A Phenomenological Study on the Professional Development of African American Male Administrators at Predominately White Post-Secondary Institutions

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A PHENOMENOLOGICAL STUDY ON THE PROFESSIONAL DEVELOPMENT OF
AFRICAN AMERICAN MALE ADMINISTRATORS AT PREDOMINATELY
WHITE POST-SECONDARY INSTITUTIONS

By

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Abstract

As of today, African Americans continue to face a daunting endeavor when seeking to become executive administrative leaders at predominately White post-secondary institutions, even though, according to Tillman (2001), “Mentoring was identified as a technique to assist the professional advancement of African American faculty. In doing so, their numbers will increase at predominantly White institutions” (p. 295). Literature steadily indicates that mentorship contributes to one’s career development in the post-secondary environment. The influential aspects of mentorship on one’s professional development is supported by numerous studies that examines mentoring relationships across various academic disciplines and businesses in corporate America (Brown, 2005).

In spite of this body of knowledge, African Americans in academic leadership positions often face various cultural challenges with minute mentoring opportunities (House, Thornton, Fowler & Francis, 2007). Within post-secondary academia, there is a considerable shortage of African American male administrative leaders. Numerous post-secondary institutions have mentoring programs, however, there is limited research aimed at examining how African American males are identified, recruited, retained, and developed for administrative positions. Furthermore, little has been documented regarding the experiences of African American male administrators who have been mentored. The purpose of this phenomenological study is to explore the role mentoring plays in the professional development of African American male administrators at post-secondary institutions.

Keywords: African American, male, administrative, mentoring
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Chapter I: Introduction

If there is no struggle, there is no progress.

Frederick Douglass

Introduction to the Problem

Tucker (1980) stated:

It is of great importance that there is a conceptual framework implemented by a valid theoretical and pragmatic method that trains, educates and develops African American administrators. Post-secondary institutions must create a short and long-term recruitment plan to increase the amount of African American administrators. Finally, post-secondary institutions must cultivate training opportunities to effectively assist African American men and women for the various roles that they may one day inherit.

(p. 314)

Administrators at the highest levels (e.g., college and university presidents) have the ability to create an advance diversity agenda. Whereas, other less prominent administrative leaders do not have the authority to standardize initiatives like diversity at their institutions. Presidents can create institutional directives that both support the institutional mission and advance a diverse agenda in areas like strategic planning and budget processing (Kezar, 2008).

When measuring and evaluating administrative diversity, it is essential to consider not only the number of minority administrators at post-secondary institutions, but also the specific positions occupied by these minority administrators at various post-secondary institutions (Flowers & Moore III, 2008). Diversifying administration to reflect the changing demographics in the student body and faculty at post-secondary institutions is
supported by scholarly literature and theoretical orientations, with regard to having an appropriate number of leaders to address minority-related issues. African Americans, as well as other minorities, are underrepresented within the administrative ranks at post-secondary institutions, and are less likely to be in tenure-track positions, in contrast to their White counterparts (Flowers & Moore III, 2008).

In an attempt to address campus-related issues, specialized positions were introduced, beginning in the 1960s, to meet the needs of African American students that had White administrations “under siege.” However, these new positions, which ranged from vice-president of minority affairs to chief counselor for African American students, in many cases, amounted to little more than “buffer” jobs for the position holder, an African American administrator. In other words, most of these positions focused on narrow public relations activities rather than on academics (Poussaint, 1974). As such, the life of the African American administrator in an institutional setting was, and continues to be, a peculiar one: Not only is he [or she] usually hired for the wrong reasons, but he [or she] is hired in innocuous institutional positions with little to no power to make and effect influential administrative decisions (Smith, 1978).

The roles and responsibilities of the African American administrator, within the post-secondary environment, have been an important one historically to predominantly Black colleges and universities, as well as to predominantly White institutions. During the 1990s, the future role of African American administrators, within the post-secondary environment, was anticipated to be a prominent one due to changing student demographics and technology (Cunningham, 1992).
Currently, a large gap continues to exist between the numbers of minority students and faculty and the numbers of corresponding administrators. To address this disconnect, more time, money, and effort must be expended to effectively develop future administrative leaders from among these groups. Furthermore, in order for an African American administrator to be effective, the position has to be one of appropriate power and authority, and the candidate must be ensured of his [or her] professional development (Cunningham, 1992). By 2021, the U.S. Department of Education projects the African-American student population will increase to 25% and the Hispanic student population will increase to 42%, while non-Hispanic White students will increase to just four percent (Azziz, 2014). The lack of African American faculty members lessens the likelihood that African American students will complete graduate or professional programs at the same rate as their White counterparts. Research indicates that the presence of African American faculty is a statistically significant predictor of the success of African American graduate and professional students (Allen, Epps, Guillory, Suh, & Bonous-Hammarth, 2000).

At a multitude of post-secondary institutions, little progress in terms of numbers has been made by African American faculty in the last twenty years. In 1983, African American faculty represented only 2.3% at predominately White institutions and only 7.2% of administrative positions; as of 1997, nothing had changed (Williams, 1997). A 2007 Journal of Blacks in Higher Education (JBHE) article reported, in the most recent such study conducted on this issue, that few of the nation’s traditionally White institutions (TWIs) had achieved even modest levels of diversity in the faculty ranks. In
fact, among top-tier state and private universities, the University of Alabama, Tuscaloosa reported the highest percentage of Black faculty at 6.8%. By way of comparison, here are the statistics on Black faculty at other universities: Emory (6.8%), Columbia University (6.2%), University of North Carolina, Chapel Hill (5.9%), University of Michigan (5.4%), Northwestern (4.6%), University of Virginia (3.8%), The Ohio State University (3.7%), Harvard (3.1%), University of California, Los Angeles (3%), Yale University (2.9%), and University of California, Berkeley (2.7%) (Strauss, 2015).

African American administrators contribute to the breadth of academic outcomes for students and faculty. Their career decisions are affected by their institutional dynamics. Understanding the evidence-based factors that inform their decisions holds promise for efficient management of faculty workforce, a major concern at U.S. colleges and universities (Timmons, 2012). In examining the literature about increasing minorities in leadership positions, a set of important themes remain constant. Foremost among them are that research on understanding the value of diversity has yielded convoluted results and will require more research, and no single solution exists for all issues. Next, an all-inclusive approach is needed to conceptualize diversity. Finally, even though the intersectionality of people and organization is highly complex, diversity provides a critical test to organizational adaptability (Freeman & Wolfe, 2013).

**Statement of the Problem**

African American faculty who desire an administrative career at a predominantly White institutions (PWUs) as well as those tasked with organizational development efforts will find an inadequate amount of scholarly literature describing the reality of
professional attainment and success at the upper levels. These individuals must have access to current African American administrators who can assist in the professional journey and minimize angst, as well as, to data that can inform effective professional development initiatives for this audience (Rolle, Davies, & Banning, 2010). Shockingly, with the exception of Historically Black Colleges and Universities (HBCUs), a multitude of the nation’s post-secondary institutions lack African American deans or department chairs, and fewer than 30 of the 3,000 institutions are led by African American presidents. With the dismal amount of diversity in administrative leadership, there can be a hazardous assumption that White men can only lead post-secondary institutions (Strauss, 2015).

**Purpose of the Study**

Considering that research on multicultural leaders in the post-secondary environment is minimal, it is no surprise that there is a dearth of literature regarding diversity in leadership development programs. A majority of the research on diverse leaders, examines the recruitment and retention aspects, but not on the preparation for leadership (McCurtis, Jackson, & O’Callaghan, 2008). In spite of higher education’s concern, in regard to the retention of females, minority professionals, and fostering faculty diversity, limited studies have examined the plight of African American women faculty and administrators (Singh, Robinson, & Williams-Green, 1995).

“The pipeline problem” is defined in certain context, as the defense against the observation that there are low numbers, or percentages of minorities coming out of a given system, by reasoning that if, at each stage, if the input of individuals is small, then
even the best processes of creating graduates or professionals are doomed to turn out, at best, low numbers of individuals from minority groups (Sethna, 2011). However, the low numbers of output through the pipeline are not simply a reflection of low numbers of input. Rather, they result from a process referred to as “the White establishment” or the “good ol’ boy environment that inhibits many minorities from professional success and continues to be an unfortunate factor (Rolle, 2010).

In 2010, 31.7% of African American men earned their associate’s degree, 34.1% earned their bachelor’s degree, 28.9% earned their master’s degree, and 34.8% earned their doctorate’s degree (U.S. Department of Education, 2012). In 2013, 8,662 African American men received their associate’s degree; 12,045 African American men received their bachelor’s degree; 2,890 African American men received their master’s degree; and 365 African American men received their doctorate’s degree, respectively, in the fields of Science, Technology, Engineering, and Math (STEM) (U.S. Department of Education, 2015). As of 2013, there were a total of 791,391 professors hired as full-time faculty at degree-granting post-secondary institutions, whereas, African American faculty represented 6,665 professors, 8,812 associate professors, 10,542 assistant professors, 7,448 instructors, 1,728 lecturers, and 7,993 other faculty (U.S. Department of Education, 2016).

With the aforementioned information in mind, programs to increase minority representation can be incorporated by (1) creating specialized curricula that prepares students for a post-secondary career; and (2) developing mentor programs that prepare employees for leadership roles via training, mentoring, and opportunities to earn
professional certifications (Wolfe & Freeman, Jr., 2013).

As of today, at the highest levels of academia, African American males find it very challenging to become administrative leaders. The purpose of this phenomenological study is to explore the role mentoring plays in the professional development of African American male administrators at post-secondary institutions.

**Conceptual Framework**

Mentoring has been identified as an effective means towards attaining higher levels of cognitive development. It is substantiated by Lev Vygotsky’s social learning theory. In 1962, Vygotsky's research revealed individuals ranging from adolescents to adults learned from their social interactions. Vygotsky found that learning occurs when it is assisted by a skilled individual who can effectively instruct an individual towards proximal development, which is a concept that describes the difference between the learner's actual level of development and his or her potential level of development. As a learner advance towards proximal development, he or she becomes a more knowledgeable person due to supervision, guidance, and assistance. Over time, this individual begins to develop self-regulating behaviors, enabling the learner to steadily improve without any further assistance (Haines, 2003).

Mentoring relationships can influence an individual throughout their professional career. By methodically defining the various issues an individual may face, it becomes possible to demonstrate which mentoring functions are more effective at specific points in one’s career (Ragins & Kram, 2007). This new concept on mentoring has generated a widespread of implications for both the employee and employer. For individuals
beginning their professional career, it requires looking for more supportive individuals who will provide guidance beyond that of a typical supervisor. For mid-career individuals, it involves looking in a multitude of areas for assistance and guidance to fully comprehend the evolving workplace environment (Kram & Higgins, 2009).

**Research Question**

The purpose of this phenomenological study is to explore the professional development of African American male administrators at post-secondary institutions. The research question at the heart of the qualitative investigation is:

1. To what extent has mentoring played a role in the professional development of African American males at post-secondary institutions?

**Theoretical Framework**

*Social cognitive theory*, which began as *social learning theory*, transformed in the 1970s when a paradigm shift took place moving the focus from behavior to cognition. Albert Bandura’s first book, *Adolescent Aggression* (1959), was followed in 1973 by *Aggression: A Social Learning Analysis*, which was based on behavioral evaluation and the examination of role models. Later, after establishing how individuals learn by observing, Bandura applied his ideas to studies involving the abstract modeling of rule-governed behavior and disinhibition through secondhand experience (observation). In 1977, Bandura decidedly changed the course of psychology when he published his social learning theory (Luszczynska & Schwarzer, 2005). However, behavioral learning principles could not account for all behavior acquired strictly through observation (i.e., when a behavior occurs without a role model) or why certain observed behaviors are not
acquired. The social learning theorists of the 1960s began to reject an explanation of vicarious learning which relied on behavioral principles and became convinced that cognitive variables were essential to explain and predict behavior. It is for this reason that social learning theory evolved into a more comprehensive social cognitive theory (Key & Edmondson, 1999).

According to Bandura’s social cognitive theory, the person symbolically translates information into the interrelated representational systems of imaginal codes and language, draws upon the resulting generative concepts in the future, and assesses the likely consequences of translating these symbolic conceptions into action in the immediate context. By implication, past and present environmental influences do not directly determine the person’s behavior but rather affect it through intermediary cognitive processes (Cahill, 1987).

In social cognitive theory, several self-regulatory abilities function collectively to manage one’s regulation of motivation and performance. A prominent mechanism in the regulatory process revolves around one’s belief in his or her own innate abilities and effectiveness. Perceived self-efficacy includes one’s ability to be competently motivated, utilize cognitive resources, and comprehend the right course of action needed to practice self-regulatory behavior (Wood & Bandura, 1989). Social cognitive theory attempts to explain the entire course of an individual’s development. It focuses on the origins of interpersonal exchange, the initial development of social awareness, social skill and general social orientations, the development of interpersonal style, and the processes governing interpersonal relationship coherence, whereas, this interpersonal style carries
from one social situation or from one relationship to another (Key & Edmondson, 1999).

In 1983, and subsequently in 1985 and 1996, Kathy E. Kram pioneered mentoring relationship theory and identified career and psychosocial as two classes of mentor functions. In her classification of mentor functions, she distinguished the field of mentoring from other types of interpersonal learning interactions (Schunk & Mullen, 2013). Levinson et al. (1978) acknowledged that more often than not, a mentor relationship ends with significant uncertainty and resentment and encompasses both appreciation and antipathy; and that, much like a love relationship, a battle occurs at the termination of the relationship that enables the mentor and protégé to separate and redefine the relationship to better serve their present developmental needs (Kram, 1983).

Studies that focus on mentoring tap into the sequence of mentoring relationships that respondents have experienced rather than exploring the configuration of the relationships that occurs simultaneously. Additionally, mentoring research has generally focused on the perspective of the protégé. A multitude of scholars have identified that mentors likely receive developmental benefits as well; research on the advantages to the mentor and/or the understandings to why, and, or how mentors become part of a protégé’s developmental network is in its beginning stages of examination (Higgins & Kram, 2001).

The relationships between younger and older adults that contribute to career development are alternatively referred to as mentor relationships (Levinson et al., 1978; Dalton et al., 1977), sponsor relationships (Kanter 1977), patron relationships (Shapiro et al., 1978), godfather relationships (Kanter, 1977), or as a relationship between good
friends. Each of the aforementioned terms suggests a slightly different picture of the relationship. While there is agreement about the potential value, there are differences in perceptions about the range of developmental functions provided, the intensity of the relationship, and the exclusivity of the relationship (Kram, 1988).

Scholars contemplating the limits of focusing research and practice on one primary mentor in exploring the mentee–mentor relationship, began to revisit Kram’s (1985) initial proposal that mentees utilized more than one individual for career-development support in the phenomenon known as relationship constellations (Higgins & Kram, 2001). Mentees in the mentoring relationship frequently experienced an assortment of amenities that improved their confidence such as timely advice, pertinent information, and opportunity for self-reflection among other benefits (Knippelmeyer & Torraco, 2007).

Even though developmental relationships vary in length, they typically proceed through four distinct stages. The first is the initiation phase. In this phase, the relationship is started. Next is the cultivation phase. In this phase, the functions expand to a maximum level. The third phase is the separation phase. In this phase, the nature of relationship changes considerably due to various factors within the relationship. The fourth phase is the redefinition phase. This phase marks either a new beginning or ending of the relationship (Kram, 1983).

**Significance of the Study**

Wolfe and Dilworth (2015) stated:

An extensive amount of research literature has been generated about the status of
African Americans in higher education. Unfortunately, there is minimal research that specifically examines the African American administrator’s unique experiences at predominantly White colleges and universities. On the other hand, there are an abundance of studies that investigates the preservation of African American faculty. In the meantime, research efforts on African American administrators is limited to administrative roles unrelated to the mission of the institution. As a result, an inadequate amount is known about the plight of African American administrators. Nevertheless, what is known is that African Americans in higher education are dismally employed at the levels of managerial and administrative positions. (pp. 667-668)

A modest amount of literature exists on African American executive administrators, yet the establishment of equity and diversity within upper-level positions is just as important as it is at the more frequently studied lower-level positions. This gap in research is both due to data limitations and to the more recent presence of African American executive-level administrators within the post-secondary environment (Jackson, 2004). In spite of the increased number of minorities entering institutions at the early-career levels and the straightforward need to preserve diverse talent, limitations are still observed that impede diversity at the various levels of leadership. The marginalization by which minorities are unable to gain entry to top-level positions in various businesses and careers has been called a “concrete ceiling” (Murrell, 2007).

Mentoring can be viewed as an effective tool to facilitate the professional development of African American faculty and improve upon their representation at
PWIs. Much of the research on faculty mentoring focuses on the relationships between Whites, but in particular White males, which in plain terms, adds nothing to our knowledge about mentoring African American faculty. While researchers have documented that mentoring is critical for African American faculty, there are insufficient empirical studies on the specifics of mentor-protégé relationships for this group (Tillman, 2001).

With this in mind, African Americans have expressed concerns of an unfriendly and indifferent campus atmosphere, a sense of remoteness, estrangement, ostracism, disproportionate wages, unobtainable goals, limited promotions, ineffectual positions, tokenism, and lack of mentoring and sponsorship opportunities (Holmes, 2004). The post-secondary environment has been slow to introduce faculty-mentoring practices to change the subtleties and demographics of the post-secondary environment. Earlier literature analyses on mentoring university faculty have focused on informal or naturally occurring mentoring relationship, primarily due to the paucity of empirical studies at institutions facilitating faculty mentoring programs (Zellers, Howard, & Barcic, 2008).

**Chapter Summary**

Chapter I provided an introduction, the statement of the problem, the purpose of the study, conceptual framework, research question, theoretical framework, and significance of the study.

Chapter II, Literature Review, will discuss the history of mentoring, definition of mentoring, types of mentoring, benefits of mentoring, significance of Dr. Kathy E. Kram’s research, functions of mentoring, origins of Black administrators, plight of Black
America, Black men’s role in Civil Rights movement, history of affirmative action, educational plight of Black men, challenges of Black male administrators, mentoring programs at post-secondary institutions, Black male initiatives at colleges and universities, leadership at Historical Black Colleges and Universities, definition of leadership, history of leadership, gaps in present literature, and chapter summary.
Chapter II: Literature Review

All mentors have a way of seeing more of our faults than we would like.

It is the only way we grow.

Padme

History of Mentoring

Throughout the centuries, mentoring relationships have existed, but the word “mentor” as it is used today is derived from a name in Greek mythology. In Homer’s epic poem, *The Odyssey*, the elderly King Laertes Odysseus, bequeathed his crown to his son, Telemachus. When King Odysseus left his kingdom for the Trojan War, he entrusted Telemachus to his loyal advisor, Mentor; Mentor’s responsibility was to become Telemachus’ educator, role model, adviser, and parental figure. The relationship between Mentor and Telemachus as described within *The Odyssey* has been used to define some aspects of the mentoring process (Bryant-Shanklin & Brumage, 2011).

Historically, the traditions of mentoring relationships can be found in the mentor/mentee relationships of Socrates and Plato, Freud and Jung, Medici and Michelangelo. An emergent and powerful image is evoked by centering on the emotional and intellectual relationship of the mentor and mentee (Wright & Wright, 1987).

Throughout the years, mentoring has existed in a variety of forms and settings. Even though, mentoring has been described by various disciplines, the prevailing principle of mentoring has been in the individual’s professional and personal development (Crawford & Smith, 2005).

Scholarly articles on mentoring began to appear in the late 1970’s and early 1980’s,
when, during a short period, the relevance of mentoring had drastically increased (Hezlett & Gibson, 2005). In recent years, the perception of mentoring has improved considerably, due to downsizing, organizational restructuring, and the ambiguity of businesses and educational organizations (Bryant-Shanklin & Brumage, 2011).

**Definition of Mentoring**

Dr. Kathy E. Kram, a scholar of organizational behavior, is credited for one of the most salient definitions of mentoring. A *mentor* has been defined as an individual with advanced knowledge, usually more senior in some regard, who is committed to providing upward career mobility and assistance for the protégé (Kram, 1985; Levinson, 1978; Ragins & Kram, 2007). *Mentoring* is defined as an interactive process between two individuals with different levels of experience and expertise that yields (for the person with less experience and expertise) a measure of interpersonal or psychosocial development, career or educational development, or both, and involves socialization functions (Robinson & Reio, 2012).

**Types of Mentoring**

*Informal mentoring* is the organic interaction in the mentor/mentee relationship. This type of mentoring is achieved in the name of friendship, camaraderie, by respect, or through one’s admiration, which eventually creates an enduring relationship. *Formal mentoring* occurs when organizations design, develop, and implement mentoring programs, which by their nature, involved contrived relationships. These formal relationships are intended to function on a short-term basis, but the concept typically includes a measure of optimism that they will develop informally into long-term
relationships (Inzer & Crawford, 2005).

**Benefits of Mentoring**

Of late, mentoring has become a prominent entity in the post-secondary environment. If one is a student, new faculty member, or an administrator, it is imperative to secure a mentor. This advice has reverberated in a very distinct manner within the minority population, because there is a tendency for this group to be omitted from the informal interpersonal means of career development (Sands, Parson, & Duane, 1991). Mentoring can be achieved by a dyadic face-to-face interaction that creates a lasting relationship between mentor and mentee that cultivates the individual mentee’s professional, academic, or personal development (Wai-Packard, 2009).

The impacts of mentorship to one’s professional development have been described across various disciplines (Brown, 2005). At best, mentoring can be a life-changing relationship that stimulates shared-growth, knowledge, and overall development. Mentoring effects can be extraordinary, overpowering, and long-lasting; mentoring relationships have the transformative ability to improve trajectories at many different levels, ranging from the individual to organizations and to whole communities (Kram & Ragins, 2007).

In terms of organizational development, at least nine viewpoints have been created to understand why and how mentoring can create a sustainable workforce development policy: (1) learning can be achieved based on the environment, time and place; (2) macro-knowledge can be adjusted to the mirco-level; (3) technology can increase competency and efficacy; (4) accommodating a diverse multi-generational workforce;
(5) respond to intermittent, personalized and self-directed comprehension; (6) assist in the stress reduction of employees; (7) embrace creative concepts and innovative thinking; (8) utilize various disciplines and theories to create new insights; (9) permits thoughtful and transcendental experiences to promote the well-being of employees (Short, 2013).

For organizations committed to diversity, mentoring is often used catalyst to change the dynamics of control that impede minorities from achieving executive level positions. Mentoring relationships have been the keys to success for the few minority executive leaders who have broken through this challenging barrier (Murrell, 2007). Younger scholars have gained an ample amount of knowledge, professional acumen, and essential information to create long successful careers due to the guidance provided by the mentor. Mentors have honed their knowledge and use techniques that keep them progressively ahead in their fields, and, at the same time, they are able to maintain contact with and relish the energetic views of their youthful colleagues (Bennion, 2004).

Related research reveals that mentoring has been generally used in various organizations, as an important instrument in retaining and promoting individuals along an upward trajectory. Within the prevailing male culture, mentoring has been identified and become well known as a central factor in improving the odds of success among minorities (Bova, 2010). In a 2009 report, the Association of Higher Education found mentoring was a significant factor in sustaining and developing minority administrators (Golden, 2014).

Within post-secondary institutions, mentoring is fundamentally important to the achievements of faculty members. Countless reports highlight the outcomes of
mentoring minority faculty. Mentoring has been identified as a mechanism to address social isolation, a consequence of being the only person (or one of few) of a minority group within one’s department or other organizational units (Thompson, 2008). Despite its many benefits, the lack of mentorship for minority faculty remains as a noticeable barricade in their overall retention (Zambrana, Ray, Espino, Castro, Cohen, & Eliason, 2015). One of the perennial methods for promoting retention among minorities is a provisional mentoring and supportive approach. In fact, a multitude of studies have revealed mentoring as an effective way to recruit, retain, and promote faculty, whereas, the inadequacy of formal mentoring has disproportionately had a negative effect on minorities (Whittaker, Montgomery, & Acosta, 2015).

Mentors can promote developmental strategies to assist minorities to confront and overcome social and organizational cultural barriers at post-secondary institutions (Bryant-Shanklin & Brumage, 2011). Not having a mentor does not condemn an individual to low or limited success, but it may mean that the full breadth of amenities and opportunities will be in short supply. Individuals without this resource in jobs that require sponsorship or mentors may face professional hurdles that could slow their developmental career aspirations (Smith & Crawford, 2007). By effectively mentoring African American professionals, post-secondary institutions can increase the underrepresented numbers of this target group (Tillman, 2001).

It has been argued that mentoring is an effective means to not only promote success among African American professionals on campus but also to increase their numbers; once these individuals are in place, they can effectively contribute to the recruitment of
other African Americans (Jackson, 2001). Organizations have used mentoring to draw interest in, foster, and maintain diversity. It is important to mention that mentored individuals report more professional satisfaction, a high-level of organizational commitment, improved performance, prompt advancement, and lower turnover intentions than individuals without mentors (Robinson & Reio Jr., 2012). Earlier studies (Burke, 1984; Jennings, 1971; Phillip-Jones, 1982, 1983; Roche, 1979) highlighted how mentors could be helpful in facilitating the individual progress and organizational development of their mentees, just by being a role model that provides stimulating projects, leadership, and advising, in addition to increasing their exposure and visibility to prominent individuals (Charleston, Gilbert, Escobar, & Jackson, 2014).

**Significance of Mentoring Research**

Kathy Kram’s (1988) qualitative investigation of workplace mentoring relationships provided scholars in the fields of psychology, management, education, and communication with a framework for studying the benefits of mentoring, or developmental relationships, with respect to the protégé, mentor and organization (Meyer & Warren-Gordon, 2013). Daniel Levinson’s 1978 *Seasons of a Man’s Life* explored the impact of mentoring on men’s development; thereafter, Kram’s 1985 *Mentoring at Work*, provided a theoretic base to understand the developmental relationships for men and women at work (Ragin & Rose, 2007).

It is quite challenging to recognize the origins of mentoring research, but one can make the respectable claim that Kram’s dissertation (1980) and her 1983 *Academy of Management Journal* paper, on the phases of mentorship, and her aforementioned book,
Mentoring at Work, presented the recognizable research that initiated the starting point of this topic. Kram’s 1983 publication has been one of the most frequently cited research journal articles on the subject; her conceptualization on mentoring has been cited or slightly revised in subsequent studies (Bozeman & Feeney, 2007). At its essence, Kram’s ground-breaking work involved the systematic analysis of in-depth, biographical interviews of 18 mentees and their mentors working in the public sector to identify the major types of support mentees received.

A considerable amount of mentoring research followed. Scandura and Pellegrini (2007) noted that in the twenty-five years prior to 2007, mentoring research had blossomed due to Kram’s influential studies. She had identified four stages through which each mentoring relationship passes: initiation, cultivation, separation, and redefinition. She had also categorized five core career-development actions by mentors: sponsorship, coaching, protection, exposure to higher power in the organization, and challenging work assignments (reviewed in Schipani, Dworkin, Kwolek-Folland, & Maurer, 2008). Having arrived at greater precision regarding the phases and functions of mentors, Kram differentiated mentoring from all other professional workplace relationships (Hezlett, 2005).

Kram’s (1983, 1985) work shaped how researchers observe the organic interactions within developmental relationships, revealing two primary ways mentoring functions: career (instrumental) support and psychosocial (emotional) support (Noe, 1988; Black-Beard, Murrell, & Thomas, 2006). Using Dr. Kram’s conceptual model, Thomas (1990) introduced a hypothesis that mentor–mentee relationships between same-race participants
would report heightened levels of psychosocial support (Black-Beard, Murrell, & Thomas, 2006).

In 1997, Chao supported Kram’s four mentoring stages and indicated that mentees in the *initiation phase* reported the lowest levels of support when compared to mentees in other phases. The timeframe of mentorship is quite critical and Cohen (1999a; 1999b) also divided mentoring into four phases: early, middle, latter, and final phases (Van-Rensburg & Roodt, 2005). Klauss’ 1981 and Kram’s 1985 research warn that assigning mentors may not be as impactful or successful as informal mentoring relationships for a variety of reasons that mainly stem from trying to force a relationship rather than having one form organically and through mutual interest. Nonetheless, mentoring relationships began to be assigned by various employers to improve the workplace (Noe, 1988).

For today’s complex work context (e.g., global, fast-paced), the role of “mentor” is not always limited to or best served by a single individual; instead, it may be useful to form a network of carefully selected people who, together, fulfill different roles of a traditional mentor. The first step, then, is to understand that a network of quality *developmental relationships* is essential to successful mentorship. In the context of mentoring, quality relationships are ones in which mutual learning, mutual trust, and a mutual goal of future advancement for the mentee are central. Therefore, it is important for junior employees to carefully consider the attributes and goals of those they may wish to solicit when building a developmental network to help them to reach their professional goals and career aspirations (Kram & Higgins, 2009). When analyzing the interactive relationship between mentor and mentee, the idea of mentoring *episodes* can actually
yield understanding of how mentoring relationships develop. Since all mentoring relationships involve a series of discrete episodes, it is possible for individuals to participate in mentoring episodically without immersion in a full-fledged mentoring relationship. The episode concept of mentoring will, perhaps, be important for future research that can isolate the critical moments when two individuals begin to view their relationship as one of mentoring (Ragins & Kram, 2007).

### Functions of Mentoring and Advantages

Mentoring provides young professionals with career-enhancing functions that sponsors, coaches, reveals talents, and facilitates visibility. At times, it offers challenging assignments and protection. It helps young professionals become established in an organizational role, learn the environment, and plan for their development. In the psychosocial sphere, a mentor offers role modeling, advising, reaffirmation, and camaraderie, which eventually assist young professionals in their sense of specialized identity and skill-set (Kram & Isabell, 1985). Professional associated tasks, which include sponsorship, publicity, visibility, coaching, safeguard and stimulating assignments, directly relates to the career development of the mentee. Psychosocial tasks include providing role modeling, recognition, validation, counseling, and friendship, thus, such activities influence the mentee’s self-image and professional aptitude (Bova, 2010).

#### Specific Career Mentoring Functions and Their Advantages

**Sponsorship:** Actively nominates junior colleague for desirable lateral moves and promotions.

**Mentee Advantage:** Builds reputation and obtains job opportunities.
**Mentor Advantage/Risk:** Viewed as having excellent judgment, becomes known for finding and developing talent; can enhance or damage mentor’s reputation, depending on how mentee performs.

**Exposure/Visibility:** Gives junior colleague responsibilities that allow for the development of relationships with key figures.

**Mentee Advantage:** Learns about other parts of the organization and organizational life at a higher level, increases personal visibility, and gains knowledge about future opportunities.

**Mentor Advantages/Risk:** Can enhance or damage mentor’s reputation, depending on how mentee performs.

**Coaching:** Outlines specific strategies for accomplishing work objectives and achieving career aspirations; shares understanding of important issues and players.

**Mentee Advantage:** Receives informal knowledge of organization, broadens perspective, and enhances ability to navigate in organization.

**Mentor Advantages/Risk:** Passing on knowledge confirms the value of experience; feels effective; ensures that personal view of the future is carried on.

**Protection:** Shields from untimely or potentially damaging contact with senior managers by taking credit or blame in controversial situations or intervening when mentee is ill-equipped to achieve satisfactory resolution.
Mentee Advantage: Reduces risk, yet can be supportive or smothering; may be prevented from obtaining exposure that could enhance reputation; balance can be more difficult to find in cross-gender relationships.

Mentor Advantages/Risk: Confirms ability to positively intervene and use clout; however, can be self-serving if used to build own reputation at expense of mentee’s growth.

Challenging Assignments: Assigns mentee challenging work, supported with training and ongoing performance feedback.

Mentee Advantage: Essential technical and managerial skills developed through work, supported through learning difficult tasks.

Mentor Advantages/Risk: Can relieve senior manager of tasks; receives support that allows attention to other tasks

Psychosocial

Role Modeling: Senior colleague’s attitudes, values and behavior provide a model for the junior colleague to emulate.

Mentee Advantage: Through dialogue about tasks, common organizational concerns, and career issues, the junior person learns approaches, attitudes, and values held by the model; helps to redefine who he or she is professionally.

Mentor Advantages/Risk: Identification and transference help senior colleague see the value in his or her own experience.
Acceptance/Confirmation: Both individuals derive a sense of self from positive regard conveyed by the other.

Mentee Advantage: Junior colleague is provided support and encouragement; basic trust is established and, given a foundation of acceptance, risk-taking is encouraged, allowing for experimentation with new behaviors.

Mentor Advantages/Risk: As senior colleague faces aging and end-of-career issues, the junior colleague offers support and appreciation that enables the senior to find value in what he or she has to offer.

Counseling: Enables an individual to explore personal concerns that may interfere with a positive sense of self and career accomplishments.

Mentee Advantage: Junior colleague derives comfort in discovering that doubts and concerns can be shared confidentially.

Mentor Advantages/Risk: Sharing insights enables senior colleague to review previous points of decision during earlier career stages and provides a basis for feeling valued.

Friendship: Social interaction results in mutual liking and understanding, with enjoyable informal exchange about work and non-work.

Mentee Advantage: Allows junior colleague to feel like a peer.

Mentor Advantages/Risk: Senior colleague can maintain connection to more youthful parts of self and extend connection with
Origins of the Black Administrator

In 1793, an ex-slave named Catherine Ferguson purchased her freedom and became the first African American teacher/administrator. In New York City, she opened the Kathy Ferguson’s School for the Poor that provided service for forty-eight children (Mosley, 1980). Lucy Diggs Slowe, an African American woman, is recognized as the first Black woman to serve as an administrative dean. In 1922, Slowe was appointed Dean of Women at Howard University. While under Slowe’s leadership, the National Association of Women, a professional organization, tackled tasks involving the development of standards and guidelines as well as leadership opportunities for African American women administrators (Wright, Taylor, Burrell, & Stewart, 2006).

Slowe’s leadership yielded two organizations focused on advocacy and support for African American college women: The National Association of College Women (NACW) and the National Association of Women’s Deans and Advisors of Colored Schools (NAWDACS) (Perkins, 1996). Slowe is primarily remembered as the first Dean of Women at Howard University from 1922 to 1937, but her leadership played an influential role in African American history as the cofounder of several organizations, which includes the first Greek-letter sorority for African American women called Alpha Kappa Alpha (Bell-Scott, 1997). African American administrators have been hired most frequently to staff (i.e., support) positions instead of that of line (i.e., core) positions. By 1974, more than 3,000 African American professionals worked in predominately White
post-secondary institutions. Although more than one-third of the participants, in a study conducted at the time, identified themselves as administrators, when in reality, 94% held inconsequential staff positions (Smith, 1980). The difference between line and staff officers within institutional settings is significant: Line officers have a measure of organizational authority based on their position, whereas a staff member’s authority is limited to their specific knowledge about a given task (Smith, 1978).

The paucity of women and minorities in administrative positions has serious implications for the functioning of post-secondary institutions. With the absenteeism of minority post-secondary administrators, there is a possible likelihood that numerous minority students will not be properly served (Moore, 1983). While a certain amount of research exists describing the retention of African American students and faculty, there is a gap in knowledge related to retaining African American administrators (Jackson, 2001). A significant amount of research has been done on women administrators, in particular White women deans, during the timeframe spanning the late 19th and early 20th century. However, little can be found about the African American post-secondary administrators during the same period (McConner, 2014).

**Plight of Black America**

In 1619, African slaves were forcefully taken from Africa and transported to the United States of America. From 1619 to 1850, the African slave in America, received little-to-no education. During this period, if a slave learned to read, slave masters would put your eyes out. If a slave learned to write, slave masters would cut off your hands. If a slave can effectively speak; slave masters would cut out your tongue. Somehow,
however, during this horrific time, 29 African Americans managed to earn baccalaureate degrees (Humphries, 1994). In the 1950s, the legislation of state discriminatory rulings, affecting race-relations was considered to be a moderately new phenomenon. However, even before the 19th century, there had been a variety of methods to create segregation, including some legislative statutes. It was not until the late 19th century when states initiated an approach to systematically separate citizens based on complexion in every possible areas of life, and, beginning in the 20th century these laws became a major mechanism to deny the Negro a rightful place in society (Franklin, 1956).

Prior to World War II, laws, customs, or traditions at predominantly White universities deliberately excluded African American faculty and administrators. Court decisions such as Plessy v. Ferguson (1896) laid a foundation for legal segregation of educational opportunity. Changing this discriminatory tradition required a series of worldly events, policy changes, and lawsuits that unfolded during the twentieth century (Wright, Taylor, Burrell, & Stewart, 2006). Based on the processes set into place early in United States history, African Americans have continued to suffer the consequences of trying to excel in a deeply entrenched racist educational system. These processes, which have existed since the days of slavery, were specifically devised to exclude African Americans of various constitutional rights and were embedded in the foundations of all types of historically organized institutions. For centuries, it has been contended that slavery is the true origin of oppressive systems, laws related to segregation, and discriminatory practices that repeatedly excluded African Americans from receiving an education (Johnson, 2005).
Vorenberg (2001) stated:

The word “slavery” was not in the 1787 Constitution, because the framers of this document, opted to utilized a less intrusive expression for “slaves,” but nevertheless, the institutional concept of slavery permeates throughout the document. In five different places, slavery is directly indicated, and as many as ten other times, it is implied. The three-fifths clause of slaves was a concession, which only counted slaves as three-fifths of a citizen for the purpose of representation in the House of Representatives, whereas, the Fugitive Slave Act was a decree that any escaped slave must be return to their state of origins, thus, perpetuating the African slave trade until 1808. (p. 9)

African Americans were segregated in a cruel manner. They were systematically alienated and deprived of their constitutional rights. From the 1890s through the 1950s, segregated laws made African Americans into secondary citizens in America. After the Emancipation Proclamation, numerous generations of African Americans witnessed their lives destroyed by race riots, lynchings and complete annihilation of prominent African American townships and communities like, the business in Greenwood district, and countless churches in Tulsa, Oklahoma (Johnson, 2008). In 1857, Supreme Court Justice Roger Taney wrote the court’s opinion about the Dred Scott case by stating:

In the opinion of the court, the legislation and histories of the times, and the language used in the Declaration of Independence, show that neither the class of persons who had been imported as slaves, nor their descendants, whether they had become free or not, were then acknowledged as a part of the people,
nor intended to be included in the general words used in that memorable instrument. It is difficult at this day to realize the state of public opinion in relation to that unfortunate race, which prevailed in the civilized and enlightened portions of the world at the time of the Declaration of Independence, and when the Constitution of the United States was framed and adopted. But the public history of every European nation displays it, in a manner too plain to be mistaken. They had for more than a century before been regarded as beings of an inferior order; and altogether unfit to associate with the White race, either in social or political relations; and so far, inferior, that they had no rights which the White man was bound to respect; and that the Negro might justly and lawfully be reduced to slavery for his benefit. He was bought and sold, and treated as an ordinary article of merchandise and traffic, whenever a profit could be made by it. This opinion was at that time fixed and universal in the civilized portion of the White race. It was regarded as an axiom in morals as well as in politics, which no one thought of disputing, or supposed to be open to dispute; and men in every grade and position in society daily and habitually acted upon it in their private pursuits, as well as in matters of public concern, without doubting for a moment the correctness of this opinion. (Taney, 1857, pp. 488-489)

Because of the Dred Scott decision, in 1857, members of the Reconstruction Congress saw the Supreme Court as an instrument to protect the institution of slavery. After all, in Dred Scott, the Court held that slave owners had a constitutional right to own slaves. The Thirteenth Amendment (ratified in 1865) overruled that aspect of Dred Scott and transformed a pro-slavery constitution into one which promotes a broad vision of
freedom (Zietlow, 2011). On January 1, 1863, the Emancipation Proclamation declared all southern slaves free, and the Thirteenth Amendment abolished slavery at a national level. The hard-won emancipation, however, created several political problems in America. In Article I, Section 2 of the United States Constitution, this document diminished slaves for the intentions of apportionment solely for House representation, thus, making slaves three-fifths of a human being. With the passing of the Thirteenth Amendment, southern slaves were now full-fledged citizens, thus, increasing the congressional numbers and allocated Southern presidential electors (Chin, 2004).

By the end of the Civil War, slavery was abolished by the Thirteenth Amendment, but unfortunately from 1865 to 1939, its scope fluctuated considerably, nonetheless, various legal courts recognized its wide-implications to establish equality in America (Goluboff, 2001). It was thought that the adoption of the Thirteenth Amendment would empower a northern free labor system that permitted the fulfillment of principals found in the Declaration of Independence that protects citizens’ sacred rights. It would allow all wronged citizens to begin on a path to improvement, progress, and realization of their rights (Azmy, 2002).

Ten to fifteen years after the 1867 empowerment of the Negro, almost everything hoped for was undone by veritable upheaval. Fraudulent and threatening behavior was abounded, which included gerrymandering, election deception, and dishonesty in ballot counting. Starting with Mississippi in 1890, various southern states passed state constitutions that effectively disenfranchise African Americans in an efficient and permanent way, facilitated by a patina of lawfulness, but with the sole purpose to
eliminate the “dangerous” Negro vote (Chin, 2004). During the Jim Crow Era from 1877 to the mid-1960s, a subjugated racial-caste system influenced United States citizen’s lives, by systematically discriminating against African Americans. Through the legally enforced codification of Jim Crow Laws, grounded by the Plessy court-decisions, and legitimized anti-Black racism was legitimized. These laws included segregated statutes that applied to hospitals, prisons, schools, churches, cemeteries, public restrooms, and all public accommodations. Jim Crow etiquette was the social norm that regulated social interactions between the various races. In response to Jim Crow statues, major civil resistance campaigns were introduced, from the 1950s to the early 1970s by African American Civil Rights Movement to secure the legal recognition and federal protection of citizen’s rights conferred by constitutional amendments (McFarlin, 2015).

Black Men and Their Role in the Civil Rights Movement

From the 1950s to 1960s, leadership recognition and pioneering research has examined the Civil Rights Movement through the enigmatic leading roles of influential African American male ministers (Barnett, 1993). Three other groups of African American men influential in the movement were organization and positional leaders, shock troops, and revolutionary separatists. Even through movement scholars from sociological disciplines were critical of Thomas Carlyle’s “Great Man” theory, it has been implicitly used to characterize male leaders and their activities and attributes, due to their charisma (Barnett, 1993). Prominent charismatic leaders of various movements have been enshrined as “Great Men,” primarily due to their divine-seeming approach (Rogers, 1988).
For the duration of America’s Civil Rights Movement, a multitude of African American leaders were introduced to society. For the most part, Civil Rights leaders shared one commonality in their rhetoric, equality for all African Americans. Through their timely advocacy, each gentleman understood the American dream, America’s revolutionary rhetoric, and the ultimate pursuit of life, liberty, and happiness in America (Gordon, 2000). The traditional approach to the study of Black leadership and Civil Rights takes on a uniform appearance: Black men led, and women organized. This approach is problematic when considering the importance of women leaders like Daisy Bates, the prominent presidential chapter leader of Arkansas’ National Association for the Advancement of Colored People (NAACP), who played a pivotal role in assisting the Little Rock Nine to desegregate Central High School (Simien, 2003).

**History of Affirmative Action**

On September 24, 1965, an Executive Order 11246 was signed by President Lyndon B. Johnson. This document ordered all government suppliers to take affirmative action, that sought to safeguard against occupational segregation based on race, as it was lawfully mandated by the 1964 Civil Rights Act (Awe, 2006). In his 1983 publication on affirmative action in higher education, Reed referred to the interpretation of the idea, which had been put forth by the Carnegie Council on Policy Studies in Higher Education:

Affirmative action is not about entitlements to proportional representation.

Affirmative action, is an act to abolish unfairness: thus, creating a sufficient pool of talented individuals, by actively searching in a broad manner, revising discriminatory policies and practices, incorporate newfound expectations for employees whose
configuration does not represent the impacts of intolerance, provision of legal processes to hear grievances, and the making of judgements without improper regard to sex, race, or origin. (p. 332)

The surge of African American faculty and administrators on predominately White campuses has been dismal since the introduction of affirmative action in America; and some critics believed African Americans are being exploited and utilized as tokens (Mosely, 1980). Not all predominately White institutions embraced the diversification of their college campus. In numerous studies, the hiring practices were abruptly halted once their minority goal was fulfilled, and various departments stopped looking for minority candidates. In some situations, post-secondary institutions intentionally cease the solicitation of minority applicants, by eliminating ads in ethnic publications, regardless if there was a sufficient number of candidates. As time passed, affirmative action became a legally disputed issue and a series of shortcomings were revealed that endangered the policy’s noble intentions (Wolfe & Freeman, 2013).

The subtleties of institutional discriminatory practices became more apparent in the recruitment, appointment, and treatment of African American faculty. Predominately White colleges and universities have been able to evade policies such as, equal opportunity and affirmative action by unfairly and imprudently screening candidates using the cliché of evaluating “qualified” African American candidates. In fact, some White post-secondary administrators misconstrued the affirmative action policy to mean that they must hire substandard or incompetent minorities at their institutions in various departments or disciplines (Anderson, 1988).
Accessibility, via the affirmative action policy, did not guarantee the acceptance of minorities within higher education. Unfortunately, African Americans were ostracized and deemed academically inferior by their White counterparts, and some post-secondary institutions incorporated advanced internal methods to circumvent affirmative action by undermining the recruiting, employment, retention, and advancements efforts that had been designed to bring about a more diverse institution (Holmes, 2004). Habitual techniques of increasing African American faculty have been transferred to affirmative action delegates placed on hiring committees to diversify their efforts. While this approach is an important step in decreasing bias in hiring, this endeavor alone is insufficient when addressing the complex issues of institutionalized systemic racism (Wood, 2008).

**Educational Plight of Black Men**

African American men, an endangered species that have been identified as illiterate, flawed, and a menacing entity; terms of this nature, evoked preconceived perpetuation of condescending stereotypes. However, it has become apparent that the unemployment, educational achievements, imprisonments, and the lack of mental and physical well-being across many measures that numerous imposing obstacles exist for African American males to overcome (Jackson & Moore, 2006). *The Souls of Black Folks*, a book written by W.E.B. DuBois in 1903, detailed the arduous educational journey of an African American male. As DuBois illustrates in chapter 13, “The Coming of John,” John is an African American male that, in spite of having a supportive community behind him in his educational pursuits, lacks the educational acumen, monetary resources, maturity, and
personal conviction to succeed (Ingram, Williams, Coaxum III, Hilton, & Harrell, 2016).

For the African American male student, it is essential that institutions find an authentic way to connect the individual to the educational environment; unfortunately, what happens on the college or university campus most often reflects experiences in the larger society. For example, the influential components of racism, subpar achievements, and marginalization that exist in society tend to jeopardize the educational success of African American male students. There is a 65% chance that African American males who dropped out of high school will be unemployed in their twenties (Owens, Lacey, Rawls, & Holbert-Quince, 2010).

Prominent author and activist, Bell Hooks (2004) wrote a book entitled, *We Real Cool: Black Men and Masculinity*. In this book, she explores the detrimental effects of issues like, media perceptions, race demoralization, and educational achievements on the socialization of the African American male. Consequently, African American men succumbed to the devaluing educational achievements, primarily due to societal images that affects the internal comprehension and reinforced by Black families and peers (Harper, 2007).

Johnson (2013) stated:

There are more than 4,200 post-secondary institutions in America, over nineteen million college students, and two million African American students. Nationally, African American men represent one-third of all African American students. Research indicates that African American students will begin their educational career at a two-year post-secondary institution, attend less prominent institutions, or not
graduate from college. Based on sociological research, the post-secondary environment is a microcosm of society. (p. 25)

Exasperating the above-mentioned issues is the deficient institutional pledge to provide African American males with adequate academic support services, particularly mentoring. The historical and societal factors addressed within this chapter profoundly affect African American men’s graduation, enrollment, and dropout rates; African American males involved in mentoring programs specifically designed for them have the potential to stay in college and eventually graduate (Gibson, 2014).

**Challenges of Black Male Administrators**

Patrick Healy, a man of African heritage, became the first non-White leader of a predominantly non-African American institution when he was named president of Georgetown University in 1873, but no one was aware of his racial identity. Healy was also the first African American Jesuit priest and recipient of a doctoral theology degree, in 1865, from Louvain University in Belgium (Fikes, 2004). Healy’s racial identity was first considered to be an impediment, but at some point, this consideration dissolved. Racism in the Jesuit religion was still strong during his life, and it would endure. An oral tradition reports that some Jesuit houses were unwilling to receive the priest and scholar, when he travelled throughout the country, thinking future visitors would be unwilling to sleep in the bed he had used (O’Toole, 2002).

In the 1970s, it was noted that African Americans, in many respects, were given a futile task as administrators in post-secondary institutions. African American administrators were perpetually new to the job, having been hired in response
to student pressure. They were generally assigned to some phase of special programs already in motion since these were the areas to which African American students usually point to as critical. These special programs were usually understaffed and underfunded. As a result of these factors, African American administrators had a skeleton staff and were often too harried by day-to-day endeavors to create new programs and effectively engage in activities that could fundamentally enhance institutional life (Evans, 1971).

*The Journal of Blacks in Higher Education (2000)* stated:

> In all sectors of our society, African Americans in the United States are rarely entrusted with positions of major influence, responsibility, or authority. This is particularly true when the post places an African American individual in a position of authority over Whites, particularly highly educated Whites. (p. 95)

Often ignored in post-secondary educational literature, is the experience of African American males in upper-level administrative positions at predominately White institutions (PWIs). This lack of literature directly relates to the lack of deliberate attention PWIs have given to increasing the number of African American males in their administrative ranks, particularly in comparison to the consideration given to increasing the number of Black male students and faculty (Scott, 2016). In addition, the lack of literature exploring the issues of Black male administrators at PWIs can be attributed to one glaring fact: there are just not many Black males in these positions. Historically, the large majority of senior administrative positions at PWIs have been held by White men (Scott, 2016).

In spite of the relatively small number of African American administrators, a
considerable amount of information can be acquired by examining their backgrounds, personal perceptions on characteristics, professional decisions, and personal hobbies. An awareness of the traits of African American men, their decisions, and incentives that drive their professional preferences can be quite helpful to other African Americans seeking a post-secondary career (Bridges, 1996). There is significant literature that examines African American student leadership, but there has been an insignificant amount of research on identifying and developing leadership opportunities among African American men (Sutton & Terrell, 1997).

On average, a majority of post-secondary presidents are 60 to 61 years of age, married, holds a doctoral degree in education, and have been in the position for seven years; these statistics have not varied significantly in over 20 years (American Council on Education, 2012). While a considerable amount of preference may be given to having a mentor of the same ethnic, racial, or cultural background, it is often improbable at PWIs due to the limited number of non-White administrators present (Holmes, Land, & Hinton-Hudson, 2007).

African American and Hispanic men administrators are not as prevalent as their Caucasian colleagues within the post-secondary institutional environment, but African American and Hispanic men administrators have outnumbered African American and Hispanic women in these positions. Perplexingly, researchers have focused far more of their attention on minority female post-secondary administrators (Jackson, 2006). It is well-documented that the lack of mentoring, feelings of isolation, and racism cannot provide a favorable environment for the careers of African American academic faculty.
Deans and directors of African American descent have reported similar sentiments that challenge one’s comfort and stability that are essential to one’s identity, career status, and position (House, Thornton, Fowler, & Francis, 2007).

Low numbers of African Americans entering and persisting in the academic pipeline translates into dismal odds of increasing vice-presidents and presidents in these institutions. In direct terms, African American males are unlikely to advance through all of the various academic stages and phases needed to reach and complete higher education. When a graduate degree is not attained, they become absent from the pool of potential candidates for executive-level administrative positions (Holmes, 2004). Aspiring African American administrators must have access to the lived-experiences of current African American administrators that can address the trials and tribulations inherent to the experience but, unfortunately, there have been few studies focusing on their dilemma (Rolle, Gray-Davies, & Banning, 2010).

By examining the plight of African American males in their journey through (and exclusion from) points along the educational pipeline to better comprehend its effect, ultimately, on administrative diversity, Jackson (2003) observed that a calamitous disruption takes place at the post-secondary level. At this point, with levels of participation having precipitously dropped, continued progress by the group through the remaining stages of the educational pipeline is seriously jeopardized (Holmes, 2004). Many studies have examined faculty satisfaction, but there is a void in research that focuses on that of African American faculty, particularly that of African American males (Hooker & Johnson, 2011). African Americans represent less than 10% of academic
professors and become even more sparse at higher ranks. Research has shown when these professors are few in number, particularly as they ascend the academic ranks, their experiences are similar to those of W.E.B. DuBois when he navigated the post-secondary environment, which marginalized and reminded him that he was undesirable and not intellectually equipped (Wingfield, 2015).

The lack of appreciation, recognition, and acknowledgement of African American culture, excellence, and achievement is prevalent at many post-secondary institutions causing significant numbers of African American students, faculty, and administrators to feel disconnected from the broader campus community. Such experiences can compel promising and talented African American male administrators to leave an institution or academia altogether, ultimately compounding the lack of African American male administrative presence at these institutions (Scott, 2016).

Research on how leadership impacts African American male college students has intensified, whereas, studies to determine how this group comprehends or defines leadership is limited. Studies have also explored the experiences of African American males who have obtained leadership positions at PWIs, but similarly, how leadership is perceived by African American male administrators remains to be fully analyzed (Preston-Cunningham, Boyd, Elbert, Dooley, & Parrott, 2016).

Scott (2016) states:

Social closure theory is defined as the preservation of opportunity and resources by the dominant group to the exclusion of non-dominant groups. Jackson and Leon (2010) assert that top leadership positions at post-secondary institutions are not made
widely available to minorities and women as a result of social closure theory. Consequently, a glass ceiling develops that makes it extremely difficult for minorities and women to obtain and maintain senior administrative positions at PWIs. Similar to the old boy network, social closure locks out individuals of unfamiliar communities and backgrounds from equal opportunities in higher education administration. (p. 1)

**Mentoring Programs at Post-Secondary Institutions**

A multitude of formal mentoring programs have been used in the private sector and by the federal government. These programs vary in terms of the target population, the degree of structure and formal requirements, how mentors and protégés are matched to the extent to which education is offered to help individuals learn how to carry out mentoring responsibilities (Kram, 1988). Establishing a mentoring program that focuses on the career and academic development of African Americans is crucial to their professional growth (Jackson, 2001). On a national level, post-secondary institutions have also created informal and formal mentoring programs. Several books have been published suggesting guidelines for creating such programs. Regrettably, standards for assessing the efficiency of these programs are not included and, in some cases, are not quantifiable (Berk, Berg, Mortimer, Walton-Moss, & Yeo, 2005).

Even though many post-secondary institutions have some type of mentoring activities, these tend to consist mostly of informal relationships akin to friendships; only a small portion have implemented formal mentoring programs. Post-secondary institutions that have successfully introduced mentoring programs have demonstrated that such efforts benefit faculty at all levels as well as organizational well-being and stability (Kanuka,
Although faculty mentoring systems are not new to academia, a variety of institutions have been developing non-traditional mentoring approaches to address specific professional needs. Mentorship programs at some higher education institutions have embraced a variety of models, each designed to accommodate particular circumstances or address particular development needs (Hanover Research, 2014).

Comparatively speaking, considerably more research has focused on mentoring in the business world than in academia. Some individuals have speculated that the lack of research interest indicates that administrators at post-secondary institutions view mentoring as an unwarranted and unnecessary institutional commodity (Douah, Letawsky-Shultz, Nackerud, Radcliffe, & Reubold, 2007). Nonetheless, since 2008, an annual mentoring conference has been held at the University of New Mexico’s Mentoring Institute. This conference provides post-secondary professionals a platform to share best practices for mentoring. Since 2010, scholars have examined how mentees and post-secondary institutions benefit from mentoring and have documented best practices for mentoring programs and policies (Fountain & Newcomer, 2016).

**Black Male Initiatives at Colleges and Universities**

Since 1988, one institution has devoted itself to the timely production and dissemination of research on African American males: Albany State University’s Center for the African-American Male. Shortly thereafter, in 1990, the Morehouse Research Institute with similar objectives was founded at Morehouse College. The Ford and Rockefeller foundations provided funding for the Morehouse Research Institute to address the insignificant number of scholarly offerings on the issues affecting African
American men (Director, Trammel, Newhart, Willis, & Johnson, 2008).

In 2005, the Todd Anthony Bell National Resource Center on the African American Male at Ohio State University opened its doors. This center’s focus is the facilitation of personal development, educational progress, and skilled leadership through specified programs that progressively influence African American male undergraduate students. As of today, the center continues its efforts to actively engaged African American men attending Ohio State University. Its programs include freshmen orientation, a roundtable leadership series, mentoring, and the Gathering of Men mentoring event (Nealy, 2009). Other notable multi-dimensional programs to encourage African American male students have been utilized at various post-secondary institutions like: Philander Smith College, the University of California, Los Angeles, Indiana University–Purdue University Indianapolis, Morehouse College, St. Louis Community College, Gallaudet University, and the University of Maryland–College Park. Activities on these campuses range from social programming to mentoring and academic support (Harper & Harris, 2012).

**Leadership at Historical Black Colleges and Universities**

By 1964, the majority of Historically Black Colleges and Universities (HBCUs) had been established in America. Their primary objective was to provide a quality education to all African Americans. Today, HBCUs are facing a changed environment in higher education (Harper & Harper, 2006). From their establishment, the achievements of HBCUs were defined on the basis of their president’s influence and work along with that of their administrative teams and prominent faculty. The early successes of HBCUs were documented in the 1894 Report of the Commissioner of Education (Hatton, 2012).
Many HBCUs presidents have spoken about the insufficient amount of post-secondary presidential candidates trickling out of the pipeline. At a national conference, one president pinpointed the issues of high presidential turnover and volatility of the office in general at HBCUs. Another private HBCU president spoke on the lack of efficiency in presidential searches by HBCU boards as well as the need to more clearly define the qualities they are seeking in a leader (Hodge-Clark & Daniels, 2014). Within the HBCU leadership ranks, there has been a considerable amount of budgetary mismanagement, an overzealous approach by Board of Trustees, and cronyism. In order for HBCUs to survive, the implementation of a definitive effective leadership model is needed at each institution (Hines, 2014).

Due to the changes in student demographics and changing post-secondary environment, HBCUs look to their presidents, administrators, and governing boards to address the challenging task of identifying innovative ways to fulfill the educational demands of students (Gasman, 2013). Sadly, HBCUs have typified in many respects the inefficient and resistant-to-change model of organizations. HBCUs’ underutilization of data-driven processes of decision-making, has sparked questions about the dynamic among an institutional culture, politics, and leadership ability and its relationship to implementing effective organizational strategies to enhance institutional performance (Hines, 2014).

Many HBCUs employ qualified faculty who are exemplars in their research fields as well as in teaching, in spite of having a fraction of the resources available at PWIs. There are numerous qualified Black candidates, but they are not proportionately represented in
historically White institutions (Wingfield, 2015). Notably, HBCU presidents who can assemble an effective and highly competent senior leadership team can drastically improve their institution’s performance and improve student achievements (Esters, Washington, Gasman, Commodore, O’Neal, Freeman, & Jimenez, 2016). One study concluded that HBCU leadership is an important, but as of yet under-investigated topic, which requires further study by individuals who care about the future of these institutions (Freeman & Palmer, 2016).

**Definition of Leadership**

Leadership is a process whereby an individual influence a group of individuals to achieve a common goal. Defining leadership as a process means that it is not a trait or characteristics that resides in the leader, but rather a transactional event that occurs between the leader and followers (Northouse, 2012).

**History of Leadership**

In 386 B.C., an institute named the *Academy* was established in Athens by Plato, and this school served as the world’s first leadership training. Plato’s objective was to develop an innovative type of statesman, who possessed the ability to endure the demands of public office (Kakabadse & Korac-Kakabadse, 1998). Outside of Europe, Kautilya’s treatise, *The Arthasastra*, written around 321 B.C. for the Mauryan dynasty in what is now India, provided an array of strategies and practical tips for leaders to consider. Sun Tzu’s *The Art of War*, stands apart in that it achieved notoriety in ancient China when it was written, and has continued to be relevant for more than 2,000 years up to and including today’s society (Bryman, 2011).
The study of leadership and leadership itself began with the beginning of civilization. The rulers of Egypt, mythical Greek heroes, and biblical kings shared a common trait: leadership. Leadership has been defined and theorized in many ways; however, at its core, leadership is an effort of influence and the power to induce compliance (Stone & Patterson, 2005). Most scholars examining leadership would agree in principle, that leadership is defined as a process of influence, resulting in outcomes that occurs between a leader and follower, whereas, the influencing process depends upon the leader’s unique traits and actions, the follower’s perceptions of the leader, and the context in which the process occurs (Day & Antonakis, 2012).

To a very large extent, our knowledge of leadership in ancient times is wholly dependent upon the existence of written texts, and here lies the first lesson of leadership: History is written, generally speaking, by the winners. This truth goes for both successful military leaders and for successful political groups (Grint, 2011). Leaders have the ability to make decisions that can significantly affects the lives of others. They have the abilities to influence occasions and sway the evolutionary trajectories of cultures. Indeed, the Great Man theory suggests that these individuals essentially make history. Leaders have originated from all societies and vary in their spheres of influence, from the limited authoritative range of a parental figure to the vast scope of a mighty political leader (Eerkens, Vaughn, & Kantner, 2010).

**Gaps in Literature**

Since there is modest documentation that offers “how-to” descriptions on success attainment for African Americans, there is an urgent need to document such information
and make it available to African Americans pursuing professional success (Bridges, 1996). In fact, this research gap in higher education stems from data limitations, attributable to the fact that there are so few Black post-secondary administrators, with less still at PWIs (Jackson, 2004); for reasons detailed throughout this chapter, there is not a burgeoning and established sample to study. As of today, minority post-secondary administrators are an anomaly, which arguably represents, the most significant ethical dilemma facing post-secondary institutions in general and PWIs in particular (Wolfe & Freeman, 2013). Concerning the professional development of African American males at PWIs, scarce research has been aimed at examining how African American male administrators are identified, recruited, retained, developed, and promoted to administrative positions. Due to the dismal numbers of African American male administrators at PWIs and minimal research data on their overall professional development, there is an imposing gap in the literature that warrants comprehensive study of this issue.

**Chapter Summary**

The literature review confirmed that existing research into the professional development of African American male administrators at post-secondary institutions is lacking. Numerous post-secondary institutions have mentoring programs; however, there is limited research aimed at examining how African American male post-secondary administrators are identified, recruited, retained, developed, and promoted to administrative positions. Based on the evidence reviewed in this chapter, a thorough examination of the professional development of African American male administrators at
post-secondary institutions is warranted. The task of this phenomenological inquiry is to understand the role mentoring plays in the professional development of African American male administrators at post-secondary institutions.

Chapter II covered the literature on the history of mentoring, a definition of mentoring, types of mentoring, benefits of mentoring, significance of Kathy Kram’s mentoring research, functions of mentoring, origins of Black administrators, the plight of Black America, Black men and their role in the Civil Rights Movement, the history of affirmative action, the educational plight of Black men, the challenges of Black male administrators, mentoring programs at post-secondary institutions, Black male initiatives at colleges and universities, Historical Black Universities and Colleges (HBCUs), a definition of leadership, the history of leadership, and gaps in literature. From a societal and political perspective, the research suggests that African American men continue to face an enduring challenge when seeking to obtain leadership positions at post-secondary institutions. Chapter III will discuss the research design, research methodology, and data collection for the present study.
Chapter III: Methodology

A mentor is someone who allows you to see hope inside yourself.

Oprah Winfrey

In this chapter, a qualitative study will be used to collect data to explore the role mentoring plays in the professional development of African American male administrators at post-secondary institutions. Glesne (2015) stated:

The work of qualitative researchers is to accentuate complexity, not the norm, and to emphasize that which contributes to plurality rather than to a narrowing of horizons. Moving out of the lone researcher model toward dialogue helps in this process. Through dialogue and learning from each other, we more easily see and examine the lenses upon which we rely. (pp. 273-274)

This chapter includes: information regarding the research design, setting, identified population, procedures, data collection and data analysis. In addition, studied participants will be interviewed via open-ended questions and their responses properly recorded and documented, and a rationale for the use of the qualitative methods. Based on this approach, a description of the methods used will provide a better comprehension of the overall affects mentoring played in the professional development of African American male administrators at post-secondary institutions.

The theoretical lens of social cognitive and mentoring relationship theories will be incorporated to gather a better comprehension the role mentoring plays in the professional development of African American male post-secondary administrators. In addition, the mentoring relationship theory will be used to identify various types of
themes created due to the mentor-mentee relationship that assisted in professional development of African American male administrators at post-secondary institutions.

**Qualitative Research Design**

Qualitative research is a method for exploration to understand the meaning by one or more individuals who ascribed to a societal or human issue. This practice of investigation includes developing questions and procedures, with data normally collected in the participant’s environment, data analysis inductively built from specified to generalized themes that the researcher analyses the meaning of the data (Creswell, 2013).

In this research, African American executive administrators who have attained the positions of assistant dean or higher will share their reflective thoughts on the role mentoring played in their professional development. This qualitative investigation utilizes a phenomenological research, whereas, in 2007, Creswell stated, phenomenologists focus on explaining the commonality of participant’s phenomenon experience. The principal function of phenomenology is to condense individualistic occurrences with a phenomenon to a description of the universal essence (Creswell, 2007). For this study, participants’ responses will assist in the exploration of how mentoring played a role in their professional development at post-secondary institutions.

The contextual environment of qualitative research measures the meticulous consideration must be prescribed to the conceivable transferability of outcomes to other sociocultural settings. Even though the investigation discusses the degree of the findings’ significance, via documented literature, much of the responsibility of evaluating the transferability is left to readers, who must determine if the positioning of the investigation
is adequately comparable for its findings to be transferable to their own framework (Kuper, Lingard, & Levinson, 2008). In 1985, Lincoln and Guba reformulated the problem, treating external reliability and duplication that labelled headings as “consistency” and “dependency,” and questioned how broad discoveries could be applied as “transferability.” The remedy for investigators is to present detailed descriptions to facilitate one’s interested in making a transfer that will develop a conclusion about whether the transference can be contemplated as a possibility (Payne & Williams, 2005).

**Qualitative Method Rationale**

According to Creswell (2007), “Qualitative research is conducted to empower participants to communicate their experience, while hearing themselves, and minimize the powerful relationship between the investigator and studied individuals. To further minimize this influential relationship, researchers can grant participants the opportunity to review our investigative questions and partake in the data analysis during the interpretation phase” (p. 40). Qualitative researchers utilize literature in a consistent manner with the understanding of learning from the participants, and not stipulating how the question should be answered. An exploratory approach is the primary reason for conducting a qualitative study. Taking this approach means that an insignificant amount of literature about this issue or targeted-population has been performed, thus, researchers seek to collect participant’s information to develop a comprehension of the collected data (Creswell, 2013). The procedural approach of investigation includes developing questions and techniques, collecting data in participant’s setting, and inductively analyzing data built from specifics to broad themes, whereas, the interpretation of the
data is conducted by the researcher (Creswell, 2013).

**Theme Development**

The search for emerging themes is an important attribute in thematic analysis that describes a phenomenon. This method entails identifying them through in-depth reading of data. Through pattern recognition within the data, emerging themes are categorized for analysis (Fereday & Muir-Cochrane, 2006). By taking an inductive approach, the origin of themes is found within the data, and from the researcher’s theoretical comprehension of the studied phenomenon. Deductive themes based on the phenomenon characteristics studied, based on the defined definitions by professionals, a rational concept based on researcher’s principles, theoretic practices, and subjective experiences (Ryan & Bernard, 2003). Braun and Clarke (2006) found:

A theme encapsulates significant data in relation to the proposed investigative question, and signifies within the data set, a certain level of patterned response. In terms of coding, what is regarded as a theme, is an important question, as well as, the size of the theme itself. This prevalent question, signifies the terms of the specific data item, within the entire prevalent set. In an ideal world, the number of occurrences in the themes throughout the data set, do not mean the presence of numerous themes are of great importance. In qualitative analysis, there is no hasten solution to the inquiry of what proportion of your data set needs to exhibit evidence of the theme, just to be contemplated as a theme. (p. 10)
Phenomenology Methodology

Studying phenomenology has its origins in philosophy and has been historically investigated in a multitude of ways. Interested phenomenologists have analyzed and described experiences of phenomena by individuals in their worldly settings which has been defined as *lifeworld*. Phenomenological researchers are more focused on the direct accounts of a phenomenon than determining why individuals experience their way of life (Eddles-Hirsch, 2015). A phenomenology offers a profound interpretation of the experiences of various individuals. Having particular shared experiences can be important for various professionals. Phenomenology can involve a rationalized method of data collected by interviewing either one single or multiple individuals (Creswell, 2007). A primary feature of phenomenological research is the richness of in-depth accounts of the investigated phenomenon. The account should present the participant’s experiences of investigated phenomenon, and not the opinionated views of the researcher. In describing the phenomenon method, researchers must have an open mind, and listen receptively to participants’ accounts to allow the phenomenological reduction process to occur (Eddles-Hirsch, 2015).

Qualitative research was utilized with a phenomenology methodology to explore the intricacies of mentoring in the professional development of five African American male administrators currently working at various post-secondary institutions in America. By using a phenomenological approach, phone interviews were conducted to better comprehend participants’ reflective thoughts on the role mentoring played in their professional development. All interviews lasted between sixty to ninety minutes. Each
interview was recorded and professionally transcribed. Based on the collected data, themes will be identified; in addition, “researchers analyze data for various themes, aggregate information into bigger clusters of concepts and supply details that substantiate the themes” (Creswell, 2007).

According to Creswell (2007):

Besides bracketing, empirical, transcendental phenomenology draws on the Duquesne Studies in Phenomenological Psychology (e.g., Giorgi, 1985) and the data analysis procedures of Van Kaam (1966) and Colaizzi (1978). The procedures, illustrated by Moustakas (1994), consist of identifying a phenomenon to study, bracketing out one's experiences, and collecting data from several persons who have experienced the phenomenon. The researcher then analyzes the data by reducing the information to significant statements or quotes and combines the statements into themes. Following that, the researcher develops a textural description of the experiences of the persons (what participants experienced), a structural description of their experiences (how they experienced it in terms of the conditions, situations, or context), and a combination of the textural and structural descriptions to convey an overall essence of the experience. (p. 60)

**Framing the Study**

This study was intended to describe the role mentoring played in the professional development of five African American post-secondary administrators. If mentoring is a potential key to one’s professional development at post-secondary institutions, then it would be beneficial to analyze its overall effects on the careers of African American male
post-secondary administrators. In doing so, themes were identified, based on collected data, to address the research question. Countless studies have articulated about the intricate role mentoring plays in the success of one’s professional development. With the minute amount of scholarly literature and dismal representation of African American male administrators at post-secondary institutions, this study can provide a possible insight on how mentoring plays a role in the professional development of African American male administrators.

Throughout America, post-secondary institutions are implementing mentoring programs to effectively recruit, retain, and promote minority professionals to leadership positions, but there is a limited amount of literature aimed at examining how African American administrators are identified, recruited, retained, developed and promoted to leadership positions at post-secondary institutions. To reiterate Tucker’s (1980) work:

It is of great importance that there is a conceptual framework implemented by a valid theoretical and pragmatic method that trains, educates and develops African American administrators. With this in mind, we must create a short and long-term recruitment plan to increase the amount of African American administrators. In addition, we must cultivate training opportunities to effectively assist African American men and women for the various roles that they may one day inherit. (p. 314)

**Research Site**

African American male professionals who have obtained leadership positions at various post-secondary institutions, participated in this study to better comprehend the effectiveness mentoring plays in their professional development. Based on the collected
data, the types of mentoring will be categorized based on coded themes that were identified based on their functionality in the professional development of participants in this study.

Strong preference may be given to having a mentor of the same ethnic, racial or cultural background. This is often improbable at predominately White institutions (PWIs) due to the limited number of non-White administrators (Holmes, Land, & Hinton-Hudson, 2007). Studies have suggested that minorities may not have accessibility to mentors and are overlooked when it comes to mentoring relationships with dominant members of an organization’s power structure who could provide needed career advice (Hill & Gant, 2000). It has been found mentees of color with mentors of color reported more relationship satisfaction, interpersonal comfort and psychosocial and instrument support than mentees of color whose mentors are of a different race (Robinson & Reio, 2012).

**Research Participants**

According to the phenomenological methodology, one should collect at least five, and no more than twenty-five, narratives from individuals of a homogeneous group who have experienced the phenomenon under investigation. The number of participants could vary from five to twenty-five individuals, contingent upon saturation, whereas, no new narratives will be able to add additional insight into the concerned phenomenon (Paul, 2017). Five African American male executive administrators participated in this study. This study focused on African American males who have attained leadership positions at post-secondary institutions. Each participant was interviewed, over the phone, from sixty
to ninety minutes. All participants currently hold an executive administrative position at either a two-year or four-year post-secondary institution. The participants in this research were selected based on their current position as a post-secondary administrator. The follow criteria determined participation eligibility for this study:

- African American male at least of 35 years of age or older.
- Eight years or more of professional post-secondary experience, with an assistant dean title or higher.
- Supervise/or supervised twenty or more individuals at a predominately White post-secondary institution.
- Currently or formerly employed at a two or four-year institution with an enrollment of at least 5,000 or more students.
- Responsible for line item reporting for campus programs like budgets, financial aid, student services, counseling, housing, residential life, curriculum development or institutional initiatives.
- Working/or have worked at a predominately White, state-run or private institutions for ten or more years.

Demographic Information

The following table includes a list of participants that were part of this study.

Table 1: Participant’s Profile

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Position</th>
<th>Exp.</th>
<th>Deg.</th>
<th>Institution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Torrence</td>
<td>44</td>
<td>President</td>
<td>16</td>
<td>Ph.D.</td>
<td>Motlow State</td>
</tr>
<tr>
<td>Mr. Pierce</td>
<td>45</td>
<td>Vice President</td>
<td>18</td>
<td>MS.</td>
<td>Springfield Technical College</td>
</tr>
<tr>
<td>Mr. Nash</td>
<td>45</td>
<td>Associate Vice President</td>
<td>18</td>
<td>J.D.</td>
<td>San Jose State</td>
</tr>
<tr>
<td>Dr. Jacobs, III</td>
<td>49</td>
<td>Dean</td>
<td>11</td>
<td>Ph.D.</td>
<td>San Jose State</td>
</tr>
<tr>
<td>Mr. Jackson</td>
<td>46</td>
<td>Athletic Director</td>
<td>14</td>
<td>M.S.</td>
<td>Estrella Mountain College</td>
</tr>
</tbody>
</table>
Data Collection

Data can be in the form of field notes of the shared experience, journal records, interview transcripts, other’s observations, storytelling, letter writing, autobiographical writing, documents such as class plans and newsletters, and writing such as rules, principles, pictures, metaphors and personal philosophies (Connelly & Clandinin, 1990). A voice recorder was utilized to record all phone interviews. The interviews were detailed and structured identically for each participant. A total of eleven questions were asked in this study (See Interview Questions on pages 62-63). The recordings of the interviews were professionally transcribed, and later analyzed for emerging themes.

Data Analysis

According to Creswell (2007):

- First describe personal experiences with the phenomenon under study. The researcher begins with a full description of his or her own experience of the phenomenon. This is an attempt to set aside the researcher's personal experiences (which cannot be done entirely) so that the focus can be directed to the participant in the study.

- Develop a list of significant statements. The researcher then finds statements (in the interviews or other data sources) about how individuals are experiencing the topic, lists these significant statements of the data and treats each statement as having equal worth, and works to develop a list of non-repetitive, non-overlapping statements.
Take the significant statements and then group them into larger units of information, called "meaning units" or themes. Write a description of "what" the participants in the study experienced with the phenomenon. This is called a "textural description" of the experience—what happened—and includes verbatim examples.

Next write a description of "how" the experience happened. This is called description," and the inquirer reflects on the setting and context in which the phenomenon was experienced.

Finally, write a composite description of the phenomenon incorporating both the textural and structural descriptions. This passage is the "essence" of the experience and represents the culminating aspect of a phenomenological study. It is typically a long paragraph that tells the reader "what" the participants experienced with the phenomenon and "how" they experienced it (i.e., the context). (p 159)

**Interview Protocol**

An email invitation, requesting participant’s participation in this study was sent April 2018. Individuals who responded in a timely fashion met the criteria for participation and agreed to be part of this study were selected. During the scheduled interview session, open-ended questions (see pages 62-63) were presented to participants to explore the effects of mentoring in the professional development of African American male post-secondary administrators. By creating open-ended questions, participants were given the space to provide their reflective thoughts on their lived experiences.

Each participant was presented eleven questions with subsequent follow-up sub-questions, if needed. Participants’ responses were recorded using a Philips VoiceTracer
recorder and transcribed professionally. If requested, participants were provided with a copy of all interview questions. Prior to each interview, participants provided their educational background, current title, age, years of professional experience, and institutional level of post-secondary employment.

**Interview Process**

Five African American male administrators were each interviewed at an agreed upon time and date. The interview was anticipated to take sixty to ninety-minutes to complete and would consist of responding to a series of pre-determined questions (see interview questions on pages 62-63). According to Jacob (2012):

Researchers conduct interviews by asking individuals to share their stories. Perfecting one’s interview skill assist researchers to nurture the process of people’s storytelling. Accomplished interviewers can achieve critical understanding into lived experiences, and learn individuals’ perspectives and their characteristics, based on their stories told by participants who participated in the study. (p. 1)

**Interview Questions**

The following interview questions used in the study were designed to gain an understanding of how mentoring plays a role in the professional development of African American administrators at post-secondary institutions:

1. How would you define the word mentor?

2. To what extent has mentoring played in your professional development?

3. How did you meet your mentor?

4. When did you realize the significance mentoring played in your professional development?
5. What are your thoughts about the relationship between you and your mentor(s)?

6. What do you admire most about your mentor(s)?

7. In regard to your professional development, what topics do you and your mentor(s) discuss?

8. How often do you utilize the professional advice of your mentor(s)?

9. Can you give any specific examples when you utilized your mentor’s professional advice?

10. In what ways have the relationship between you and your mentor(s) evolved over time?

11. Why do you think it is important to have a mentor(s) in your professional development?

**Validity and Reliability**

The validity of qualitative study means the researcher investigates for precision of outcomes by implementing specifics procedures, whereas the qualitative dependability signifies that the researcher’s method is constant across different researchers and projects (Creswell, 2013). In his book, *Transforming Qualitative Data*, Harry F. Wolcott (1994) articulates the importance of talking modestly, listen attentively; accurately record; write early; let readers observe; report in-detail; be honest; seek criticism; and try to maintain a balanced approach. This study has sought to epitomize Mr. Wolcott’s prescribed method.

Researchers who utilize a qualitative approach, thick description, employs member checking, peer reviews, triangulation, and external audits. Researchers utilize one or more of these aforementioned procedures prior to reporting their investigative findings (Creswell & Miller, 2000).

Positivists have a tendency to question the trustworthiness of qualitative research.
This might occur because the perceptions of validity and reliability cannot occur in the same capacity in naturalistic work (Shenton, 2004). With this, interviews were conducted, recorded, and transcribed for accuracy, and documented themes were identified and categorized in this study. Ryan and Bernard (2003) stated:

Researchers’ assessments on what issues to examine, and best way to question participants about topics are a prominent source of priori themes. The first attempt in creating themes frequently originates from the interview protocol questions; in contrast to abstract literature reviews, were these themes are partly empirical. (p. 88)

**Credibility**

The credibility issue for qualitative inquiry depends on three distinct but related inquiry elements: rigorous techniques and methods for gathering high-quality data that are carefully analyzed, with attention to issues of validity, reliability, and triangulation; the credibility of the researcher, which is dependent on training, experience, track record, status, and presentation of self; and philosophical belief in the value of qualitative inquiry, that is a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, purposeful sampling, and holistic thinking (Patton, 1999). The liability of the investigator does not end with safeguarding the dependability or ethical reliability of one’s work. This obligation includes the methodical selections connected to the literature that situates the text as a knowledgeable reflection of the participants’ reality (Holley & Collyer, 2009).

The scientific goal of quantitative researchers is uncovering the worldly truths by the utilization of scientific methods as a mean to construct an improved understanding of
reality. While a few qualitative researchers function from a relatable philosophical standpoint, most understand that the significant human experience in reality, takes place subjectively, in a social environment within a historical time, thus, qualitative researchers are frequently more apprehensive about discovering information about how individuals think, their various circumstances, and their emotions about the validity of their judgements (Thorne, 2000).

**Researcher’s Epoché**

According to Creswell (2007):

A philosophy without presuppositions. Phenomenology's approach is to suspend all judgments about what is the-real "natural attitude"-until they are founded on a more certain basis. This suspension is called "epoché " by Husserl. (pp. 58-59)

Moerer-Urdahl and Creswell (2004) stated:

The first step in the phenomenological reduction process is epoche. In this approach, the investigator set aside their sentiments about the studied phenomenon to focus solely on the participant’s response. It is suggested not to take an advance determined position, so that the investigator continues to remain focus on his/her own cognizant state-of-mind. The reference to other individuals, their perceptions and judgments must be placed aside to obtain epoche. The investigator’s perceptions are remembered as indicators of comprehension, meaning, and honesty. (p. 22)

**Limitations and Delimitations**

Limitations are matters and occurrences that arise in a study which are out of the researcher's control. They limit the extensity to which a study can go, and sometimes
affect the end result and conclusions that can be drawn. Every study, no matter how well it is conducted and constructed, has limitations. This is one of the reasons why we do not use the words prove and disprove with respect to research findings (Simon & Goes, 2013). The limitations of this study are imperative to maintain an ethical position in the research findings, whereas the outcomes of this study are not definitive.

The delimitations of a study are those characteristics that arise from limitations in the scope of the study (defining the boundaries) and by the conscious exclusionary and inclusionary decisions made during the development of the study plan. Unlike limitations, which flow from implicit characteristics of method and design, delimitations result from specific choices by the researcher. Among these are the choices of objectives and questions, variables of interest, the choice of theoretical perspectives that were adopted, the paradigm (qualitative/quantitative/mixed), the methodology, the theoretical framework and the choice of participants (Simon & Goes, 2013).

Based on the aforementioned aspects of delimitations, this study is based on five participants and selected questions to comprehend the effects of mentoring in the professional development of African American male administrators working at post-secondary institutions.

**Institutional Review Board (IRB) and Informed Consent Form**

Informed consent and approval of all instruments and methodology was sought through UNLV’s Office for the Protection of Research Subjects (OPRS) and was granted approval and an exemption on February 2018.
Table 2: Interview Questions

<table>
<thead>
<tr>
<th>Questions</th>
<th>Bandura’s Social Cognitive</th>
<th>Kram’s Mentoring Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>How would you define the word mentor?</td>
<td>Individual (Cognitive)</td>
<td>Initiating and Cultivating</td>
</tr>
<tr>
<td>To what extent has mentoring played in your professional development?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Cultivating and Redefining</td>
</tr>
<tr>
<td>How did you meet your mentor?</td>
<td>Environment and Individual (Cognitive)</td>
<td>Initiating, Cultivating and Redefining</td>
</tr>
<tr>
<td>When did you realize the significance mentoring played in your professional development?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Cultivating, Separating and Redefining</td>
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<tr>
<td>What are your thoughts about the relationship between you and your mentor?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Cultivating, Separating and Redefining</td>
</tr>
<tr>
<td>What do you admire most about your mentor?</td>
<td>Behavior and Individual (Cognitive)</td>
<td>Cultivating and Redefining</td>
</tr>
<tr>
<td>In regard to your professional development, what topics do you and your mentor(s) discuss?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Initiating, Cultivating and Redefining</td>
</tr>
<tr>
<td>How often do you utilize the professional advice of your mentor(s)?</td>
<td>Behavior and Individual (Cognitive)</td>
<td>Initiating, Cultivating and Redefining</td>
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<tr>
<td>Can you give specific examples when you utilized your mentor’s professional advice?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Initiating, Cultivating, Separating and Redefining</td>
</tr>
<tr>
<td>In what ways have the relationships between you and your mentor(s) evolved over time?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Initiating, Cultivating, Separating and Redefining</td>
</tr>
<tr>
<td>Why do you think it is important to have a mentor(s) in your professional development?</td>
<td>Behavior, Environment and Individual (Cognitive)</td>
<td>Initiating, Cultivating, Separating and Redefining</td>
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</table>
Chapter Summary

This study’s aim was to shed light on the effects of mentoring in the professional development of five post-secondary African American male administrators. In analyzing the data and utilizing the lens of social cognitive and mentoring relationship theories, participants responded to eleven questions that revealed their thoughts about the role mentoring played in their professional development. Five participants, ranging from a college president to athletic director met the participant’s criteria established for this study.

A phenomenological approach was utilized to analyze participants’ responses to interview questions that provided data to address the research question. According to Laverty (2003), “Phenomenology is essentially the study of lived experience or the life world (van Manen, 1997). Its emphasis is on the world as lived by a person, not the world or reality as something separate from the person (Valle et al., 1989). This inquiry asks, "What is this experience like?" as it attempts to unfold meanings as they are lived in everyday existence” (p. 22).

Chapter III encompassed the qualitative research design, qualitative rationale, phenomenology methodology, framing of the study, research site, research participants, demographic information, data collection, data analysis, interview protocol, interview process, validity and reliability, credibility, researcher’s epoché, limitations and delimitations, and the Institutional Review Board and consent form. Chapter IV will consist of: research participant’s overview and context, emergent themes and chapter summary.
Chapter IV

Results

In a battery, I strive to maximize electrical potential. When mentoring, I strive to maximize human potential.

Donald Sadoway

The purpose of this phenomenological study was to obtain insight into the professional development of five African American male administrators at post-secondary institutions. The specific research question under study was: To what extent has mentoring played a role in the professional development of African American males at post-secondary institutions? The participants’ words, obtained via interviews, provided rich and valuable data, which were analyzed utilizing the methodologies delineated in Chapter 3.

In Chapter 4, the five research participants will be concisely introduced giving a context for their experiences, followed by a presentation of the specific, experience-defining expressions of the participants organized by theme, which are the results of this study. Chapter 4 closes with a chapter summary.

Research Participants Overview and Context

Five African American male administrators participated in this study. Three of the participants worked at a two-year institution, and the other two worked at a four-year institution. The average age of the five participants is forty-five point eight years. Two of the participants have a doctoral degree. One of the participants has a juris doctor degree. Two of the participants have a master’s degree.
Collectively, the participants have a combined total of seventy-seven years of post-secondary administrative experience. On average, the participants have fifteen years of post-secondary administrative experience. The participant’s professional title ranges from a college president to athletic director.

**Table 3: Participant’s Profile**

<table>
<thead>
<tr>
<th>Name</th>
<th>Age</th>
<th>Position</th>
<th>Exp.</th>
<th>Deg.</th>
<th>Institution</th>
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<tr>
<td>Dr. Torrence</td>
<td>44</td>
<td>President</td>
<td>16</td>
<td>Ph.D.</td>
<td>Motlow State</td>
</tr>
<tr>
<td>Mr. Pierce</td>
<td>45</td>
<td>Vice President</td>
<td>18</td>
<td>MS.</td>
<td>Springfield Technical College</td>
</tr>
<tr>
<td>Mr. Nash</td>
<td>45</td>
<td>Associate Vice President</td>
<td>18</td>
<td>J.D.</td>
<td>San Jose State</td>
</tr>
<tr>
<td>Dr. Jacobs, III</td>
<td>49</td>
<td>Dean</td>
<td>11</td>
<td>Ph.D.</td>
<td>San Jose State</td>
</tr>
<tr>
<td>Mr. Jackson</td>
<td>46</td>
<td>Athletic Director</td>
<td>14</td>
<td>M.S.</td>
<td>Estrella Mountain College</td>
</tr>
</tbody>
</table>

**Emergent Themes**

In responding to the 11 interview questions designed for the study, the participants (i.e., five African American male post-secondary administrators) spoke on the importance of mentoring to their administrative success and the role mentoring played, in general, in their professional experiences. Following the definition of Braun and Clark (2006), themes were isolated, which “captured something important about the data in relation to the research question and represented some level of patterned response or meaning within the data set” (p. 8). Data analysis produced six emergent themes, which are presented in detail below. The six emergent themes were: (1) Advice; (2) Giving Back; (3) Candor and Trust; (4) Development; (5) Initiative; and (6) Skepticism.

**Theme One: Advice**

In expressing their thoughts about the advice received from their mentors, each participant revealed various aspects on how the suggestions received from their mentors
played an important role in their professional development ranging from how to prepare successful applications, how to effectively navigate within their administration settings, interpret on-the-job situations and institutional politics. This sub-section presents the experiences of each study participant within the theme of “Advice.”

**Dr. Jacobs:**

When I was seeking out mentors, I sought out their professional advice. So, when I was trying to get a professor for the first time in grad school. My supervisor was supposed to be a mentor for me and three other people in my community. So, I would go to them for advice about putting my application together, writing my cover letter, my research letter, my research, media statement, and putting my CV together and letter of application. So, they were very helpful in that process. Same thing when I was looking for new jobs. You know, trying to get their advice about my letter, looking at the letter, looking at my CV. Do you have any advice about places that I should apply to, or should I get them to be my references? So, I think that’s probably the time I used their professional expertise.

After graduation, Dr. Jacobs continued to find value in his mentor’s advice as he stated, I think probably on each level having advantage, getting their feedback, getting their comments at each and every level. I have definitely used their advice to make my application stronger. Probably the most recent example was my current job. This is my third year, so it was in the spring of 2015, in which I was putting together my application materials. So, I had people look at my letter. You know to get feedback. How does CV’s look? Does it look ok? And so, they did, I made some tweaks and got this job.
Mr. Jackson:

I would say one of my most significant experience with a mentor was a previous vice president who I reported to. Unfortunately, politics plays a huge role at times, depending on what institution you are at when getting things accomplished. And I did not have much previous experiences in higher education. I did not have to deal with politics as much. In my new position, there was a lot of politics that were involved in primarily trying to get new programs off the ground and running. And I was not too adept at dealing with those politics, and I had a mentor who sat me down and basically taught me the angles and how to anticipate certain moves and certain situations. How to effectively deal with those moves in certain situations, and as a result, I went from not really being able to initiate new programs and getting them on the ground running to actually producing a good quality of programs within a one-year timeframe.

Mr. Pierce:

Probably the first 12 years of my profession I would seek them [mentors] out a lot. Each one of them [mentors]. Like I said, it was just situational. You know, I would call them and ask them what they thought about something. How would they handle this situation? And then I would utilize that information. Some of it I would use and some of it I am like, yeah, I am not going to do that, but it was really situational for me.

Mr. Pierce also reflected on a specific area of advice he received: Evaluation. He had this to say: In the area of evaluating, I learned years ago from one of my mentors, was how to appropriately evaluate staff and that evaluation takes place daily. Typically, folks
evaluate folks on the last maybe 3-4 months of the evaluation cycle. But if you keep notes and you are talking about things throughout the academic year, it makes the evaluation process a lot easier. And so, I have implemented some things in my evaluation process of my direct reports that I learned from my one of my mentors.

**Mr. Nash:**

I think there is nothing or pieces that I do not take, if she is offering advice. I think there are pieces that I take and pieces that are really just meant for her to say, “yes, it is time for you to go on.” Or, for her to say, “well you need to think about this type of thing.” So, it really varies, I think. That is our next conversation. I am sure that conversation will be about the kind of the processes, and where I am in the processes; and have I gained anything that I really want or whatever it may be. So, in my search process it is a self-search. So, I am not necessarily looking to leave the position that I am in, but if it is the right position and the right type of location, then I am willing to listen. Specifically, Dr. Nash stated:

So, she [his mentor] is in conversations with me when we had a challenging vice president around this place. I have had some of these for three years and a couple of months. I have had three presidents and three vice-presidents in those three years. So, we have talked about you know the challenges that this place represents. Or, what that means or the drama that can be happening at the time. Or, whether it is time for me to be looking for something else.

**Dr. Torrence:**

I was actually in a room with a gentleman who wanted to donate money. Basically, he
wanted to support my success. Prior to this conversation, last week, I sat with one of my mentors and sponsors here in Tennessee and they gave me an idea of the importance of telling a story. You know, when you get to a point where you are asking people for six-digits, in dollars or commitments to your institution, for an idea you have, it is not about the idea, it is about the story that you tell. So, the ability to connect with people is something that I have learned, and I use that daily.

Dr. Torrence also provided the following insight on advice, we talk constantly about making the decisions. What the pitfalls are for men. What the pitfalls are for women. What the pitfalls are based on my ethnicity. My perceptions that people may have of me because of my achieved status. Where I have come from [in life]. The ideas or the ideologies that people will be affixed to me before I even say a word, or just by me walking into a room. So, we have some very heavy conversations about making sure that the nonverbal communication is just as important as my verbal communication. I am looking over a student’s paper right now where he’s talking about nonverbal communication. It reminds me that the nonverbal in some instance are more important than the verbal. People are making snap judgments and developing fealty based on whether or not your shirt is tucked in. If your tie is tied correctly. If you spilled ketchup on your collar and you did not change your shirt. So, little things such as keeping an extra shirt, keeping an extra jacket, keeping a pair of extra socks, basically, a whole wardrobe in my trunk just in case something is to happens; so that you always look your best because people will perceive you based on what you look like initially and then you can seal the deal by knowing your stuff.
Mr. Jackson:

Mentoring has played a key role in my professional development. Going all the way back to my first professional job in higher education. I have been mentored by women, men, people of various races, and what I have discovered, it does not matter the gender or ethnic background of the individual. What matters is their teaching methods and their level of experience and expertise. Honestly, I would not be in the position I am in now, if it was not for strong mentorship. I have learned through mentors how to effectively conduct meetings and interview skills. How to facilitate various programs in regard to student success and retention. How to put together and facilitate structured presentations across the boards for all types of areas and audiences. Mentorship has played a key role in my development and success as a professional.

Theme Two: Giving Back

Within their full experiences of mentorship, participants in this study have not only been mentored but also have served as mentors, themselves (as is to be expected of persons in upper administration positions). Participants voiced the differing ways they view and accomplish this role. Within their reported experiences, a willingness to avail themselves to others as mentors was observed. This sub-section presents the experiences of the study participants within the theme of “Giving Back.”

Dr. Jacobs:

We needed somebody who was going to be the faculty resident for the Black scholars. So, these are African American students who live on the same floor with a faculty
member working with them very closely. So, I was on that committee to select a person and I encouraged a faculty member to apply. So, I gave them the information, said this is what you do, if you can apply for this, I think you would be great. And as a member of the selection committee, I was also able to advocate for her, you know in all the applications. She was selected, and she did a great job.

Dr. Jacobs also added:

For me, I take great pride in being a mentor to others; so, as a dean I have a lot of meetings with a lot faculty and department chairs. I meet once a month with the faculty in my college and also meet, you know, pretty regularly with other folks especially faculty of color. Most especially African-American folks, just to give them a sense of what you need to be successful and, to give whatever help I can to make them be successful in whatever they want to do.

**Dr. Torrence:**

I make sure that I am open. I watch for good young talent and good young leaders, in females and males alike. Immaterial of their sexual orientation, gender, the accent they may have. I am watching out for someone who I think will be receptive to some of the words that were shared with me, and some of the stories shared with me and hopefully they can use it to help them climb to wherever it is that they intend to go.

**Mr. Pierce:**

I am just available. You know, someone has questions, I answer those questions. I do not keep any information that may help someone develop. I do not keep it to myself. I do not necessarily have a huge relationship with a lot of African Americans
in the profession, because there is not many in my profession of student affairs.

Mr. Nash:

I think there is a need for us to be intentional. I think there is a lot of folks who utilize or who consider me a mentor. I think, whereas I would always try to be intentional, in terms of making sure that I was in a mentoring program. So, I think there is more of a need for that to happen in post-secondary. I do not necessarily think that folks will naturally gravitate toward folks. Or, if the folks would be willing to always kind of reach out and that is the question.

Dr. Torrence:

So, it used to be that I would be on their coat tails, in terms of doing professional trainings. Meaning that I was the junior person listening and filling in for them. And, now those relationships are equal and in certain aspects and areas of my expertise, specifically, with technology, they are now the junior person learning from me. So, the viability or the intent that it takes to continue to teach yourself and to be a learner because, to teach someone is a lifelong pursuit; and you too must continue to learn something and pass off with my mentors who want to learn from me about the use of augmented reality, mixed reality, virtual reality and the like, and robotics, so that they can incorporate at least the language when they are talking to people at their own institutions. So, it helps them and helps me, and it seems to help everybody.

Mr. Nash:

We were all young and hungry. Directors who had national reputations, and we all were competitive but we were very, very collaborative in our competitiveness. So, we
built each other up instead of trying to tear each other down. And so, I think that environment there, gave me a group of people who were not necessarily mentors. It gave me a group of kind of sounding boards. That has helped me throughout the rest of my career as we have gone on to other positions.

**Dr. Jacobs:**

I have been in a position where I am doing more of the mentoring rather than me talking to my mentor. So, as a mentor talking to mentees, people that I helped, one of the main things I talk about is work-life balance. You know, how can you get your work done as a professor. How can you get your research done? How can you get your teaching done but also not go crazy? Be able to maintain that balance.

**Dr. Torrence:**

A place without any joy or happiness is not a place at all, just someplace to work at. So, that is one of the most important lessons that I learned. We are all going to show up. We will show up every day to do the work, but the work has to be enjoyable and whomever is leading that organization, division or institution has to perpetuate, the love and passion that it takes to lead an institution and more importantly to be selfless in the pursuit of success for others. When you do that, that is returned in an exponential fold.

**Dr. Jacobs:**

I think for the mentee, especially for African-American men, in these types of leadership positions, we have a lot of demands on our time. We [African American men] know that we [African American men] would not have been able
to get to where we [African American men] were without the assistance of other people in our lives. So, I might not be able to respond as quickly, but we [African American men] will if you give us a little bit of time.

**Dr. Torrence:**

I am watching out for someone who I think will be receptive to some of the words that were shared with me.” There is an African proverb that states, “It takes a village to raise a child.”

**Theme Three: Candor and Trust**

In the maturation of the mentor/mentee relationship, candor and trust were identified as essential components. All participants indicated that they sought a mentor who would be candid with them, to the point of taking a no-holds-barred approach. Each participant anticipated the harsh realities of their post-secondary environment and sought mentors who would have a keen understanding of their journey ahead; mentors who had already successfully travelled a similarly turbulent road would more likely than not be in a position to advise. Once this particular mentor was identified, participants revealed that they developed a trusting relationship with this individual over time and embraced their input, including criticism. Indeed, before any advice can truly be taken to heart, one must trust the source. This sub-section presents the experiences of the study participants within the theme of “Candor and Trust.”

**Mr. Nash:**

To me, the most important thing is that individual who will kind of call it like it is for you. If you are being a knucklehead, they will tell you, you are being a
knucklehead; if you need to think about things a little bit more carefully, then they will suggest that you do that type of thing.

Mr. Pierce:

For instance, I may be looking at something one way when it is really not that way. My mentor can actually identify that and tell me, ‘Uh, I think you are looking at it wrong.’ I think a mentor is someone who can be very honest with you, and there is no agenda and a lot of conversations. Especially, when you have conversations with colleagues, and there could be a hidden agenda. You know, but a mentor/mentee relationship there is no hidden agenda. That person wants to see you succeed.

Mr. Jackson:

But as you grow as a person, and your mentor think you can trust them and vice versa, then you are more apt to open up and share other things that are going on with you outside of professional development or outside the office. That has enabled some of my mentors to be able to give me great life and social advice. So, pretty much my mentors have gone from a business mentor to really life coaches and family.

Dr. Torrence:

I think that when something like that occurs, one that speaks to their ability to stay connected to who they are investing in, because we don’t invest in anything, we don’t want to see a return on our investment. So, that means their ability to support me for the last twenty-six years, but it also speaks to my ability to find value, just because I am a role for achieving success.
Dr. Jacobs:

Universities are very complex places. So, there is all kind of stuff you do not know. There are some further steps you need to take to be successful. So, we talk about that, what I have been through. The third thing is just personal stuff, so it is not all about just work and just make sure you are doing ok, make sure you are getting exercise. Are getting along with their family.

Mr. Nash:

We got together at a SERVE [Supporting, Expanding, Recruiting and Volunteer Excellence] Academy this past NASPA [National Association of Student Personnel Administrator] and they had asked her, she was coming to speak about our relationship and what it meant to her and all sorts of pieces. She was very open and very honest in terms of the comments that she had. You know, I trust her, which is not an easy thing for a Black man in higher education, that is a first-gen, from the low socioeconomic background. I trust her. I note what she says, I believe in her opinion and I look forward to having conversations with her, because she will call it like it is to me, and that is something that I appreciate.

Mr. Jackson:

I am still pretty close to all my mentors. I probably try to reach out to them, or at least communicate with them several times per month. They serve as a support base for me. If I get into a situation where I do not necessarily have the answer right away or I am questioning my approach to conflict resolution or something, I typically give one of my mentors or a few of my mentors a call. Outside of my family and close friends,
my mentors are right there for me.

**Dr. Torrence:**

I appreciate their compassion. I appreciate the fact that when it was time, they were wise enough and comfortable enough in their skill sets to say, ‘Hey, now you are teaching me things.’ We need to keep our relationship from mentor and mentee to now we are standing shoulder to shoulder and having conversations about things in which I could potentially help them. So, I really appreciated that, because that shows that there are points in time when you can ascend or aspire beyond where someone never thought you could get to and then they are open enough to receive the things that I have to share now.

**Dr. Jacobs:**

I think for some people, their relationships with their mentors gets a little personal over time. So, sometimes you just go to them just for the professional questions. Can you help me do this or help me going through my CV? Help me look at this job. Help me deal with a problem I’m having with another person, and then you start talking about personal stuff later, down the line. But I have always been personal and professional right from the get-go. So, for me, I am a very the open person. I always listen to their stories, I hear stories, so I think my mentorships have not really changed. Have not change that much over time because they start out pretty strong and pretty often and sharing a lot of information about not only about my professional aspirations but also my personal life as well.
Mr. Pierce:

I guess you know it may have been that way from day one because we would talk about not only work but life. For instance, when my daughter was born and one of my mentors flew out to California to see my daughter, because that’s where we were living at the time. Friends or colleagues typically do not do that, but because we had such a strong relationship, he met my daughter before most of my blood family members. He met my daughter. So, when my mother passed, he came to Florida to the funeral. When I graduated, he was there. I mean anytime I would call him to come, he would be there. You may not even have family that you can call on, but I know if I call him, he would be there. He has shown me that. I have known him for my entire career, so that is like nineteen years.

Dr. Nash:

I define the word mentor as someone you feel you can pick up the phone or send an email, text or whatever may be the means of communication; and they will give you the wholehearted honest truth.

Theme Four: Development

Each participant reflected upon the various professional development activities and outcomes that resulted from mentorship. However, due to the shortage of mentors for African American post-secondary male administrators, participants in this study relied upon trusted mentors who effectively assisted them in their professional development. This sub-section presents the experiences of the study participants within the theme of “Development.”
Dr. Jacobs:

The dean of a different college then the one I was in approached me and said, “Hey we need somebody to be the chair of African American studies department.” And because of the politics of that department, is to say, we need a Black or African person to be a chair. You know I did some stuff in my past. I did study in that discipline. So, I think without that person reaching out to me, I might not have ever walked down my path as an administrator.

Dr. Torrence:

Mentoring has been huge in my professional development. I am fortunate that my academic journey has led me a long way to identify and to connect with those who have actually helped me through mentoring because they have taken on leadership positions at institutions and I was able to be sponsored. You know, the difference between a mentor and a sponsor? A sponsor is someone who will actually hire you and give you the opportunity to make mistakes, to learn, to innovate, but more importantly, they will guide you toward organizational success within the profession.

Mr. Pierce:

I think mentoring is extremely important. One of the things I always tell my students, use direct reports and even supervisors’ advice. I think it is important for mentoring to occur, but I also think it is important for someone to pick a mentor, instead of being given a mentor, because that person has to want to pour into your development. So, I think mentoring is extremely important and has been extremely important in my career. For me, on the mentoring side, for me to get mentored, I had someone who not
only asked questions about the career itself but also, I needed someone, if things were not going well. I could talk to and bounce ideas off of them. Be it situational or being what moves I can make in my career, and it could also be more personalized.

Mr. Nash:

I am being recruited for vice president positions. I guess it needs filling in and this is what I would say to either mention positions, or to have people nominate me for some of those positions that they think will be a good fit for me. They know the places that I would consider, and they know the places that I would not consider. They are willing to help me ask, without me prompting to nominate me for stuff. Or they are willing to, if something is going on with the family, sit and listen or just have a conversation with me.

Mr. Jackson:

I would not be in the position I am in now professionally, if it was not for great mentors. When I was just getting to higher-ed., I did not really have a lot of experience. I was good at interviewing. I was able to get job offers, but I did not really have a specific skill set and experiences. My very first mentor, as a professional, was able to teach me a lot in a short timeframe. How to put together programs and things like that. If it was not for a strong mentor during my first position, I probably would not be here right now. I would probably have failed in that position. And it was a position where I had to hit the ground running, right from the very start.
Mr. Pierce

As a new professional, I just asked a lot of questions, and I knew that I needed people who had worked in the profession for a while. I did not call it mentoring when I first started. After a while, I determined that I was being mentored, but I did not have a formal name for it at that time. I was just trying to learn the business. I mean, they have been instrumental in my development. I can talk to them about work. I can talk to them about personal issue. So, for me, my mentor is a friend. I would even go further and say that they are part of my family. So, yeah, they have been instrumental in my development.

Mr. Nash:

So, one of the things that we talked about before was, I needed to write. Over the course of the years, I present all the time. I do speaking engagements all the time. I do a multitude of presentations, but I did not write a lot. So, one of the things that I have needed to do, or that I need to do is to figure out how to kind of crack into that sort of domain. She offered some suggestions on what to do, so I could try to pursue to keep me into that sort of dynamic or that area.

Mr. Jackson:

On the professional side of things, there were areas that I was lacking in, like being able to deal with different individuals in the professional setting. Such as, meeting styles, communication, and managerial styles. I think in most of us, we pretty much get our managerial styles through mentorship. My managerial style, I think, is a mixture of probably all of my mentors I have had as a professional.
Dr. Torrence:

There is the time that you graduate from high school and you move through to college. Or you move into a service-oriented organization such as the Armed Services, and then beyond. It seems like you were kind of like scaffolding in your development. You either build a nice broad base on which you can draw upon or they become a banking system, where if you put enough in you have an opportunity to take some out, that will impact a large swath of people. In terms of that development and organizational understanding, I needed to be a strategic thinker.

Dr. Jacobs:

I think probably on each level having an advantage, getting their feedback, getting their comments, at each and every level and every job that I have ever had. I have definitely used their advice to make my application stronger. Probably the most recent example was my current job. This is my third year. So, it was in the spring of 2015 in which I was putting together my application materials. I had people look at my letter to give me feedback. And so, they did, I made some tweaks and now I got this job.

Mr. Jackson:

Someone who can teach an individual specific skill sets on how to approach certain situations specifically geared towards a career profession or life skills in the academic arena.

Theme Five: Initiative

With the attribute of initiative appearing again and again, study participants described
how they took it upon themselves to define their own style of leadership, initiate phone calls, identify a good mentor, and make decisions in their best interest, professionally. Participants were not apprehensive about fulfilling various voids that could impede their professional success. As African American men, each participant demonstrated initiative to ensure their professional objectives were met. This sub-section presents the experiences of the study participants within the theme of “Initiative.”

Dr. Torrence:

In my early twenties, I was involved in leading a small student affairs unit. What that allowed me to do was learn about myself. My leadership style and more importantly, to listen more than I spoke to the person who was leading me. What I gathered from it was that because you are able to do the work, it does not mean that you step away from who you are as a person. The goodness of fit that people talk about in terms of leading an organization or an institution also is relied on you being a good leader yourself. And so, what I got out of that was, it was okay to smile. It was okay to be joyful and playful in the workplace.

Dr. Jacobs:

I have been very determined to get where I wanted to go, and mentors have been people that I have liked to identify to help me open some doors. I think in my case, I sometimes approach people and said, “Hey I am noticing that you are still doing this and doing that” and let me help you do what you need to do. I do not think I have even had that in my past life where people have approached me, but I have definitely sought out folks and said, “Hey I need your help in this particular task.”
Mr. Pierce:

I have always found mentors on my own. Throughout my career in higher education, there have been folks who designated themselves as my mentor, who wanted to mentor me. For me, I listened to those individuals, but my development did not increase as much, because they are going to give me how much information they think they should give me, instead of me seeking information from someone who I have designated as my mentor.

Mr. Jackson:

I try to reach out to my mentors at least several times per month. They serve as a support base for me. If I get into a situation where I do not necessarily have the answer right away or I am questioning my approach to conflict resolution or something, I typically give one of my mentors or a few of my mentors a call.

Mr. Nash:

I do not think it was until I joined or until I was selected, I think, to be a part of a program that assigned you a mentor. I really told myself, “Okay, this person is assigned to me, they are mentoring me, they have done what they needed to do and figure this would be a good fit for me in terms of mentoring.” So, let me do what I need to do in terms of making sure that this is actually an individual that I use and that I reach out to, type of thing. So, it probably, took me until like up to this position to really sit here and say, “This individual is my mentor” type of thing.”

Theme Six: Skepticism

In their responses, the participants in this study referenced their cultural background as
a significant point of consideration in the context of their professional setting. Even though each participant voiced their concerns either about misperceptions, unfair criticism, self-doubt, undue pressure, and loneliness, not one individual appeared to doubt the legitimacy of their work, education, or position. Hence, a lens of skepticism toward their professional objectives, by participants, appeared to be used in interpreting situations and deciding upon courses of actions. This sub-section presents the experiences of the study participants within the theme of “Skepticism.”

Dr. Torrence:

So, we talk constantly about making the decisions. What the pitfalls are for men? What the pitfalls are for women? What the pitfalls are based on my ethnicity? My perceptions that people may have of me because of my achieved status. Where I have come from and the ideas or the ideologies that people will affix to me, before I even say a word, but just by me walking into a room. So, we have some, very heavy conversations about making sure that the nonverbal communication is just as important as the verbal communication.

Mr. Nash:

I trust her, which is not an easy thing for a Black man in higher education, that is a first-generation student from the low socioeconomic background.

Mr. Pierce:

The work that we do in higher ed., if you do not have someone who you can bounce ideas off of and you do not know the profession, I think it is very lonely because, it is not that many professionals of color, particularly African American men in this
Mr. Jackson:

There is a system in place where I work where it is across the board pretty much with African American males on my campus. We are more highly scrutinized in the hiring process. If we lucky enough to get the position, there is an approach on both the faculty side and the staff side to question the validity of our hires. They question whether or not we have the proper skill set, the proper experience, the proper education, and once they find out that you do meet those requirements then the next step is to almost set you up in some way for failure. If that approach does not work, then there is a thing where you are held to a different level than your non-Black colleagues; and within that system it is almost a daily occurrence.

Dr. Jacobs:

I think the most I admired about them was the time here in the university, but if you are an African American scholar, any scholar of color, I mean, you are under a lot of pressure. You have a lot of demands on your time, in addition to doing your own research to even it being your teaching plan. You know you serve this obligation.

Participant’s Mentor’s Background

Based on participant’s response to the interview questions, “How did you meet your mentor,” one can surmise the following: Two of the participants, Mr. Jackson and Mr. Nash referred to females in their response. One participant, Dr. Jacobs referred to a gentleman in his response. Mr. Pierce referred to “they” in his response to the proposed question. Dr. Torrence’s response was quite broad in nature, due to the fact, of
his utilization of the word “compartmentalize” in his professional development.

Having a network of mentors can provide a protégé with a variety of developers with different perspectives, knowledge, and skills and who can serve different mentoring functions such as being a role model or providing career-related or emotional support (De Janasz & Sullivan, 2004). Based on their responses to “How did you meet your mentor” Mr. Pierce and Dr. Torrence responded in a broad manner, whereas, Mr. Jackson, Dr. Jacobs and Mr. Nash responded in a singular fashion. The cultural identity and age of the participant’s mentors were not revealed in the participants’ responses.

**Participant’s Level of Success**

In regard to African American male administrative post-secondary success, there is a considerable amount of literature that documents the trials and tribulations of their professional journey, whereas, their success has been a tedious one. In this qualitative study, the data suggest that mentoring played a critical role in the professional success of participants, thus, providing information that may address the shortage of African American male administrators at the post-secondary level.

Currently, each participant holds a prominent administrative title at their post-secondary institution ranging from: college president, vice-president, associate vice-president, dean and athletic director. Based on the literature review, their high-level of administrative success was an unexpected, but pleasant surprise.
Figure 1: Thematic Analysis

Chapter Summary

From the data analysis for this phenomenological study emerged six themes: (1) Advice, (2) Giving Back, (3) Candor and Trust, (4) Development, (5) Initiative, and (6) Skepticism. These themes represented the defining features of the mentorship experiences lived by the five African American male post-secondary administrators, who were interviewed for this study. Chapter 4 presented the findings underpinning the six themes and provided a reflection of each one.
Chapter V

Conclusions and Recommendations

Mentoring is about listening to people, helping them go over what the issues are and how to clarify ways to deal with any problems that may arise.

Mildred S. Dresselhaus

Chapter five concludes this dissertation, which has centered on the question: To what extent has mentoring played a role in the professional development of African American male administrators at post-secondary institutions? This chapter includes a study synopsis followed by a discussion of the findings in relation to the conceptual framework underpinning the investigation and an interpretation of the emergent themes. The remaining sections present the significance of the results, conclusions, recommendations for future research, recommendations for practice, and finally, the researcher's reflections.

Study Synopsis

The purpose of this study was to explore the role mentoring plays in the professional development of African American male administrators at post-secondary institutions. Considering the minuscule numbers of African American male administrators within the nation’s institutions of higher education (most of which in post-secondary institutions classified as Minority-Serving Institutions or Hispanic-Serving Institutions) and the subpar graduation rate of minority students, there is an urgent need for post-secondary institutions to develop minority male administrators, especially ones of African American descent.
Chapter 1 set the stage for this work: African American post-secondary faculty contribute to the breadth of academic outcomes for students and faculty; and the advancement of these individuals to positions of real consequence within the ranks of administration is necessary, but unfortunately it has not happened at the level commensurate with today’s demographics. The numbers of African American male post-secondary administrators are exceedingly small, making the likelihood very small that an aspiring African American male administrator will be able to connect with a mentor who shares his experiences. Often ignored in the higher education literature is the experience of African American males in upper-level administrative positions at predominately White institutions (PWIs). This lack of literature on African American male administrators directly relates to the lack of deliberate attention PWIs have given to increasing the number of African American males in their administrative ranks, even in light of the increasing number of African American male students and faculty within the institutions (Scott, 2016). Finally, the following research question was posed: To what extent has mentoring played a role in the professional development of African American male administrators at post-secondary institutions?

In chapter 2, relevant literature was reviewed, situating this study in the context of previous research. In chapter 3, social cognitive and mentoring theoretical framework was utilized, in addition a phenomenology methodology was used to research the proposed research question. Chapter 4 organized, reported, and reflected upon the findings of the study to reveal six core themes that defined the mentoring experiences of five African American male post-secondary administrators. In the participant’s quests for
professional success in academia, each had utilized mentoring as a way to develop and progress his career; and the individual experiences that each participant shared connected remarkably well to those of the other participants in this study. The six themes identified were: (1) Advice, (2) Giving Back, (3) Candor and Trust, (4) Development, (5) Initiative, and (6) Skepticism. Each of these six themes encapsulates an understanding of the different facets of how mentoring plays a role in the professional development of African American male post-secondary administrators.

**Findings and Theoretical Framework**

In social cognitive theory, the human behavior is significantly driven and structured by one’s self-influence. The primary self-regulative method functions through three main sub-functions, which includes, the monitoring of one’s conduct, its causes, and its effects; judgment of one’s behavior in relationship to one’s standards and societal conditions and emotional self-reaction (Bandura, 1991). Social cognitive theory was selected as the theoretical framework in this study as the most accessible way to construct an understanding of how mentoring plays a role in the professional development of African American male post-secondary administrators.

The emergence of brain activities is due to the cognitive processes that exert determinative influence. Inside the human mind, there is reproductive, imaginative, energetic, and reflective, not just responsive. Individuals function as critical thinkers that serve development functions. They hypnotize opinions about the forthcoming actions to address ever-evolving varying circumstances, evaluate their practical value, arrange and strategically position various possibilities, adequately evaluate the effects of their
activities, and modify needed changes (Bandura, 1991).

**Figure 2: Bandura’s Social Cognitive Theory**

Walker and Posner (2003) suggest:

Confident people have the abilities, in a particular context, to accomplish a specified level of achievements called self-efficacy. Efficacious individuals attempt new experiences, exert energy towards this newfound behavior, and can endure extensively when they faced challenges. There are four influential types of evidence for perceptions efficacy: performance achievements, secondhand experiences, persuasive messages, and physiologically signals. Generally, efficacy occurs when an individual perform a certain behavior, observes other’s behavioral success, complimented by a competent individual, and recognize impending achievements, via non-verbal signals indicators such as, rapid heartbeats and increase respiration. A judgment that one’s action will lead to one or more outcomes is called outcome expectancy, thereupon,
these consequences or outcomes are identified as physical, social or self-evaluative. In physical consequences, which includes body sensations, such as muscle pain. The behavioral displayed of other individuals comprise of secondary class outcomes that stimulates self-esteem, enjoyment, displeasure, and shame are the examples of self-evaluative outcomes. (pp. 2-3)

Social cognitive theory for measures learning outcome via two variables: (1) self-efficacy beliefs and (2) self-regulated learning in academic planning. The variable “self-efficacy beliefs” is based on one’s self-assurance in the engagement of detailed activities that will contribute towards one’s success, in contrast, self-regulated learning is when learners exhibit control of their own destiny and employ various strategies to aid in their overall learning (Erlich & Russ-Eft, 2011). Social cognitive theory was selected as the theoretical framework in this study to frame the role mentoring played in the professional development of African American male administrators at post-secondary institutions.

Results from the study established that participants expressed a heightened level of awareness of the need to improve their professional skills and knowledge, and to be prepared to navigate the social norms at their respective post-secondary institutions. For participants, having been mentored was a critical factor catalyzing positive change: Participants credited mentorship for their accomplishments in various professional endeavors, which in turn, enhanced the possibilities for achieving success at higher administrative levels. Specifically, mentored participants came to recognize the critical importance of self-efficacy and of identifying and meeting professional expectations.
A successful mentoring relationship is complex, and it requires more than a simplistic exchange of information and a checklist of abilities and skills to develop. At the heart of this relationship is the interaction of two individuals: one more sophisticated in a particular area, one less complex; both unified in a shared commitment to accomplishing success (Kalbfleisch, 2002).

In order to provide applicable advice that can be put into practice to yield positive results, it is imperative that the mentor not only understand the immediate and long-term objectives of a given task, project, or even career goal, but he or she must also be able to relate to, and be candid about, the specific, and possibly hidden social circumstances with which the mentee will grapple (Turner & Grauerholz, 2017). A young adult, in the first stage of his or her career, is likely to be engaged in forming an occupational identity, forming a dream, forming intimate relationships, and forming mentor relationships. It is a time when questions about one’s competence, one’s effectiveness and one’s ability to achieve future dreams are most salient (Kram, 1983).

The mentoring relationship is a special one when two individuals makes an authentic connection. In other words, individuals form a special acquaintance. It is built on shared

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<td>Suspicion evolves into respect and mutual trust</td>
<td>Trust and intimacy grow alongside confidence and ability</td>
<td>Offering and accepting operating freedom</td>
<td>Peer friendship evolves</td>
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Figure 3: Kram’s Mentoring Process
trust and admiration, openness and trustworthiness that allow individuals to be themselves. It is open, but influential mentoring relationship that enables mentees to develop in a safe protective environment. The status of the relationship is critical to the success, but if bonding does not occur, both parties will become uncomfortable and will affect the status of the relationship (McKimm, Jollie, & Hatter, 2007).

**Figure 4: Five-Phase Mentoring Relationship Model**

The five African American male post-secondary administrators in this study, for whom mentoring played a significant role in attaining subsequent success. Mentor/mentee relationships, for the participants in this study, were characterized by a high-level of friendship, trust, acceptance, and respect that evolved over time, thus, substantiating Kram’s (1983) mentoring process for the participants in this study.
Interpretation of Results

Theme One: Advice

Advice was a prominent term voiced again and again by the participants throughout the interviews. Based on their collective words, “advice,” which is defined as guidance or recommendations concerning prudent future action, typically given by someone regarded as knowledgeable or authoritative. Each of the five participants received various forms of advice that greatly assisted their professional development. All of the participants were open to the advice of their mentors, believed their mentor’s advice was very beneficial to their professional development, and even affectionately recollected the time shared with their mentor, who, in some cases came to be regarded as closely as family members.

During critical times in their professional development, it became apparent that all five participants actively sought out the advice of their mentor. Based on various challenges at their respective institutions, participants utilized their mentors as an efficient sounding board to identify various solutions to pressing issues. Dr. Nash proclaimed, “She [his mentor] offered up some suggestions of what to do, or her views on the potential avenues that I could try to pursue.”

Early in their professional careers, all participants in this study appeared to understand the importance of the mentoring advice given. Mr. Pierce stated, “As a new professional, I just asked a lot of questions. I knew that I needed people who had worked in the profession for a while. I did not call it, ‘mentoring’ when I first started but, after a while
I determined that I was being mentored, but I did not have a formal name for it at that time. I was just trying to learn the business.” All participants indicated that their road to success depended upon the timely advice of their mentor.

Beyond their commonality of being African American post-secondary administrators, each participant’s professional struggle seemed to be based on one’s cultural identity, which has presented them with unfair and unyielding institutionalized challenges. With the societal vilification of African American men, participants endured a multitude of foreseen and unforeseen institutional obstacles that necessitated the candid, dependable, experience and appropriately timed advice of mentors. As Dr. Jacobs states, “I think it is just making it easier and quicker to have mentors who can show you the ways. So, it is not impossible to be successful with or without mentors, but I think it is much harder.”

Dr. Torrence stated, “I am fortunate that my academic journey has led me a long way to identify and to connect with those who have actually helped me through mentoring, because they have taken on leadership positions at institutions.” With the success and longevity of each participant’s career, one can surmise that each participant absorbed the advice given to them by their mentors, utilizing it in some fashion to increase their development and professional attainment.

**Theme Two: Giving Back**

Giving back is defined as to present voluntarily and without expecting compensation, or to bestow. Participants in this study, recognizing that their professional successes developed as a result of their mentor’s involvement, were compelled to be similarly benevolent. These African American men each displayed a high level of
conscientiousness in their administrative roles, when needed, appeared to be more than willing to become a mentor to promising individuals, just in the name of giving back!

Dr. Jacobs stated, “I think for the mentee, especially for African-American men, in these type of leadership positions, we have a lot of demands on our time. We [African American men] know that we [African American men] would not have been able to get to where we [African American men] were without the assistance of other people in our lives. So, I might not be able to respond as quickly, but we [African American men] will if you give us a little bit of time.”

Through their own professional growth to which mentoring had contributed greatly, participants were able to identify solutions to an array of issues, which in turn, could help additional individuals in need. Having confronted many challenges in their past, they were now able to interject their knowledge into the novel situations of fellow colleagues at an impasse of their own. With this ability, participants exhibited a heightened level of professional confidence along with institutional commitment towards mentorship and being a mentor. By giving back to their various institutions, participants in this study, were able to increase their human capital as a post-secondary administrator. Even though participants faced enduring challenges throughout the various stages of their professional career, they all possessed an innate ability to be a conduit in the success of other individuals.

Schrubbe (2004) declared:

People have consistently inspired our lives in a multitude of ways. There have been numerous individuals who have mentored us without our direct knowledge.
Mentoring has been a longtime tradition. Traditionally, mentors have bequeathed mentees with their knowledgeable information, as well as, educate mentees how to acquire insightful information. Many believe the delicate thread connecting the mentor/mentee relationship is difficult to break. Initially, what starts as an academic relationship, evolves into a friendship of shared admiration, gratitude and appreciation. (p. 327)

Participants look out for kindred spirits, who share their societal struggles to success, who will be especially receptive to their advice and personal experiences. As Dr. Torrence stated, “I am watching out for someone who I think will be receptive to some of the words that were shared with me.” There is an African proverb that states, “It takes a village to raise a child.” In one way or another, each participant understood that their holistic success was primarily due to a mentor giving back to them, whereas, now each participant is inspired to grab the mentoring baton to prepare their heir apparent.

Theme Three: Candor and Trust

Candor is defined as the state or quality of being frank, open, and sincere in speech or expression; candidness; whereas, trust is defined as dependence on the honesty, strength, aptitude, security of a person or thing; self-assurance. Amanchukwu, Stanley and Ololube (2015) stated, “From the perspective of employees, leadership is comprised of everything a leader does that affects the achievement of objectives and the well-being of employees and the organization. Trustworthiness is often key to positions of leadership as trust is fundamental to all manner of organized human groups, whether in education, business, the military, religion, government, or international organizations” (p. 6).
Culturally isolated in an institution with slight representation of African American post-secondary administrators at their respective institutions, with their respected mentors, study participants found themselves in an environment where it was safe to trust. The mentorship relationship established between the mentor/mentee created a trusting bond, where, not only professional related-issues were discussed, but personal as well. Each participant exhibited an acumen of professional awareness, of wanting the candid truth, when it pertained to the advice received from their mentor.

**Theme Four: Development**

Development is defined as the act of process of developing; growth; process. Since development and personal growth were seen as instrumental to advancement, the mentors’ input, with respect to development, was taken seriously. It appeared that as each participant gained a better comprehension of their various administrative duties—through the input of and development recommendations made by their mentors—more successes were achievable. As time went on, the participants in this study, developed a deeper understanding of what role their mentors had played in their professional development. Each participant expressed an affinity to the wise-words of their mentors. Mr. Pierce stated, “They [his mentors] have been instrumental in my development. I can talk to them about work. I can talk to them about personal issues. So, for me, my mentor is a friend. I would even go further and say that they are part of my family. So, yeah, they [his mentors] have been instrumental in my development.”

Schrubbe (2004) pointed out:

Mentors have the ability to envision potential greatness in mentees. Mentors can
create a visionary development plan that take advantage of mentee’s strengths, skills, and unforeseeable growth. Competent mentors adamantly believe in their assessment of mentees, due to their visionary beliefs, that eventually convince the mentees in an overwhelming fashion. (p. 324)

This definition seems to have held true for the mentors described by the participants in this study. Duly convinced of this greatness, participants were able to reaffirm themselves of their professional abilities and further develop skills at their respective institutions. The mentor/mentee relationship flourished and deepened over time concomitantly with the professional development levels reached by the mentee.

**Theme Five: Initiative**

Initiative is defined as an introductory act or step; leading to action. Informal mentoring often grows organically and emerges due to shared interests and commonalities, including personal and professional goals. Once participants in this study understood what to expect from mentorship, each took the initiative to contribute to his side of the equation as mentee, which meant implementing various measures (e.g., seeking advice, seeking the right person to give advice, asking questions, and fulfilling suggested courses of action that they deemed appropriate), to ensure their professional success, and often that of others.

This research study showed the seed for perseverance was planted in past mentoring experiences. Participants, in their own way, either contacted their mentors, when needed, identified a specific mentor for various situations and affirmed a positive belief in their professional abilities within their respected institutions. During challenges times, each
participant displayed a high-level of resolve, thus, the utilization of their mentoring experiences played a role in their various professional objectives.

The mentoring experiences of each participant did not indicate any hesitation on their part to ask critical questions to their mentors, or to actively engaged themselves within their respected institution by helping other individuals. Amanchukwu, Stanley and Ololube (2015) states, “Effective leadership is a heart-felt byproduct of an individual effective leader with a detailed vision, full of passion, that is imaginative, accommodating, inspirational, ground-breaking, daring, ingenious, experimental that introduce change” (p. 6).

Unprompted, participants were motivated to actively engaged themselves to better serve their institution. Dr. Torrence stated, “I think people are thrown off sometimes when I ask them, ‘How can I help you?’ You have to have a give and take approach in relationships. All relationships should be reciprocal, and the more you give, the more you get.” In this particular case, Dr. Torrence displayed an altruistic act to effectively serve his institution, primarily due to his mentor’s timely insight to Dr. Torrence’s overall professional abilities.

As African American male post-secondary administrators, all five participants in this study recognized that taking the initiative was critical to their overall success. Each participant, initiated contact with their mentors and assisted other colleagues unprompted. Due to their mentor/mentee relationships, participants in this study comprehended the importance of initiating their own success.
Theme Six: Skepticism

Skepticism is defined as a skeptical attitude or temper; doubt. Mr. Jackson declared:

I have been shaped by mentors. One of the biggest issues or biggest topics that we discuss and deal with is my personal experience as an African American male in higher education. Within that there is a system that I work within that, African American males have to adjust and be able to effectively function within to be successful.

Each participant shared a certain-level of skepticism within this study. The study showed that participants comprehended the scrutiny of being an African American male, first and foremost, who just happened to be a post-secondary administrator. Participants learnt how to not allow their ethnic identity to be a key deterrent to their administrative success. Holmes (2004) stated, “Chief among the concerns raised were that African Americans experienced a chilly and uncongenial post-secondary environment, loneliness, estrangement, marginalization, wage inequities, unrealistic role expectation, limited advancement opportunities, feelings of hopelessness, tokenism and scarcity of mentoring opportunities” (pp. 24-25).

This study’s findings support the sense that there is a certain level of apprehension within African American male administrators at post-secondary institutions. However, it is important to note that even the participants in this study shared a certain level of skepticism, it did not deter them from achieving their administrative goals, possibly due to the supportive influences of mentorship. Dr. Jacobs stated, “If you are an African American scholar, any scholar of color, you are under a lot of pressure.” Each participant
exhibited a strong grasp on the role mentoring played in their professional development. Dr. Jacobs continued by stating, “I always admire the people [mentors] that have so much that they have to do and would still take time out to meet with me to give me advice to help me be successful.”

Mr. Pierce stated, “I watch people work. I look at their work ethics. I look at what they are producing and if they have a strong knowledge in a particular area, that is how I choose who I want to mentor me.” Each participant, in their own way, confirmed that skepticism creates a professional conundrum, but it is something that can be dealt with, particularly when effective mentoring can be drawn upon in those situations in which skepticism tends to arise.

**Significance of the Findings**

Shockingly, with the exception of Historically Black Colleges and Universities (HBCUs), most of the nation’s colleges and universities do not have any African American deans or department chairs, and fewer than 30 of the 3,000 are led by African American presidents. This consistent lack of diversity around the leadership table reinforces an unspoken and dangerous assumption that only White males are fit to lead. It’s time for this operating assumption to die (Strauss, 2015). Turner and Grauerholz (2017) recently explained:

The absenteeism of African American male professionals, presents a dangerous challenge to diversity and inclusiveness within the post-secondary environment.

Not only does this scarcity of African American male professionals emphasizes the prevailing discriminatory system within these organizations contribute to the
exclusion and alienation experienced by these men. The lack of African American male professionals, create dangerous consequences for the overall success of students of color. Despite the importance of African American male professionals, an insignificant amount of literature exists about their unique experiences at post-secondary institutions. (p. 212)

The results of this investigation on the professional development of African American male post-secondary administrators, will add to the body of extremely limited literature examining this population and contribute to the larger body of research on mentoring in general. It is worthwhile to focus study on the role of mentoring on a specific population such as African American male post-secondary administrators because mentoring has been shown to be significantly positively correlated with various outcomes for mentees, and as such is one possible avenue to support this population. The six themes that emerged from this study have implications for the ways that higher educational institutions can identify, recruit, retain, and develop African American males for administrative positions. In addition, these data have implications for how post-secondary institutions design mentoring programs that can better prepare African American males for leadership positions.

**Recommendations for Future Research**

The focus of this research was to shed light on how African American male post-secondary administrators utilized mentoring in their professional development. This research provides additional literature in the experiences of African American male administrators working at post-secondary institutions. In this obtained data, there is a
considerable amount of additional research needed to advance the overall understanding of the plight of the African American male post-secondary administrator.

For future research, I would highly recommend the study of sponsorship in the professional development of African American male post-secondary administrators. There is an enormous difference between sponsorship and mentorship within the work environment. Due to the sparse literature in the identification, recruitment, retention and development of this studied group, I believe sponsorship can increase the number of African American male administrators at post-secondary institutions. Two out of the five participants mentioned the impactful aspects of being sponsored. Dr. Torrence stated:

I am fortunate that my academic journey has led me a long way to identify and to connect with those who have actually helped me through mentoring because they have taken on leadership positions at institutions, and I was able to be ‘sponsored.’ You know, the difference between a mentor and a sponsor? A sponsor is someone who will actually hire you and give you the opportunity to make mistakes, to learn, to innovate, but more importantly they will guide you toward organizational success within the profession.

If post-secondary institutions are truly seeking to increase the amount of African American male administrators, or any other underrepresented group, then sponsorship of qualified minority candidates may be their answer. Dr. Nash alluded, “I am sure there has been folks that have sponsored me or did some of those pieces for me as well.” This study focused on the role mentoring played in the professional development of African
American male post-secondary administrators but exploring the role of sponsorship would provide a compelling insight and enriched data about this studied group’s professional journey.

**Recommendations for Practice**

Strategies for remedying the lack of African American male administrators at PWIs can be categorized in two ways: institution-based solutions and individual-based solutions. Institutions can begin by giving the same amount of attention to diversifying senior administration that is given to diversifying student and faculty ranks. Many PWIs are eager to portray their campuses as pillars of inclusion and diversity and often point to initiatives and strategies implemented to recruit and retain increasing numbers of minority students and faculty. Nothing says diversity and inclusion more than diversifying the ranks of senior administration. According to Jackson (2001a), the truest measure of an institution’s commitment to diversity is displayed in the demographic composition of its administration. Compounded with this thought is Fikes’ (2004) point that many PWIs spare no effort, energy, or resource to recruit African American men for their athletic teams. If even a portion of these efforts were directed to recruiting African American males for administration, underrepresentation would not be an issue (Scott, 2016)

Through this study, African American male administrators shared their unique views about the role mentoring has played in their professional development. Using this study’s findings, post-secondary institutions can better comprehend how to increase administrative diversity within their ranks. This research provided insight into the lived
experiences of professionals who have utilized mentoring as an effective tool in their professional development. From their various responses, participants knew the importance of finding a way to resolve their various post-secondary issues, and mentoring became a reliable answer for their professional needs. Based on the established mentor/mentee relationship, participants in the study took it upon themselves to effectively used their mentor’s advice to by-pass various institutional issues that may have impeded their professional success.

Post-secondary institutions have designated a considerable amount of resources towards the study of the African American male student. Comparatively speaking, post-secondary institutions have perpetually overlooked the African American male post-secondary administrator. The formal mentoring programs of post-secondary institutions have created a conundrum of problems; whereas, the cultural compatibility among sex, race and age has been a key deterrent to their overall success.

This study provided six themes: advice, giving back, candor and trust, development, initiative and skepticism that revealed promising data that will effectively develop African American male professionals for leadership positions. Based on the results, post-secondary institutions can create a friendly climate of inclusiveness to the underrepresented African American male administrator by comprehending the informal aspects of mentoring. In their quest to create leadership diversity, post-secondary institutions must strategize an organic, but authentic informal mentoring approach that better comprehends the unique challenges of the African American male administrator.

Hopefully, this study revealed a critical insight to the unique outlook of five African
American male post-secondary administrators, who incorporated mentoring as a tool to increase their overall professional development. This research’s approach could be replicated for various underrepresented groups to explore how mentoring plays a role in one’s professional development at post-secondary institutions.

**Conclusion**

Each participant in this study utilized mentoring as an effective tool to traverse various professional obstacles to achieve administrative success. By having mentors as a valuable commodity, participants expressed a considerable amount of confidence in their administrative success. The data from this study suggest that the participants’ utilization of mentoring played a prominent role in their professional development. As Blake-Beard, Kram, & Murrell explained in the preface to the impactful volume, “Mentoring Diverse Leaders,” Murrell & Blake-Beard (2017) stated:

> It is now evident that is not simply one’s gender or race that alters the traditional mentoring processes discovered in the early 1980s, but also the relational dynamics and the surrounding organizational culture and practices that shape the experiences of mentoring. Most recently, new theoretical lenses including intersectionality, positive organizational scholarship, relational cultural theory, critical management studies and social network theory has given us tools that enable us to highlight important nuances that powerfully affect the mentoring experiences and its varied consequences. (p. 233)

Participants in this study expressed their use of mentoring to effectively cope with organizational issues. Research from this study suggest that participants in this study
have utilized mentoring as an effective tool. By examining the proposed research question with a phenomenological methodology with a social cognitive and mentoring theoretical lens, the data suggest the value and validity of mentoring in the professional development of African American male post-secondary administrators.

**Researcher’s Reflections**

This dissertation contributes to the existing, limited research on African American male administrators in post-secondary education by providing a glimpse into five individuals’ views on the experience of mentoring and its contributions to their professional success. The overarching goal for this phenomenological study was to give voice to the lived experiences of the research participants through the description of their observations, feelings, and the context for their experiences. Wolfe and Freeman (2013) stated:

The systemic inequities are frequently contextualized by America’s institutional narrative, whereas, minority leaders must adhere to the standards established by White males. Although post-secondary institutions have become more inclusive, minority groups are thrust to compete against fellow minorities, while the dominant group enjoys its built-in status and racial advantage. As a result, this covert effect is an invariable one, even while there is an enduring battle for institutional change between minorities, while the dominant groups maintain their prominent rank and privilege. Researchers view this as a problem, because post-secondary institutions replicate the environment on the surface level, this change can serve to strengthen institutions. While critics have reported that the recent notoriety on global diversity tends to be
vague, its devotion to domestic problems first gave rise to affirmative action. In doing so, affirmative action was to address the inequities of the past vestiges of White privilege, whereas, the emphasis placed on diversity is directed by those who perpetuate upholding White privilege. (pp. 3-4)

Turner & Grauerholz, (2017) stated:

Does the United States’ postsecondary education system perpetuate the discriminatory ideals and practices of the private sector and the broader society? Does it empower or disempower Black male professionals? Research suggests that the United States’ racist history and the legacy of actively keeping Black people, particularly Black men and boys, on the margins of society reproduces racist practices in the postsecondary educational workplace. Further, the psychological impact of racism prompts concerned for the mental and physical health of Black professional men who are charged with mentoring Black male students and young professionals to success.

Postsecondary education administrators must understand the experiences of Black professional men in order to begin supporting them and, in turn, Black male students, if an inclusive postsecondary education environment is to become a reality. (p. 215)

By exploring the role mentoring played in the professional development of African American male administrators, beyond documenting their voices, I felt an undeniable connection to a fundamental part of their experiences. As an African American man, I have contemplated how I will go about overcoming the various unforeseen and foreseen professional challenges that awaits me. Through this research and in light of the participants’ words on mentoring, I am strongly encouraged; I am convinced that if I
were to follow a similar mentoring approach, I can enjoy a similar type of post-secondary administrative success. Specifically, this would entail me identifying mentors who have exhibited a belief in my professional set-skills.

I am keenly aware of the disproportionate societal scrutiny directed towards me, as well as participants in this study. Our commonality is our Black skin. Blacks have been called: Apes, Boogies, Bucks, Burrheads, Colored, Coons, Crows, Eggplants, Fuzzles, Gollwoggs, Jigaboos, Jim Crows, Jim Fish, Jungle Bunnies, Kaffirs, Macacas, Mammies, Monkeys, Mossheads, Munts, Nig-nogs, Niggers, Niglets, Nigras, Pickaninnies, Porch Monkeys, Power Burns, Quashies, Sambos, Smoked Irishmen, Sooties, Spades, Spooks, Tar Babies, Teapots, Thicklips, and Bootlips. These aforementioned words play a very detrimental role in the perpetuation of the systemic cultural-related issues at a multitude of post-secondary institutions. Consequently, African American male post-secondary administrators, as well as other minority groups have been either suppressed or oppressed from ascending the ladder of professional success unimpeded.

Hopefully, my contribution to the minute literature that studies the African American male post-secondary administrators will spark further research, conversations, and actions so that individuals such as these will no longer be an anomaly. Our great Constitution states, “We hold these truths to be self-evident, that all men [women] are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness,” and administrative success for all.
Appendix A: Herschel Jackson’s Vitae

HERSCHEL JACKSON
6526 S. 41st Lane ♦ Phoenix, AZ 85041
Phone: (480) 435-4674 ♦ Email: hcsreh@gmail.com

**Director of Student Life/Athletics**
Accomplished and dedicated Higher Education Professional with more than 15 years of experience in Student Services at two-year, and four-year colleges. Highly experienced with more than 14 years of budget administration, developing college-wide programs, cross-functional college committees, supervising staff in multiple departments, student code of conduct boards, and developing student retention programs.

<table>
<thead>
<tr>
<th><strong>AREAS OF EXPERTISE</strong></th>
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<tr>
<td>Student Success ● Design and Implement Retention Programs ● Career Development ● Providing Professional Development to Staff ● Student Leadership ● Multicultural Affairs ● Conflict Resolution ● Microsoft Office ● Budget Management ● Learning Outcomes ● Program Development ● SIS ● Maxient</td>
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<tr>
<th><strong>PROFESSIONAL EXPERIENCE</strong></th>
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<tr>
<td><strong>ESTRELLA COMMUNITY COLLEGE, Avondale, AZ</strong> 2004-Present</td>
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<tr>
<td>Director of Student Life/Athletics</td>
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<tr>
<td>• Design and administer student leadership training programs.</td>
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<tr>
<td>• Supervise, train and evaluate Student Life, Athletics, and Student Success staff members.</td>
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<tr>
<td>• Prepare, and administer budgets for the Student Life Department, Student Success Department, Fitness &amp; Wellness Department, and Athletics Department.</td>
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<tr>
<td>• Develop district, and college-wide programs.</td>
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<tr>
<td>• Serve as a member on the MCCCD District Athletic Committee.</td>
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<td>• Serve as chair for the MCCCD District Student Life &amp; Leadership Council, which focuses on student retention, Student success, and learning outcomes.</td>
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<tr>
<td>• Develop, and implement student leadership workshops</td>
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<td>• Design, and implement retention programs.</td>
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<td>• Provide Title IX training sessions.</td>
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<td>• Provide strategic plan for Student Success Department.</td>
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<td>• Provide strategic plan for Fitness &amp; Wellness Department.</td>
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<tr>
<td>• Provide strategic plan for Student Life &amp; Leadership.</td>
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<tr>
<td>• Provide strategic plan for Athletics Department.</td>
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<td>• Train, and develop staff.</td>
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</table>
• Create programs to develop students socially, professionally, and academically based off of quantitative and qualitative assessment data.
• Served as chair for the Student Public Policy Forum.
• Design, and implement assessment strategies.
• Design, and implement guidelines for Clubs & Organizations
• Design, and develop outreach programs.
• Serve as liaison between EMCC and the National Junior College Athletic Association.
• Design, and implement recruitment strategies for student athletes.
• Created the EMCC Athletics program.
• Provide annual budget requests.
• Provide annual proposals, and reports to multiple departments, and organizations.
• Teach leadership classes.
• Design, and implement professional development programs, and activities.
• Design, and implement retention, and academic support programs for Athletics Department.
• Develop student learning outcomes for programs.
• Collect, and analyze data for student athletes.
• Collaborate with multiple campus departments to develop co-curricular programs.
• Created the Ask Me Program.
• Created the Summer Success Institute.
• Oversee Childcare Assistance program.
• Conduct Title IX investigations.
• Conduct student code of conduct hearings.
• Member of the EMCC Behavioral Intervention Team.

Drake University, Des Moines, IA 2002-2004
Director of Student Activities
• Monitor, and oversee department, and division budget to insure maximum effectiveness, and compliance.
• Develop, and train staff from multiple areas.
• Meet with faculty and staff to work on assessments of student needs, and the development of an action plan to meet requirements which surfaced.
• Supervise, and support the Drake University Cultural Centers.
• Design, and implement leadership development opportunities for student organizations.
• Supervise the Student Life Office staff.
• Coordinated the Drake University Multicultural programming.
• Planned, and implemented the Drake University Parents and Family Weekend.
• Perform needs analysis, arrange, coordinate, deliver, evaluate, and/or monitor staff development.
• Maintained, and administered campus-wide employee, and student identification system.
• Directed over 100 clubs and organizations.
• Serve as Advisor to the Student Activities Board.
• Oversee building management for Olmsted Student Center.
• Serve as Advisor to the Student Fees Allocation Committee.
• Serve as Advisor to the Coalition of Black Students Organization.
• Serve as Advisor to the La Fuerza Latina Organization.
• Supervise the Drake University Student Life Center
• Design, and implement programs for the Drake Relays Week.
• Chair of the Drake Relays Parade.
• Design, and develop co-curricular programs for the Drake University campus.
• Serve on Student Code of Conduct Committee.

University of Nebraska Omaha, Omaha, NE 2000-2002
Cultural Awareness Programs/Organizations Advisor, Omaha, NE

• Design, and implement programs for Hispanic Heritage Month, Black History Month, and Native American Heritage Month.
• Serve on hiring committees.
• Supervise, and motivate professional staff members.
• Serve as Advisor to the American Multicultural Programming Committee.
• Serve as the Chair for the Cultural Awareness Programming Committee.
• Advise the Collegiate Leadership Development Program.
• Design, and implement leadership development opportunities to diverse student groups.
• Provide wide range of academic advisement to a variety of students.
• Supervise over 100 clubs & organizations.
• Chair of the University of Nebraska at Omaha Pow Wow Committee.
• Serve as liaison between the Omaha community, and the university.
• Advise the Student Programming Board.
• Advise the Women’s Resource Center
• Advise the Network for Disabled Students Agency.
• Advise the International Student Support Agency.
• Handle all contract negotiations with performance agencies.
• Facilitate the planning of Homecoming Week.

South Dakota State University, Brookings, SD 1999-2000
Retention Consultant

• Design, and implement retention programs for students of color.
• Counsel students on an individual basis.

South Dakota State University, Brookings, SD 1998-1999
**Internship - Department of Student Activities, Multicultural Affairs**
- Over 200 hours of individual and group counseling.
- Served as Academic Advisor to diverse student groups.
- Developed retention plan for diverse student populations.
- Participated on the Department of Student Activities management team staff.
- Create, and implement strategies for recruiting students of color.

**South Dakota State University, Brookings, SD 1998-1999**
**Graduate Assistant, Counseling Department**
- Serve as a Group Counselor; assist with instructing of group class.
- Designed Resource Guide for web sites related to bereavement.

**South Dakota State University, Brookings, SD 1998-1999**
**Internship, Department of Residential Life**
- Designed retention program in campus housing; crisis management.
- Revised judicial process; also served on R.A. Selection Committee.
- Worked with RHD team building; Orientation Leader Selection Committee.

**Southwest Minnesota State University, Marshall, MN 1995**
**Assistant Football Coach**
- Taught discipline, leadership, technique, teamwork, and positive attitude.
- Served as Principal Wide Receiver Coach.
- Advised student athletes.
- Coordinated Study tables.
- Recruited student athletes.
- Managed wellness center.
- Assisted with design, and implementation of game plans on a weekly basis

**EDUCATION**

**Masters of Science - Counseling and Student Personnel 1999**
South Dakota State University, Brookings, SD

**Bachelors of Science – Sports Management 1996**
Southwest Minnesota State University, Marshall, MN

**CONFERENCES, WORKSHOPS, AND PRESENTATIONS**
- Facilitator “Student Success Institute” Estrella Mountain Community College, Avondale, AZ 2016
- Presenter “Internal & External Factors Involvement In Student Success and retention” Student Success Institute, Estrella Mountain Community College, Avondale, AZ 2016
- Presenter “Student Retention Strategies” MCCCD 3 Day Leadership Retreat, Prescott, AZ 2015
• Presenter “Student Retention” Excel Fall and Spring Retreats, Phoenix, AZ 2015
• Commencement Speaker, Maricopa Skill Center Graduation, Phoenix, AZ 2015
• Presenter “Using College Resources For Your Success” Male Empowerment Network, Estrella Mountain Community College, Avondale, AZ 2015
• EMCC Leadership Development Program, Estrella Mountain Community College, Avondale, AZ 2015
• Facilitator “Ask Me Program” Estrella Mountain Community College, Avondale, AZ 2015
• Presenter “Your Life! Your Success!” Student Success Week, Estrella Mountain Community College, Avondale, AZ 2014
• Presenter “Title IX” Estrella Mountain Community College, Avondale, AZ 2014
• Presenter “Male Empowerment Network” Student Success Conference, Phoenix, AZ 2014
• Presenter “Title IX” Day of Learning, Estrella Mountain Community College, Avondale, AZ 2013
• Facilitator “Team Building” LINK Program, Estrella Mountain Community College, Avondale, AZ 2013
• Student Learning and Assessment Conference, Long Beach, CA 2009
• Presenter “How to Run Effective Meetings” Estrella Mountain Community College, Avondale, AZ 2006
• Presenter “Leadership and You” Estrella Mountain Community College, Avondale, AZ 2005
• Presenter “Effective Leadership” Drake University, Des Moines, IA 2003
• Presenter “Diversity and Leadership” Adams Leadership Institute, Des Moines, IA 2003
• Presenter “Diversity in Leadership” University of Nebraska Omaha, Omaha, NE 2001
• Presenter “Advising Students of Color” Iowa Student Personnel Conference, Mitchell, SD 1999
Appendix B: Romando A. Nash’s Vitae

Romando A. Nash, J.D.
romando.nash2012@gmail.com • (773) 575-2852

EDUCATION:
Masters of Arts, Counseling
Santa Clara University, Santa Clara, California Emphasis in Correctional Psychology

Juris Doctor
Santa Clara University School of Law, Santa Clara, California Emphasis in Juvenile Delinquency Law

Bachelor of Arts, Political Science and History, Cum Laude
Notre Dame de Namur University (formally College of Notre Dame), Belmont, California Minor in Sociology

PROFESSIONAL EXPERIENCE:
San Jose State University February 2015 - Present
San Jose State University is the oldest state university in California with an enrollment of 32,947 (27,778 undergraduates and 5,169 graduate students).

Associate Vice President for Student Affairs, Student Services
Responsible for the administrative oversight for eight functional areas consisting of approximately 150 FTEs: Accessible Education Center (including Center for Accessible Technology), Career Center, Counseling and Psychological Services, ECRT Case Manager, Military & Veteran Student Services, University Ombudsman, Student Affairs Senior Case Manager, and Student Health Center (including Wellness and Health Promotion) and 8 bargaining units. Serve as second- in-command for the Vice President for Student Affairs and as acting Vice President when the Vice President is absent. Provide fiscal oversight and establish priorities for multiple budgets in excess of $14 million.

Selected Institutional Involvement
• Serve as member of the Academic Senate Instruction and Student Affairs Committee
• Serve as member of the University Joint Enrollment Planning Committee
• Serve as member of the University Emergency Operations Center Team
• Serve as member of University Capital Projects Executive Committee
• Serve as lead facilitator of the Behavioral Intervention Team (BIT)
• Serve as co-chair of Economic Crisis Response Team (ECRT)
• Serve as member of WASC Accreditation and Accommodations

**Review Board Committees**
• Chair the Outstanding Graduating Senior Awards Committee
• Chair the African American College Readiness High and Middle School Summits
• Serve as member of the African American and Chican@/Latin@ Student Task Forces
• Serve as on-campus coordinator for CSU Super Sunday Initiative
• Serve as SJSU representative on the CSU African American System-wide Initiatives for Underrepresented Committee

**Notable Initiatives and Accomplishments**
• Co-facilitated the launch of the Barbershop Talk Series: Fades and Fellowship program designed to provide a space for African-American males from the University and the community to come together and speak about issues that affect them in an environment that takes advantage of the barbershop dynamic and provides them with the opportunity to receive free haircuts.
• Worked with the leadership of the Military and Veteran Student Services, Ombudsperson, and Student Affairs Case Manager Offices to implement budgetary increases of 100%.
• Developed division learning goals and implemented multi-stage divisional assessment processes and procedure that included the creation of a Learning Goals and Assessment Highlights annual report form.
• Created and implemented an Assessment Workshop Series certificate program that resulted in over 40 professional staff being assessment certified in its first year of existence.
• Developed four-year plan to implement the NASPA NUFP program on campus that will result in an increase of funding for 5 to 20 NUFP participants over the span of four years.
• Awarded $2 million ($1.2 million from University and $800,000 from Koret Foundation) grant for the Spartan Summers Scholars program. A fully funded 5-week residential academic experience that provide low socio-economic incoming freshmen with the tools and resources to complete math and English remediation and successfully transition into their first year at SJSU.
• Participated and help lead redesign of new residence hall totaling $120M and adding 800 beds.
• Worked with newly appointed Directors to reconstruct Career Services and Counseling and Psychological Services. These efforts included the development of new processes, procedures, organizational structures, and enhanced student...
support models. As a result, these departments were able to gain additional resources and align full-time staffing structure to a best practice model which added an additional 6 FTEs (3 each) to the departments.

• Co-developed the Black Male Collective initiative designed to motivate and support academic and social success for underrepresented male (URM) students. The Black Male Collective addresses the growing concern for African American men’s college enrollment, academic disengagement and underachievement, and low rate of degree completion.

• As Chair of the Division Technology Based Communications Committee conducted a Social Media Technology Accounts Inventory, developed and implemented a Division-wide Social Media Handbook, conducted trainings on Social Media and other technologies, and implemented a Division-wide communications plan that utilized technology to market and gather feedback on programs and services.

**University of Southern California July 2012 - January 2015**

*The University of Southern California is a private, Nonsectarian, Research University with an enrollment of 40,000 (18,000 undergraduate and 22,000 graduate and professional students).*

**Associate Dean for Student Affairs/Executive Director for Residential Education**

Reported to the Vice Provost for Student Affairs. Responsible for the overall direction, leadership and vision for a 6,500 residential community. Overall responsibility for a total staff of 14 full-time, 21 non-exempt, 22 live-in faculty and 160 graduate and undergraduate paraprofessional student staff. Provided fiscal oversight, development, and management for $6M salary and operation budget and $650,000 Student Fee budget. Served as the Chief Conduct Officer for the residential system. Served as a member of Student Affairs Executive Leadership Team.

**Selected Institutional Involvement**

- Appointed by Provost to serve on the Vice Provost for Student Affairs search committee.
- Appointed by Vice Dean for Diversity and Strategic Initiatives to serve on the Guardian Scholars Advisory Board.
- Appointed by Vice Provost of Student Affairs to serve on the following institutional committees: Student Affairs Advisory Board and Students of Concern Committee.
- Appointed by Vice Provost of Student Affairs to serve on the following search committees: Director for Center for Women and Men and Director for Trojan Events & Services.
- Appointed by Vice Provost for Student Affairs to serve as a member of
these Divisional Committees: Professional Development Committee; Welcome Week Steering Committee; Athlete Transfer Appeal Committee; Finance and Human Resources Workgroup; Underrepresented Students Committee; Campus Demonstration Team; and Strategic Planning Workgroup.

**Notable Initiatives and Accomplishments**

- Reconstructed the Department for Residential Education. This effort included the development of new vision, mission, values and inclusion statements, staff discipline model, clearly redefined crisis response and duty protocols, standard operating procedures, 3-year strategic plan, etc. As a result of this the department was able to garner additional resources and align our full-time staffing structure to a best practice model which added an additional 17 FTEs to the department.
- Worked with residential faculty to develop a vision, mission and short-term strategic plan to move the Residential College Program (RCP) forward. This effort included the develop of a more structured and detailed program that included position descriptions, navigating responsibilities documents, a fall RCP orientation process, the transitioning out of long-standing residential faculty, and an open new residential faculty recruitment process.
- Assessed and restructured the Residential Education budget to a zero-based budget. This effort resulted in Residential Education finishing within budget for the first time in seventeen years.
- Implemented a Division-wide new program titled “Lunch-n-Learn.” This program consisted of a series of professional development opportunities facilitated by student affairs professionals and university colleagues.
- Facilitated the integration of the Residential Education conduct process with the overall university code of conduct process. This included the utilization of a combined database and the development of consistent policies and procedures that fit within the existing conduct system.
- Collaborated with Capital Construction and Facilities Management Services and Housing on the planning, design, and development of The Village at USC a $650M mixed-use retail/recreational/residential complex opened Fall 2017 that added an additional 2,500 beds.
- Led a divisional review of student wages across the division and developed solutions for cost saving measures that aligned divisional priorities and budgetary constraints. This effort led to the development of divisional consistency in the areas of student worker recruitment, job description, evaluation, and development.
- Facilitated the development of the Division of Student Affairs core values and
definitions.

**Loyola University Chicago**  
July 2010 - July 2012

*Loyola University Chicago is a private, Jesuit Catholic, Research University with an enrollment of 15,957 (10,168 undergraduates and 5,789 graduate and professional students).*

**Director, Residence Life, July 2010 – July 2012**

Reported to the Vice President for Student Development. Responsible for the overall direction, leadership and vision for a 4,100 residential community including housing operations and residential life functions. Overall responsibility for a total staff of 22 full-time, 15 non-exempt employees, and 200 graduate and undergraduate paraprofessional student staff. Provided fiscal oversight, development, and management for $32M revenue and $5.5M personnel and operations. Served as Chief Conduct Officer for residential system. Served as a member of Student Affairs Executive Leadership Team.

**Selected Institutional Involvement**

- Appointed by Vice President for Student Development to serve as a member of these Institutional Committees: Dining Services Advisory Board; Summer Orientation Planning Committee; Students of Concern; and Behavioral Concern Team.
- Appointed by Vice President for Student Development to chair these Divisional Committees: Assessment Committee and Professional Development Committee.
- Appointed by Vice President for Student Development as lead member of the Division Strategic Planning Committee.

**Notable Initiatives and Accomplishments**

- Reconstructed the Department for Residence Life. This effort included the development of new vision, mission, values, and inclusion statements, staff discipline model, clearly redefined crisis response and duty protocols, standard operating procedures, marketing and branding, 4-year strategic plan, etc. As a result of this the department was able to garner additional resources and align our full-time staffing structure to a best practice model which added an additional 8 FTEs to the department.
- Facilitated, designed and oversaw the development of two new residence halls and four major residence hall conversion renovations totaling $150M and adding 750-1,500 beds.
- As chair of the Assessment Committee facilitated the development of a division assessment plan and helped individual departments develop assessment plans that fulfilled divisional learning outcomes, objectives and goals. This effort resulted in the implementation of a Division-wide Administrative Program Review process that furthered my knowledge of
best practices in multiple student development functional areas including: Athletics, Campus Ministry, Campus Recreation, Second Year Experience, Student Activities and Greek Life, Student Conduct and Conflict Resolution, Residence Life, Student Diversity and Multicultural Affairs, Student Leadership Development, Dean of Students and Wellness Center.

- As Chair of the Professional Development Committee implemented division-wide curriculum based professional development opportunities that included quarterly in-services, new employee orientation, monthly Lunch-N-Learns, online resources development, bi-weekly department spotlights, and other professional development opportunities. These efforts resulted in increased employee satisfaction division-wide.
- Transformed the department from a silo-based department into a team orientated environment. This resulted in the Department winning the University’s Team Spirit award in my second year.

**Classroom Teaching**

Served as instructor of ELPS 453 graduate course. *Legal Aspects of Higher Education* – 3 credit hours (Spring 2011)

**Seattle University**

*Seattle University* is a private, Jesuit Catholic, Master’s Comprehensive University with an enrollment of 7,422 (4,666 undergraduates and 2,756 graduate and law students).

**Director, Housing and Residence Life,**  

*July 2007 - July 2010*

Reported to the Associate Vice President for Student Development. Responsible for the overall direction, leadership and vision for a 1,750 residential community including housing operations and residential life functions. Overall responsibility for a total staff of 9 full-time, 5 non-exempt employees, and 75 graduate and undergraduate paraprofessional student staff. Co-supervised 6 Residential Ministers. Provided fiscal oversight, development, and management for $9M revenue and $3.2M personnel and operations. Served as Chief Conduct Officer for residential system and University Appellate Officer. Served as a member of Student Development Directorate Leadership Team.

**Selected Institutional Involvement**

- Appointed by Provost to serve on the search committee for the Vice President for Enrollment Management.
- Appointed by Provost to serve on the University Honorary Degree Committee.
- Appointed by Executive Vice President to serve on the Athletics Advisory Board as Athletics transitioned from Division II to Division I status.
- Appointed by Vice President of Student Development to serve on the
following search committees: Director of Career Services; Women’s Head Basketball Coach; Track and Cross-Country Coach; Associate Athletic Director for Compliance and Rules Education.

• Appointed by Vice President for Student Development to serve as chair of divisional professional development and divisional representative for university website development.

• Appointed by Vice President for Student Development to serve as a member of these Institutional Committees: New Student and Family Programs Advisory Board; Commuter and Transfer Student Life Advisory Board; Division Strategic Planning Committee; Students of Concern Committee; Behavioral Concerns Team.

• Represented the university as part of the following international delegations: ACUHO-I Global Housing Summit (Hong Kong); Vietnam Outreach Project; 20th Anniversary of Jesuit Martyrs in El Salvador.

Notable Initiatives and Accomplishments

• Restructured the department to better align with the university strategic plan. As a result of this the department was able to gain an increase in budget of one hundred and fifty percent.

• Secured $11M in facility refurbishment, participated in the design process for a $35M residence hall, and oversaw a $3.5M residence hall renovation.

• As chair of the Professional Development Committee facilitated the development of a division professional development plan. This effort resulted in the implementation of a Division-wide professional competencies and furthered my knowledge of best practices in multiple student development functional areas including: Career Services, Commuter and Transfer Student Life, Counseling and Psychological Services, Housing and Residence Life, Integrity Formation, International Student Center, Leadership Development, New Student and Family Programs, Office for Multicultural Affairs, Student Activities, Student Health Center, University Recreation, and Wellness and Health Promotions.

• Nominated and selected to participate in the United Way of King County’s Project LEAD: Leadership, Effectiveness, and Diversity Non-Profit Board Training. This 10-week intensive training program prepared leaders throughout the Seattle area to be board members for non-profit community organizations.

• Nominated and selected to participate in the Arrupe Seminar. This 15-week intensive training program provided to select faculty and staff the opportunity to deepen their understanding of the foundations and vision of Jesuit Education.
Classroom Teaching
• Served as instructor of SDA 580 graduate course. *Higher Education Law* - 3 credit hours (Spring 2010)

**Director of Residential Learning Communities/Associate Director, Housing and Residence Life, June 2004 - June 2007**

Reported to Director for Housing and Residence Life. Responsible for the day to day operations and direction for a 1,650-bed residential community. Supervised, developed, and grew residential learning communities across campus in partnership with academic affairs. Worked closely with Academic Affairs to implement residential learning communities. Provided direct supervision to 5 full-time and 7 graduate staff and 56 undergraduate and graduate student staff. Provided leadership and direction for departmental committees. Advised the Residence Hall Association and NRHH. Served as Housing and Residence Life liaison to other student development and academic functional areas. Served as University Judicial Appellate Officer.

**Selected Institutional Involvement**
• Appointed by Vice President for Student Development to serve as a member of these Institutional Committees: Assessment Committee; Multicultural Program Fund; International Student Center Advisory Board; Summer in Seattle (Orientation) Development and Planning Committee; Student Recognition Committee; Students of Concern Committee; Behavioral Concerns Team.
• Appointed by Vice President of Student Development to serve on the following search committees: Director of Multicultural Affairs; Director of Student Activities; Associate Director of Multicultural Affairs.

**Notable Initiatives and Accomplishments**
• Defined, established and worked with the Associate Provost for Academic Affairs and the Director of the University CORE curriculum to implement residential learning communities. As a result, each incoming residential freshmen was assigned into a learning community where they took two classes and lived on floors with students that shared similar interests.
• Conceptualized, implemented and opened Xavier Global House a residential complex that housed the Department of Modern Languages and Literature, Study Abroad Office, classroom space, computer lab, demonstration kitchen, five thematic learning communities, and 180 residential students. This effort resulted in Xavier Global House being recognized as a best practice nationally.
• Developed and implemented residential learning community advisor training and faculty advisor handbook. This effort provided structure and framework for the residential learning community program and enabled us to recruit and retain faculty on a more consistent basis.
• Worked with the Center for Academic Success to create student success
programs (i.e. time management, study skills, note taking, etc.) and mentors assigned to each residential learning community. This resulted in residential learning community students having better access to learn key retention practices.

• Nominated, selected and funded to participate in the Seattle University Executive MBA program Leading with DignityTM: Advanced Development program. This honor bestowed upon only 3 full-time staff each spring provided an intensive six-week process culminating in a 3-day retreat that emphasized skills in leading and influencing others.

• Nominated, selected and funded to participate in Catholic Relief Services’ Engaged Justice: Facilitating Change - Advocacy Capacity Building Training Workshop. This 3-day intensive workshop emphasized skills in advocacy in general, power dynamics, organizing tools, and message development in order to help build an organization and facilitate effective protest organization.

**Associate Director, Housing and Residence Life, July 2003 - June 2004**

Reported to Director for Housing and Residence Life. Responsible for the day to day operations and direction for a 1,650-bed residential community. Supervised, developed, and grew residential learning communities across campus in partnership with academic affairs. Provided direct supervision to 5 full-time and 7 graduate staff and 56 undergraduate and graduate student staff. Provided leadership and direction for departmental committees. Advised the Residence Hall Association and NRHH. Served as Housing and Residence Life liaison to other student development and academic functional areas. Served in an on-call capacity to provide support for crisis and emergency response. University Judicial Appellate Officer.

**Selected Institutional Involvement**

• Appointed by Director for Housing and Residence Life to serve as liaison to these Divisional Committees: New Student and Family Programs; Athletics; Recreational Sports; and the Office for Multicultural and Student Affairs.

**Notable Initiatives and Accomplishments**

• In conjunction with the Director of Housing and Residence Life, reconstructed the Department for Housing and Residence Life. This effort included the development of new vision, mission, and values statements, staff discipline model, clearly redefined crisis response and duty protocols, standard operating procedures, strategic plan, etc. As a result of this the department was able to implement best practice standards and be viewed on campus as a key collaborator and contributor.

• In conjunction with the Director for Leadership Development conceptualized the “Leadership Blitz” a one-day training program for student leaders across campus. This effort resulted in better relationships amongst campus student leaders that enhanced all incoming and current student’s experiences.
Santa Clara University is a private, Jesuit Catholic, Master’s Comprehensive University with an enrollment of 8,770 (5,435 undergraduates and 3,335 graduate and law students).

Assistant to the Director/Casa Italiana Residential Learning Community Facilitator, July 2002 - June 2003
Reported to the Director for Housing and Residence Life. Assisted Director in supervision of 11 full-time staff through chairing of multiple staff processes. Facilitated the review and streamlining of central operations function. Administered and managed an Italian based theme hall built exclusively through donor funds. Served as Residence Hall Association Advisor and oversaw budget of $60K. Served as departmental liaison to various campus departments. Oversaw a programming budget of $25K. Served in an on-call capacity to provide support for crisis and emergency response. Served as conduct system administrator.

Selected Departmental Involvement
- Appointed by Director for Housing and Residence Life to serve as chair for the following departmental committees: RA Selection Process; Professional Staff Hiring Process; Resident Assistant, Assistant Resident Director; and Graduate Resident Director search processes.
- Appointed by Director for Housing and Residence Life to coordinate Resident Director/Central Staff Training and Professional Development.
- Assisted the Residential Facilities and Operations Director in overseeing all aspects of new residence hall construction.
- Assisted and participated in all meetings regarding the implementation of the Residential Learning Communities.
- Selected, trained, implemented and advised the inaugural eastside campus peer judicial board.

Classroom Teaching
- Served as instructor of ASCI 161 undergraduate course. A Local View of Globalization - 2 credit hours (Spring 2003)
- Served as instructor of Residential Staff Training and Development Class – 1 credit hour (1999-2003)

Project Manager, Center for Multicultural Learning, July 2000 - June 2003
Reported to the Vice Provost for University Programs and Multicultural Education. Planned, developed, marketed and implemented university-wide multicultural programs, workshops, and seminars for staff, faculty, and students. Developed and maintained effective relationships with multiple university constituencies including the Schools and
Colleges, Campus Ministry, Academic Advising and Learning Resource Center, Housing and Residence Life, and the Alumni Association. Provided service to students, faculty, staff, and administrators providing multicultural resources and personal availability for council and advice on diversity issues. Facilitated, evaluated and administered open grant fund proposals for students and faculty.

Selected Institutional Involvement
- Served as the Vice Chair for the Residential Education Council Committee
- Assisted in the recruitment, hiring and retention of faculty and staff of color
- Conducted presentations to faculty, staff, board of trustees, president’s council and student groups about the Center for Multicultural Learning

Residential Learning Community Facilitator, July 1998 - June 2002
Reported to the Director for Housing and Residence Life. Administered and managed multiple residence halls including: a multi-generation multicultural based theme hall, multigenerational faith and justice-based theme hall, and a co-ed upper-class hall with a total residential population of between 400-600 undergraduates. Supervised and trained multiple paraprofessional staff members. Oversaw a budget of $25K-$60K. Worked closely with faculty director and live-in resident minister to provide academic support and personal and pastoral care to residents and staff. Served in an on-call capacity to provide support for crisis and emergency response. Served as Residence Hall Association Advisor and oversaw budget of $60K. Served as conduct system administrator.

Selected Departmental Involvement
- Appointed by Director for Housing and Residence Life to serve as chair for the following departmental committees: RA Selection Process; Professional Staff hiring process; Resident Assistant, Assistant Resident Director; and Graduate Resident Director search processes.
- Appointed by Director for Housing and Residence Life to coordinate Resident Director/Central Staff Training and Professional Development.

Classroom Teaching
- Served as student instructor of Street Law – 3 credit hours (Spring 1998)

Recent Honors and Awards
President’s Award 2016
Santa Clara County Alliance of Black Educators
John Yarborough - Best of the West Award 2014
WACUHO Annual Conference and Exposition, 2014
Outstanding Experience Professional Award 2012
Commission for Housing and Residential Life
College Student Educators International

**Team Spirit Award** 2011
Loyola University Chicago Staff Council

**National Residence Hall Honorary** 2011
Loyola University Chicago

**Valerie Tokumoto Award** 2010
Seattle University - Residence Hall Association, 2010

**PROFESSIONAL ORGANIZATIONS AND LEADERSHIP**

**ACUHO-I - Association of College and University Housing Officials International**

Annual Conference, Host Committee 2007
Co-Chair, Registration
Co-Chair, Hospitality

CHO Training Institute Committee, 2009-2015
Participant, 2008
Curriculum Review, 2013
Faculty Selection, 2013
Global Initiatives Network, 2009-2015
Levels of Engagement Taskforce, 2016
Multicultural Network, Chair, 2007-2010
NHTI Faculty, 2014
NHTI, Inclusion and Diversity curriculum review committee, 2016
Program Committee, 2009-2015
Program Coordinator, Inclusion and Equity Sessions, 2011-2015
STARS College Committee, 2009-2015
STARS College Faculty, 2012-2014

**ACPA - College Student Educators International**

Commission for Housing & Residential Life, 2005-present
Directorate Body, Seasoned Professional, 2009-2012
Directorate Body, Vice Chair - Professional Development & Education, 2011-2012
Commission for Social Justice Educators, 2005-present
Mid-Level Management Institute, Participant, 2003
Standing Committee for Multicultural Affairs, 2005-present

**JASPA - Jesuit Association for Student Personal Administrators**

NASPA - Student Affairs Administrators in Higher Education

Aspiring Chief Student Affairs Institute, Participant 2015
AVP/Dean of Students Institute, Participant, 2016
AVP Steering Committee, Member, 2017-2019
International Education Knowledge Community, 2012-present
Multiracial Knowledge Community, 2009-present
NUFP Advisory Board, 2017-2019
Region V & IV
Western Regional Conference AVP/DOS Institute, Chair, 2016
Western Regional Conference AVP/DOS Institute, Participant, 2015
Student Affairs Partnering with Academic Affairs Knowledge Community, 2012-present
NASPA Program Reviewer, 2007-present
NASPA SERVE Academy, inaugural cohort, 2016-present
TPE Roundtable Facilitator, 2017
SJTI - Social Justice Training Institute, Participant, Winter 2006
WACUHO - Western Association of College and University Housing Officers
Annual Conference – Scholar in Residence, 2018
Executive Board
Vice President, 2003-2004
Member at Large, North, 2002-2003
Diversity and Affirmative Action Committee
Co-Chair, 2000-2002, 2004-2005
Member, 1999-2000, 2013-2014
Host Committee, 2013-2014
Annual Conference Scholarship Recipient, 2000-2001
Northern RAP Committee
Co-Chair, 2001-2002
Member, 2000-2001

CONFERENCE PRESENTATIONS & WEBINARS

MENTORSHIP, RETENTION AND COMMUNITY


MULTICULTURALLY COMPETENT LEADERSHIP


**ORGANIZATIONAL CHANGE**


TRAINING AND DEVELOPMENT


Sandoval, E., Loredo, G. & Nash, R.A. (2014). So You Think You’re An Introvert (or You Work with One)? – Navigating Student Affairs as an Introvert. Association of
College and University Housing Officials – International, Washington, D.C.


Appendix C: LaRue A. Pierce’s Vitae

LaRue A. Pierce
doctorlap@gmail.com * (937) 824-0373

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SUMMARY OF QUALIFICATIONS

• Nineteen years of professional experience in student affair administration
• History of successful program development and administration
• Strong budgeting, management, and administrative skills
• Delivery of academic counseling and individual mentoring services
• Proven knowledge of federal privacy act and campus judicial processes
• Demonstrated effective recruiting strategies
• Strong understanding of HEOA, FERPA, HIPAA, Clery Act, VAWA, Title IX, Section 504, and the ADA.

PROFESSIONAL EXPERIENCE

Springfield Technical Community College, Springfield, MA

Springfield Technical Community College is an open admission community college with an enrollment of 7,713 students. As the only technical community college in Massachusetts, STCC is a Hispanic Serving Institution and Achieving the Dream Leader College. STCC offers 100 degrees and certificate programs.

Assistant Vice President/Dean of Students 2017-present
Dean of Student Affairs 2015-2017

Responsible for promoting a holistic student-centered campus environment that supports the development of all students. Provides leadership and development of professional staff and student services including Springfield Adult Learning Center/ABE/ESOL, Information Center, Athletics, Fitness Center, Disability Services, Center for Access Services/Thrive Center, Multicultural Affairs, Student Activities, TRIO/Student Support Services, and Veterans’ Affairs. Responsible for student conduct administration and is the referral point for all student non-academic and academic complaints and grievances.

Administrative Functions

• Serve as the Division of Student and Multicultural Affairs lead administrator in the absence of the Vice President of Student and Multicultural Affairs.
• Serve as the lead College-Wide administrator in the absence of the President and
Cabinet.
• Chair of the Threat Assessment Team.
• Develop trainings to coach students and faculty on code of conduct and Judicial
  Procedures that focuses on standards of student behavior in and outside the
  classroom and the judicial process.
• Serves as the Chief Judicial Officer and is responsible for the administration of
  the Student Code of Conduct and all Student Grievance Procedures
• Utilize process improvement strategies to advance student affairs departments,
  expand department visibility, and provide on-going department/program
  assessment.
• Provide guidance to student affairs and other student services departments
  designed to support the academic persistence and retention of students.
• Ensure current students and potential students are provided
  with information on student rights and responsibilities and all
  resources available.
• Meet with internal and external stakeholders regarding issues
  of concerns or program questions.
• Work closely with Student Affairs Departments and the Business Office to ensure
  accuracy and completeness of budget spending and records.
• Responsible for the development and revision of the Student Handbook, Student
  Planner and Student Code of Conduct.

Diversity Initiatives
• Developed programs to comply with SaVE Act and VAWA mandates.
• Collaborated with the Campus Police, Human Resource and health Services in the
  submission of a Violence Against Women grant. Was subsequently awarded a 3-
  Year, $300,000 grant from the Office of Violence Against Women (OVW).
• Work with the Diversity Council in planning campus-wide cultural and diversity
  programs and events.
• Facilitate programming that provides opportunities for students to be exposed to
  diversity through education and community participation. Collaborate with other
  departments/divisions on campus to develop diversity programs.
• Serve as a member of the Hispanic Serving Institution (HSI), planning committee.
• Worked with Coordinator of Disability Services to develop a series of brown bag
  workshops for faculty and staff.

Academic Support
• Chair of the Student Success Council (a multi-discipline council consisted of 40+
  faculty and staff)
• Designed a process for New Student Orientation that involves collaboration with
  other departments such as Financial Aid and Enrollment Services to educate and
  provide new students with resources, knowledge of faculty and divisions of the
• Collaborated with the Academic Deans to develop retention programs for first year students such as meet and greets, educating students on divisions and fostering relationships between faculty and student to assist students persists and complete
• Work with campus and community groups, to plan and initiate events that heighten the awareness of multicultural and diversity concerns.

Sinclair Community College, Dayton, OH

Sinclair Community College, is an open admission transfer institution. With a system wide enrollment of 32,000 students, Sinclair is among the largest community colleges in America. Sinclair offers over 220 programs, including specialized and technical areas of study at 5 locations.

Director of Student Affairs 2013-2015
Responsible for providing vision and leadership to multiple student service departments (Disability Services, Career Services, Student and Community Engagement, Multicultural Services, Judicial Affairs, the Center for Student Success, Student Ombudsman, Student Support Services (TRIO), Tutorial Services and Veteran Service). Responsible for setting priorities, determining evaluation measures for analysis, reporting and continuous improvement. Served as the Chief Judicial Affairs Officer and chaired several college-wide initiatives and committees including the Behavior Intervention Team.

Administrative Functions
• Served as the Chief Judicial Officer
• Convened Behavior Intervention Team Briefing
• Adjudicated violations of Code of Conduct
• Served on College wide Committees
• Chaired the Strategic Plan Retention Committee
• Member of the Emergency Management Team
• Managed and Supervised the Office of Student Affairs

Diversity Initiatives
• Provided strategic support in the coordination of Early Intervention procedures for African American students.
• Tracked data on minority student success and designed initiatives to influence minority student success in collaboration with campus and community partners.
• Developed, implemented, coordinated and evaluated completion and retention strategies for minority students.
Academic Support

▪ Provided strategic support in the coordination of the Early Alert program to ensure maximum effectiveness of the program’s activities and to enhance the program to aid in student retention.
▪ Collaborated with key departments and programs across campus and in the community that support enrollment and retention strategies.
▪ Based on selected criteria, worked with new degree and certificate seeking “at-risk” students prior to matriculation to assist them in making a smooth transition into college, through certificate/degree completion. Successful students who meet the milestones on their action plan were transitioned to their program academic advisors and other programs as determined.
▪ Provided strategic support in the coordination of the daily operations of the Tutorial Services Department including activities involved in student requests for tutoring.

Vincennes University, Vincennes, IN
Vincennes University, is an open admission comprehensive residential university with a system wide enrollment of 18,897 students. Offering 165 associate degree and certificate programs, and 6 bachelor's degree programs in technology, homeland security, nursing secondary education programs in mathematics and science, and special education/elementary education at 5 locations.

Associate Dean of Students 2009-2013
Coordinator of Judicial Affairs
Served as hearing officer for violations of the Standards of Student Behavior and academic appeals due to drops for non-attendance. Facilitated, disseminated, interpreted and enforced the Standards of Student Behavior. Established and maintained liaison and collaborative relationships with internal and external offices. Supported student development through individual counseling and advocate support with focus on academic, social and personal development. Facilitated informational sessions at new student orientation and organized activities at commencement ceremonies. Managed all aspects of minority scholarship program.

Administrative Functions
▪ Served as the Coordinator for Judicial Affairs
▪ Investigated and adjudicated Title IX cases
▪ Convened Student Behavior Committee and Student Behavior Briefing
▪ Adjudicated Standards of Student Behavior and Academic hearings
▪ Served on Academic Standards Committee
▪ Member of the Strategic Plan Retention Committee
▪ Member of the Emergency Management Team
▪ Developed and implemented retention and outreach initiatives (Academic
Standards Intervention- ASI)

Diversity Initiatives

- Coordinated Early Intervention procedures for African American Students.
- Met with students, parents, faculty and staff regarding judicial and non-judicial concerns
- Advised Black Male Initiative (BMI), Today’s Black Women (TBW) Black Student Association (BSA), NAACP-Student Chapter, and Anime Club
- Advised and coordinated scholarship programs for under-represented students and African American students
- Assisted Admissions and Academic Departments with Minority Recruitment and Outreach

Academic Support

- Coordinated procedures for the University attendance policy
- Served as hearing officer for appeals due to drops for non-attendance
- Developed and implemented retention and outreach initiatives (Academic Standards Intervention- ASI)
- Coordinated Early Intervention procedures for African American Students.

St. Olaf College, Northfield, MN
St. Olaf College is a private academically rigorous four-year residential college of the Lutheran tradition (ELCA), with an enrollment of 3,040 students. Committed to the liberal arts and incorporating a global perspective, St. Olaf fosters the development of the whole person in mind, body, and spirit.

Associate Dean of Students 2000-2009

Director, Academic Support Center Coordinator of Judicial Affairs

Served as the Dean for the sophomore class and Director of the Academic Support Center, with administrative oversight of Math Labs, Writing Place, ESL, Tutoring, and Disability Services. Provided support and assistance to students, faculty and staff in areas of academic action, including incompletes and academic petitions. Served as a rotational member of the on-call campus emergency team. Served as primary coordinator for the student judicial process. Assessed, developed and distributed reports regarding the student conduct system and academic early warning system. Worked with Residence Life Staff to address issues of student conduct and community standards in the Residence Halls.

Administrative Functions

- Served as the Coordinator for Judicial Affairs
- Managed the campus wide conduct database and annually reviewed student conduct policies
• Conducted judicial hearings as needed
• Investigated and adjudicated Title IX cases
• Member of the rotational on-call emergency team
• Served as the campus liaison to local, state and federal law enforcement and other governmental agencies.
• Maintained five learning assistance programs (Tutoring, Disability Services, Study Skills Center, Writing Place, and Math Clinics) and supervise seven professional staff members in the Academic Support Center

**Academic Support**
• Member of the campus academic standing committee
• Worked with Academic Support Center staff to improve campus-wide tutoring services.
• Coordinated and monitored the academic progress of the sophomore class through early intervention procedures
• Met with students, parents, faculty and staff regarding judicial and non-judicial concerns
• Monitored the academic progress of first year, sophomore, junior and senior classes

**Diversity Initiatives**
• Advised Diversity Awareness House, Muslim Student Association, Men of Color Leadership Group and Cultural Union for Black Expression (CUBE)
• Worked with disability specialist to educate the campus community on providing academic accommodations and of their legal responsibilities.

**OTHER POSITIONS HELD**
• **Adjunct Professor** (Educational Psychology),
  *Vincennes University*, 2009,2010 Vincennes, IN

• **Assistant Football Coach/Recruiting Coordinator, St. Olaf College**, 1999- 2001 Northfield, MN

• **Instructor** (Physical Education) *St. Olaf College* 2000 Northfield, MN

• **Admissions Counselor St. Olaf College** 1999-2000 Northfield, MN

• **Teacher Assistant** (Special Education),
  *Elk Mound High School* 1998-1999 Elk Mound, WI

• **Advisor** (College of Human Development) *University of Wisconsin- Stout*, 1998-1999 Menomonie, WI
• **Operation Manager Aurora Residential Alternative, 1996–1997**
  Menomonie, WI

**EDUCATION**

St. Mary’s University of Minnesota Minneapolis, MN

**Ed.D. Educational Leadership (ABD)**

*Dissertation:* “Faculty Knowledge: Legal responsibilities, Disability Laws and Campus Resources Regarding Providing Academic Accommodations to Postsecondary Students with Disabilities”

St. Mary’s University of Minnesota Minneapolis, MN

**K-12 Educational Administration Certification**

University of Wisconsin – Stout Menomonie, WI

**Master of Science in Education**

*Concentration:* Special Education *Thesis:* “High School Special Needs Students’ Attitudes about Inclusion”

University of Wisconsin – Stout Menomonie, WI

**Psychology 1997**

*Minor:* Coaching

**PROFESSIONAL AFFILIATIONS**

- Association for Student Conduct Administration (ASCA)
- National Association of Student Personnel Administrators (NASPA)
- American College Personnel Association (ACPA)
- Brothers of the Academy (BOTA)
- Omega Psi Phi Fraternity Inc.
- International Association of Campus Law
- Enforcement Administrators (IACLEA)

**SERVICE ACTIVITIES**

- Member, Baystate Charter Academy Public School (Present)
- Member, University of Wisconsin-Stout Alumni Board of Directors
- Member, Northfield Human Rights Commission
- Member, Northfield Police Reserve
- Coach, Wisconsin Special Olympics
- Volunteer, Mother Teresa Missions
- Volunteer, Indiana Youth Village
Volunteer, Court Appointed Special Advocates (CASA)

AWARDS AND HONORS

- St. Olaf College President’s Leadership Experience Program, 2005-2006
- German Football League/European Football League Player/Coach, 1999
- Blandin Community Leadership Program, 2004
- University of Wisconsin-Stout Collegiate Football Athlete of the Decade, 2000
- Division III Pre-Season All-American,
- Division III All-American 1996
Appendix D: Michael L. Torrence’s Vitae

Michael L. Torrence, Ph.D.
5433 Dogwood Drive- Cookeville, TN 38506
Phone: 931-644-5462 - Email: Michael.torrence@gmail.com

Education
2015 Certificate of Graduation & Completion League for Innovation in the Community College; Executive Leadership Institute (ELI).
2012 Certificate of Graduation & Completion American Association of Community Colleges (AACC); Future Leaders Institute (FLI).

2001 M.A. South Dakota State University, Brookings, SD Major: English. Specialization in Composition and Rhetoric Thesis: Music As Redemption: The Use of Jazz and Blues in Native American and African American Literature
1999 B.A. South Dakota State University, Brookings, SD Major: English. Specialization in Composition

Professional Experience
2013 to present: Assistant Vice President of Academic Affairs, Volunteer State Community College, Gallatin, TN Volunteer State Community College: Public Institution; 8,600 students; 198 faculty; 422 employees; Serves rural, urban, and suburban communities.

Assistant Vice President of Academic Affairs:
Responsibilities
- Responsible for providing oversight to Teaching Learning Center, Distance Education, Academic Grants, Middle College, Academic Technology, Online/Hybrid Curriculum and Programs, Media Services, and oversee, supervise,
and lead off-campus programs including two degree granting centers (Livingston and Cookeville), sites (Highland Crest and Macon County High School) and 31 other limited service sites, Dual Enrollment, PLA and Carl D. Perkins initiatives

- Partner with K-12 districts, state agencies and community groups to help more students to become college ready
- Create an online/hybrid academic environment of rigor that promotes student success
- Coordinate and maintain the University Center offerings and formal relationships with 4-year institutions and Workforce/Economic Develop partnerships in the Upper Cumberland
- Coordinate the Academic Audit process with Faculty and Tennessee Board of Regents
- Assist in the development of the Academic Affairs budget

**Assistant Vice President of Academic Affairs Continued**

- Consult on physical facilities use for Academic Affairs
- Counsel students in academic difficulty
- Develop and maintain external relationships with local and state representatives and regional business partners
- Provide Innovative solutions to support students and faculty via Teaching and Learning
- Accountable for creating and sustaining an environment of academic and professional excellence for students and faculty and a collaborative working environment with educational team members

**Accomplishments**

- Directed the inception of the Sumner County Middle College with local Board of Education
- Founded the Tennessee Chapter of the National Association of Multicultural Education (TNNAME)
- Developed Campus Distance Education Strategic Plan and lead institution-wide Mobilization efforts
- Mentored Faculty/Department Chairs through The Chair Leadership Academy
- Increased the number of student participants in Project SAILS by 50%
- Developed face to face, blended and online training for full time faculty and adjuncts across all divisions
- Chaired the Tennessee Board of Regents (TBR) Regents Online Campus Collaborative (ROCC) Sub Committee
- Liaison and researcher for the Governor’s Task Force for Veteran’s Affairs
- Collaborate with Tennessee Higher Education Commission (THEC) regarding Prior Learning Assessment (PLA)
- Selected and completed the Tennessee Board of Regents Maxine Smith Fellow Leadership Program
- Collaborated with high schools and home - schooled students for a 3-year increase in Dual Enrollment of 30% from 1,145 to 1,515 students enrolled
• Founding Chairperson of I.M.P.A.C.T. Leadership
• Increased online enrollment by 8.6% in Distributed Education from 2,839 to 3,083 students enrolled

2010 Dean/Associate Dean, Lehigh Carbon Community College, to Schnecksville, PA 2013

Lehigh Carbon Community College: Public Institution; 7,000 students; 105 faculty; 350 employees; Serves rural, urban, and suburban communities; Served in simultaneous roles of Associate Dean of Academics and Associate Dean of Educational Support Services for 10 months 2011-2012. Promoted to Dean April 1, 2013.

Dean: Responsibilities:
• Supervise and coordinate the processes of hiring, training, scheduling, classroom observation, retention, and professional development of faculty and adjuncts in the Schools of Humanities, Healthcare Services, Education, Science, Technology, and Distance Education

Dean Continued
• Coordinate contracts and maintain formal relationships to increase Testing Center offerings
• Manage budgets for Carl Perkins, Title III, KEYS, and Keystone Stars grants of over 1.2 million dollars
• Supervise Disability Support Services, Tutoring Services, Learning Labs, Computer Labs, and Science Labs, ESL Labs, and Testing for all locations (1 campus and 4 sites)
• Supervise and coordinate the Academic Audit process with 6 faculty coordinators leading to timely review and submission
• Supervise faculty teaching learning communities, dual enrollment, and basic skills courses
• Oversight of a budget of 4.3 million dollars
• Accountable for creating and sustaining an environment of academic and professional excellence for students and faculty and a collaborative working environment internally and externally

Accomplishments:
• Co-Chairperson of Fulbright Scholar in Residence that brought Dr. Maged Botros from Helwan University, Cairo, Egypt to Lehigh Carbon Community College (2012-2013 Academic Year)
• Completed the American Association of Community College for Future Leaders Institute, Baltimore, MD (Summer 2012)
• Designed Testing Center that generated 50,000 dollars in its first semester (Fall, 2012)
• Co-author of 2 million Title III Grant received by college (Fall, 2012)
• Integrated and increased use of Educational Support Services by 50% through use of Online Writing Lab, self-paced grammar modules, and renovation of learning environment
• Created Cougar Strides Academic Program that has increased the retention of student-athletes by 40%
• Developed and implemented a cross-training program for Education Support Services, Library and Resource Center, and Testing Center staff/faculty/tutors
• Successfully negotiated Crane Testing Contract with PPL of Pennsylvania (one of the state’s largest energy suppliers)

2006 to 2010

Keystone College: Assistant Professor of Education, Keystone College, Factoryville, PA. Private Institution; 1,750 students; 67 faculty; 210 employees; Serves rural and fringe communities; Served in administrative and teaching faculty roles.

Assistant Professor of Education:
Responsibilities
• Served as the Liberal Arts Education Coordinator providing academic advising to 90 students
• Maintained reports and provided guidance for Middle States Review of the Education program
• Liaison between the Keystone College and the K-12 schools
• Developed and maintained curriculum for Literacy/Reading/Special Education: ESL
• Assessed the objectives and competencies of Early Childhood Education courses
• Prepared students for educational fieldwork regarding Literacy and English Language Learners
• Revised and developed curriculum to include universal design for field experiences to meet Pennsylvania Department of Education Program Review guidelines for Literacy, English Language Learners, and Special Education
• Co-created the Education Cohort Model and collected/analyzed both qualitative and quantitative data which increased retention of Education students by 7%

Accomplishments
• Co-created Kid’s Go to College Day for students in grades 3, 4, and 5
• Created Reading Across Boundaries to promote literacy Pre-K-12 grade
• Selected as Faculty Athletic Representative to NCAA by Keystone College President Edward G. Boehm, Jr.
• Selected to the English as a Second Language Task Force by Pennsylvania Department of Education
• Created and redesigned 6 courses for Education division
2005 to 2006  Assistant Dean of Students, Keystone Community College, La Plume, PA

Keystone College:  Private Institution; 1,750 students; 67 faculty; 210 employees; Serves rural and fringe communities; Served in this administrative role and transitioned to a faculty role at the behest of the Vice President of Academics.

**Assistant Dean of Students**

**Responsibilities**
- Provided leadership and supervision for student affairs, to include; residential life, campus life, student activities, athletics, intramurals, multicultural affairs, student government, public safety, judicial affairs, commuter living, service learning, campus ministry, summer bridge program, summer camps and conferences, first year advising, Vocational Education, counseling and tutoring
- Developed, administered, and evaluated student affairs programs, services, policies, procedures, and budgets
- Managed multiple operating budgets that exceeded 3 million dollars and its appropriations
- Allocated funds to appropriate units within Student Services
- Supervised Residential Directors, Residential Assistants, and Program Coordinators
- Chairperson of the All College Judicial Board

**Assistant Dean of Students continued**

**Accomplishments**
- Increased Fall 2005 to Fall 2006 residence hall retention rate by 14% in the residence halls from 68% to 82% through presence, consistency, engagement, living-learning communities and academic/social programming
- Established a live-in counselor position within the residence hall
- Developed Learning Communities within the residence halls
- Created the first Office of Multicultural Affairs and Diversity
- Awarded AmeriCorps VISTA grant and personnel to support the initiatives of programming in the areas of tutoring and mentoring, cultural competency, college access, food access and nutrition, and other poverty related issues through the Pennsylvania Campus Compact
- Implemented high impact practices including but not limited to service learning, learning communities, co-curricular transcripts, first year experience, and intrusive advising
- Co-authored Student Information Guide/Handbook regarding student responsibilities/ rights
- Created the Keystone Overnight Program for high school students to experience campus life
- Developed strategic initiatives that yielded a campus wide academic tutoring program
• Created diversity, ESL, and multicultural education teams of faculty, staff, students, and community stakeholders
• Maintained and strengthened relationships across Academic Affairs and Student Services
• Development of quantitative and qualitative research instruments in order to

**2005**  Research Fellow of the International Institute for the Study of Culture and Education, University of Lower Silesia in Wroclaw, Poland. **University of Lower Silesia**: Private Institution; 7,000 students; 180 faculty and employees; Serves urban, suburban, and rural community; Served as a research fellow for 8 months and evaluate student affairs services.

**Research Fellowship**

**Responsibilities**
• Collected data for qualitative research, ethnographic study from 10 native Polish speakers
• Managed 15,000-dollar budget for travel, lodging, and miscellaneous expenditures
• Assessed impact of popular culture, situated learning, and new literacy theory on Polish youth and adult learners
• Taught conversational English to students, adult learners, and business professionals
• Interpreted and translated academic and social language for visiting students
• Presented qualitative research workshops to university faculty and students

**Accomplishments**
• Completed ethnographic research focused Situated Learning and Multiliteracies
• Developed a deeper understanding of international academic scholarship and the importance of technology

**Accomplishments continued**
• Developed a real-world perspective of how broadly data informed decision-making impacts an academic institution
• Developed conversational skills in Slavic language (Polish)
• Strengthened qualitative and quantitative research skills
• Enhanced Information communication technology (ICT) skills
• Established collaborative with International Institute for the Study of Culture and Education

**2002 to 2004**  Director of Enrichment Activities, Tennessee Technological University, Cookeville, TN

**Tennessee Technological University**: Public Institution; 10,321 students; 1500 faculty and employees; Serves rural community; Served in administrative and adjunct instructor roles.
**Director of Enrichment Activities**

Responsibilities

- Coordinated qualitative and quantitative data reports for faculty in the division of Educational Technology
- Supervised 8 college Academic Enrichment Camp counselors
- Trained students and faculty how to use i-Movie, i-Tunes, and other components of Apple’s OS software
- Taught 6 credits per semester of English Composition to college freshman

Accomplishments

- Introduced socioeconomically disadvantaged youth to collegiate environment at Academic Enhancement Camp
- Engaged developing students in critical and divergent thinking through the use of Engineering, Mathematics, and Technological problem solving
- Researched the impact of using Kar2ouche as an educational platform to teach English Literature
- Aided in redesign of common learning spaces to enhance student learning, resource access, and engagement

1999 to 2001  Graduate Teaching Assistant, South Dakota State University, Brookings, SD

South Dakota State University: Public Institution; 11,645 students; 1700 faculty and employees; Serves rural community; Served in teaching assistant and administrative roles.

**Graduate Teaching Assistant**

Responsibilities

- Educated College Freshman about the writing process, lexical variance, syntax, and structure
- Taught 6 credits per semester of English Composition
- Served as a Writing Tutor in the English Department Writing Center
- Coordinated cultural competency programs, speakers and workshops
- Served as a minority student mentor for 12 students

Accomplishments

- Selected as South Dakota State University student representative for the Brookings Human Rights Commission
- Facilitated discussions within and outside of campus community about social justice, inclusion, and equity for Disabled Persons and Veterans
- Collaborated with all college divisions to support writing across the curriculum
- Editorialist for the student newspaper, *The Collegian*
- Developed handbook for composition students
- Lead efforts to provide graduate students with individual study rooms
- Investigated the importance of mentoring on Graduate students

1992 to 1996  Senior Airman (E-4), Elmendorf Air Force Base, Anchorage, AK
Elmendorf Air Force Base: Military; 23,000 military and civilian personnel; Served in administrative support role.

**Military Service - Senior Airman (E-4)**

**Responsibilities**

- Served as the Elmendorf Air Force Base Leave Supervisor
- Collated data daily and distributed information to 11 Squad Leave Monitors
- Distributed daily reports to Military Pay and Accounting and Finance
- Calculated cost of living allowance, basic allowance for housing, and temporary duty assignment pay for military and civilian employees
- Determined error in monetary allowance that exceeded rank and time in service
- Oversaw access to highly sensitive personnel data and records

**Accomplishments**

- Honorable Discharge
- Demonstrated proficiency by completing data reports with 98.9% accuracy
- Developed efficient approach to completing and sharing data reports
- Supported USAF personnel through 8 international conflict Operations
- Volunteered as liaison for Elmendorf AFB with local Inuit community via Amateur Athletic Union (AAU)
- Awarded Good Conduct Medal
- Served as Dorm Chief
- Cross-trained in Military Pay, Finance, and Travel
- Mentored new Airmen
- Played on the Alaska Men’s Amateur Athletic Union Basketball Team

**Faculty/Teaching Experience**

<table>
<thead>
<tr>
<th>Years</th>
<th>Institution</th>
<th>Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 years</td>
<td>East Tennessee State University</td>
<td>Graduate: Education, Leadership, Policy Analysis, and Research (ELPA): Community College Leadership Program</td>
</tr>
<tr>
<td>4 years</td>
<td>Volunteer State Community College</td>
<td>Undergraduate: English, English Literature</td>
</tr>
<tr>
<td>5 years</td>
<td>Lehigh Carbon Community College</td>
<td>Undergraduate: English, English Literature Developmental English, Composition and Literature, ESL, Special Education, and Developmental Reading</td>
</tr>
<tr>
<td>4.5 years</td>
<td>Keystone College</td>
<td>Undergraduate: English and Children’s Literature, ESL, Education Technology, Early Childhood Education, Special Education</td>
</tr>
</tbody>
</table>
Community Activities
I.M.P.A.C.T. Executive Board Member, Cookeville, TN (2015-CURRENT)
Rotary International: Rotary Club of Cookeville, Cookeville, TN (2015-CURRENT)
Board of Directors Highlands Workforce Development & Education, Cookeville, TN
(2015-CURRENT)
Region 3 Co-Director and Founder, National Association of Multicultural Education,
Tennessee Chapter (2015-CURRENT)
President, National Association of Multicultural Education; Pennsylvania Chapter
(2012-2013)
Volunteer, Boys and Girls Club of Scranton, PA (2011-2013)
Board of Directors, National Association of Multicultural Education, Pennsylvania
Chapter (2009-2013)
Board of Directors, Scranton Everhart Museum (2008-2009)

Awards
University of Lower Silesia Research Fellowship, Tennessee Technological
University Diversity Fellowship, Northeastern Pennsylvania Diversity Education
Consortium Trainer Certificate, South Dakota State University Teaching
Assistantship, South Dakota State University 4-year Athletic Scholarship, United
States Air Force Good Conduct Medal, United States Air Force Honorable Discharge,
and United States Air Force Meritorious Service Award

Selected Professional Activities
International Association of Special Educators, National Association of Multicultural
Education; Pennsylvania Chapter, Journal of Student Affairs Research and Practice,
National Association of Developmental Education, Tennessee Board of Regents eLearning
Sub Committee; Veterans and Basic Skills Task Forces; Served as a member of the TN Achieves Post-Secondary Advisory Council

**Selected College Activities**
Business and Technology Advisory Board  
Enrollment Management Committee  
Academic Audits  
Nursing Advisory Board  
Physical Therapist Assistant Advisory Board  
Chairperson, Academic Technology Committee  
Member, Human Diversity Committee  
Chairperson, Faculty Evaluation Committee  
Co-Chairperson, Fulbright Scholar Committee  
Faculty Senate, Parliamentarian

**Publications**


**Workshops/Convention Presentations**
November 8, 2017  

October 24, 2017  
“The Internet of Everything (IoE): Strategic Planning for
Emerging Technologies for Enhancing Teaching, Improving Learning, and Workforce Productivity.”
Internet 2: US UCAN/K20 Initiative. Nashville, TN.

Bridging the Divide - https://youtu.be/vp8u501Kak0

The Next Wave - https://tinyurl.com/y7aqkvfq


National Institute for Staff and Organizational Development (NISOD). Austin, TX.


November 8, 2016  “Minecraft and the Humanities: Net Surfing in Composition.”

October 4, 2016  “CoSpace, Coding, and Intelligent Design.” Nashville, TN.


July 11, 2016  “Breaking the Code: Connecting Faculty and Students Through Innovation.” Tennessee Technological University. Cookeville, TN.


July 30, 2015  “3D/Augmented Reality/Virtual Reality: Unity Seminar and Coding.” Tennessee Technological University. Cookeville, TN.


February 6, 2015  “Curriculum Development: Defining Game Theory and Integrating Gamification to Support Learning Objectives.” Gallatin, TN.

February 2, 2015  “Communication and Popular Culture: Using Information Communication Technology to Heighten Student Engagement.” Sumner County Schools. Gallatin, TN.


October 23, 2014  “Strategic Planning Using Mobilization and Emerging Technologies: Presentation to the Kentucky Higher Education Teams.” Renaissance Center at Freed Hardeman University. Dickson, TN.


<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 14, 2010</td>
<td>“Healthy Eating: Nutritional Choices for the Young Child.”</td>
<td>Schneckville, PA.</td>
</tr>
<tr>
<td>March 27, 2010</td>
<td>“It’s not About the Pizza, Plantains, and Pierogies …It’s the Program, Right?: English Language Learners and Program Planning.”</td>
<td>Indiana University of Pennsylvania. Indiana, PA.</td>
</tr>
<tr>
<td>February 27, 2009</td>
<td>“English Language Instruction.”</td>
<td>PA Northeastern Intermediate Unit #19. Archibald, PA.</td>
</tr>
<tr>
<td>May 29, 2008</td>
<td>“Strategies for Honoring English Language Learners.”</td>
<td>Penn State University. State College, PA.</td>
</tr>
</tbody>
</table>
March 2, 2007  “Reading Primary Education: Children’s Literacy.” Riverside West Elementary School. Moosic, PA.


October 15, 2005  “Counseling Gay, Lesbian, Bisexual, and Transgender Students.” Cookeville, TN.

July 29, 2005  “Art Centers of Wroclaw.” University of Lower Silesia. Wroclaw, Poland.

July 28, 2005  “Situated Learning and Literacy.” University of Lower Silesia. Wroclaw, Poland.


October 16, 2004  “Multiculturalism, and Discourse.” Development and Diversity Conference. Cookeville, TN.

October 17, 2003  “Race, Class, Gender within our Schools.” Cookeville, TN.
March 14, 2003  “Kar2ouche: Using Multimedia as a Tool to Educate.” Nashville, TN.

February 8, 2001  “Language and its Power: Mark Twain’s Huckleberry Finn.” Brookings, SD.


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**Grant and Fundraising Accomplishments**

<table>
<thead>
<tr>
<th>Project Title</th>
<th>Funding Source</th>
<th>Funding Period</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Edugaming in High School</td>
<td>Google – CS4HS</td>
<td>2010-2011</td>
<td>$15,000</td>
</tr>
<tr>
<td>Program Name</td>
<td>Funding Source</td>
<td>Fiscal Year</td>
<td>Amount</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>--------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Keystone STARS Merit Award</td>
<td>U.S. Department of Health and Human Services, PA Department of Public Welfare, and Keystone STARS</td>
<td>2010-2011</td>
<td>$14,895.00</td>
</tr>
<tr>
<td>Education Program Improvement</td>
<td>U.S. Department of Education – OSEP Paraprofessional Pre-Service Program Improvement</td>
<td>2010-2011</td>
<td>$600,000</td>
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<tr>
<td>KEYS Program</td>
<td>U.S. Department of Health and Human Services, PA Department of Public Welfare, and KEYS Program</td>
<td>2011-2012</td>
<td>$113,142.00</td>
</tr>
<tr>
<td>S-STEM – PASS Program</td>
<td>National Science Foundation</td>
<td>2011-2012</td>
<td>$600,000</td>
</tr>
<tr>
<td>Special Education</td>
<td>PA Department of Education and State Personnel Development Grant</td>
<td>2011-2012</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>Keystone STARS Merit Award</td>
<td>U.S. Department of Health and Human Services, PA Department of Public Welfare, and Keystone STARS</td>
<td>2011-2012</td>
<td>$14,955.00</td>
</tr>
<tr>
<td>Fulbright Scholar</td>
<td>U.S. Department of State, Institute of International Education, Fulbright Scholar in Residence Program</td>
<td>2012-2013</td>
<td>No monetary value</td>
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<tr>
<td>Career and Technical Education</td>
<td>U.S. Department of Education, PA Department of Education, Carl D. Perkins Career and Technical Education Improvement Act</td>
<td>2012-2013</td>
<td>$537,721.00</td>
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<tr>
<td>Title III – Student Success</td>
<td>U.S. Department of Education</td>
<td>2012-2017</td>
<td>$2,002,103.00</td>
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<td>-----------------------------</td>
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<tr>
<td>I.M.P.A.C.T. Leadership</td>
<td>City of Cookeville and Various Organizations in Putnam County</td>
<td>2016</td>
<td>$60,000</td>
</tr>
</tbody>
</table>
Appendix E: Walter R. Jacobs III’s Vitae

Walter R. Jacobs III

Dean, College of Social Sciences  Professor, Department of Sociology and Interdisciplinary Social Sciences San José State University

Curriculum Vitae: April 2018

CONTACT

office: One Washington Square
        San José, CA 95192-0107
        web: http://about.me/walt.jacobs

e-mail: walt.jacobs@sjsu.edu

phone: 408.924.5306

EDUCATION

Doctor of Philosophy, June 1999
Indiana University, Bloomington, IN

Major: Sociology; Minor: Cultural Studies

Master of Arts, May 1995
Indiana University, Bloomington, IN Major: Sociology

Bachelor of Science, June 1990
Georgia Institute of Technology, Atlanta, GA
Major: Electrical Engineering

FACULTY APPOINTMENTS

July, 2015-present: Professor, Department of Sociology and Interdisciplinary Social Sciences, San José State University.

July, 2013-June, 2015: Professor, Department of Sociology and Anthropology, University of Wisconsin-Parkside.

July, 2008-June, 2013: Associate Professor, Department of African American & African Studies, University of Minnesota.

July, 2006-June, 2008: Associate Professor, Department of Postsecondary Teaching and Learning, University of Minnesota.
July, 2005-June, 2006: Associate Professor of Social Sciences, General College, University of Minnesota.

August, 1999-June, 2005: Assistant Professor of Social Sciences, General College, University of Minnesota.

**ADMINISTRATIVE APPOINTMENTS**

July, 2015-present: Dean, College of Social Sciences, San José State University.


July, 2008-June, 2012: Chair, Department of African American & African Studies, University of Minnesota.


July, 2006-June, 2007: Director of Undergraduate Studies, Department of Postsecondary Teaching and Learning, University of Minnesota.

**HONORS**

Arthur “Red” Motley Exemplary Teaching Award, College of Liberal Arts, University of Minnesota, Spring 2009.

Lieber Memorial Teaching Associate Award, Indiana University (university-wide award). Spring 1998.

Teaching Excellence Recognition Award, College of Arts and Sciences, Indiana University. Spring 1998.

Edward H. Sutherland Award for Distinguished Teaching, Department of Sociology, Indiana University. Spring 1997.

**FELLOWSHIPS AND GRANTS**

Wisconsin Humanities Council mini-grant, Spring 2014. Imagine Fund

Annual Award, University of Minnesota, Fall 2009-Spring 2010.

Academic Leadership Program Fellowship, Committee on Institutional Cooperation

Center for Teaching and Learning Services Multicultural Education Fellowship, University of Minnesota. Fall 2006-Spring 2007.

Research Sabbatical (full year), General College, University of Minnesota. Fall 2005-Spring 2006.

President’s Faculty Multicultural Research Award, University of Minnesota. Summer 2005.

University Faculty Summer Research Fellowship, University of Minnesota. Summer 2002.

President’s Faculty Multicultural Research Award, University of Minnesota. Summer 2002.

Undergraduate Research Opportunities Program Grant (faculty mentor), University of Minnesota. Spring 2002.

Dissertation-Year Research Fellowship, Department of Sociology, Indiana University. Fall 1998-Spring 1999.

College of Arts and Sciences Outstanding Teacher/Scholar Fellowship, Indiana University. Summer 1998.

College of Arts and Sciences Collaborative Graduate-Undergraduate Research Fellowship, Indiana University. Summer 1997.

Political Economy Workshop Independent Research Grant, Department of Sociology. Summer 1994.

Graduate Tuition Scholarship, Department of Sociology, Indiana University. Fall 1993-Spring 1998.

**RESEARCH AND TEACHING INTERESTS**

media literacies  
critical pedagogy  
Black popular culture  
scholarship of teaching and learning  
race and ethnic relations
technology and society

PUBLICATIONS: BOOKS


PUBLICATIONS: JOURNAL ARTICLES & BOOK CHAPTERS


PUBLICATIONS: JOURNAL EDITOR


PUBLICATIONS: BOOK REVIEWS


PUBLICATIONS: REPRINTS


PUBLIC ENGAGEMENT


2015-present: Board of Directors member, StoryCenter [formerly known as The Center for Digital Storytelling], Berkeley, CA.

2015: Executive Board member, Phi Delta Kappa chapter 1123, Racine & Kenosha, WI.

2014: Member of Grant Advisory Board for Higher Expectations organization, Racine, WI.

2014: Keynote speaker, Wednesday Optimist Club of Racine (WI) Scholarship Banquet, April 30.

2014: Workshop Facilitator, “Digital Storytelling for Veterans,” April 12 (University of Wisconsin- Parkside) and April 26 (Veterans of Foreign Wars post #1865, Kenosha, WI).

2014: Interviewee, “Education Matters” radio show (WGTG 91.1 FM, Kenosha, WI), March 8.


2010: Member, panel discussion of African Americans in sports on “Crossroads” TV program (KSTC channel 45, Minneapolis-St. Paul), July 17.


2008: Instructor, “Your Television Will Be Colorized: Black TV Comics’ Riffs on Race” class for The People’s University series at the Minneapolis Public Library (August 6, 13, & 20; 6:30-8:00 PM).

2008: Member, panel discussion of the 40th anniversary of Martin Luther King, Jr.’s assassination on “Crossroads” TV program (KSTC channel 45, Minneapolis-St. Paul), April 5.

2007-2012: Board of Directors Member, Morrill Hall and Rachel Tilsen Social Justice Fund.
2007-2009: Board of Directors Member, Prospect Park East River Road Improvement Association.


1993-1996: Columnist, Bloomington Herald-Times newspaper [Bloomington, IN].

PRESENTATIONS


“Discovering Vocation by Listening to Sociological Ghosts and Embracing Quirkyaloneness.” Augustana College Fall Symposium Day. Rock Island, IL: September


“Rethinking Writing: Digital Storytelling in the College Classroom” (with C. Doerr-Stevens). University of Minnesota Literacy & Rhetorical Studies Research Series. October 20, 2010.


“Speaking the Lower Frequencies 2.0: Digital Ghost Stories.” Keynote address at the College Reading Association Annual Conference. Sarasota, FL: November 6-9, 2008.

“Building Bridges: Developing a Language for Discussing Race” (with L. Houts Picca and K. Muhammad). Indiana University Beyond Diversity Public Seminar. Bloomington,
IN: February 27, 2008.


TEACHING EXPERIENCE

Instructor, CRMJ 499 (Independent Study), Department of Criminal Justice, University of Wisconsin-Parkside, Summer 2014 (1 student).

Instructor, OUE 1086 (The First Year Experience), Office of Undergraduate Education, University of Minnesota, Fall 2012 (133 students).

Instructor, AFRO 3910 (Digital Storytelling), Department of African American & African Studies, University of Minnesota, Spring 2011 (16 students), Fall 2008 (17 students).

Instructor, AFRO 1902 (Freshman Seminar: Your Television Will Be Colorized – Black TV Comics’ Riffs on Race), Department of African American & African Studies, University of Minnesota, Fall 2009 (21 students), Spring 2008 (21 students), Fall 2007 (21 students).

Instructor, GC 2271 (Stories and Storytellers), General College, University of Minnesota, Spring 2005 (31 students), Fall 2004 (29 students).

Instructor, GC 1374 (The Movies), General College, University of Minnesota, Fall 2003 (2 sections: 45 and 42 students).

Instructor, GC 1903 (Freshman Seminar: Living in the Electronic Information Age), General College, University of Minnesota; Fall 2002 (15 students), Spring 2001 (17 students), Fall 2000 (15 students).

Instructor, GC 1211 (People and Problems), General College, University of Minnesota, Spring 2005 (40 students), Fall 2004 (42 students), Fall 2002 (2 sections: 45 and 39 students), Spring 2002 (72 students), Spring 2001 (41 students), Fall 2000 (43 students), Spring 2000 (2 sections: 40 and 39 students), Fall 1999 (2 sections: 42 and 39 students).

Instructor, S101 (Media and Society), Department of Sociology, Indiana University, Spring 1998 (66 students), Fall 1997 (65 students).

Instructor, S494 (Field Experience in Sociology), Department of Sociology, Indiana
University, Spring 1998 (1 student), Fall 1997 (4 students).

Instructor, S335 (Race and Ethnic Relations), Department of Sociology, Indiana University, Spring 1997 (45 students), Fall 1996 (46 students), Summer 1996 (26 students), Spring 1996 (70 students), Fall 1995 (58 students).

Graduate Teaching Assistant, S104 (Intensive Freshman Seminar: The Sociology of Buildings), College of Arts and Sciences, Indiana University, Summer 1995; S230 (Society and the Individual), Department of Sociology, Indiana University, Summer 1995 and Spring 1995; E104 (Divided Lives: Women and Men at Work and at Home), College of Arts and Sciences, Indiana University, Fall 1994; S320 (Deviance and Social Control), Department of Sociology, Indiana University, Spring 1994; S335 (Race and Ethnic Relations), Department of Sociology, Indiana University, Fall 1993.

GENERAL PROFESSIONAL SERVICE AND DEVELOPMENT
Co-Creator and Host: “Speed Deaning” mentorship session, Council of Colleges of Arts & Sciences 52nd Annual Meeting (Denver, CO), 2017.
Participant: Council of Colleges of Arts & Sciences 52nd Annual Meeting (Denver, CO), 2017.

Member: Board of Directors, Council of Colleges of Arts & Sciences, 2016-present.
Participant: Council of Colleges of Arts & Sciences 51st Annual Meeting (San Diego, CA), 2016.

Director: Council of Colleges of Arts and Sciences Seminar for Department Chairs and Heads (San Diego, CA), Fall 2015.

Co-Director: Council of Colleges of Arts and Sciences Seminar for Department Chairs and Heads, Summer 2015 (Milwaukee, WI), Summer 2015.

Member: University of Minnesota Immigration History Research Center “Immigrant Stories” advisory council, 2015-2016.

Participant: Council of Colleges of Arts & Sciences 49th Annual Meeting (San Antonio, TX), 2014.

Organizer and Participant: University of Wisconsin System Arts, Letters, and Sciences Deans Council meeting (Kenosha, WI), 2014.


Invited Participant: Department Executive Officers Seminar, Committee on Institutional Cooperation, 2009 (Chicago, IL).


Participant: Third Meeting on Future Directions in Developmental Education, 2002 (Minneapolis, MN).

Organizer and Facilitator: Second Annual Preparing Future Faculty Conference, Indiana University, 1997.

Participant: Preparing Future Faculty Program, Indiana University, 1995-1999.

**SAN JOSÉ STATE UNIVERSITY SERVICE AND DEVELOPMENT**

Member: Associate Vice President for Strategic Communications and Marketing search committee, 2018-present.

Chair: Campus Development and Sustainability Strategic Planning task force, 2018-present. Member: Vice President for Student Affairs search committee, 2018-present.

Member: Honorary Doctorate Degree selection committee, 2017-present.

Member: Capital Campaign Case committee, 2017-present.

Member: Institute for the Study of Sport, Society, and Social Change faculty advisory committee, 2017-present.

Member: Athletics Director search committee, 2017.

Member: Department of Urban & Regional Planning advisory committee, 2017-present.

Member: Research, Curricular, and Creative Activities Award committee (Office of Diversity, Equity, and Inclusion), 2017-present.

Member: Dean of the College of Humanities & the Arts Five Year Review committee, 2016-2017.

Member: Academic Senate Strategic Planning steering committee, 2016-present.

Member: SJSU Sustainability Board, 2016-present.

Member: Black Male Mentoring Movement, 2016-present.

Member: Mentor Community @ SJSU, 2016-present.

Member: SJSU Title IX Coordinator search committee, 2016.

Member: Faculty in Residence selection committee, 2016-present.

Member: Project Succeed advisory committee, 2016-present.

Member: Library Dean search committee, 2015-2016.

Member: Academic Senate, 2015-present.


Member: San José State University Research Foundation Board of Directors, 2015-present.


Member: Black Scholars Community Council, 2015-present.

UNIVERSITY OF WISCONSIN-PARKSIDE SERVICE AND DEVELOPMENT

Organizer and Mentor: Inclusive Excellence committee First Year Student Mentoring Program, Office of Diversity and Inclusion, 2015.

Member: Facility Use committee, Office of the Chancellor, 2015.

Member: Capital Budget, Planning, Space, and Sustainability committee; Office of the Chancellor; 2014-2015.

Member: Associate of Arts Degree planning committee, College of Arts and Humanities and College of Social Sciences & Professional Studies, 2014-2015.

Member: Black History Month Film Festival planning committee, College of Arts and Humanities, 2014-2015.

Member: Campus Master Plan steering committee, Office of the Chancellor, 2013-2014.

Member: Mentor Kenosha & Racine Strategic Task Force, Center for Community Partnerships, 2013-2014.


UNIVERSITY OF MINNESOTA SERVICE AND DEVELOPMENT

Member: Undergraduate Curriculum Digital Transformation project selection committee, 2013.

Member: Office of the President Policy and Initiatives staff, 2012 (fall).

Member: Disability Services faculty advisory committee, 2012-2013.

Member: Director of Admissions search committee, 2012-2013.

Member: Athletics Director search advisory committee, 2012.

Member: College of Liberal Arts Individualized Degree Programs Coordinator search committee, 2012.

Chair: University of Minnesota College of Liberal Arts instructional awards committee, 2011, 2012.

Member: Assistant Director of Writing Across the Curriculum search committee, 2011-2012.

Member: Alumni Association National Board of Directors, 2011-2012.

Member: Center for Teaching and Learning advisory board, 2010-2013.

Member: Immigration History Research Center faculty and student advisory council, 2010-2013.


Member: College of Liberal Arts Director of Diversity Support Programs search committee, 2010.

Member: College of Liberal Arts CLA 2015 committee, 2009-2010.
Member: Senate Faculty Consultative Committee, 2009-2010, 2011-2012.

Member: College of Veterinary Medicine VetLEAD advisory committee, 2009-2011.

Member: Council for Enhancing Student Learning (Student Learning Outcomes faculty resources work group), 2009-2010.


Member: College of Liberal Arts Community Fund Drive, 2009-2011.

Member: Arts and Humanities Imagine Fund committee, 2009.

Participant (mentor): President’s Distinguished Faculty Mentorship Program, 2008-2010.

Member: College of Liberal Arts curriculum advisory group (ad hoc), 2008-2009.

Member: Departments of American Indian Studies and Chicano Studies faculty search committee, 2008.

Member: College of Liberal Arts Council of Chairs, 2007-2012.

Member: Department of History faculty search committee, 2007-2008.

Member: Department of Anthropology faculty search committee, 2007-2008.

Member: Vice Provost and Dean of Undergraduate Education search committee, 2007.


Member: Senate Committee on Equity, Access, and Diversity; 2006-2007.


Chair: Department of Postsecondary Teaching and Learning curriculum committee, 2006-2007.

Member: Department of Postsecondary Teaching and Learning executive committee, 2006-2007.
Co-Chair: College of Education and Human Development undergraduate committee, 2006.

Member: College of Education and Human Development undergraduate admissions and curriculum committee (ad hoc), 2006.

Member: College of Education and Human Development educational policy and program committee, 2006.

Member: College of Education and Human Development committee on academic affairs, 2006.

Member: Strategic Positioning Task Force on Collegiate Design (General College/College of Education and Human Development), 2005-2006.

Chair: General College undergraduate majors committee (ad hoc), 2005.


Member: Institutional Review Board (student research), 2003-2013.

Member: Commuter Student Advisory Group, 2002.


Member: General College faculty search committee, 2001-2002.

Member: General College curriculum committee, 2000-2005.

Member: General College social science academic professionals search committee, 2000-2003, 2004 (chair).

Member: General College tenure document committee (ad hoc), 2000.

Member: General College multicultural concerns committee, 1999-2004
PROFESSIONAL MEMBERSHIPS


Council of Colleges of Arts and Sciences, 2013-present.


American Sociological Association, 1994-present.

PROFESSIONAL SERVICE: JOURNAL/CONFERENCE MANUSCRIPT REFEREE

Contexts, 2014.

References available upon request.
Appendix F: Request for Participation

Dear Prospective Participant,

My name is Arnold S. Bell. I am currently enrolled as a doctoral student in the Workforce Development and Organizational Leadership at the University of Nevada, Las Vegas. I am conducting research on African American executive administrators who have ascertained a dean or higher-level positions at post-secondary institutions.

I will be conducting a qualitative study to explore the role mentoring plays in the professional and personal development of African American administrators who have been appointed to executive leadership positions at post-secondary institutions. The intent of this academic research is to increase the amount of research in this area.

If you agree to be a participant in this research, I am asking for a commitment to an interview that will last from sixty to ninety-minutes, and if necessary, follow-up questions at your earliest convenience.

Your participation is greatly needed, valued and would be deeply appreciated. If you are interested in participating please submit a vita/resume and complete the enclosed biographical profile in the self-addressed envelope by (date). Shortly after receiving your vita/resume and profile I will call you to set up interview dates and times.

Your response to this request is important to the advancement of researching the role mentoring plays in the professional and personal development of African American executives at post-secondary institutions. Upon completion of the interviews, you will receive a $25.00 American Express gift certificate as an appreciation of your time and assistance in my dissertation study.

If you have questions or need additional information, please feel free to contact me at (702) 480-1500 or by e-mail me at bella8@unlv.edu. Thank you in advance for your time and consideration.

Respectfully,

Arnold S. Bell
Workforce Development and Organizational Leadership
Ph.D. candidate
University of Nevada, Las Vegas
Appendix G: Informed Consent Form

The purpose of this study is to explore the role mentoring plays in the professional and personal development of African-American administrators, who have ascertained dean or higher-level positions at post-secondary institutions. This study involves the collection of research materials, the outcome of which will be utilized toward the completion of a Doctoral Degree for Arnold S. Bell in Workforce Development and Organizational Leadership from University Nevada, Las Vegas.

This study will employ qualitative methods, specifically open-ended interview questions in order to obtain an understanding of the experiences of African-American executive administrators at post-secondary institutions. If you agree to participate, three interviews will be scheduled at your convenience throughout the summer session. The interviews will consist of a series of questions on topics related to, but not limited to the role mentoring plays in your professional and personal development. All interviews will be recorded for accuracy in the data collection, in addition to note-taking. All notes and tapes will be kept confidential.

All data with the potential to identify participants will be held in confidence. Your name will not be utilized in this study. Instead, a pseudonym will be assigned to your collected information. However, quotes from the interviews will be utilized to support general themes. Finally, there is no foreseeable risk or financial benefits to the participants. Upon completion of the (3) interviews, you will receive a $25.00 American Express gift certificate.

Your participation is voluntary. At any time, you may withdraw consent and terminate your participation in this study. Your signature acknowledges that you have read the information and willingly signed this consent form.

The study has been discussed with me and all my questions have been answered. I may direct additional questions regarding study specifics to the investigators. If I have questions about subjects’ rights or other concerns, I can contact Dr. Christopher Stream, Chairman at (702) 895-5120 or Dr. Anthony Gatling at (702) 895-5870, or the University of Nevada Las Vegas’ Institutional Review Board at (877) 895-2794.

I agree to participate in the study described above and acknowledge the researcher’s obligation to provide me with a copy of this consent form if signed by me.

Questions and concerns about the research and/or your rights may be directed to:

<table>
<thead>
<tr>
<th>Doctoral Student: Arnold S. Bell</th>
<th>Dissertation Co-Advisor: Dr. Christopher Stream</th>
<th>Dissertation Co-Advisor: Dr. Anthony Gatling</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="mailto:Bella8@unlv.nevada.edu">Bella8@unlv.nevada.edu</a> (702) 480-1500</td>
<td><a href="mailto:Chris.Stream@unlv.nevada.edu">Chris.Stream@unlv.nevada.edu</a> (702) 895-3491</td>
<td><a href="mailto:Anthony.Gatling@unlv.nevada.edu">Anthony.Gatling@unlv.nevada.edu</a> (702) 895-5870</td>
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Appendix H: IRB Approval Form

UNLV Social/Behavioral IRB - Exempt Review
Exempt Notice

DATE: February 27, 2018
TO: Christopher Stream
FROM: Office of Research Integrity - Human Subjects
PROTOCOL TITLE: [1173017-2] A narrative study on the professional development of African American male administrators at predominately White post-secondary institutions.
ACTION: DETERMINATION OF EXEMPT STATUS
EXEMPT DATE: February 27, 2018
REVIEW CATEGORY: Exemption category # 2

Thank you for your submission of Response/Follow-Up materials for this protocol. This memorandum is notification that the protocol referenced above has been reviewed as indicated in Federal regulatory statutes 45CFR46.101(b) and deemed exempt.

We will retain a copy of this correspondence with our records.

PLEASE NOTE:
Upon final determination of exempt status, the research team is responsible for conducting the research as stated in the exempt application reviewed by the ORI - HS and/or the IRB which shall include using the most recently submitted Informed Consent/Assent Forms (Information Sheet) and recruitment materials.

If your project involves paying research participants, it is recommended to contact Carisa Shaffer, ORI Program Coordinator at (702) 895-2794 to ensure compliance with the Policy for Incentives for Human Research Subjects.

Any changes to the application may cause this protocol to require a different level of IRB review. Should any changes need to be made, please submit a Modification Form. When the above-referenced protocol has been completed, please submit a Continuing Review/Progress Completion report to notify ORI - HS of its closure.

If you have questions, please contact the Office of Research Integrity - Human Subjects at IRB@unlv.edu or call 702-895-2794. Please include your protocol title and IRBNet ID in all correspondence.

Office of Research Integrity - Human Subjects
4505 Maryland Parkway . Box 451047 . Las Vegas, Nevada 89154-1047
(702) 895-2794 . FAX: (702) 895-0805 . IRB@unlv.edu
Bibliography


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201


doi:1


doi:1


216


Curriculum Vitae

Arnold S. Bell
____E-mail: ArnoldSBell@hotmail.com____

Education: Southwest Minnesota State University Marshall, MN
B.S., 1996 - Speech Communication: Radio and T.V.

South Dakota State University Brookings, SD
M.S., 1998 - Communication Studies and Journalism

University of Nevada, Las Vegas Las Vegas, NV
Ph.D. 2018 - Workforce Development and Organization Leadership

Military Experience: Security Guard/Administrative Clerk Camp Lejeune, NC
United States Marine Corps, Honorable Discharged: 1991

Professional Experience:

Communication Professor College of Southern Nevada Las Vegas, NV
2004-Present
Instruct students via PowerPoint and traditional lectures about the various principles and theories of public relations, media literacy, advertising, journalism, interviewing, oral and interpersonal communications. Mentor and advise a diverse body of students.

Newspaper in Education Manager Las Vegas Review Journal Las Vegas, NV
2002-2004
Directed and publicized the fight against illiteracy campaign.
Created, budgeted and coordinated simultaneous events such as the Drive Fore Literacy golf tournament with Oscar, Got Gas campaign and The Pets of Las Vegas calendar. Responsible for one-hundred thousand-dollar annual budget.

Advertising Account Executive Las Vegas Review Journal Las Vegas, NV
2000-2002
Negotiated and sold advertisements to various accounts. Created and evaluated marketing trends and budgets for various accounts on a monthly, quarterly, semi-annual and annual basis. Calculated and collected in excess of one-million dollars annually from accounts.
Sales Territory Representative 1999-2000
R.J. Reynolds Tobacco Company  Little Rock, AR
Budgeted, projected and calculated monthly payments in excess of 10,000 dollars for over 300 individual accounts.

Professional Affiliations:
- Las Vegas Urban League Board Member: 2011 to present
- Las Vegas Metropolitan Police Department Citizen Review Board Member: 2014 to present

Professional Memberships:
- American Association of University Professors: 2004 to present
- Nevada Faculty Alliance (NFA): 2004 to present
- National Association for the Advancement of Colored People: 2000 to present
- Las Vegas Urban League: 2011 to present
- Western Social Science Association: 2012 to present

University Committees:
- Standard Eight Professional 2004 to 2005
- Professional Advancements 2007 to 2010
- Policy Review 2011 to 2012
- Elections 2011 to 2012
- Sabbatical 2015 to present
- Faculty Legislative Action 2015 to present

Presentations:
- Frederick Douglass Lecture Series Event College of Southern Nevada Las Vegas, NV 2015
  Moderator: Eracism: An Event to Eliminate Racism and Inequality.

Black History Event South Dakota State University Brookings, SD 2015
Presentation: Cultural Competency: A Perception of One’s Race

Black History Month Event Southwest Minnesota State University Marshall, MN 2015
Presentation: Cultural Competency: A Perception of One’s Race

Black History Month Event College of Southern Nevada Las Vegas, NV 2015
Moderator: Black Empowerment: A link to student success

Frederick Douglass Lecture Series Event College of Southern Nevada Las Vegas, NV 2014
Moderator: A Courageous Conversation about the N-word.
<table>
<thead>
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<th>Event Type</th>
<th>Date</th>
<th>Location</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black History Month Event</td>
<td>2014</td>
<td>Glendale Community College, Glendale, AZ</td>
<td>Cultural competency: A way to understand one’s cultural behavior.</td>
</tr>
<tr>
<td>Black History Month Conference</td>
<td>2014</td>
<td>Estrella Mountain Community College, Phoenix, AZ</td>
<td>Frederick Douglass: An in-depth examination of his legacy</td>
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<td>Frederick Douglass Lecture Series Event</td>
<td>2013</td>
<td>College of Southern Nevada, Las Vegas, NV</td>
<td>A Celebration of the Arts.</td>
</tr>
<tr>
<td>Western Region Council on Black American Affairs</td>
<td>2013</td>
<td>Bellevue College, Bellevue, WA</td>
<td>Cultural competency: A way to understand one’s cultural behavior.</td>
</tr>
<tr>
<td>Western Social Science Association</td>
<td>2013</td>
<td>Grand Hyatt Hotel, Denver, CO</td>
<td>A rhetorical analysis of the evolution of hip-hop curriculums at post-secondary institutions</td>
</tr>
<tr>
<td>Graduate and Professional Student Research Forum</td>
<td>2013</td>
<td>University of Nevada, Las Vegas, NV</td>
<td>An analysis of the workforce systems in Japan: The impact of natural disasters on workforce priorities: Can the demand be met?</td>
</tr>
<tr>
<td>Black History Month Conference</td>
<td>2012</td>
<td>Estrella Mountain Community College, Phoenix, AZ</td>
<td>The urban dialect: A blessing or curse in today's workplace</td>
</tr>
<tr>
<td>Black History Month Event</td>
<td>2012</td>
<td>South Dakota State University, Brookings, SD</td>
<td>The urban dialect: An examination of today's hip-hop generational dialogue.</td>
</tr>
</tbody>
</table>
Western Region Council on Black American Affairs 2011
College of Southern Nevada Las Vegas, NV
Presentation: The urban dialect: A blessing or curse in today’s workplace?

Formulas 4 Success in Service Learning and Community 2010
DoubleTree Paradise Valley Resort Scottsdale, AZ
Presentation: Creating a trans-disciplinary service learning partnership at your institution