation to the research was the snowball recruitment method. Given the nature of the recruitment process, it is impossible to accurately track where all data was obtained. Furthermore, a snowball recruitment method limits the ability to assure even distribution across demographics. Another drawback to this recruitment process is the likelihood that many professionals forwarded the survey to other colleagues who shared similar feelings and beliefs, thus also impacting the difficulty to generalize the results obtained in the investigation.

In addition to the recruitment method, another area of improvement for future research would be to better account for the dual responsibilities (both faculty and administrative) that many professionals maintain at institutions. Several scholars responded to the researcher via email with comments as to how to improve the study in this manner. Going forward, it would be greatly beneficial to the results if a separate category was provided so that professionals could indicate their dual roles if applicable.

## *Implications*

In spite of the limitations to the current research investigation, the results are encouraging. The individuals in the both aspects of the present research investigation responded in manners that offer support of the four major themes identified in the literature as to playing critical roles in the professional lives of African American faculty and administrators: (1) *Career Mentoring*, (2) *Campus Climate*, (3) *Views of Diversity*, and (4) *Career Progress Barriers* (Alfred, 2001; Essein, 2003; Fenelon, 2003; Gregory, 2001; McGowan, 2000; Opp & Gosetti, 2002; Sadao, 2003; Stanley, 2006; Turner, 2002, 2003; Turner, et al., 2009). The findings of this present research offered firm evidence to support addressing these issues. Furthermore, the current investigation built upon this foundation. Turner and colleagues' (2008) review of publications on the topic of African American professionals in academia spanning the past 20 years found that the overwhelming majority of the empirical studies conducted were qualitative in nature. The present research utilized a mixed methods approach in which the qualitative data obtained was used to inform the direction of the quantitative aspect of the investigation. This was a novel concept in regard to examining a new way to investigate this important topic. Therefore, this research can serve as a spring board to future research as the results illustrate that it is possible to collect data in this area both qualitatively and quantitatively.

The unique mixed method designed also helped strengthen the recommendations for professionals and institutions. One major recommendation is the establishment of mentoring relationships. Professionals are encouraged to seek out more seasoned scholars in order to gain essential assistance in learning how to navigate the often difficult

landscape of academia. Institutions are implored to take a more proactive approach to the professional development of faculty and administrators of color. Institutions must also begin to take the stance that increasing diversity on a campus means a great deal more than merely increasing the overall number of professionals of color employed. Betts and colleagues (2009) suggested that institutions have a grand opportunity to address diversity particularly with the generation of “baby boomers” retiring in upcoming years. The researchers recommend that institutions also use this time as a way to address the issue of equity by establishing pipeline and professional development programs for more senior level and executive administrative positions. The findings of the present research investigation also indicate that equity is a very important issue for African American scholars.

The present research sought to shed more light on the experiences and challenges faced by African American faculty and administrators at PWIs. Additionally, a major goal of the investigation was to offer a new method of investigating these issues. Further research is definitely needed in this area as it is imperative to the success of both current and future African American professionals in academia. However, it is believed that this research investigation can serve as a launching pad for not only future research, but also may serve as a catalyst to begin to change the landscape of academia for African American professionals.

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Table 1

*Demographic Statistics for Study 1 and Study 2*

Characteristics	N	%	Mean	SD
<i>Study 1</i>	8			
Gender				
Female	4	50		
Male	4	50		
Age Range				
(24-29)	0			
(30-34)	1			
(35-39)	2			
(40-44)	1			
(45-49)	0			
(50+)	4			
Highest Degree Earned				
Doctoral	5			
Masters	3			
Institution Type				
Public	5			
Private	3			
Years of Experience				
In Academia			15	22.455
At Current Institution				
Outside Academia			5	3.425
Admin				
Entry-Level				
Mid-Level	2			
Senior-Level	3			
Tenured	3			
Division				
Academic Services	3			

Diversity/Multicult.	2
Faculty	
Assistant Prof.	2
Associate Prof.	1
Tenured	2

Table 1 – *continued*

Characteristics	N	%	Mean	SD
Department				
Engineering	1			
Social Work	2			
Participate in Multicult. Act.	7			
Current Mentor	4			
Length of Relationship			15 years	4.389
Same Institution	2			
<i>Study 2</i>				
Gender				
Female	76	62%		
Male	46	38%		
Age Range				
(24-29)	13	11%		
(30-34)	20	16%		
(35-39)	16	13%		
(40-44)	21	17%		
(45-49)	23	19%		
(50+)	35	28%		
Highest Degree Earned				
Doctoral	94	77%		
Masters	28	23%		
Institution Type				
Public	73	60%		
Private	49	40%		
Admin	58			
Entry-Level	15	26%		
Mid-Level	28	48%		
Senior-Level	15	26%		
Tenured	40			

Table 1 – *continued*

Characteristics	<i>N</i>	%	<i>M</i>	<i>SD</i>
Division				
Academic Affairs	13	22%		
Student Affairs	17	29%		
Admissions	2	3%		
Alumni Relations	1	2%		
Computing Serv.	---	----		
Human Resources	1	2%		
Academic/College	21	36%		
Other	4	7%		
Faculty	52			
Full	6	12%		
Assistant Prof.	16	31%		
Associate Prof.	23	44%		
Prof. of Practice	4	8%		
Other	3	6%		
Tenured	30	57%		
Department				
Social Sciences	20	39%		
Humanities	12	23%		
Mathematics	1	2%		
Natural Sciences	3	6%		
Engineering	2	4%		
Other	13	25%		
Years of Experience				
In Academia			15.47	10.02
At Current Institution			9.92	7.77
Outside Academia			7.45	4.37

Table 1 – *continued*

Characteristics	<i>N</i>	<i>%</i>	<i>M</i>	<i>SD</i>
Participate in Mult. Activities				
Teaching Courses	22			
Conducting Workshops	40			
Committee Service	60			
Chair of Committee	18			
Work With Students	82			
Coord. Campus Initiatives	32			
Current Mentor	51			
Length of Relationship			17.36	8.75
Same Institution	30			
Mentoring Others	79			

Table 2

*Content Categories*

Career Mentoring	Campus Climate	Views on Diversity	Progress Barriers
Importance of Positive Career Mentoring Experience 6 of 8 respondents endorsed	Importance of Positive Campus Climate Experience 6 of 8 respondents endorsed	Equity Over Quantity 6 of 8 respondents endorsed	Satisfied With Career Goals Progression 5 of 8 respondents endorsed
Negative or No Career Mentoring Experience 4 of 8 respondents endorsed	Negative Campus Climate Experience 6 of 8 respondents endorsed	Personal Beliefs Shared by Institution 5 of 8 respondents endorsed	Not Satisfied With Current Career Progression 3 of 8 respondents endorsed
Mentoring Benefits Career Progress 7 of 8 respondents endorsed	Importance of Positive Collegial Relationships and Networking 7 of 8 respondents endorsed	Incongruence Between Personal Beliefs and Institution's Beliefs 7 of 8 respondents endorsed	Importance of Networking 8 of 8 respondents endorsed
Importance of Being a Mentor 3 of 8 respondents endorsed	Equity and Welcoming Environment 6 of 8 respondents endorsed	Being Change Agent Within Campus Community 6 of 8 respondents endorsed	Presence of Institutional Barriers to Career Progression 4 of 8 respondents endorsed
	Feeling More Comfortable Within Your Department Than the Overall Institution 5 of 8 respondents endorsed		Personal and Professional Goals Interaction 5 of 8 respondents endorsed

Table 3

*Content Categories Defined With Sample Responses (Career Mentoring)*

Content Category	Definition	Sample Response	Sample Response
Importance of Positive Career Mentoring Experience	Responses in this category illustrated instances of mentoring experiences in which the respondent made a clear distinction as to the positive influence mentoring has made on their career.	“I’ve had mentors throughout my entire career and have found this experience to be one in which I would not have been able to navigate my career without.”	“I so believe that mentoring is critical to success. I have had mentors guide me from what to study to grad school to what type of position whether it be academic or non academic to take and even what institutions to look at.”
Negative or No Career Mentoring Experience	Responses in this category illustrated instances of negative mentoring experiences or how the lack of having a mentor negatively impacted their career development.	“So when I got there, I didn’t realize how much I needed a mentor because I had not worked in academia before. However, it was very apparent because there were certain skill sets that I did not have. I had no experience writing grants. So after I sent out my first proposal one reviewer wrote “this person needs to learn how to write a grant.” Go figure, I had never written a grant proposal before.”	“Well...early on I don’t think, I mean I didn’t use mentors effectively. I mean there were times that I could have used someone to help me along the way. I don’t believe that I truly ‘got it’ as they say soon enough.”

Table 3 - *continued*

Content Category	Definition	Sample Response	Sample Response
Mentoring Benefits Career Progress	Responses in this category illustrate how the mentoring provides particular and specific benefits to career progression	“Of course one of the most important aspects of longevity is networking. It is important to build those relationships, mentor relationships if you will, that will help you in your career progress.”	In all honesty, it was then that I started to really use a mentor. This man helped me formulate a plan of exit and transition. That’s how I got to where I am today.
Importance of Being a Mentor	Responses in this category reflected respondents’ personal feelings regarding the importance of serving as a mentor to others in academia.	“I currently serve as a mentor for about 3 individuals. I try to be open. Sometimes we may have very hard and fast ideas of what someone’s career should look like. I try to be very unbiased and try to listen to my mentees as they discuss their challenges with decision making.”	I’ve even started to mentor young professionals, particularly women of color to help them realize that if they have an interest in academia there is a place for them here. So not only do I still use mentors, I try to mentor others as well.

Table 4

*Content Categories Defined and Sample Responses (Campus Climate)*

Content Category	Definition	Sample Response	Sample Response
Importance of Positive Campus Climate Experience	Responses in this category reflected feelings of overall positive campus climate experiences, including, feelings of comfort on campus, no feelings of being marginalized within the campus community.	“For me, I’m in a unique situation because I’m almost supposed to be different. With that I don’t feel like people view me as a misfit. I don’t know, I just haven’t experienced discomfort.”	“The landscape has changed, and I believe that is partly due to, in a big way, to having a female president who is serious about diversity. She realizes that it goes beyond just recruiting students and faculty, you have to keep us here.”
Impact of Negative Campus Climate Experience	Responses in this category reflected negative experiences within the work environment, including feelings of marginalization, feelings of not being apart of the community.	“It’s hard because culturally it’s different. I’m 30 something years old and I’m starting to realize people like to work with who they go to lunch with. Oftentimes the people I choose to socialize with are not the people I work with.”	“You know what it’s like to be told over and over again, wait til next year? I mean its very demeaning if I can be honest, very demeaning to be devalued and treated that way. I know you probably don’t want to hear me complain about all of that, but that situation has played a huge, I mean significant role in my development.”

Table 4 - continued

Content Category	Definition	Sample Response	Sample Response
Importance of Positive Collegial Relationships and Networking	Responses in this category emphasized the important role networking and supportive colleagues play in creating a comfortable working environment.	“If you ask it like that, then I guess I’d say definitely more comfortable within my department, however, having said that, for the most part I feel comfortable here. As I said, having the president as a supporter helps with that tremendously, you know.”	“She (executive administrator) wants to do something about it. And given my role here is dealing with diversity initiatives, specifically recruitment and retention, that is a great resource to have because she does believe in this work. We all need advocates, and here that is more important than maybe other places.”
Equity and Welcoming Environment	Responses in this category emphasized how changes in the equity regarding positions held by people of color impact the overall campus climate.	“I mean let’s just look at the number of tenured faculty of color that are not in the African American Studies Program. Those numbers have to change. Even with the selectivity of the university when it comes to admissions standards, the percentage of students of color can grow. I mean that’s a start”	“That’s just the nature of how things go. I believe there are quite of few things that can be changed here. I mean let’s just look at the number of tenured faculty of color that are not in the African American Studies Program. Those numbers have to change.”

Table 4 - continued

Content Category	Definition	Sample Response	Sample Response
Feeling More Comfortable Within Your Department Than the Overall Institution	Responses in this category reflected respondents feeling more comfortable within their department than the broader campus community. Reasons given included, being around more people of color within their department, and feeling as if one had more influence within their department than the broader campus community.	“I have very little influence with faculty and faculty decisions. So a very long winded response is that my comfort level is much higher within my department than within the broader campus community.”	“If you ask it like that, then I guess I’d say definitely more comfortable within my department, however, having said that, for the most part I feel comfortable here.”

Table 5

*Content Categories Defined and Sample Responses (Views of Diversity)*

Content Category	Definition	Sample Response	Sample Response
Equity Over Quantity	Responses in this category reflected respondents' feelings toward diversity at PWIs focused more on equitable treatment, recruitment and hiring practices of persons of color (both student and faculty) rather than simply increasing overall numbers.	“Equity at a predominantly white institution, for me, would start with the demographics. Who’s here? Is there an equitable representation of students here that reflects ... here at a place that’s ninety percent [State] people, reflects the population of the State of [State]? Quite frankly, the institution doesn’t do a great job of that.”	“So I’m saying all of that to say, that’s an example of it needing to go beyond recruitment and the key is really retention. That goes for faculty, staff, and students. If these PWIs as we’re calling them are to really show diversity, it even have go beyond that, we need equity as well.”
Personal Beliefs Shared by Institution	Responses in this category reflected respondents' feelings that their institutions' views on diversity were congruent with their own personal views of what diversity should be at a PWI.	“What excites me is that we’re starting to empower people to say this is not the (institution name) that I want. I am so delighted when I see white students stand up for things that not right or what may not pertain to them and having the support of the institution.”	“Overall though I feel supported and I believe some of my views are shared by the institution. Hopefully, some of the old diehards among the trustees and what not will either get the idea or it just means it will take more time.”



Table 5 – continued

Content Category	Definition	Sample Response	Sample Response
Incongruence Between Personal Beliefs and Institution's Beliefs	Responses in this category reflected respondents' feelings that their institutions' views on diversity did not match how they personally believe diversity at a PWI should be.	“And there are people in this university that still think that, even though there are lots of people of color here who are not [Organization Name]. And that's true too ... But, what do you ... I don't see them doing anything for ... for students. They're more so in to creating this homogenous man. And I'm not, you know, I don't know that that person exists.”	“It differs. It just differs. It differs. They're not there yet. They're not there yet, no. It's still a matter of ... if you're still talking about the percentages of ethnic groups ... I mean the government requires that, but, uh, that you still look upon ...”
Being Change Agent Within Campus Community	Responses within this category reflected respondents verbalizing ways that they have attempted to be a change agent in terms of increasing diversity at their institutions. Examples included, committee work, seminars taught, alternative learning experiences created for students.	“I've served on committees and in focus groups regarding how to attract more students of color. The program that I run is an initiative within itself because we serve students from underrepresented populations.”	“I mean, I must say that I'm also in diversity so I feel very welcomed. I mean I'm in charge of many of the initiatives that are being put out there, so I feel very welcomed.”

Table 6

*Content Categories Defined and Sample Responses (Progress Barriers)*

Content Category	Definition	Sample Response	Sample Response
Satisfied With Current Career Goals Progression	Responses in this category reflected respondents' feelings of being satisfied with their current career stage while also make progress towards their ultimate career goals.	"... a group of colleagues that I went to school with on the undergrad level, who have achieved a measure of success and are like-minded that we would create our own university or secondary school setting, and, um ... with a very humanistic, holistic atmosphere where I would be on the admin end of it, taking what I have learned here and building on it. But in an ideal world that's where I would be, building on what I've accomplished here."	"Professionally, I'm apart of a change process that's taking place, and that what I like to do. Whether it's researching better ways to change or implementing change, that's what I'm into. So professionally, this is a great opportunity for me you know."

Table 6 – continued

Content Category	Definition	Sample Response	Sample Response
Not Satisfied With Current Career Progression.	Responses in this category reflected respondents' feelings of being stagnant and dissatisfied with current career progression and position.	“I feel like I have outgrown this mid-level position. I would like to have a position that deals more with policy and less programmatic.”	“...but I think if I had known I would have forced myself to get into any kind of doctorate program, whether it's education, social work ... because I see now people need that support, particularly at an institution like [Institution], where your colleagues have doctorates even at the administrative level.”
Importance of Networking	Responses in this category reflected how critical networking and having the right alignments can assist in overcoming career barriers, particularly those that are institutionally driven.	“You need to have, you have to have the right people on your side. That's where networking and mentoring come in as well. If you're going to overcome challenges like that, and you will definitely face them. You have to align yourself with the right people.”	“That's what your resume is for ... pick up the phone, there's that informal network that goes on, someone knows someone ... that's right ... So networking is key, and is very, very important. If you've been here, let's say for ten years and people don't know who you are in your area, then that says something about you, okay.”

Table 6 – continued

Content Category	Definition	Sample Response	Sample Response
Presence of Institutional Barriers to Career Progression	Responses in this category reflected respondents' experiences of career progression obstacles faced at their respective institutions.	“Challenges ... I think for me, when you do diversity work, you can often get pigeon-holed. So I think in my case, there's multiple dimensions. One, as an African American male, you get pigeon-holed by people's assumptions about who you are, and what you're interested in. Two, professionally, I do diversity work for a living in a larger educational context.”	“Working with the old regime and mindset. Definitely, people around here have been doing things a certain way for years, they don't like change. They resist it as much and as hard as they can.”
Personal and Professional Goals Interaction	Responses in this category reflected respondents' assertion that it is critical to have both personal as well as professional aspiration as they progress through academia.	“Hmmm, well personally, I'm close to home. I'm close to my husband, I can eat lunch with him somedays and that's important to me. I can pick up my kids. Professionally, I'm apart of a change process that's taking place, and that what I like to do. It's important for me to be making progress in both my	“I'd say personally, my family has begun to deal better with the stress because a lot of it isn't there. So all in all, umm I'd say there is not as much stress and strain as there had been and because of where I am professionally now, you know, things should hopefully, you know because you can never say for sure,

personal and professional  
life.”

things will be ok.”

Table 7

*Factor Structure Loadings for the Rotated Factors of the PEQ*

Abbreviated Items	6 Factor Loadings					
	1	2	3	4	5	6
1. I feel fully entitled	.464	.145	-.255	-.195	.309	-.162
2. Institution consistent with expectations	.604	.407	.293	-.098	.153	.214
3. I don't regret my decision to join this institution	.623	.152	-.119	-.287	.190	-.058
4. I feel socially and professionally alienated	-.633	.328	.119	.128	.018	.030
5. I believe institution hired me based on academic credentials	.127	-.117	-.219	.610	.253	.299
6. I feel racially isolated	-.593	.445	.037	.282	.019	-.014
7. Institution provides me with necessary social outlets	.457	-.394	.206	-.043	-.180	.143
8. I believe that there are enough resources to deal with cultural issue	.595	-.402	.188	.017	.183	-.027
9. Institution provides what is necessary to be successful professionally	.441	.408	.161	-.067	.160	.142
10. Sufficient minority faculty and administrators	.504	-.437	.368	.180	.036	.010
11. I would recommend this institution	.603	.404	.289	.169	.151	-.051
12. I represent the type of faculty/administrator the institution is proud	.453	-.012	-.289	.032	.065	-.012
13. Sometimes things make me feel inadequate professionally	-.405	-.044	.278	.189	.074	-.326
14. If I feel professionally inadequate it has nothing to do with race	.262	-.437	-.407	.008	-.066	.175
15. My racial group is sufficiently represented	.397	-.277	.298	.175	-.113	-.145
16. University administration responds to the diversity I represent	.637	-.098	-.004	.100	-.069	-.197
17. The faculty treat me the same as they treat other colleagues	.484	.229	-.080	.274	-.159	.003
18. I feel comfortable expressing	.435	.404	-.028	.044	-.273	.126
19. I do not feel marginalized	.667	.259	-.203	.112	-.433	-.140

Table 7 – *continued*

20. I am consulted primarily on multicultural issues	-.016	.054	.309	-.259	.243	.223
21. I have full access to resources	.496	.219	-.141	.084	-.012	-.161
Cronbach's alpha	.84					

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Table 8

*Descriptive Statistics for PEQ Items (N = 122)*

Item	Minimum	Maximum	<i>M</i>	<i>SD</i>	Skewness	
					Statistic	<i>SE</i>
PEQ1	0	3.00	2.377	.647	-.739	.219
PEQ2	0	3.00	2.525	.646	-1.405	.219
PEQ3	0	3.00	2.393	.650	-.605	.219
PEQ4	0	3.00	1.790	.658	-.273	.219
PEQ5	0	3.00	1.893	.665	-.049	.219
PEQ6	0	3.00	1.500	.744	-.163	.219
PEQ7	0	3.00	1.164	.697	-.064	.219
PEQ8	0	3.00	1.230	.758	-.397	.219
PEQ9	0	3.00	2.123	.734	-.580	.219
PEQ10	0	3.00	.918	.624	.265	.219
PEQ11	0	3.00	2.221	.649	-.620	.219
PEQ 12	0	3.00	2.262	.511	-.310	.219
PEQ13	0	3.00	1.850	.676	-.302	.219
PEQ14	0	3.00	1.590	.701	.477	.219
PEQ15	0	3.00	.713	.662	.739	.219
PEQ16	0	3.00	1.426	.703	-.386	.219
PEQ17	0	3.00	1.844	.561	-.894	.219
PEQ18	0	3.00	2.156	.772	-.715	.219
PEQ19	0	3.00	1.910	.704	-.594	.219

Table 8 – *continued*

Item	Minimum	Maximum	<i>M</i>	<i>SD</i>	Skewness	
					Statistic	<i>SE</i>
PEQ20	0	3.00	1.508	.785	-.181	.219
PEQ 21	0	3.00	2.180	.863	-1.302	.219
PEQTotal	9.00	58.00	37.574	7.134	-.442	.219

Table 9

*Summary of Descriptive Statistics of PEQ, MSQ, MES and Other Variables (N = 122)*

Measure/Variable	Minimum	Maximum	<i>M</i>	<i>SD</i>
PEQ	9.00	58.00	37.574	7.134
MSQ	21.00	78.00	40.434	10.980
MES	0	72.00	35.213	33.225
Years of exp.	5	40.00	15.470	10.021
Yrs. at current inst.	1	36.00	9.920	7.767

Table 10

*Results of Standard Linear Regression Analysis of MSQ with PEQ and MES as Predictors (N = 122)*

Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>p</i>
Constant	81.923	3.743		
PEQ	1.104	.098	.717	.000*
<i>R</i> <sup>2</sup> = .515				
Constant	41.242	1.454		
MES	-.023	.030	-.069	.448
<i>R</i> <sup>2</sup> = .005				

*Notes:* (\* =  $p < .05$ )

Table 11

*Results of Multivariate Tests of Position Type Differences MANOVA(N = 110)*

Intercept	Value	<i>F</i>	<i>p</i>
Pillai's Trace	.856	5.922	.248
Wilks' Lamda	.144	5.922	.248
Roy's Largest Root	5.922	5.922	.248

*Notes: (ps>.05)*

Table 12

*Results of Gender Differences ANOVA(N = 122)*

Gender	n	PEQ	MSQ	MES
Male	46			
<i>M</i>		37.913	39.978	38.217
<i>SD</i>		6.921	10.590	34.067
Female				
<i>M</i>	76	37.368	40.711	33.395
<i>SD</i>		7.297	11.270	32.799
F		.920	.987	1.067

*Notes: (ps>.05)*

Table 13

*Results of Type of Institution Differences ANOVA(N = 122)*

Institution Type	n	PEQ	MSQ	MES
Public	73	36.411	41.712	37.082
<i>M</i>				
<i>SD</i>		7.114	11.951	33.163
Private	49	39.313	38.688	33.104
<i>M</i>				
<i>SD</i>		6.947	9.168	33.479
F		1.157*	3.018	2.264

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*Notes: (\* =  $p < .05$ )*

Table 14

*Results of Regression Analysis of MSQ with Type of Institution as Predictor (N = 122)*

Variable	<i>B</i>	<i>SE B</i>	$\beta$	<i>p</i>
Constant	41.652	4.009		
Type of Institution	-.461	1.471	-.029	.754

*Notes: R<sup>2</sup> = .001*

Table 15

*Results of Years of Experience Differences ANOVA(N = 122)*

Variable	PEQ	MSQ	MES
Years Of Experience			
<i>M</i>	37.640	40.114	34.772
<i>SD</i>	7.127	11.058	33.245
F	1.052	.927	1.422

*Note: ps>.05*

Table 16

*Results of Multiple Regression Analysis of MSQ with PEQ, MES, Type of Institution, and Years of Experience as Predictors (N = 122)*

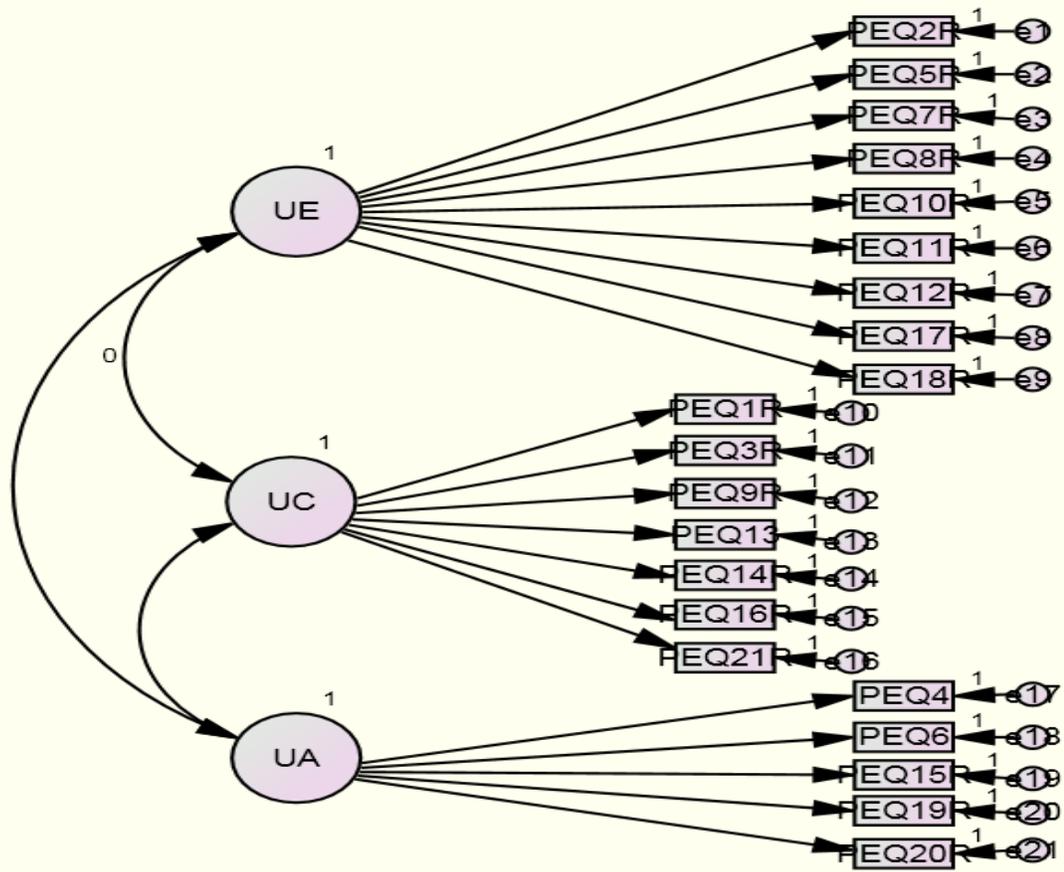
Variable	<i>SE B</i>	$\beta$	<i>t</i>	<i>p</i>
PEQ	.100	.726	11.319	.000**
MES	.023	-.114	-1.667	.098
Institution Type	1.458	.003	.042	.147
Years in Academia	.076	-.094	-1.372	.173

$r^2 = .551$

*Notes:* (\*\* =  $p < .01$ )

Figure 1

Confirmatory Factor Analysis Model of PEQ



## Appendix A

### Demographic Questionnaire

**Gender:** Male \_\_\_\_\_  
Female \_\_\_\_\_

**Race/Ethnicity:** \_\_\_\_\_

**Age range (check one):** (24 – 29) \_\_\_\_\_  
(30 – 34) \_\_\_\_\_  
(35 – 39) \_\_\_\_\_  
(40 – 44) \_\_\_\_\_  
(45 – 49) \_\_\_\_\_  
(50 and over) \_\_\_\_\_

**Highest degree earned:** Bachelors \_\_\_\_\_  
Masters \_\_\_\_\_  
Doctorate \_\_\_\_\_  
Other (please specify) \_\_\_\_\_

**Type of institution currently employed:** Public \_\_\_\_\_  
Private \_\_\_\_\_

**Number of years at current institution:** \_\_\_\_\_

**Number of years working professionally in academia:** \_\_\_\_\_

**Number of years working outside of academia:** \_\_\_\_\_

**Current academic position (please check one):**

<i>Administration:</i>	<i>Department:</i>	<i>Tenure status:</i>
Entry level _____	Student Affairs _____	
Mid-level _____	Academic Affairs _____	
Senior _____	Admissions _____	
	Alumni Relations _____	
	Computing Services _____	
	Employment _____	
	Other (please specify) _____	

<b><i>Faculty:</i></b>	<b><i>Department:</i></b>	<b><i>Tenure status:</i></b>
Assistant _____	Social Sciences _____	
Associate _____	Humanities _____	
Full _____	Mathematics _____	
Professor of Practice _____	Natural Sciences _____	
Other (please specify) _____	Engineering _____	
	Interdisciplinary _____	
	Other (please specify) _____	

**Number of courses taught on average during academic year (if applicable):**

\_\_\_\_\_

**Types of multicultural initiatives involved with on campus (please check all that apply):**

Courses Taught\_ \_\_\_\_\_

Workshops Conducted \_\_\_\_\_

Committee Service \_\_\_\_\_

Other (please specify) \_\_\_\_\_

**Do you have a primary career mentor:** Yes \_\_\_\_\_

No \_\_\_\_\_

**If so, does this person work at your current institution:** Yes \_\_\_\_\_

No \_\_\_\_\_

**Race/Ethnicity of primary mentor:** \_\_\_\_\_

**Position/Title of mentor:** \_\_\_\_\_

**How long have you had this mentor?** \_\_\_\_\_

**Do you have other individuals who have served as significant career mentors for you professionally:** Yes \_\_\_\_\_

No \_\_\_\_\_

**If so, do these persons work at your current institution:** Yes \_\_\_\_\_

No \_\_\_\_\_

**Race/Ethnicity of other mentors:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

**Five-Year career goals:**

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**Ten-Year career goals:**

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**Brief example of obstacle faced while pursuing career goals:**

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## Appendix B

### Additional Likert Style Questions Added to Demographic Questionnaire for *Study 2*

1. Networking has played a significant role in my career progression.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

2. Equity in faculty and administrative positions at PWIs is more important for diversity than simply increasing the number ethnic minorities who work at an institution.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

3. Most obstacles that I have faced to my career progression at my institution have been due to my ethnic background.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

4. I feel more comfortable within my academic department than the overall campus community.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

5. Career mentoring has played a significant role in my career progression.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

6. I feel that my view of diversity is consistent with the overall institutional view of diversity.

Strongly Agree    Agree    Neutral    Disagree    Strongly Disagree

If you disagree or strongly disagree, please provide a brief example of how your view of diversity differs from your institution's view.

## Appendix C

### Interview Protocol – Study 1

Dear Participant:

The purpose of this interview is to explore the opportunities and challenges that African American faculty and administrators encounter when pursuing senior level positions at Predominantly White Institutions (PWIs). The interview questions will require you to examine and to share your personal experiences regarding career mentoring, progress barriers, campus climate, and views on diversity. The information collected from this interview will provide insights and recommendations for prospective minority faculty and administrators as well as for institutions seeking to recruit and retain these professionals. Thank you for your willingness to participate.

Lead in question: Could you please describe your experience working in academia thus far?

#### *Interview Questions*

##### *Career Mentoring*

1. At this point in your career, how important is mentoring? What are the qualities that make the mentoring relationship beneficial?
2. How does the presence or absence of career mentors in your work environment influence how you perceive your professional success?
3. Please rate the quality of the career mentoring you receive in your work environment.

1	2	3	4	5
Excellent	Very Good	Neutral	Bad	Very Bad

##### *Campus Climate*

1. In general, how comfortable are you in your department/unit and in the broader campus environment? What factors make you feel this way?
2. In what ways does the department/unit and broader campus environment help you meet your personal and professional goals? In this context
  - Say more about your personal identity and goals? (prompt if needed)
  - Say more about your professional identity and goals? (prompt if needed)

3. In what ways, if any, does your institution need to take steps toward making the environment more inclusive and/or welcoming of individuals from diverse backgrounds? Specifically, African American faculty/staff.
4. Please rate how helpful your work environment is in supporting your professional development.

1	2	3	4	5
Very Helpful	Somewhat Helpful	Neutral	Somewhat Unhelpful	Very Unhelpful

*Progress Barriers*

1. What professional goals would you like to accomplish within the next five years? Do you feel that you are making satisfactory progress? Why or why not?
2. During your time at this institution, what types of work-related challenges have you experienced? How did you overcome these challenges?
3. Based on your experiences, do you have any advice or suggestions for African American professionals who are new to academia at PWIs?
4. Please rate how frequently you encounter barriers that impede your professional progress.

1	2	3	4	5
Very Frequently	Somewhat Frequently	Neutral	Somewhat Infrequently	Very Infrequently

*Views of Diversity*

1. In an ideal campus environment, what do you think diversity should mean at a PWI?
2. How does your ideal view of diversity compare with the existing view of your institution? How is it similar or different?
3. During your time at your current institution, what are the primary diversity initiatives? How did they impact you? How have you been involved?

4. Do you have suggestions for modifying existing and/or developing new diversity initiatives? (note whether the response is specific to students, faculty/staff and/or senior leadership)?

5. Please rate how your campus diversity initiatives create a positive work environment for you.

1	2	3	4	5
Very Helpful	Somewhat Helpful	Neutral	Somewhat Unhelpful	Very Unhelpful

## Appendix D

### Professional Experience Questionnaire (PEQ)

Listed below are a number of statements concerning institutional-related attitudes. Rate each item as it pertains to you personally. Base your ratings on how you feel most of the time. Use the following scale to rate each item : Strongly Disagree (SD) ; Disagree (D); Agree (A) ; Strongly Agree (SA)

- |  |    |   |   |    |
|--|----|---|---|----|
| 1. I feel fully entitled to all of the resources available at this institution.  | SD | D | A | SA |
| 2. I don't regret my decision to join the faculty/administration at this institution.  | SD | D | A | SA |
| 3. This institution is consistent with my academic/professional expectations.  | SD | D | A | SA |
| 4. I feel socially and professionally alienated at this institution.   | SD | D | A | SA |
| 5. I believe that this institution hired me based on my academic credentials not my race or other characteristics.                       | SD | D | A | SA |
| 6. I feel racially isolated here.  | SD | D | A | SA |
| 7. This institution provides me with the necessary social outlets.   | SD | D | A | SA |
| 8. I believe that there are enough resources on campus to help deal with any racial or cultural issues a faculty/administrator may have. | SD | D | A | SA |
| 9. This institution is providing me with what is necessary to be successful professionally.  | SD | D | A | SA |
| 10. There are sufficient minority faculty and administrators to serve people of color at this institution.                               | SD | D | A | SA |
| 11. I would recommend this institution to other prospective faculty and administrators.  | SD | D | A | SA |
| 12. I represent the type of administrator/faculty member the institution is proud to have as part of its campus community.               | SD | D | A | SA |
| 13. Sometimes things at this institution make me feel inadequate professionally.   | SD | D | A | SA |
| 14. When or if I feel professionally inadequate, it has nothing to do with race.   | SD | D | A | SA |
| 15. My racial group is sufficiently represented among faculty and administrators at this institution.                                    | SD | D | A | SA |

Appendix D – *continued*

Professional Experience Questionnaire (PEQ)

16. The University Administration responds to the diversity I represent	SD	D	A	SA
17. In general, the faculty treat me the same as they treat other colleagues.	SD	D	A	SA
18. I feel comfortable expressing my opinion even if it's a minority perspective.	SD	D	A	SA
19. I do not feel like a marginalized member of the campus community.	SD	D	A	SA
20. Primarily, I am consulted on multicultural and diversity issues for the campus community.	SD	D	A	SA
21. I have full access to all the resources available at this institution.	SD	D	A	SA

## Appendix E

Minnesota Satisfaction Questionnaire-Short form (MSQ; Weiss, Dawis, England, & Lofquist, 1967; Dawis & Lofquist, 1984)

Ask yourself: How **satisfied** am I with this aspect of my job?

**Very Sat.** means I am very satisfied with this aspect of my job.

**Sat.** means I am satisfied with this aspect of my job.

**N.** means I can't decide whether I am satisfied or not with this aspect of my job.

**Dissat.** means I am dissatisfied with this aspect of my job.

**Very Dissat.** Means I am very dissatisfied with this aspect of my job.

---

<i>On my present job, this is how I feel about...</i>	<b>Very Dissat.</b>	<b>Dissat.</b>	<b>N.</b>	<b>Sat.</b>	<b>Very Sat.</b>
1. Being able to keep busy all the time.					
2. The chance to work alone on the job.					
3. The chance to different things from time to time.					
4. The chance to be "somebody" in the community					
5. The way my boss handles his/her workers.					
6. The competence of my supervisor in making decisions.					
7. Being able to do things that don't go against my conscience.					
8. The way my job provides for steady employment.					
9. The chance to do things for other people.					
10. The chance to tell other people what to do.					
11. The chance to do something that makes use of my abilities.					
12. The way company/institutional policies are put into practice.					
13. My pay and the amount of work I do.					
14. The chances for advancement on this job.					
15. The freedom to use my own judgment.					
16. The chance to try my own methods of doing the job.					
17. The working conditions.					
18. The way my co-workers get along with each other.					
19. The praise I get for doing a good job.					
20. The feeling of accomplishment I get from the job.					

## Appendix F

### Mentoring Effectiveness Scale (Johns Hopkins School of Nursing, 2005)

Directions: Indicate the extent to which you agree or disagree with each statement listed below where applicable.

**SD = Strongly Disagree**  
**D = Disagree**  
**SLD = Slightly Disagree**  
**SLA = Slightly Agree**  
**A = Agree**  
**SA = Strongly Agree**  
**NA = Not Applicable**

**SD    D    SLD    SLA    A    SA    NA**

1. My mentor was accessible
2. My mentor demonstrated professional integrity.
3. My mentor demonstrated content expertise in my area of need.
4. My mentor was approachable.
5. My mentor was supportive and encouraging.
6. My mentor provided constructive and useful critiques of my work.
7. My mentor motivated me to improve my work product.
8. My mentor was helpful in providing direction and guidance on professional issues (e.g. networking).
9. My mentor answered my questions satisfactorily (e.g., timely response, clear, comprehensive).
10. My mentor acknowledged my contributions appropriately (e.g., committee contributions, awards).
11. My mentor suggested appropriate resources (e.g., experts, electronic contacts, source materials).
12. My mentor challenged me to extend my abilities (e.g., risk taking, try a new professionally activity)

# Clyde Beverly, III, M.S.

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## **EDUCATION**

**Ph.D.**  
Candidate

**Lehigh University**, Bethlehem, Pennsylvania  
Counseling Psychology, APA Accredited  
**Comprehensive Exams:** Completed May 2008  
**Dissertation Topic:** African American Faculty and Administrator Success in the Academy: Career Mentoring and Job Satisfaction at Predominantly White Institutions  
**Doctoral Qualifying Project:** Racial Identity, Coping Skills, Cultural Alienation and Academic Self Concept: An Investigation of African American Students at Predominately White Institutions. Completed: October, 2007  
**Advisor:** Tina Richardson, Ph.D.

**M.S.**  
May, 2002

**University of Kentucky**, Lexington, Kentucky  
Counseling Psychology, APA Accredited

**A.B.**  
May, 2000

**Princeton University**, Princeton, New Jersey  
Psychology (major)  
**Senior Thesis Topic:** An Investigative Look Into the Stereotype Threat Phenomenon and its Effects on Intellectual Test Performance of Academically Successful African Americans  
**Advisor:** Phillip Costanzo, Ph.D.

## **CLINICAL EXPERIENCE**

### **Girard Medical Center – Outpatient Psychiatry Clinic**

7/2009 – 6/2010

Philadelphia, PA

Training Director: Dr. Sheila Gaffin, Psy.D. – Licensed Psychologist

Supervisor: Dr. Marijo Lucas, Ph.D – Licensed Psychologist

### **PreDoctoral Internship –(APPIC accredited)** Internship apart of the Immaculata University Internship

Consortium. Primary responsibilities include conducting intake interviews, creating treatment plans and providing individual and group therapy to individuals who have a documented history of substance abuse/addictions and severe mental illness. Rotations include: Residential, Outpatient, and Extended Inpatient units. Currently receive weekly individual and group supervision.

### **Dorothy B. Hersh Child Protection Center**

8/2006 – 5/2007

New Brunswick, NJ

Supervisor: Rachel Modiano, Psy.D. – Licensed Psychologist

### **Clinical Diagnostic Intern**

Conducted full psychological diagnostic batteries with children and adults impacted by child abuse. Majority of cases seen were referred by

the New Jersey Division of Youth and Family Services. Diagnostic reports were often used in court cases and determining child placement. Participated in weekly individual and group supervision. Attended conferences and trainings on providing multiculturally competent diagnostic services.

**Rutgers University – Rutgers College Counseling Center – Practicum Site**

8/2005 – 5/2006

New Brunswick, NJ

Supervisor: Christine Adkins Hutchinson, Psy.D. – Licensed Psychologist

**Counseling Intern**

Conducted intake interviews, created treatment plans and provided individual and group therapy for undergraduate and graduate students. Participated in weekly individual and group supervision, case conferences. Helped coordinate and advertise outreach initiatives including Bi-Annual “Stress-Free Zone,” during Fall and Spring semesters.

**Lehigh University – University Counseling and Psychological Services – Practicum Site**

8/2004 – 5/2005

Bethlehem, PA

Supervisor: Jeff VanLone, Ph.D. – Licensed Psychologist

**Counseling Intern**

Conducted intake interviews, created treatment plans and provided individual and group therapy for undergraduate and graduate students. Often utilized the MCMI as an assessment tool in therapy. Participated in weekly individual and group supervision and case conferences. Co-led and helped conceptualize interpersonal relationship group. Co-led Alcohol and Other Drug education group. Provided multiculturally competent services to diverse clients across gender, race, ethnicity, national origin, religion, and sexual orientation.

**SUPERVISION EXPERIENCE**

**Lehigh University - Counseling Psychology Program**

8/2005 – 5/2006

Bethlehem, PA

8/2006 – 12/2006

Supervisors: Nicholas Ladany, Ph.D., Licensed Psychologist

Arnold Spokane, Ph.D., ABPP, Licensed Psychologist

**Doctoral Supervisor**

Provided individual supervision for one Master’s level counseling and human services student. Provided individual and group supervision for three Master’s level school psychology students as part of duties of graduate assistantship in local school district. Conducted weekly sessions aimed at enhancing scientist-practitioner skills such as integrating and implementing theory into practice, exploring racial identity, and integrating multicultural issues into client conceptualizations. Supervisory tasks also included tape review, processing transference, parallel process and critical incidents, summative and formative evaluations, progress notes, and coordination with Lehigh faculty and on-site supervisors to ensure adequate student progress. Received faculty and peer supervision and presented supervision case conferences.

**RELEVANT WORK EXPERIENCE**

- 6/2006 – 5/2009**      **Rutgers University School of Arts and Sciences Educational Opportunity Program.** New Brunswick, NJ. Academic/Personal Counselor.  
**Duties:** Provide academic and personal counseling to students from low SES backgrounds, primarily first-generation college students; serves as liaison between program and other institutional offices such as Counseling and Psychological Services and Residence Life.
- 8/2005 – 5/2006**      **Allentown School District/Lehigh University.** Allentown, PA & Bethlehem, PA. Graduate Assistant/Supervisor.  
**Duties:** Served as onsite supervisor for Masters level school psychology students in elementary and middle settings; conducted individual and group supervision sessions with supervisees; also conducted individual and group therapy with elementary and middle school students.
- 8/2004 – 5/2005**      **Lehigh University Office of Multicultural Affairs.** Bethlehem, PA. Graduate Assistant.  
**Duties:** Developed multicultural initiatives and programs for the campus community; supervised student organizations
- 10/2003 – 1/2005**      **Valley Youth House** Easton, PA. Behavioral Specialist/Mobile Therapist  
**Duties:** Provided in-home individual and family therapy for children and adolescents (aged 7 to 13).
- 8/2003 – 5/2004**      **Lehigh University Counseling Psychology Department** Bethlehem, PA. Graduate Assistant.  
**Duties:** Assisted Program Coordinator with departmental responsibilities and publications.
- 1/2003 – 8/2003**      **Lexington Community College Upward Bound,** Lexington, KY. Student Development Specialist  
**Duties:** Recruited high school and middle school students from low SES backgrounds; conducted workshops on various topics such as: coping skills, study skills, and test anxiety
- 8/2002 – 1/2003**      **Bellewood Presbyterian Home for Children,** Lexington, KY, Staff Counselor  
**Duties:** Conducted group counseling for children (ages 6 to 10) in residential facility specializing in children primarily suffering with attachment disorder.
- 7/2001 – 8/2002**      **University of Kentucky,** Lexington, KY. Hall Director  
**Duties:** Served as director of coeducation residence hall; supervised staff of 6 resident assistants; coordinated residence life outreach programs for residence hall and campus community.
- 9/2000 – 6/2001**      **University of Kentucky Interdisciplinary Department of Human Development,** Lexington, KY. Research Assistant  
**Duties:** Served as research team member on research study investigating the effectiveness of services for children receiving special educational services in low SES communities in Kentucky.

## **RESEARCH EXPERIENCE**

- 10/2007 – Present      **Primary Researcher - Dissertation**  
 Lehigh University, Bethlehem, Pennsylvania  
**Dissertation Chair:** Tina Richardson, Ph.D.

**Topic:** African American Faculty and Administrator Success in the Academy: Career Mentoring and Job Satisfaction at Predominantly White Institutions  
Proposal completed November 2008

1/2006 – 8/2010

**Research Team Member**

Lehigh University, Bethlehem, Pennsylvania

**Researchers:** Anju Kaduvettoor, M.Ed., Tiffany O'Shaughnessy, B.A., Yoko Mori, M.S., **Clyde Beverly III, M.S.**, Ryan D. Weatherford, M.Ed., Nick Ladany, Ph.D.

**Overview:** Collaborated on the design and implementation of a mixed methods (qualitative/quantitative) study related to helpful and hindering multicultural events in group supervision and their relationship with group climate and multicultural competence. Assisted in creating national list of participants. Assisted with statistical analyses, coding and inter-rater reliability for qualitative data and multiple regression. Co-author for results and discussion sections, assisted with preparing results for national presentation, and edited and prepared document for submission.

1/2004 – 10/2007

**Primary Researcher – Doctoral Qualifying Project**

Department of Counseling Psychology

Lehigh University, Bethlehem, PA

**Advisor:** Tina Richardson, Ph.D.

**Overview:** Designed quantitative study that investigated relationship between racial identity, coping skills, cultural alienation and academic self-concept for African American students at Predominantly White Institutions. Prepared request for Institutional Permission, developed online survey combining valid and reliable scales, recruited undergraduate student participants, analyzed data using primarily multiple regression, and prepared results for presentation at regional conference.

1/2003 – 5/2003

**Primary Researcher**

Department of Psychology

Princeton University

**Advisor:** Phillip Costanzo, Ph.D.(visiting professor)

**Overview:** Designed an empirical study investigating the impact of stereotype threat on academic achievement of African American students at predominantly white institutions. Prepared request for Institutional Permission, recruited undergraduate student participants, analyzed data and prepared results for oral defense.

## **PUBLICATIONS**

O'Shaughnessy, T., Mori, Y., Kaduvettoor, A., **Beverly, C.**, & Weatherford, R. D. (2010) Psychotherapy based models of counselor supervision. In N. Ladany (Ed.), *Counselor supervision: Principles, process, and practice* (4th ed.). Philadelphia, PA: Brunner-Routledge

Kaduvettoor, A., O'Shaughnessy, T., Mori, Y., **Beverly, C.**, Weatherford, R. D., Ladany, N. (2009). Helpful and hindering multicultural events in group supervision. *The Counseling Psychologist*, 37, 786-820.

## PRESENTATIONS

- Richardson, T. Q., Price, T., & **Beverly, C.** (2010, October) *African American Faculty and Administrator Success in Academia: Navigating Higher Education Institutions*. Symposium presented at the 10<sup>th</sup> annual Diversity Challenge Conference, Boston, MA.
- Kaduvettoor, A., Mori, Y. & **Beverly, C.** (2009, August). *Dealing with Racial Microaggressions as Supervisors of Color: Multifaceted Multicultural Supervision*. Roundtable presented at the 117<sup>th</sup> annual convention of the American Psychological Association, Toronto, Canada.
- Kaduvettoor, A., O'Shaughnessy, T., Weatherford, R., Mori, Y., **Beverly, C.**, & Ladany, N. (2007, October). *Becoming supervisors: Tips for the transition*. Paper presented at the meeting of the Mid-Atlantic Society for Psychotherapy Research Conference, New York, NY.
- Ladany, N., Kaduvettoor, A., Mori, Y., O'Shaughnessy, T., Weatherford, R., & **Beverly, C.** (2007, May). *Multicultural events in group supervision*. Paper presented at the meeting of the British Association for Counseling and Psychotherapy, York, England.
- Kaduvettoor, A., **Beverly, C.**, Mori, Y., Weatherford, R. D., O'Shaughnessy, T. & Ladany, N. (2006, August). *Group supervision: Multicultural learning and group climate*. Poster presented at the Division 17 Student Poster Session, American Psychological Association 114<sup>th</sup> Annual Convention, New Orleans, Louisiana.
- Beverly, C.** & Richardson, T. (2005, October) *Racial Identity and Coping Skills: An Investigation Into the Success of African American Students at Predominately White Institutions*. Poster presented at the meeting of the Mid Atlantic Society for Psychotherapy Research Conference, St. Mary's, MD.

## TEACHING EXPERIENCE

- 1/2009 – 5/2009**                      **Teaching Assistant**, Lehigh University – Counseling Psychology Program  
**Graduate Course:** Diversity & Multicultural Perspectives  
**Professor:** Tina Q. Richardson, Ph.D.  
**Duties:** Currently assisting professor with creation of lectures on various topics related to multicultural counseling. Facilitating activities related to raising knowledge, awareness, and skills to increase teaching and counseling student's multicultural competence. Maintaining grade book, assisting with design of final and grading of presentations and papers. Course is required for all College of Education graduate students.
- 1/2007 – 5/2007**                      **Teaching Assistant**, Lehigh University - Counseling Psychology Program  
**Graduate Course:** Diversity & Multicultural Perspectives  
**Professor:** Arpana Inman, Ph.D.  
**Duties:** Created and presented lectures on gender, gay, lesbian, bisexual, transgender, and social class issues. Facilitated activities related to raising knowledge, awareness, and skills to increase teaching and counseling student's multicultural competence. Maintained grade book, assisted with design of final and grading of presentations and papers. Course is required for all College of Education graduate students.
- 8/2005 – 12/2005**                      **Teaching Assistant**, Lehigh University – Counseling Psychology Program  
**Graduate Course:** Career Counseling (online course)  
**Professor:** Tina Richardson, Ph.D.

**Duties:** Created and presented lectures on Genograms. Managed online discussion board and course content, assisted in designing and grading exams, and helped facilitate class discussions. Course is required for all masters and doctoral level counseling psychology students.

## **PROFESSIONAL SERVICE**

- 8/2005 – 8/2008**                      **APAGS Campus Representative – Lehigh University**
- 11/2005 & 5/2006**                      **Stress Free Zone – Rutgers University**  
*Chapter* - Participated in the formation of local chapter including drafting bylaws. Elected as inaugural recorder/correspondent, created and maintained website for local chapter, managed membership database, attended bimonthly meetings and ensured the keeping of accurate minutes, assisted in the creation of the *Inspirational Women in Psychology Lecture Series*.
- 5/2006**  
psychotherapy                      **Allyn & Bacon** - Reviewed new edition of textbook on supervision of
- 6/2007 – 5/2009**                      **Rutgers University School of Arts & Sciences Educational Opportunity Fund Assessment Committee** Rutgers University
- 8/2005 – 1/2006**                      **Executive Board Member - *Students of Color Coalition***, Lehigh University

## **HONORS & AWARDS**

- 2006**                                      APA Division 17 – Supervision Interest Section Outstanding Student Poster Award

## **PROFESSIONAL AFFILIATIONS**

- American Psychological Association, Student Affiliate
  - Division 17, Counseling Psychology *Sections*: Positive Psychology and Ethnic and Racial Diversity

## **REFERENCES**

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