Examination of Mentoring Relationships of Women in Student Affairs

by

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Abstract

According to the American Council on Education (2007) the growth of women in leadership positions in higher education has been slow and has not taken place consistently at different types of higher education institutions. Women in higher education leadership positions have increased, but still lag behind men in their rate of advancement to the senior student affairs officer (SSAO) position. A 1998 study of 200 women with membership in the National Association of Student Personnel Administrators (NASPA) indicated that women in assistant and associate director level positions have some of the lowest levels of organizational commitment and life satisfaction (Blackhurst, 1998). Therefore, researchers have identified the establishment of mentoring relationships as a professional asset that may help women's career satisfaction and career advancement in the student affairs profession (Blackhurst, 2000; Weinberg, Welsh, Hezlett, 2003).

The purpose of this study was to examine the mentoring relationships of women in the student affairs profession. A researcher developed survey instrument was used to examine the existence of mentoring relationships and their influence on career satisfaction and career advancement. A total of 120 (n=120) females in mid-level, senior level, and chief student affairs officer positions participated in the study.

Descriptive data summarized the types of mentoring relationship received, length of employment in student affairs, highest level of education, frequency of meeting with mentor, and the race and gender of their most significant mentor. The results of the ANOVA conducted for

both the career satisfaction and career advancement scales showed a statistically significant relationship with receiving either formal or informal mentoring. Therefore, results from the study suggest that participating in a formal or informal mentoring relationship appears to have a significant influence on career satisfaction and career advancement for women in student affairs positions.

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CHAPTER 1

Introduction

The position of the senior student affairs officer has been traditionally held by white males (Blackhurst, 2000; Mendez-Morse, 2004; Reason, Walker, & Robinson, 2002). Women in senior leadership roles face many challenges that can influence both their career satisfaction and advancement. More specifically, in regards to family, women face even further differentiated experiences than men (Ting & Watt, 1999). Some reasons cited by women for leaving the student affairs profession included limited promotional opportunities, insufficient earnings, male domination in upper levels of employment, getting married, and raising children (Ting & Watt, 1999). Marshall (2009) reported on how women at the professional level of dean or higher with school-aged children managed the dual roles of their profession and being a parent. Thus, women must overcome various assumptions in American society that constitutes what leaders should look like and how professional women should behave. Research has focused on understanding why some women progress to the top of their career ladder while other women have various roadblocks and barriers to advancement (Anderson, 2005; Marshall, 2009; Myerson & Fletcher, 2000; Twale & Jelinek, 1996).

Researchers have identified mentoring as a professional asset that may help career satisfaction and advancement for women (Blackhurst, 2000; Wanberg, Welsh, Hezlett, 2003).

Mentoring has been suggested as a means of helping women learn the informal and unspoken rules for organizational behavior that exist in male-dominated administrative roles (Mendez-Morse, 2004). Additionally, mentoring has also been suggested as a way to facilitate professional development, assist in career planning, and increase career mobility (Bender, 1980; Twale & Jelinek, 1996). The establishment of a mentoring relationship has been a consistent recommendation for individuals aspiring to leadership positions (Blackhurst, 2000; Mendez-Morse, 2004).Without mentoring relationships, women may remain dependent on institutional practices that favor men for specific positions (Dean, 2009; Jarnagin, 2010). In addition, mentoring has been cited for mid-level managers to respond to increased challenges faced when transitioning to higher level positions (Langdon & Gordon, 2007).

Statement of the Research Problem

Today, women still remain underrepresented in senior student affairs positions (Blackhurst, 2000). Women have been overrepresented at the assistant, associate, and director levels in student affairs, but they are still missing from senior leadership. Researchers focusing on gender parity in higher education administration argue that women's societal status is continued by dichotomies in identity such as political versus domestic and dominate versus subordinate (Gill & Jones, 2013). Hensel (1997) suggested that the biggest barrier to women's career advancement in academe is a lack of a supportive environment to assist in their balancing time between work and family. Mentoring relationships have been used to enhance career advancement opportunities, but there is a lack of research on mentoring relationships for senior women student affairs officers.

Purpose of the Study

The purpose of this study was to examine the mentoring relationships of women in the student affairs profession. This study compared both mentored and non-mentored women student affairs professionals to determine career satisfaction and career advancement in their administrative roles. This study provided a greater understanding of the dynamics and benefits associated with mentoring relationships of women in the student affairs profession.

Research Questions

The research questions listed below were used for this study:

1. To what extent have female student affairs officers been mentored?
2. To what extent has mentoring influenced female student affairs officers 'career satisfaction?
3. To what extent has mentoring influenced female student affairs officers' career advancement?

Significance of the Study

This study is needed and important for various reasons. Senior women student affairs officers are charged with providing leadership necessary for quality education experiences for all students. In addition, senior student affairs officers represent potential authority figures in administration for college students. Although various minority groups remain underrepresented in higher education administration, women have achieved a greater presence in academic institutions equal to that of men. Despite the equity and opportunity, there are still fewer women serving in senior student affairs leadership positions than men at colleges and universities. Higher education leaders purport to understand the benefits of diversity in higher education, but many have yet to make the leap toward gender equity in senior administration to achieve diversity (Astin, 1993; O'Neill, 2002; Wanberg, et al., 2003). There are numerous mentoring studies that exist in higher education literature. The late 1980's and 1990's brought an

emergence of studies on gender and mentorship that challenged traditional male-focused studies. However, there is little research on the differences of the mentoring relationship and career satisfaction and career advancement of women student affairs officers (Blackhurst, 2000; Twale, 1995; Twale& Jelinek, 1996).

Assumption

The following assumption were identified:

1. With the use of a survey for data collection there is the risk of a non-response error. A non-response error is caused by differences between participants who respond to all questions and participants who choose not to respond to specific questions and this may lead to a low response rate (Dillman, 2000).

Definition of Terms

The following definitions were terms used specifically for this study and are provided to enhance or describe terminology.

1. ANOVA: Analysis of variance is a collection of statistical models used to analyze the difference between group means (Leedy & Ormrod, 2005).
2. Career satisfaction: the various components associated with an employee's job experience that influence and determine how they feel about their job (Blackhurst, 2000).
3. Formal mentoring: a structured mentor and protégé arrangement through one-on-one, group, and cohort formats for a specified or desired outcome (Mullen, 2005).
4. Informal mentoring: a mentoring relationship between mentor and mentee where guidance and advice is exchanged without any prearranged schedule or agenda (Leslie, Lingard, & Whyte, 2005).

5. Mentee/Protégé: an individual with less skills or experience, who gains expertise of a mentor to help develop desired characteristics. Ganser (1999) provided several synonyms for the individual being mentored including: intern, student, apprentice, advisee, or charge.
6. Mentor: an experienced individual who acts as a coach, teacher, guide, or role model in order to lead a less experienced individual in a specific field or any of study (Gibson, Tesone, & Buchalski, 2000).
7. Mentoring: a personal relationship in which a more experienced individual (mentor) provides a less experienced individual (protégé) with knowledge, advice, counsel, and support in their pursuit of becoming full members of a particular profession (Johnson, Baker, & Hocevar, 2003).
8. Mentoring relationships: a relationship between two individuals with the focus on assisting the mentee with career development without providing formal evaluation (Leslie, Lingard, & Whyte, 2005).
9. Meta-analysis: a quantitative statistical analysis of several separate but similar experiments or studies in order to test the pooled data for statistical significance (Leedy & Ormrod, 2005).
10. NASPA: National Association of Student Personnel Administrators is a professional organization available to professionals in various roles of the student affairs profession.
11. Senior student affairs officer (SSAO): senior leader in charge of student services at a college institution (Biddix, 2011).
12. Sponsor: a senior manager with influence in the company to push the mentee toward challenging assignments and gaining a promotion (Sandberg, 2013).

13. Succession Planning: a series of human resource systems that focus on career path planning, development, assessment, performance appraising, and help to ensure the stability of tenure of current personnel (Diversity Best Practices, 2008).

Organization of the Study

This study is organized into five chapters. Chapter 1 introduced the study with the problem statement, purpose, research questions, limitations, definition of terms, and closes with a summary. Chapter 2 consisted of the review of literature related to (a) student affairs profession (b) specific focus on women in student affairs, (c) mentoring, (d) benefits of mentoring relationships, and (e) mentoring relationships of women in student affairs. Chapter 3 described methods including the research design, instrument, sample population, data collection process, and analysis of data. Chapter 4 detailed the analyses and findings of the study. Chapter 5 presented conclusions, implications, and recommendations for future research.

CHAPTER 2

Literature Review

Introduction

The establishment of a mentoring relationship has been a consistent recommendation for individuals aspiring to leadership positions (Blackhurst, 2000; Mendez-Morse, 2004). In addition, mentoring has been cited for mid-level managers to respond to increased challenges faced when transitioning to higher level positions (Langdon & Gordon, 2007). Establishing a mentoring relationship is helpful for women's career development and advancement. Without mentoring relationships, women may remain dependent on institutional practices that favor men for specific positions (Dean, 2009; Jarnagin, 2010). Mentoring has also been suggested as a means of helping women learn the informal and unspoken rules for organizational behavior that exist in male-dominated administrative roles (Mendez-Morse, 2004).

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Research Questions

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3. To what extent has mentoring influenced female student affairs officers' career advancement?

Overview of the Student Affairs Profession

In the early years of higher education, college faculty, tutors and presidents were charged with managing the social, athletic, and co-curricular lives of students (Schuh, Jones, &Harper, 2010). Student affairs is mainly considered an auxiliary function, with a primary focus on management of student activities and behavior (Schuh, Jones, & Harper, 2010). As American higher education matured and became more diverse, there was a need to employ specific administrators to handle student discipline issues, housing, activities, and student welfare. In 1892, LeBarron Russell Briggs was appointed as the first dean of men at Harvard University and the University of Chicago was the first institution to appoint a dean of women with Alice Freeman Palmer being the first to serve in this role. During the early 1900s, various professional associations serving the development needs of student affairs were created and started to organize yearly conferences. The main two associations in student affairs are American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA).

In 1937, a report titled the Student Personnel Point of View, commissioned by the American Council on Education was created as a guide to understanding the nature, extent, and future developments in student affairs. This report became the foundation for the student affairs

profession with a subsequent report in 1949. Statements in the Student Personnel Point of View emphasized the role of student affairs professionals as taking on roles previously assumed by college faculty and presidents. This report stated the primary focus of student affairs professionals was development of the whole student (American Council on Education, 1937, p. 37-50). Consequently, as faculty moved toward more research and higher education institutions became more complex with changing student populations, student affairs divisions were created using existing student support services. During the mid-1950s to the mid-1970s, the dean of student affairs, also called the vice president for student affairs was established as the senior leader of the student affairs profession (Sandeen, 2000). This senior leader typically reported to the institution's president and served alongside senior leaders for academic, financial, and development departments at the institution.

Careers in Student Affairs

Careers in the student affairs profession include a broad range of student focused areas including residential life, student activities, student development, career services, and judicial affairs. The senior student affairs officer (SSAO) position is considered the highest career path in the student affairs profession (Biddix, 2011). Previous research (Biddix, 2011; Renn and Hodges, 2007) indicates the most frequent paths for early, mid, and late career progression toward advancing to the SSAO position. For example, early careers in student affairs may be in residential life or student activities and offer paths to a coordinator or assistant director level position. Whereas, mid-careers may offer director or assistant dean positions in administration or residential life (Biddix, 2011). Furthermore, individuals late in their careers often move to dean, assistant, or associate vice president roles. Additionally, Biddix (2011) suggested the most well

defined paths to the SSAO for both men and women progressed in careers through the dean of students and residential life offices (see Table 1).

Table 1

Career Areas Leading to SSAO, by Career Stage

Early Career	Mid-Career	Late Career
Academic Affairs/Advising	Career Development	Dean
Admissions	Counseling	Assistant Vice President
Career Services	Judicial Affairs	Associate Vice President
Data Processing	Admissions	
Greek Life	Financial Aid	
Judicial Affairs	Registrar	
K-12 Administration	Higher Education Faculty	
K-12 Higher Education Faculty	Residential Life	
Orientation	Staff Assistant to Chief Officer	
Residential Life		
Student Activities		

Biddix (2011); Tull & Miller (2009)

Daddona, Cooper and Dunn (2006) reported that the number of doctorate holding SSAO has dramatically increased. In a survey on mid-level student affairs administrators at 4 year institutions, Rosser (2004) found that respondents wanted more skills and experiences through professional development opportunities. In addition, respondents also suggested they wanted support for professional association involvement to help improve their ability to move into new positions. For example, in a study conducted on support for professional association involvement of student affairs professionals, the survey results identified attending conferences, reading journal articles, serving on committees, and using placement services as important career development activities (Chernow, Cooper & Winston, 2003). Lovell and Kosten (2000)

conducted a meta-analysis that reviewed seventeen years of research on student affairs knowledge competencies important for professional practice (see Table 2). The meta-analysis indicated multicultural diversity issues, followed by student development theory as the most frequently mentioned characteristics (Lovell & Kosten, 2000).

Table 2

Desired Knowledge Characteristics of Student Affairs Professionals

Knowledge	n	%
Multicultural/Diversity Issues	19	86
Student Development Theory	15	68
Legal Issues	12	55
Research & Assessment	12	55
Budget & Finance	11	50
Ethics	11	50
Campus Organization & Structure	10	45
Counseling Theories	10	45
Higher Education History	8	36
Strategic Planning	7	32
Group Dynamics	7	32
Departmental Positions in Student Affairs	6	27
Management Theory	5	23
Social Justice	3	14
Did not apply	2	1
Combination	15	68

N=22, and may exceed 100% as variables are recorded in more than one category

(Herdlein, Riefler, & Mrowka, 2013; Lovell & Kosten, 2000)

Richard and Sherman (1991) suggests that an important part of professional development is establishing mentoring relationships. Thus, mentorship may contribute to an individual's ability and decision to progress through various student affairs positions (Clayborne & Hamrick, 2007). Previous research also suggests that career mobility is linked to advancement and satisfaction (Blackhurst, Brandt, & Kalinowski, 1998). More specifically, the need to change jobs or institutions pose many issues for women as they have to negotiate family responsibilities (Marshall, 2009). Therefore, numerous limits are placed on the mobility of mid-level student affairs professionals. Benke and Disque (1990) suggested that a poorly defined career ladder exists since institutions do not have organizational structure or position titles in common.

Researchers have determined the average amount of experience, position changes, and years in the profession for men and women that aspire to obtaining the SSAO position (Biddix, 2011; Tull & Miller, 2009). Tull and Miller (2009) reported an average of twenty six years of experience and nine position changes led to the SSAO position at doctoral granting institutions. In addition, an average of twenty years of experience for master's degree and seventeen years for bachelor's degree granting college institutions (Tull & Miller, 2009). For new professionals in student affairs, work hours are long and unpredictable leaving less time for work and life balance for those who still decide to have a family (Marshall, 2009).

Women in Academic and Business Professions

During the 1970s, research indicated that only 7% of Senior Student Affairs Officers (SSAO) were women (Myers & Sandeen, 1973). However, during the last 25 years women have progressed to mid-level positions at higher rates than men (Blackhurst, 2000). More specifically, a membership study conducted by National Association of Student Personnel Administrators (2008) indicated that women at 4-year college institutions had advanced into nearly 49 % of

senior student affairs positions. Similarly, a report by the American Association of Community Colleges (2008) indicated that women hold 53% of the executive, administrative, and managerial positions at community colleges nationally. As women are acquiring more of the tools needed to be successful in administrative positions, community colleges are accommodating the female leadership style (Eddy & VanDerLinden, 2006). Therefore, the rate of advancement of women at community colleges has dramatically increased. More specifically, Gill and Jones (2013) found that women hold over 50% of executive level administrative positions at community colleges. As women's roles have evolved, more women have embraced feminist principles of inclusion, collaboration, gender equity, and social justice. Furthermore, feminist are concerned with how differential power contributes to the unequal status of women compared to men in all realms of work, family, and social environments (Chin, 2003).

With women's increasing presence as higher education administrators, researchers have started to focus attention on how they negotiate both their professional and personal lives (Bassett, 2005; Marshall, 2009; Sallee, 2008; Wolf-Wendel, Ward & Twombly, 2007). Most research focused on women administrators with children, posits negative outcomes (Marshall, 2009). The nature of administrative work, especially for those beginning their careers include long hours and weekend work and this poses a challenge for women administrators who have children. LeBlanc (1993) asserted that advancement of women administrators with children was limited due to the time commitment required by their families. Similarly, other researchers claimed that having a family limited the professional success and advancement of women administrators with children (Nobbe & Manning, 1997; Padulo, 2001; Warner & DeFleur, 1993). The tensions and choices between family versus career, or having a family at all poses a barrier for women who seek advancement. Women face even further differentiated experiences than do

their male peers since women are still considered the major child care providers (Eddy, 2009). Corrigan (2002) study indicated that women presidents from all college institution types altered their job 25% of the time compared to men who altered their job only 2% of the time. Acker (1990) indicated that within a gendered organization, women are often penalized for things that make them a women such as being seen as the nurturer, bearing children, and devoting time to their families.

A more recent qualitative study with participant interviews, focused on the positive outcomes of women administrators with children and their strategies for negotiating the various complexities of managing work and family (Marshall, 2009). Interviewees of the study expressed various compromises and personal trade-offs they experienced as mothers and senior-level college administrators. Some of their professional compromises were accepting and declining career positions based on how well they met the needs of their family, making less money, foregoing education, and limiting their involvement in professional organizations. Personal trade-offs discussed in the interviews were limited time for self, feeling guilty, marital strain, and missing out on their children's lives. While some interviewees discussed limited time for self, other interviewees managed personal time for themselves outside of family and work responsibilities. For example, some interviewees mentioned they exercised regularly or set aside time to explore their personal interests. Therefore, the key was to make their interests a priority and purposefully set aside time for themselves (Marshall, 2009).

Career Satisfaction of Women in Academic and Business Professions

Several job satisfaction studies (Bender, 1980; Rickard, 1985; Scott, 1992) found women to be less satisfied with both the profession of student affairs and their position as a result of work and personal life issues. Thus, women tend to leave the student affairs profession at higher

rates than men (Burns, 1982). Additionally, Hamrick and Carlisle (1990) found that lack of mentoring relationships was a source of dissatisfaction among women administrators. A 1998 study involving women listed in the National Association of Student Personnel Administrators (NASPA) membership directory, examined career development, organizational commitment, and life satisfaction of 200 women in student affairs administration (Blackhurst et al., 1998). The study indicated that women in assistant and associate director level positions have some of the lowest levels of organizational commitment and life satisfaction.

Career satisfaction has been closely related to research investigating employment attrition. In a 1980s study of NASPA Region II professionals, research indicated that women were less likely than men to envision remaining in student affairs for a career (Bender, 1980). Similar results found higher attrition among women than men (Burns, 1982; Holmes, Verrier, & Chisholm, 1983; Lorden, 1998). In a study that consisted of survey results of 1966 mid-level leaders in higher education, results indicated that career satisfaction had an impact on employee morale and intent to leave (Rosser, 2004). Similarly, in a study consisting of midlevel administrators from 10 college campuses, findings indicated that morale plays an impact on worklife perceptions (Johnsrud, Heck, & Rosser, 2000). More specifically, the study suggested that when administrators perceive high levels of career support their morale may be higher and the employee is less likely to have intentions of leaving the institution (Johnsrud, et al., 2000). In a research study that focused on gender and administrative mobility, Sagaria (1988) differentiated institutional position change among men and women over a 10-year span of work histories. A result of this study was that 33% of women made a position change every 2 years, versus only 27% of men (Sagaria, 1988). This research indicated that women moved more frequently in the beginning of their careers, but were less likely to make late career changes,

which may be suggestive of their family responsibilities (Sagaria, 1988). Thus, researchers suggested that institutional movement was linked to advancement and career satisfaction (Biddix, 2011; Blackhurst et al., 1998; Marshall, 2009).

Additionally, researchers found that the longer women stayed at an associate or assistant position, the less likely they would be satisfied with both their work and nonwork lives (Blackhurst et al., 1998). Holmes et al. (1983) also found that around 90% of women compared to 60% of men had left the student affairs profession within 7 years of graduation from a Master's degree program. Other research that focused on career aspirations and professional climate indicated that more women aspired to middle management positions because the duties of upper-level positions were not appealing (Kuk, 1981). Additionally, Kuk (1981) suggested that limited aspirations to pursue upper-level positions could result from women not being socialized to make work the sole purpose of their lives and the need to balance work with personal and family considerations.

Career Advancement of Women in Academic and Business Professions

Women continue to be underrepresented at the senior levels of leadership in student affairs, but remain overrepresented for lower and mid-level positions in the profession. The percent of women on boards and senior executive teams at corporate companies is around 15% in most countries (Barsh & Yee, 2011). Ummersen (2009) suggested that advancing, surviving, and thriving in academic leadership depends on both personal choices as well as professional strategies. Researchers (Howard-Hamilton and Hyman, 2009; Ibarra, Carter, and Silva, 2010; Rosser, 2004) have indicated several factors that affect career advancement in the student affairs profession. Key factors included obtaining a terminal degree, opportunities for professional development, and the ability to change jobs or institutions (Howard-Hamilton & Hyman, 2009;

Marshall, 2009; Rosser, 2004). A recent study interviewed women at corporate companies to determine the approaches within the company toward diversity and advancement (Barsh & Yee, 2011). The interviews included women at Pitney Bowes, Shell, and Time Warner. During the time of this study, 38% of Pitney Bowes vice presidents were women, over 25% of Shell's supervisors were women, and more than 40% of Time Warner senior executive positions were held by women (Barsh & Yee, 2011). These three companies have corporate strategies in place that help the advancement and promotion of women. For example, at Pitney Bowes, every list of candidates for promotion must include 35% women and 15% minorities. At Time Warner, each company division is required to have a succession plan and a promotion plan for its top layers of management.

A survey conducted on midlevel student affairs administrators at 4-year universities indicated that respondents desired more skills and experiences to improve their ability to move into new and challenging positions (Rosser, 2004). Marshall and Jones (1990) conducted a study to understand how women administrators in higher education perceive childbearing on their careers and lives. The study included perceptions of (a) how having a child impacted their professional career; and (b) their feelings about benefits of balancing career and family roles. Results of perceived impact showed that 63% of respondents believed that childbearing had a negative impact on their career, while 30% reported childbearing had a positive impact. In the same study, 7% of respondents reported no impact on their career at all. Another result was that respondents reported paying a high personal price in maintaining their professional careers (Marshall & Jones, 1990). Thus, Nichols (2002) suggested that support or lack of support from family, especially a spouse or partner is a major factor in a woman's decision to become an education administrator.

Mentoring

The purpose of mentoring is to promote career advancement, educational, and personal development (Hayes, 2005). Mentoring is a personal relationship in which a more experienced individual (mentor) provides a less experienced individual (protégé) with knowledge, advice, counsel, and support in their pursuit of becoming full members of a particular profession (Johnson, Baker, & Hocevar, 2003). Anderson (2005) indicated terms used to describe a mentor include: coach, sponsor, teacher, counselor, adviser, role model, promoter, guide, protector, and confidante. Mentoring can take place through conversations, collaboration, the participation in an online community, or through opportunities for the protégé to observe their mentor (Rhodes, 2002). Mentoring can also be mentee-initiated and can happen informally when an individual seeks advice and support from another individual. Mentoring has been proposed as a way to address feelings of isolation and lack of support among women in science, technology, engineering, and mathematics (STEM) fields (Langdon, 2001). Kay, Hagen, and Parker (2009) suggested that the road to a successful career is paved by a good mentor. There are various definitions of mentoring and this makes it difficult to determine whether a person is actually mentoring or not (Peper, 1994). However, there are similarities about the purpose of mentoring and the functions necessary to fulfill the mentoring role (Bova, 2000; Hayes, 2005; Johnson, Baker, & Hocevar, 2003; Kram, 1985).

Hayes (2005) suggested the most important characteristics of a good mentor is being able to provide the protégé with career guidance and being a confident role model. Other characteristics necessary for good mentors include: willingness to share knowledge, interest, values, and beliefs, an openness to communication and friendship, a commitment to invest time and resources, and providing a safe environment that promotes growth (Hayes, 2005). In

addition, McDowell-Long (2004) suggested that good mentors are friendly, approachable, understanding, and patient. Leslie, Lingard, and Whyte (2005) indicated that mentors should be a "good match" in terms of their field of practice, vision, and personality. Mentors should bring experience, perspective, and objectivity into the mentoring relationship (McKimm, Jollie, & Hatter, 2007). Important characteristics of mentors are being trustworthy, nonjudgmental, accessible, and reliable (Leslie, Lingard, & Whyte, 2004). Johnson (2007) indicated a competent mentor is someone who has the presence of virtue and acquired skills and they integrate these into the mentoring relationship. Integrity, caring, and prudence are also highlighted as characteristics of a competent mentor. Mentors respect privacy, hold conversations in confidence, and their caring is demonstrated through sensitivity to others' needs and welfare. A mentor's prudence indicates planfulness, appropriate action, and good decision making (p.75).

Mentoring is suggested as a way to enhance work effectiveness, job success, and salary attainment (Chao, Walz, & Gardner, 1992; Kram, 1985; Fagenson, 1989; Roche, 1979; Scandura, 1992; Twale & Jelinek, 1996). In a research study on business executive's salary attainment, Roche (1979) reported of the executives studied, those who indicated having a mentor received higher salaries, bonuses, and total compensation when compared to executives who did not have mentors. Additionally, a study conducted in 2002 on salary attainment of men and women in similar positions, indicated the medium salary for male CEOs was $147,085 while the salary of women CEOs in similar positions was $98,108 (SHRM, 2004). Mentoring is an important process of training and preparation that is linked to successful career outcomes (Bierema & Merriam, 2002; Bova, 2000; Colley, 2002). One researcher that created the mentor role theory, suggests there are two categories of mentor functions which are career development and psychosocial (Kram, 1985).

Career Development Function

Career development function examples include coaching, sponsoring professional advancements, exposure and visibility, and presenting challenging assignments. In addition, overseeing career preparation within an academic setting, protecting the protégé from opposing forces, and increasing the protégé's exposure and visibility are other functions of career development (Kram, 1985). Career development occurs with multiple people who take an active interest in and action to advance an early employees career by providing developmental assistance (Blickle, Witzki, & Schneider, 2009). Career development functions are aspects of the relationship that should enhance career advancement and are designed to develop and hone professional knowledge and skill (Johnson, 2007).

Coaching. Mentors provide advice on the requirements of their job and share ideas. This function helps a protégé understand the political dynamics of an organization while helping achieve their potential.

Sponsoring Professional Advancements. The mentor provides public support, recommendations, nominations, and endorsements on behalf of the protégé for promotions and to advance their interest and ambitions in the organization (Johnson, 2007).

Protection. The mentor provides support to the protégé from untimely or potentially damaging contact. This function involves the mentor's interference when seen necessary and appropriate.

Exposure and Visibility. This function the mentor uses their networks and reputation to support and promote their protégés for advancement, sharing power, and influence in the process (Mertz, 2004). Exposure and visibility is important to the protégé because it gives key people

within the organization a chance to see the protégés potential for career advancement. Thompson (2005) suggested that networking is an important factor of career proactivity and helps to create social capital. Enomoto, Gardiner, and Grogan's (2000) study on mentoring relationships of eighteen women in educational administration found that women expressed that an important factor of their mentoring relationship was the need to gain access to networks and organizations.

Presenting Challenging Assignments. This function allows the protégé a chance to develop and showcase their skills through various assignments. According to Johnson (2007) assignments might include: (a) co-authoring a manuscript for publication; (b) submitting and presenting papers at conferences; and (c) participating with the mentor as a presenter or researcher. Through work that is challenging, the protégé develops technical and managerial skills (Kram, 1985; Johnson, 2007).

Psychosocial Function

Psychosocial functions of mentoring operate on a more personal level by building protégé confidence. In addition, these aspects of the relationship should enhance a sense of identity, effectiveness, and competence. Davidson and Foster-Johnson (2001) suggested the focus of psychosocial functions is to improve the protégés sense of self and their social relations within their environment. Kram (1985) indicated examples of psychosocial functions are role modeling, acceptance and confirmation, counseling, and friendship.

Role Modeling. A role model is someone to whom the protégé can look to or turn for social and emotional support and affirmation. Mason and Bailey (2003) indicated this person is someone who models for you the skills and behaviors necessary for successfully inhabiting a certain role. A role model should provide validation to a protégé entering a new role (Kochan,

Spencer & Matthews, 1999). Previous research indicated that role modeling was reported as the most common psychosocial function (Kram, 1985).

Acceptance and Confirmation. This function allows the mentor and protégé to gain a sense of self from each other. More specifically, there is mutual support, encouragement, liking, and respect between the mentor and protégé (Anderson, 2005).

Counseling. This function the mentor provides a sounding board as well as feedback to aid in self-exploration. The mentor builds trust with the protégé which enables them to discuss professional and personal issues.

Friendship. This function is characterized by the social interactions that results in mutual liking and understanding about work and events outside of work. The friendship between the mentor and protégé is more like a teacher, parent, or a good friend. Friendship grows from mutual liking, and it manifests itself though informal social interactions between mentor and protégé.

Phases of Mentoring

Kram (1985) developed a theory on the four phases of mentoring. These phases include: initiation, cultivation, separation, and redefinition. The four phases of mentoring are discussed below.

Initiation Phase. The mentor and protégé start initial interactions which involve learning the other's personal style and work habits. In this phase, the first 6 to 12 months of the relationship are considered a developmental relationship where the protégé begins to identify and develop positive expectations about their career development (Kram, 1985). Other researchers have

described this phase as the groundwork or warming up phase of a mentoring relationship (Kochan & Trimble, 2000).

Cultivation Phase. As the relationship matures from initiation to the cultivation phase role modeling, career development, and psychosocial mentoring are at their highest. The emotional bond between the mentor and protégé increases and this phase may last from two to five years as the protégé gains knowledge from the mentor (Kram, 1985). The mentor and protégé still assume their traditional hierarchical roles of senior mentor and junior protégé (Bouquillon, Sosik, & Lee, 2005). The mentor also gains loyalty and support from the protégé. This phase parallels Gray and Gray's (1985) research where guidance and shaping of shared values is provided to the protégé.

Separation Phase. This phase involves a structural and psychological disconnection between the mentor and protégé. One of the reason for the separation may be due to blocked opportunity within the organization that may create resentment and disrupt positive interactions (Kram, 1985). The protégé becomes independent and the separation phase may last between six to 24 months as both the mentor and protégé perceive the breakup with anxiety or defiance (Chao, 1997).

Redefinition Phase. The mentor and protégé develop a relationship that is peer-like and characterized by mutual support and informal contact (Chao, 1997). Career and psychosocial functions are less evident, but sponsorship from a distance, counseling, and ongoing friendship continue (Kram, 1985). Reciprocity is evident in this phase as mentors and protégés experience being the giver and receiver of career enhancing and psychosocial support (Bouquillon, Sosik, & Lee, 2005).

Models of Mentoring

As more women have moved into professional career positions of power, there are now various models that describe how mentoring takes place (Buell, 2004; Touchton, 2003). These models were formed by examining the nature of relationships between mentor and protégé. The nine models of mentoring are discussed below.

Apprenticeship Model. In the apprentice model the mentor seeks to help the mentee become a valued member of the profession. Lacking from this model are the personal and social components seen in other models (Buell, 2004).

Hierarchical Model. Mentoring takes place by mentors choosing and preparing their protégés to correspond to their own likenesses. In the hierarchal mentoring model, there is a presumption that there are unequal parties. Mentors share information and mentees often benefit from the opportunity of being exposed to privileged information or status (Touchton, 2003).

Citizen Model. In the citizen model there is a shared sense of responsibility and neither the mentor nor protégé is seen as having more power or advantage over the other (Touchton, 2003).

Cloning Model The cloning model is characterized by a mentor seeking to direct and control their protégé. The mentor seeks to produce a copy or clone of themselves within the protégé. Critical to the cloning model are elements of control and power (Buell, 2004).

Co-Mentoring Model. Focuses on a cooperative relationship that improves learning and development of the protégé and focuses on the special emotional needs of the protégé. Based on feminist constructs that promote an equal sharing of power between the mentor and protégé, this model incorporates emotions and values all of the work involved in maintaining the relationship.

Each person has an opportunity to be the learner or the teacher because each person's input is seen as valuable (McGuire & Reger, 2003).

Friendship Model. The friendship model is a collaborative, reciprocal relationship where the mentor and protégé function primarily as peers. The model emphasizes the creation of an interpersonal bond with the individual where the mentor seeks to make him or herself accessible and encouraging (Buell, 2004).

Nurturing Model .Within the nurturing model the mentor seeks to position themselves as a parent figure by providing a safe environment for the protégé to try new things and learn. Opportunities are provided to develop the protégé's own skills and abilities rather than mimicking those of the mentor (Buell, 2004).

Relational Model. A mentoring relationship with shared discussion and ideas that emphasizes mutual engagement, authenticity, and empowerment. This model is suggested for females given prior research that suggests women reap greater benefits from more holistic mentoring that addresses psychological needs as well as vocational (Liang, Tracy, Taylor, & Williams, 2002).

Peer Mentoring Model. In this model a group of peers provide emotional and professional support to one another. Different individuals take on the role of mentor providing guidance to individuals in the group depending on where the expertise lies in relation to a given situation (Hadjioannou, Shelton, Danling, & Dhanarattigannon, 2007). Peer mentoring relationships can provide self-acceptance and confirmation as peers share their perceptions and experiences (Kram, 1985). Peer mentoring is often implemented in educational institutions and its goals are often formally determined. The drawbacks to peer mentoring are that it draws from a limited

pool of information, there is often little diversity, and unidentified hierarchal relationships may still exist (Angelique, Kyle, & Taylor, 2002).

Types of Mentoring Relationships

Two traditional types of mentoring relationships are formal and informal. Formal mentoring relationships are described as a structured mentor and protégé arrangement through one-on-one, group, and cohort formats for a specified or desired outcome (Mullen, 2005). Formal mentoring programs have developed in most organizations as part of their diversity initiatives and some are focused on helping women overcome barriers to career advancement (Kram & Hall, 1996). Additionally, organizations have implemented formal mentoring programs to identify management talent, facilitate protégés performance, and increase socialization of new employees (Allen, Eby, & Lentz, 2006). In a formal mentoring relationship, the mentor and protégé establish regular times to communicate which helps foster familiarity and maintain the continuity and flow of the mentoring conversation (Bierema & Merriam, 2002). Formal mentoring relationships differ in their focus and outcomes, and are usually of much shorter duration than informal relationships (Douglas, 1997). In an extensive research focus on formal mentoring programs, Jacobi (1991) pointed out that in some programs the mentee selects the mentor, while in others the mentor is assigned to the mentee. In addition, some programs designate the location and frequency of meetings, whereas other programs leave this planning to the mentor and mentee to decide.

Some benefits of formal mentoring programs include improved recruitment efforts, motivation of senior staff, enhanced services offered by the organization, increased productivity, and a greater amount of career promotions (Ibarra, Carter, & Silva, 2010; Murray & Owen, 1991; Sandberg, 2013). For example, research indicated that women involved in formal mentoring

programs received more promotions than women who found mentors on their own (Ibarra, Carter, & Silva, 2010). Pfleeger and Mertz (1995) suggested that in a formal mentoring relationship both the mentor and protégé must be committed to the relationship, their expectations must be articulated, and the organization involved must be committed to the value of the program. Formal mentoring requires a great amount of planning and understanding of the mentoring process (Ehrich, Hansford, & Tennent, 2004). One of the problems with formal mentoring is that finding mentors in a male-dominated workplace can prove difficult for women (Hansman, 1998). As there are fewer women role models in higher education administration, those women who have gained upper-level positions may not be willing to mentor junior women in the same field (Hansman, 1998). Due to this, male mentors may be more assigned to female protégés, which provides less career development, career planning, performance feedback, and personal support (Burke, McKean, & McKenna, 1990). A case study that included a survey and a follow-up interview of eight women employees at a private western university serving as either faculty, middle managers, or top administration, was focused on understanding women's standpoint perspectives on support for other women within their professional organization (Vaccaro, 2011). Research from the study indicated that both faculty and administrators felt that the university was structured in ways that put great demands on women in top positions. For example, faculty members that participated in the study indicated the pressures to research and publish. Thus, when they reached top positions they had little time or emotional energy to support other women (Vaccaro, 2011).

Informal mentoring relationships are described as mentoring relationships between mentor and mentee where guidance and advice is exchanged without any prearranged schedule or agenda (Leslie, Lingard, & Whyte, 2005). Informal mentoring arrangements continue to

operate in many contexts and develop on the basis of mutual identification and fulfillment of career needs (Ragins & Cotton, 1999). Informal mentoring relationships may be gradual and form as a result of a potential mentor seeking out a student, supervisee, or junior colleague when they notice potential (Barnett, 2008). In addition, informal mentoring relationships develop on the basis of interpersonal comfort and perceived competence (Allen, Poteet, & Burroughs, 1997). Researchers suggested that mentors usually select high-performing protégés that may be considered rising stars in their field and protégés select mentors with their desired expertise (Allen, et al.,1997; Chao, Walz, & Gardner, 1992; Ragins & Cotton, 1999; Wanberg, et al., 2003). Furthermore, the rising star hypothesis, focuses on informal mentoring instead of formal mentoring due to the difference in how the relationship develops. Research focused on the rising star hypothesis, indicated that graduate student's potential predicted future research collaboration with their academic advisors (Green & Bauer, 1995). Therefore, the rising star hypothesis, suggests that individuals are more likely to enter informal mentoring relationships when they demonstrate they are self-motivated, high performers, and take a proactive approach to their careers (Ragins & Cotton, 1999).

Ragins and Cotton (1999) suggested that protégés with formal mentors should be encouraged to identify and select informal mentors while in the last stage of their formal mentoring relationship. Traditional mentoring relationships, both formal and informal are still the most recognized and studied types of mentoring (Barnett, 2008; Ehrich, Hansford, & Tennent, 2004; Leslie, Lingard, & Whyte, 2005; Mullen, 2005). However, women have started using alternative types of mentoring relationships which include: e-mentoring (Bierema & Merriam, 2002; Goldman, 1997; Haworth, 1999; Knouse, 2001; Mueller, 2004; Single & Mueller, 1999); and collaborative mentoring (Kochan & Trimble, 2000; McGuire & Reger, 2003; Mullen, 2000).

Technological advances in computer mediated communication such as email, chat groups, and computer conferencing offer the potential of enhancing the mentoring process (Bierema & Merriam, 2002). E-mentoring is a mutually beneficial relationship between a mentor and a protégé that provides advising, encouraging, promoting, and modeling through an often boundaryless environment than traditional face-to-face mentoring (Bierema & Merriam, 2002). Some advantages of e-mentoring are that protégés have access to a wider variety of mentors and this type of relationship provides the ease, reach, and frequency of both interaction and communication (Bierema & Merriam, 2002; Goldman, 1997). Thus, protégés may be more open to discuss sensitive issues or problems with an anonymous individual through e-mentoring than with face-to-face contact (Knouse, 2001). In addition, e-mentoring is cost effective to organizations since most already have email and chat rooms in place. O'Neill, Wagner, and Gomez (1996) identified telementoring as another term to define the context of e-mentoring. Telementoring is the use of email or computer conferencing systems to support a mentoring relationship when face-to-face communication is not available (O'Neill, Wagner, & Gomez, 1996).

Bierema and Merriam (2002) suggested that e-mentoring crosses boundaries of race, class, and gender by targeting minority groups in society such as low income students, girls, and women. For example, an e-mentoring program called Mentor Net helps female students majoring in science, engineering, and mathematics gain mentoring through email (Haworth, 1999). An e-mentoring program which focuses on women is Brown University's Women in Science and Engineering (WiSE) program. The program links freshman and sophomore women who are exploring science careers with junior and senior women that have selected science majors (Bierema & Merriam, 2002). Goldman (1997) observed that mentors who may not have time for

face-to-face meetings find telecommunications affords them the opportunity to still participate and share their expertise (p. 2). Furthermore, e-mentoring is considered a mutually beneficial relationship that can be adapted in a variety of settings (Bierema & Merriam, 2002).

Co-mentoring, also called collaborative mentoring is suggested for academic professional development (McGuire & Reger, 2003). More specifically researchers (McGuire and Reger, 2003) indicated that underrepresented groups such as minorities benefit the most from this type of mentoring. Co-mentoring evolved from a feminist perspective and is focused on the importance of an equal balance of power between those within the mentoring relationship to increase both learning and development. For example, to avoid creating a hierarchical mentoring relationship, a co-mentor should be someone that may be considered a peer and at the same career stage and position (McGuire & Reger, 2003). With an equal level of power, peers within this relationship can help each other improve on their strengths instead of focusing on cloning the other. Thus, peers work toward developing individual strengths to maximize their personal and professional potential. A benefit of co-mentoring is the opportunity for personal and intellectual development. Additionally, a co-mentor should be someone whom you trust, can speak openly about your experiences, and feel comfortable with discussing both personal and professional goals (McGuire & Reger, 2003).

Benefits of Mentoring Relationships

Mentoring relationships provide benefits to both the mentor and the mentee. In a review of mentoring definitions for the fields of education, management, and psychology, Jacobi (1991) identified five elements common to most mentoring relationships. These five elements included that mentoring relationships: 1) are designed to assist the mentee in achieving long-term goals, 2) contained both career and professional development, 3) are reciprocal where both the mentor and mentee benefit from the interaction, 4) are personal, and 5) are within the mentoring dyad

(Jacobi, 1991). Mullen (1994) indicated how mentoring serves as a mechanism for information exchange and knowledge acquisition. The more years of experience provided by the mentor help the mentee reap benefits of the mentors established social networks. As a result, the mentee may gain entry into the "social sphere" which allows the mentee an opportunity to display both their talent and interests to the network directly (Allen, et al., 2004). Additionally, the mentee increases their career networks and receive greater exposure within their profession (Blickle, Witzki, & Schneider, 2009).

Some research has focused on graduate students having a mentoring relationship with their faculty. Bogat and Redner (1985) reported that faculty mentors expedite the student's progress and development through graduate program requirements, instill confidence in the student, and help define career goals. Similarly, a study conducted on graduate students that established mentoring relationships with their academic advisors, reported enhanced personal and professional development (Huwe & Johnson, 2003). Additionally, in a study that focused on the initiation and duration of mentor relationships, 43% of mentees reported they initiated the mentor relationship, while only 8% indicated that their mentor had initiated the relationship (Clark, Harden, & Johnson, 2000).

Ting and Watt (1999) investigated the career-related benefits of mentoring relationships in student affairs, and the women in their study reported their mentors provided advice on professional development, opportunities for involvement in professional organizations, and information on position openings. Career-related benefits described by mid-level managers in student affairs included helping the mentee move from novice to competent professional (Langdon & Gordon, 2007). In addition, researchers listed activities that supported the protégé's professional growth to include serving as a professional reference and assisting with preparation

for job interviews (Langdon & Gordon, 2007). Other researchers (Allen et al., 2004) also explored career benefits to the protégé and predicted that individuals that experienced a mentoring relationship would report greater career outcomes than those who have not been mentored. Researchers also indicated that the type of mentoring provided makes a difference on the benefits realized to the protégé (Allen et al., 2004). Despite all the potential benefits of mentoring relationships, they may also bring about issues of boundary crossings, conflict of interest, exploitation, and harm (Smith & Fitzpatrick, 1995).

Researchers have noted a number of benefits that extend to an organization (McKimm, Jollie, & Hatter, 2007). A list of the suggested organization benefits are listed in Table 3.

Table 3

Mentoring Benefits for the Organization

Organization
• Widening of skill base and competencies in line with the organizations strategic goals
• Increased staff morale and job satisfaction
• Reduction in the service/education gap
• Alternative to external training and more cost effective personal development
• Develop habits of trust and confidentiality
• Gives senior management a more informed view of the organization talent
• Use for succession planning

Researchers have also indicated benefits to the mentor (Anderson, 2005; Janssen, Vuuren, & DeJong, 2014; McKimm, Jollie, & Hatter, 2007; Sandberg, 2013). As protégés gain

more self-confidence, mentors gain a sense of greater self-worth, enhance their reputation, and sometimes reduce their workload (Anderson, 2005; & Kram, 1985; Sandberg, 2013; Janssen, Vuuren, & DeJong, 2014). The mentor also enhances and strengthens their coaching, counseling and listening skills. In addition, the mentor may gain a greater understanding of the barriers experienced at lower levels of their organization. Table 4 lists benefits to the mentor.

Table 4

Mentoring Benefits for the Mentor

Mentor
• Improves awareness of own learning gaps
• Develops ability to give and take criticism
• Develops up-to-date organizational and professional knowledge
• Offers networking opportunities
• Improves leadership and communication skills
• Develops ability to challenge, stimulate, and reflect
• Raises profile within organization
• Increases job satisfaction
• Offers opportunity to pass on knowledge and experience

Sandberg (2013) suggested that mentorship is a reciprocal relationship and the mentor may receive greater commitment from colleagues, and a sense of fulfillment and pride. Some

mentors are involved in mentoring relationships mainly for extrinsic reasons, such as being a mentor because their supervisor asked them to help a junior newcomer in their field (Janssen, Vuuren, & DeJong, 2014). In a recent qualitative study that consisted of interviews with 20 informal mentors, results indicated 5 categories of mentor motives to provide support to their protégés (Janssen, Vuuren, & DeJong, 2014). The 5 categories of mentor motives are discussed below.

Categories of Mentor Motives

Self-focused: The mentor sees it as part of his/her job or to attain self-worth. Mentors help protégés because it makes them feel good and promote themselves. In addition, the mentor can enhance their own competencies and lower their own workload as the protégé may take over their workload.

Protégé-focused: The mentor has positive attitudes toward benefiting the protégé. The mentor has respect for the protégé or for what he or she is doing. Previous research on mentor motives indicated the mentor's decision to help their protégé was based on a communal orientation toward the protégé because they admire characteristics of the protégé (Allen, Poteet, & Burroughs, 1997). Mentors want to help because they identify with their protégé and they are more willing to mentor protégés who show competence, desirable personality or motivational factors (Allen et al., 1997; Ragins & Cotton, 1999).

Relationship-focused: The mentor wants to establish and maintain a positive, affective relationship with the protégé. This is also considered a need for affiliation. One of the main reasons for providing support to the protégé is to continue an existing friendship.

Organization-focused: The mentor helps the protégé because it is beneficial to the development of their organization or professional group. Some mentors want to convey the love for their profession and want to help train their new colleagues.

Unfocused: The motives are not aimed at a certain individual or a need that is fulfilled by engaging in a mentoring relationship but are unplanned. The mentor behaviors are from a series of coincidences where they rely on intuition, emotion, and quick subconscious thinking. For example, it may be a coincidence that the protégé decided to sit at the same table and just start a conversation.

Mentoring Relationships of Women in Academic and Business Professions

Mentoring has been suggested as a way to increase women's satisfaction within the student affairs profession by increasing their satisfaction with their work settings, facilitating their professional development, assisting in career planning, and aiding in the career development process (Bierema & Merriam, 2002;Blackhurst et al.,1998; Evans, 1985; Holmes et al.,1983; Twale & Jelinek, 1996). Carpenter (1990) suggested that mentoring also helps with job performance, information seeking, publication activities, and career moves. In a study that focused on women graduate paraprofessionals in student affairs administration, Ting and Watt (1999) reported that mentors assisted women with practical issues such as information about position openings, involvement in professional organizations, and professional development. Ragins and Cotton (1999) conducted research that examined the effects of the type (formal or informal) mentoring relationship and the gender composition on mentoring career outcomes. Findings of this study indicated that for optimal promotion rate, female protégés should develop informal mentoring relationships with male mentors (Ragins & Cotton, 1999).

Blackhurst (2000) surveyed women student affairs administrators (white women and black women both with and without mentors) to determine the relationship between mentoring and role conflict, role ambiguity, organization commitment, career satisfaction, and perceived sex discrimination. Findings of this study revealed that women who had mentors reported less role conflict and ambiguity and significantly greater commitment to their organizations than women who did not have mentors. In regards to career satisfaction, there were no differences based on either mentoring status (women with or without mentors) or racial background (Blackhurst, 2000).

Gender issues have become a focus of the mentoring relationship and the influence on career development (Burke & McKeen, 1995). A study that compared experiences of 280 female business graduates who had female and male mentors, indicated that in 84% of the relationships the mentor was a direct supervisor and 69% of the mentors were men (Burke & McKeen, 1995). Results of the same study indicated there was not a strong preference for a mentor of the same sex and participants did not feel cross-sex mentoring relationships were more difficult (Burke & McKeen, 1995). Research indicates that more women have mentors than men, yet men still gain more promotions (Ibarra, Carter, & Silva, 2010). In a 2008 study of 4,000 full-time employed men and women from top MBA programs, 72% of men indicated already receiving one or more promotions compared to 65% of women (Ibarra, Carter, & Silva, 2010). Thus, researchers suggested that women are less likely to advance in their careers because they are not sponsored. More specifically, Ibarra, Carter, and Silva (2010) indicated various differences with having a mentor and a sponsor. A mentor offers psychological support for personal and professional development, while a sponsor actively advocates for advancement (Ibarra, Carter, & Silva, 2010). Similarly, Sandberg (2013) indicated that sponsors hold senior positions and use their

influence and power to advocate on behalf of the mentee. For example, IBM Europe offers a sponsorship program designed for senior women within the company (Ibarra, Carter, & Silva, 2010). With help from their sponsors, all vice presidents or general managers are charged with making sure sponsorship program participants are ready to promote within one year.

Summary

According to Blackhurst, Brandt and Kalinowski (1998) career advancement and career satisfaction are linked to career mobility. This suggests that the ability to change institutions may increase both career advancement and career satisfaction within the student affairs profession. As women are charged with negotiating their personal and family responsibilities, the ability to relocate to another institution remains a challenge. As such, a preference toward advancing to higher positions that provide career satisfaction at their current institution is enhanced by mentoring relationships. Additionally, career satisfaction has been closely related to research investigating employment attrition. Research in the 1980s on attrition in the student affairs profession indicated that women were less likely and more inclined than men to leave a career in the student affairs profession (Bender, 1980). Similarly, Holmes, Verrier, and Chisholm (1983) indicated that around 90% of women compared to 60% of men had left the student affairs profession within 7 years of graduation from a Master's degree program.

Ting and Watt (1999) contended that mentoring relationships assisted women with information about position openings, involvement in professional organizations and professional development. Research on mentoring relationships indicate various benefits also extend to the mentor. Anderson (2005) suggested that mentors gain a sense of greater self-worth, enhance their reputation, and may reduce their workload. Research also indicated that having a sponsor may

have more promotion and career advancement potential than having a mentor (Ibarra, Carter, & Silva, 2010; Sandberg, 2013). However, the existence of a structured formal mentor and protégé arrangement is still suggested and needed in academic and business organizations (Bierema & Merriam, 2002; Ibarra, Carter, & Silva, 2010; Mullen, 2005).

There is a vast amount of research on the benefits of mentoring (Allen, Eby, Poteet, Lentz & Lima, 2004; Bova, 2000; Colley, 2002; Fletcher, 2007; Jacobi, 1991; Langdon and Gordon, 2007; Mullen, 1994; Ting and Watt, 1999), yet a gaps still remains in the literature. This study fills the gap in literature by examining the influence of formal and informal mentoring relationships on career satisfaction and career advancement of women in the student affairs profession. In addition, this study will be useful to further understand career preparation and attrition in the student affairs profession.

CHAPTER 3

Methods

This study examined the mentoring relationships of women in the student affairs profession. As mentioned in Chapter 1, a barrier to women's career advancement is the lack of a supportive environment to help balance their work and family life. In Chapter 2, the literature revealed a vast amount of research on how mentoring relationships promote career advancement and personal development. However, there is limited research on how formal and informal mentoring relationships influence career satisfaction and career advancement of women in the student affairs profession.

This chapter provides a discussion of the research methods used in this study. The following areas are discussed, (a) research questions, (b) design of the study, (c) instrumentation, (d) identification of the study population, (e) data collection and procedures used, (f) data analysis, and (g) summary.

Purpose of the Study

The purpose of this study was to examine the mentoring relationships of women in the student affairs profession. This study compared both mentored and non-mentored women student affairs professionals to determine career satisfaction and career advancement in their administrative roles. This study provided a greater understanding of the dynamics and benefits associated with mentoring relationships of women in the student affairs profession.

Research Questions

The following research questions guided this study:

1. To what extent have female student affairs officers been mentored?
2. To what extent has mentoring influenced female student affairs officers' career satisfaction?
3. To what extent has mentoring influenced female student affairs officers' career advancement?

Research Design

This study focused on examining the influence of mentoring relationships on career satisfaction and career advancement of women student affairs officers. A survey design was used for this study. A survey design involves acquiring information about one or more groups of people by asking them questions. The goal of using a survey is to learn about a large population by surveying a sample of that population (Leedy & Ormrod, 2005). The NASPA membership database was used to obtain a current list of representative women student affairs professionals. Participants were only gained from NASPA membership database because this organization is one of the leading organizations for student affairs professionals. Thus, it appears a representative sample of women in the student affairs profession would be gained from participants that current members of this association. An online invitation was only sent to current members of the NASPA organization. Of the 275 NASPA members that were contacted to participate, a total of 120 completed the survey. Mid-level and senior level administrative

roles in student affairs included directors, vice presidents, and coordinators of various departments within the student affairs profession. The survey is described in full in the following section.

Instrumentation

The survey instrument was developed and based on the Functions of Mentoring Scale (Clark, et al., 2000), Organizational Commitment Scale (Blackhurst et al., 1998; Murphy, Owen, & Gable, 1988), and the Career Satisfaction and Commitment Scale (Blackhurst, 2000). A review of the survey instrument was conducted by the four dissertation research committee members. Of the committee members, there was one expert on mentoring research.

Survey Instrument

The development of the survey was constructed by revising specific items from three scales and slightly modifying the statement wording to be cohesive within the survey. Statements and scale items were from four previous research surveys (Blackhurst et al., 1998; Blackhurst, 2000; Clark, et al., 2000; Murphy, et al., 1988). The internal consistency reliability was used to measure the extent to which all items within the previously developed scales yielded similar results and reflected the same underlying construct of mentoring. Cronbach's alpha reliability coefficient is one method used to compute the correlation values. The normal range for Cronbach's alpha is between 0 and 1. The higher the score (closer to 1), the greater the internal consistency (Santos, 1999). The results from the internal consistency reliability for the organizational commitment scale used to develop the survey for this study yielded a .93 Cronbach's alpha coefficient score (Murphy, et al., 1988). In addition, results from the internal consistency reliability for the career satisfaction and commitment scale yielded a .86 Cronbach's

alpha coefficient score (Blackhurst, 2000). Table 5 lists content evidence estimates from previous scale instruments used for the development of the survey for this study. Given the content evidence results (Blackhurst, 2000; Murphy, et al., 1988) from previously developed mentoring focused surveys, Section II, Career Satisfaction Scale and Section III, Career Advancement Scale were created for this current study. The final survey, titled, Mentoring Questionnaire consisted of 25 items separated into four sections. Each section of the survey was given a title and listed instructions for participants.

Table 5

Content Evidence Estimates from Previous Scale Instruments

Previous Researchers	Number of Items	Alpha
Functions of Mentoring Scale (Clark, Harden, & Johnson, 2000)	9	not available
Organizational Commitment Scale (Murphy, Owen, & Gable, 1988)	9	.93
Career Satisfaction and Commitment Scale (Blackhurst, 2000)	15	.86

Section I of the survey included operational definitions of mentoring, formal and informal mentoring to give participants an understanding of what is meant by each term in the survey. This section consisted of four items which focused on types of mentoring received, the frequency of meeting with their most significant mentor, and career preparation methods. Section II, a scale instrument titled, Career Satisfaction, consisted of seven items rated on a five-point Likert scale. The five-point scale includes the following responses: 1= strongly disagree, 2= disagree, 3=undecided, 4= agree, and 5= strongly agree. Section III, also a scale instrument titled, Career Advancement, consisted of eight items rated on a five-point Likert scale. Table 6 lists the career satisfaction scale items from Section II of the survey and Table 7 lists the career

advancement scale items from Section III used for the survey. Section IV, titled, Demographic Profile, consisted of six questions related to the participant's race, length of employment in the student affairs profession, level of education, and the race and gender of their most significant mentor.

Table 6

Section II of Survey: Career Satisfaction Questions

Questionnaire Item
I am satisfied with my career. (RD)
I am proud to tell others that I am a part of this university. (OCS)
I find that my values and the university values are very similar. (CSCS)
I refer to the student affairs department as a great place to work. (RD)
I would work for a different university as long as the work I currently do in the student affairs department were similar. (CSCS)
I am comfortable with my current level of responsibility in the student affairs department. (RD)
I was given specific strategies on achieving short and long-range career objectives from my mentor. (RD)

Note. CSCS=Item revised from Career Satisfaction and Commitment Scale (Blackhurst, 2000). OCS=Item revised from Organizational Commitment Scale (Murphy, et al., 1988). RD= researcher developed for the purposes of this study.

Table 7

Section III of Survey: Career Advancement Questions

Questionnaire Item
I plan to work in student affairs for my entire career. (CSCS)
I have gained greater exposure and visibility within the student affairs department with help from my mentor. (FMS)
I would like to advance within the student affairs department in the future. (RD)
I am comfortable in my current position in student affairs. (RD)
I am satisfied with my career advancement in student affairs.
I have discussed career paths with my mentor. (FMS)
I am referred to other staff members and departments to obtain information needed for career plans. (RD)
I was encouraged to take courses, seminars, and workshops to develop my competence in administration from my mentor. (FMS)

Note. CSCS=Item revised from Career Satisfaction and Commitment Scale (Blackhurst, 2000). FMS= Item revised from Functions of Mentoring Scale (Clark, et al., 2000). OCS=Item revised from Organizational Commitment Scale (Murphy, et al., 1988). RD= researcher developed for the purposes of this study.

Participants

The purpose of this study was to examine the mentoring relationships of women student affairs officers. The research population consisted of 275 women currently serving in mid-level or senior level roles in student affairs administration at either a 2-year college or a 4-year public university within the United States. In addition, 82 (30%) of the women invited to participate in the survey were from a 2-year college and 193 (70%) were from a 4-year public university. Of the 275 women invited to participate, 120 responded, and 108 questionnaires were usable for a response rate of 39%. The existence of both formal and informal mentoring relationships was

explored to determine if these relationships influenced career satisfaction and career advancement.

Data Collection and Procedures

The names, position title, and email addresses of women in student affairs positions at two-year colleges and four-year public universities were obtained from the membership database of the National Association of Student Personnel Administrators (NASPA), which is a leading organization for the student affairs profession. For the purposes of this study, all women listed in the following: mid-level, senior level, and chief student affairs officer's categories in the NASPA database were chosen as the sampling frame. Data were collected during spring 2014 semester, recorded, and analyzed by the researcher. The Mentoring Questionnaire (Appendix B), a participant information letter (Appendix C), and a proposal to conduct the study was submitted to Auburn University's Institutional Review Board (IRB). Following approval of the IRB (Appendix A), an information letter explaining the study and ensuring participant anonymity, and the Mentoring Questionnaire was initially emailed to women in the student affairs profession using Qualtrics software. The online invitation was emailed to 275 women currently employed in mid-level, senior level, or chief student affairs officer positions at either 2-year or 4-year colleges and universities located within the United States. Included in the email was the participant information letter and an initial yes or no question that asked if they wanted to proceed with participating and completing the survey. If yes was selected, the participant could proceed to the first page of the survey. However, if no was selected they would be redirected to the Qualtrics main homepage which meant they decided they would not complete the survey. The contact information of the principal investigator was also included in the information letter. Qualtrics, an online survey software provider was used to create the survey, email the survey to participants,

track the number of respondents, and send email reminders and thank you letters to participants. To gain more participants, a total of 3 email reminders were sent while the time the survey was open on the Qualtrics website. After closing the survey on the Qualtrics website, a thank you email was sent to all respondents.

Data Analysis

The data were collected and coded for input into Statistical Package for the Social Sciences (SPSS) version 22.0. The presence of formal, informal, or both types of mentoring, Section I of the questionnaire were analyzed using frequency distributions. Section I of the survey also determined participant's frequency of meeting with their most significant mentor. Research Question 1 of the study asked "To what extent have female student affairs officers been mentored" and this question was analyzed using Section 1 of the survey. In Section II, a one-way Analysis of Variance (ANOVA) were used for group differences among participants that have experienced formal and informal mentoring to determine the influence on their career satisfaction. Research Question 2 asked "To what extent has mentoring influenced female student affairs officers' career satisfaction" and Section II of the survey were used to analyze data for this question. A one-way ANOVA test were also used for Section III to determine the influence of mentoring relationships on career advancement. Research Question 3 asked "To what extent has mentoring influenced female student affairs officers' career advancement" and Section III of the survey were used to analyze data for this question. Demographic characteristics, Section IV of the questionnaire were described using frequency count and percentage distributions.

Summary

This chapter presented the purpose of the study and research questions used to guide the study. In addition, it discussed the participants, instrumentation, and data collection procedures. Participants of the study consisted of women serving in mid-level and senior level positions in student affairs at either 2-year colleges or 4-year public universities within the United States. Study participants were obtained from the NASPA membership database and then emailed an information letter and invitation to participate. A survey that consisted of 25 questions separated into four sections was used for this study. Data collection is in compliance with the research guidelines as set by Auburn University Institutional Research Board (IRB). The data were coded using Statistical Package for the Social Sciences version 22. The IRB approval, questionnaire, and the information letter are included in the appendices.

CHAPTER 4

Findings

Introduction

Establishing a mentoring relationship is helpful for women's career development and advancement (Blackhurst, Brandt, & Kalinowski, 1998; Hayes, 2005; Twale & Jelinek, 1996). This study evaluated the extent to which both formal and informal mentoring relationships exist for women in student affairs positions at both two and four year colleges and universities. This study also examined how mentoring relationships influence career satisfaction and career advancement of women in the student affairs profession. Chapter 4 details the survey instrument, demographic descriptions of the survey participants, analysis and findings for the three research questions, and a summary.

Purpose of the Study

The purpose of this study was to examine the mentoring relationships of women in the student affairs profession. This study compared both mentored and non-mentored women student affairs professionals to determine career satisfaction and career advancement in their administrative roles. This study provided a greater understanding of the dynamics and benefits associated with mentoring relationships of women in the student affairs profession.

Research Question

The following research questions guided this study:

1. To what extent have female student affairs officers been mentored?
2. To what extent has mentoring influenced female student affairs officers' career satisfaction?
3. To what extent has mentoring influenced female student affairs officers' career advancement.

Instrument

A researcher designed survey was used to conduct this study. The final survey comprised 25 questions separated into four sections. Section I of the survey consists of four items related to types of mentoring received, the frequency of meeting with their most significant mentor, and career preparation methods. Section II, a scale instrument titled, career satisfaction, consisted of seven items. Section III, a scale instrument titled, career advancement, consisted of eight items. For both Sections II and Sections III, the survey asked participants to respond to each of the Likert-type questions scored on a 1 to 5 scale that includes the following responses: 1= strongly disagree, 2= disagree, 3=undecided, 4= agree, and 5= strongly agree. The results from the internal consistency reliability for the career satisfaction scale used in this study yielded a .759 Cronbach's alpha coefficient score. The internal consistency reliability for the career advancement scale used in this study yielded a .740 Cronbach's alpha coefficient score. Section IV, consisted of six items related to demographics such as the participant's race, length of employment in the student affairs profession, level of education, and the race and gender of their most significant mentor. Table 8 lists the number of items and the internal consistency reliability for each section of the survey.

Table 8

Internal Consistency Reliability for the Mentoring Questionnaire

	Number of Items	Alpha
Section I: Mentoring Relationships	4	N/A
Section II: Career Satisfaction Scale	7	.759
Section III: Career Advancement Scale	8	.740
Section IV: Demographic Profile	6	N/A

Demographic Descriptions

Two-hundred seventy five women currently working in the student affairs profession were identified as the population of this study. One-hundred twenty questionnaires were returned and this represented a return rate of 44%. Of the one-hundred twenty questionnaires, twelve showed incomplete data and were not included in the analysis. Therefore, the data analysis was completed using a total of one-hundred eight questionnaires for a response rate of 39%. Participants of the study comprised 73.1% Caucasian, 12% Hispanic, 7.4% African American, 4.6% Asian, and 2.8% responded in the Other category for race. Table 9 presents the race composition of the survey participants.

Table 9

Survey Participants Race

Race	Frequency	Percent
Caucasian	79	73.1
African American	8	7.4
Hispanic	13	12.0
Asian	5	4.6
Other	3	2.8
Total	108	100

N=108

In regards to the number of years employed in student affairs, 82 participants (75.9%) of the total survey participants have worked 10 or more years in the student affairs profession. This represents a majority of the study participants working in a student affairs related position for 10 or more years. Only 1 participant responded working between one to three years and there were no participants employed less than one year in the student affairs profession. The length of employment at their current college or university institution resulted in scattered and spread data across various lengths of time. Thirty-two participants have been employed 10 or more years at their current institution and 24 participants responded 5 to 10 years of employment at their current institution. There were 21 participants working only one to three years, while 14 responded working less than one year at their current institution. Table 10 presents descriptive data for length of employment in student affairs. Table 11 presents the descriptive data for length of employment at current institution.

Table 10

Length of Time Employed in Student Affairs Profession

Length of Time	Frequency	Percent
Less than 1 year	0	0
1-3 years	1	.9
3-5 years	8	7.4
5-10 years	17	15.7
10 or more years	82	75.9
Total	108	100

N=108

Table 11

Length of Time Employed at Current Institution

Length of Time	Frequency	Percent
Less than 1 year	14	13.0
1-3 years	21	19.4
3-5 years	17	15.7
5-10 years	24	22.2
10 or more years	32	29.6
Total	108	100

N=108

The results for survey participant's highest level of education were doctorate (49.1%) and master's degree (50%). The results for obtaining a graduate degree were similar and indicates that most women in the student affairs profession obtain higher levels of education. Only 1 participant responded having a bachelor's degree as their highest level of education. Table 12 presents the descriptive data on highest level of education.

Table 12

Survey Participants Highest Level of Education

Level of Education	Frequency	Percent
Doctorate	53	49.1
Masters	54	50.0
Bachelors	1	.9
Other	0	0
Total	108	100

N=108

Two questions in the demographics section of the questionnaire related to the participants most significant mentor. The race of their most significant mentor was similar and consistent with the race of the mentees. Thus, a majority of the study participants selected Caucasian as the race of the most significant mentor. Results for the other race categories were composed of 16.7% African American, 4.6% Hispanic, 0.9% Asian, and 3.7% chose Other as their most significant mentor's race. The current study included responses from 108 survey participants, but only 106 participants chose to answer the question pertaining to their most significant mentor's race. Therefore, 2 survey participants chose not to disclose information for this question and current analyzed results are reflected in the data. The gender of their most significant mentor was

62% female. For this question, only 105 survey participants chose to answer and current analyzed results are reflected in the data. Table 13 presents the race composition and Table 14 presents gender for the participant's most significant mentor. A comparison was done of the race of the mentee and race of the significant mentor. Results of this analysis indicted that the highest race-match is Caucasian with 72.6% of the total and the lowest is race category titled Other with 2.8% of the total. Table 15 lists the race comparison for the mentee and their most significant mentor.

Table 13

Survey Participants Most Significant Mentor Race

Race	Frequency	Percent
Caucasian	78	72.2
African American	18	16.7
Hispanic	5	4.6
Asian	1	.9
Other	4	3.7
Total	106	98.1

N=106

Table 14

Gender of Survey Participants Most Significant Mentor

Gender	Frequency	Percent
Male	38	35.2
Female	67	62.0
Total	105	97.2

N=105

Table 15

Comparison of Survey Participants Race and Most Significant Mentor Race

Race	Mentee	Significant Mentor
Caucasian	79	78
African American	8	18
Hispanic	13	5
Asian	5	1
Other	3	4
Total	108	106

Analysis of Research Questions

The survey instrument consisted of 25 questions divided by four sections. Section I comprised four questions related to types of mentoring relationships and frequency of meeting with most significant mentor, and was used to answer the first research question. Section II focused on career satisfaction and was used to answer research question two. Section III focused on career advancement and was used to answer research question four. Section IV consisted of various demographic characteristics of survey participants and their most significant mentor.

Research Question 1

Research question 1 asked "To what extent have female student affairs officers been mentored?" The results of the survey indicated that 27 of the 108 female student affairs officers received both formal and informal mentoring. The results for receiving only formal mentoring

was zero, while 49 (45.4%) participants identified with receiving only informal mentoring. Results of the survey also indicated that 32 (29.6%) female student affairs officers have not received either formal or informal mentoring. Table 16 presents the descriptive data on types of mentoring relationships.

Results for the frequency of meeting with their most significant mentor were scattered with 34.3% only meeting with their mentor once a year, while 11.1% indicated meeting with their mentor once every week. In addition, 16 (14.8%) of study participants chose not to respond to this specific question on the survey. The descriptive data for survey participant's frequency of meeting with their most significant mentor is presented in Table 17.

Table 16

Types of Mentoring Relationships for Survey Participants

	Frequency	Percent
Informal mentoring	49	45.4
Formal and informal mentoring	27	25.0
No formal or informal mentoring	32	29.6
Total	108	100

N=108

Table 17

Survey Participants Frequency of Meeting with Most Significant Mentor

	Frequency	Percent
Once every week	12	11.1
More than once a month	20	18.5
Once a month	23	21.3
Once a year	37	34.3
Total	92	85.2

N=92

Research Question 2

Research Question 2 asked "To what extent has mentoring influenced female student affairs officers' career satisfaction?" A one-way analysis of variance (ANOVA) was conducted to evaluate the relationship between types of mentoring received (informal, both formal and informal, or have not received formal or informal) and the career satisfaction scale items. The ANOVA was tested with alpha set at .05. The results of the ANOVA test (Table 18) indicated a statistically significant difference when comparing types of mentoring relationships to career satisfaction [$F (2, 104) = 6.735$, $p<.05$]. Post-hoc comparisons using Tukey HSD indicated that there was a statistically significant difference when pertaining to career satisfaction and types of mentoring received (Table 19). The mean score for one group (have not received formal or informal mentoring) was significantly different from the other two groups (Table 20). Therefore, the group that have not received formal or informal mentoring was significantly different from the group that has received informal and both formal and formal mentoring. Further, according to Cohen (1988), the effect size was small, $n^2=.38$. Thus, it appears that the difference in types of

mentoring relationships has a small value on career satisfaction. As depicted by the mean scores (Figure 1), receiving either informal or both formal and informal mentoring may have resulted in higher career satisfaction.

Table 18

Results of one-way ANOVA for Career Satisfaction Scale

ANOVA

CS Scale

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	201.127	2	100.564	6.735	.002
Within Groups	1552.779	104	14.931		
Total	1753.907	106			

Table 19

Results of Post-hoc Comparisons for Career Satisfaction Scale (Section II of the Survey)

Multiple Comparisons

Dependent Variable: Career Satisfaction Scale

Tukey HSD

(I) Types of mentoring	(J) Types of mentoring	Mean Difference (I-J)	Std. Error	Sig.
Informal	Both types of mentoring	-.31973	.92612	.936
	I have not received formal or informal mentoring	2.89533*	.88676	.004
Both types of mentoring	Informal	.31973	.92612	.936
	I have not received formal or informal mentoring	3.21505*	1.01716	.006
I have not received formal or informal mentoring	Informal	-2.89533*	.88676	.004
	Both types of mentoring	-3.21505*	1.01716	.006

Table 20

Means and Standard Deviations for Type of Mentoring and Career Satisfaction Scale

Mentoring Relationship	M (max score = 35)	SD	N
Informal	29.35	3.76	49
Formal and Informal	29.67	3.78	27
No mentoring	26.45	4.09	31
Total			107

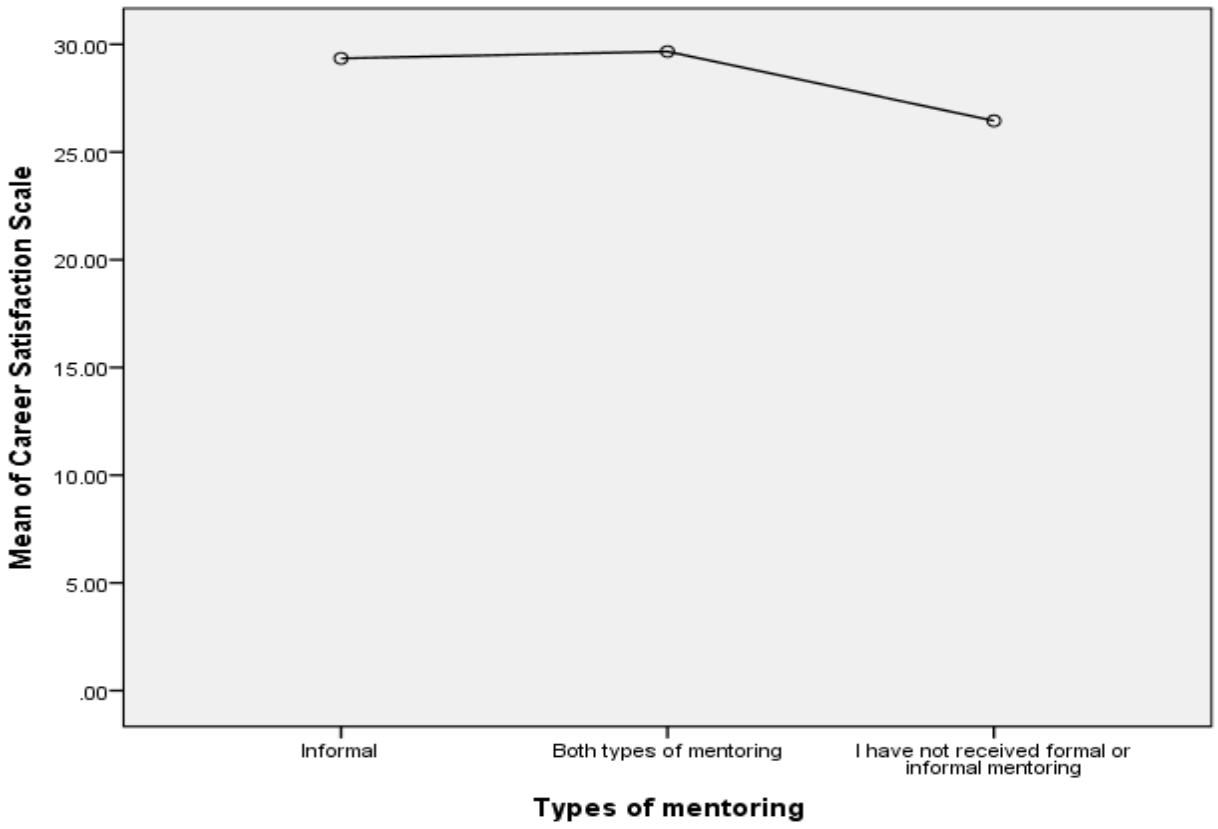

Figure 1. Mean Scores of Career Satisfaction Scale

Research Question 3

Research Question 3 asked "To what extent has mentoring influenced female student affairs officers' career advancement?" The results of the ANOVA test (Table 21) indicated a statistically significant difference in means when comparing types of mentoring relationship to career advancement [F (2, 102) = 12.561, p<.05]. Post-hoc comparisons (Table 22) using Tukey HSD indicated that there was a statistically significant difference pertaining to career advancement and types of mentoring received. Effect size results were medium, n^2= .52. Therefore, it appears to be a moderate and significant career advancement effect for study participants that have not received either formal or informal mentoring when compared to participants that have received either informal or formal mentoring relationships. As shown by the mean scores (Figure 2), receiving either informal or both formal and informal mentoring appears to be related to having a higher influence on career advancement. In addition, based on the means it appears to be to a lack of difference between participants who experienced just informal mentoring and those who experienced both formal and informal.

Table 21

Results of one-way ANOVA for Career Advancement Scale

ANOVA

CA Scale

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	664.539	2	332.270	12.561	.000
Within Groups	2698.089	102	26.452		
Total	3362.629	104			

Table 22

Results of Post-hoc Comparisons for Career Advancement Scale (Section III of the Survey)

Multiple Comparisons

Dependent Variable: Career Advancement Scale

Tukey HSD

(I) Types of mentoring	(J) Types of mentoring	Mean Difference (I-J)	Std. Error	Sig.
Informal	Both types of mentoring	-.79894	1.23269	.794
	I have not received formal or informal mentoring	5.29557*	1.20498	.000
Both types of mentoring	Informal	.79894	1.23269	.794
	I have not received formal or informal mentoring	6.09451*	1.37544	.000
I have not received formal or informal mentoring	Informal	-5.29557*	1.20498	.000
	Both types of mentoring	-6.09451*	1.37544	.000

Table 23

Means and Standard Deviations for Type of Mentoring and Career Advancement Scale

Mentoring Relationship	M (max score = 40)	SD	N
Informal	30.57	5.28	49
Formal and Informal	31.37	5.49	27
No mentoring	25.28	4.53	29
Total			105

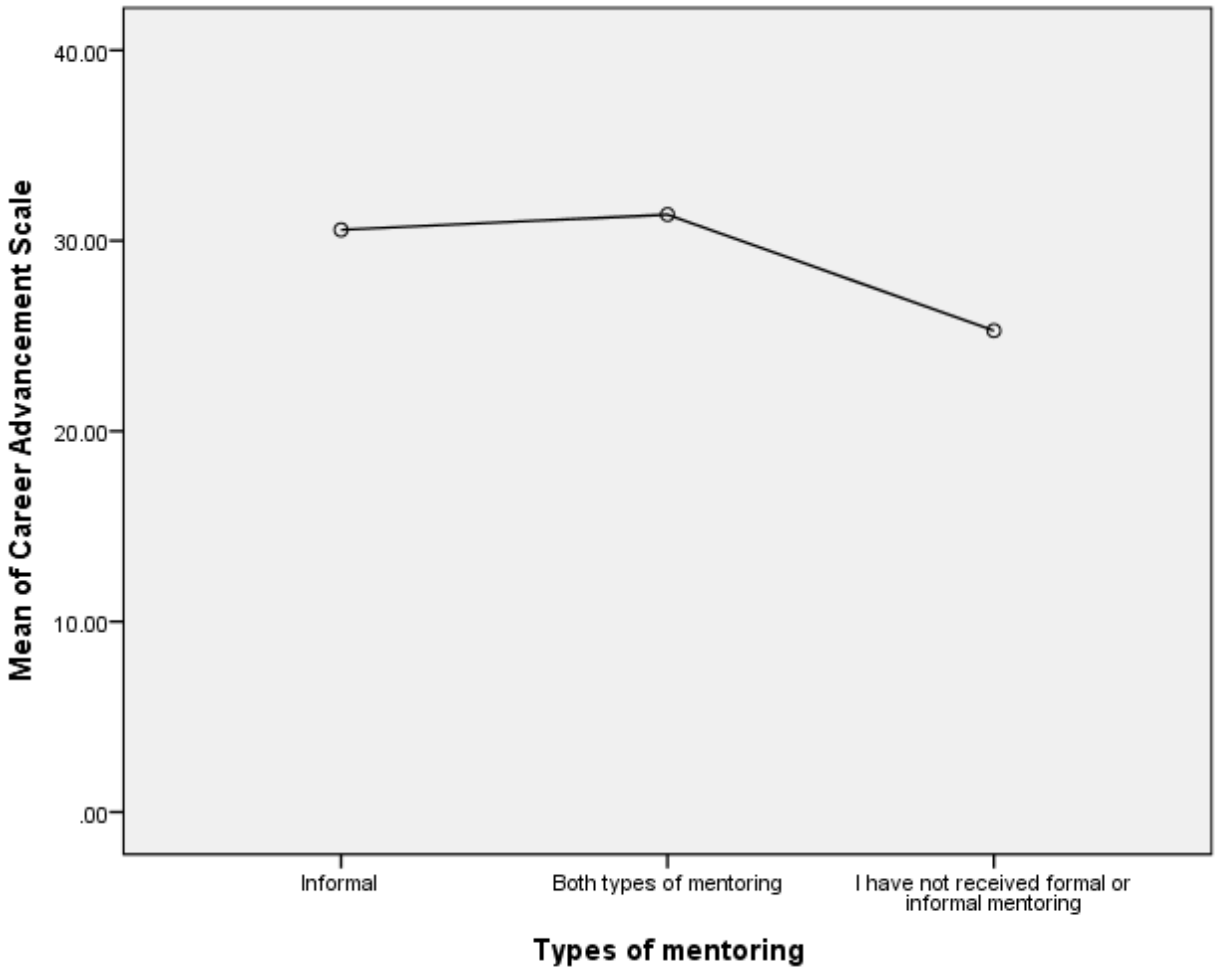

Figure 2. Mean Scores of Career Advancement Scale

Career Preparation Methods

A question on the survey was included to determine career preparation methods used by student affairs professionals. Participants were asked to select from responses which included: formal mentoring, informal mentoring, on the job training, professional conferences or seminars, doctoral degree, or professional training programs that were used to obtain their current position. Results of the survey indicated that of the 108 participants, career preparation methods experienced the most were 86.1% on the job training, 81.5% professional conferences and

seminars, and 65.7% informal mentoring. Formal mentoring, 20.4% was considered one of the least used career preparation methods. Participants were asked to select all career preparation methods that specifically applied to them. Therefore, the data indicates that most participants experienced two or more of the career preparation methods that were mentioned on the survey. Descriptive data for the type of career preparation methods used are listed in Table 24. Twelve of the 108 participants responded to the open-ended question on the survey regarding experiencing other career preparations methods and a list of these methods are presented in Table 25.

Table 24

Methods of Career Preparation Chosen by Participants

Method	Frequency	Percent
Job training	93	86.1
Conferences and seminars	88	81.5
Informal mentoring	71	65.7
Doctoral degree	44	40.7
Training programs	37	34.3
Formal mentoring	22	20.4
Other	12	11.1

Table 25

Participants Open-Ended Response to Other Career Preparation Methods

1. Field placement during graduate school.
2. Came from a different field of study so figured things out on my own.
3. Read a lot of peer-reviewed journal articles and books.
4. Learned from peers.
5. Independent reading and research.
6. Master's degree and assistantship position.
7. Meetings with supervisor.
8. A short mentoring relationship that occurred years ago.
9. Search firm.
10. Self-directed learning that included reading books and browsing websites.
11. Supervising others, networking, and collaborating with faculty and staff.
12. Self-educated through YouTube videos, books, journal articles, and webinars.

Summary

The purpose of this study was to examine the career satisfaction and career advancement of women in the student affairs profession. This chapter presented descriptive statistics of the participants and the data on the types of mentoring relationships experienced. This chapter also provided ANOVA results to determine differences in career satisfaction and career advancement. A one-way ANOVA for career satisfaction scale indicated that a statistically significant relationship exist between career satisfaction and receiving formal, informal, and receiving no mentoring at all. Thus, receiving either informal or formal mentoring resulted in higher career satisfaction. An ANOVA conducted for the career advancement scale indicated a significant

difference in relation to influencing career advancement when receiving formal or informal mentoring. Therefore, the results suggest that having either a formal or informal mentoring relationship influences women in student affairs career satisfaction and career advancement. Chapter 5 presents a summary for the study and discussion of findings, conclusion, and implications for future research.

CHAPTER 5

Summary, Conclusions, Implications, and Recommendations

Introduction

This study examined the mentoring relationships of women student affairs officers to determine both career satisfaction and career advancement in their higher education administrative positions. The presence of both formal and informal mentoring relationships were explored. Chapter 1 included an introduction, statement of the problem, purpose, research questions, significance of the study, limitations, definition of terms, and organization of the study.

Chapter 2 consisted of a review of literature related to the student affairs profession, a focus on women in student affairs, and mentoring relationships. Research indicates that women continue to be underrepresented at the senior levels of leadership in student affairs, but remain overrepresented for lower and mid-level positions in the profession. The literature also indicates the establishment of mentoring relationships as a helpful strategy for women's career development and advancement. This study was designed to answer the following research questions: (1) to what extent have female student affairs officers been mentored, (2) to what extent has mentoring influenced female student affairs officers' career satisfaction, and (3) to what extent has mentoring influenced female student affairs officers' career advancement?

Chapter 3 presented the methods chosen for this study. A researcher developed instrument was used for creating the survey. The internal reliability for both the career satisfaction and career advancement scales was assessed using Cronbach's Alpha test. One hundred twenty questionnaires were returned and one hundred eight were usable representing a 39% response rate. The demographics section of the questionnaire was used to gather information on participant's race, level of education, length of employment in student affairs, and the race and gender of the participants' most significant mentor. In addition, questions in the demographics section allowed for data analysis to compare survey participant's race to their most significant mentor race. Chapter 4 presented the results of the data analysis for this study. Chapter 5 provided an overview of the study, summary of results, conclusions, implications, and recommendations for future research.

Summary of Results

This study examined the mentoring relationships of women in the student affairs profession. The survey consisted of four sections that included a section on mentoring relationships, a section on demographics, seven career satisfaction statements and eight career advancement statements that were both rated on a five point Likert type scale. The survey questions were adopted and revised from the Functions of Mentoring Scale (Clark, et al., 2000), Organizational Commitment Scale (Blackhurst et al., 1998; Murphy, et al., 1988), and the Career Satisfaction and Commitment Scale (Blackhurst, 2000).

Research Question 1 focused on determining the extent to which female student affairs officers received either formal or informal mentoring. Twenty seven of the 108 participants experienced having both a formal and informal mentoring relationship. However, 32 survey participants (29.6%) responded not having received a formal or informal mentoring relationship

(presented in Table 16). The participant's most significant mentor was composed of 63.8% female and 36.2% male. The race of their most significant mentor was 73.6% Caucasian, 17 % African American, 4.7% Hispanic, 0.9% Asian, and 3.7% of participants selected other. Additionally, percentages for both the race of mentee and race of mentor were composed of similar results and this appears to be a sign of racial match and representation. Table 13 presented race data and Table 14 presented gender data of the participant's most significant mentor. Results also indicated that for the frequency of meeting with their most significant mentor, only 34% of survey participants met only once a year. Furthermore, only 11% of participants responded to meeting with their most significant mentor once every week. Additionally, 50% of participants indicated they met with their most significant mentor at least once a month (presented in Table 17).

Research Question 2 investigated the extent mentoring relationships influenced career satisfaction of women in the student affairs profession. The responses were evaluated according to the type of mentoring relationship received (informal, both formal and informal, or no formal or informal) and how the study participants rated the seven career satisfaction items using a Likert scale of 1(strongly disagree) to 5 (strongly agree). The results of the one-way ANOVA test (Table 18) appears to have showed a statistically significant relationship between type of mentoring relationship and career satisfaction. The mean score for participants that have not received formal or informal mentoring was lower when compared to participants that have received either formal or informal mentoring (presented in Figure 1).

Research Question 3 investigated the extent mentoring relationships influenced career advancement of women in the student affairs profession. A one-way ANOVA was conducted to determine if there were significant differences between type of mentoring relationship and career

advancement (presented in Table 21). The results indicated that there appears to be a statistically significant difference in means when comparing mentoring relationships to career advancement in the student affairs profession (Table 23). More specifically, results indicated a significant difference in the career advancement influence for participants that responded they have not received either formal or informal mentoring when compared to participants that have received either formal or informal mentoring.

This study also identified career preparation methods experienced by participants in their current student affairs position. Participants were given a selection of responses which included: formal mentoring, informal mentoring, on the job training, professional conferences or seminars, doctoral degree, or professional training programs. The results indicated that on the job training, informal mentoring, and professional conferences and seminars were career preparation methods experienced the most by participants (presented in Table 24). On the other hand, formal mentoring (20.4%) was experienced the least among study participants. In addition, 12 of the 108 study participants selected other career preparation methods and responded with an open ended answer on the survey (presented in Table 25). These responses included: learned from their peers, field placement during graduate school, self-directed learning, and independent reading and research as other career preparation methods experienced in their current position. Additionally, this study developed a survey instrument focused on mentoring relationships that may be used in future research.

Discussion

The purpose of this study was to examine the mentoring relationships of women in the student affairs profession. This study also compared both mentored and non-mentored women student affairs professionals to determine career satisfaction and career advancement in their

administrative roles. While results and study findings were previously discussed, the following conclusions are drawn from this study.

1. The existence of mentoring relationships. An unexpected, yet important finding of the study is that around 30% percent of women have not received either formal or informal mentoring. However, an optimistic result of the study was that 70% of women participants have experienced either a formal or informal relationship. Literature suggests that the biggest barrier to women's career advancement in higher education administration is a lack of a supportive environment to assist in their balancing time between work and family (Hayes, 2005; Hensel, 1997; Johnson, 2007; Langdon, 2001; Rosser, 2004). In addition, literature also suggests various career benefits from mentoring relationships. Allen, et al., (2004) predicted that individuals that experienced a mentoring relationship may report greater career outcomes than those who have not been mentored. As some women have not experienced any type of mentoring relationship they are not taking advantage of the variety of benefits associated with being a mentee or protégé. Additionally, there may be confounding reasons why some student affairs professionals have not experienced a mentoring relationship. For example, people who are satisfied and like their administrative positions may have mentors, while those who do not like their job may not seek a mentor. Other confounding reasons for not having a mentor may be related to time commitment and if the higher education institution has a mentoring program in place.
2. The frequency of meeting with the most significant mentor. A surprising result of the study was that 34.3% of participants only met with their mentor once a year. This suggests that the once every year meeting may have been a planned professional

development meeting at a conference focused on the student affairs profession. This result also suggests that women have either limited time or career balance due to their varied roles and responsibilities in their student affairs position.

3. Length of time employed at current higher education institution. A majority of the study participants (51.8%) indicated being employed 5 or more years at their current institution. This finding supports similar research that focused on gender and administrative mobility (Sagaria, 1988). Sagaria (1988) concluded that women moved more frequently in the beginning of their careers, but were less likely to make late career changes, which may be suggestive of their family responsibilities. Additionally, Johnsrud, et al., (2000) indicated in their study that employee morale played an influence on the impact of worklife perceptions such as leaving a position or institution.
4. Mentoring relationships influence on career advancement. Results of this study indicated that receiving either formal or informal mentoring appears to be related to career advancement. This finding from the current study is similar to results of previous research (Hansman, 1998; Hayes, 2005; Johnson, 2007; Mertz, 2004) on mentoring and career advancement. Hansman (1998) concluded that having a mentor helps develop marketable skills, prepare for career advancement, and are likely to introduce protégés to the right people within their career field. In addition, the mentor provides public support, recommendations, and nominations on behalf of the protégé for promotions and advancement within the organization (Johnson, 2007).

Implications

This research is important for several reasons. First, the number of women in the workforce has dramatically increased, but there are still fewer women serving in senior student affairs leadership positions at colleges and universities. As higher education leaders purport to understand the benefits of diversity in higher education, there is still a need for more gender equity in senior administration to achieve diversity (Wanberg, et al., 2003). As colleges and universities commit to campus diversity and inclusion initiatives, the end result should be a variety of roles, responsibilities and models of leadership reflective of gender diversity within the higher education environment. As such, utilizing mentoring as a support mechanism for professional growth appears to be associated with creating a more receptive climate for women leaders to advance to senior administrative positions and reap career-related benefits. Second, findings from the current research indicate that the existence of mentoring relationships influence women in the student affairs profession career satisfaction and career advancement. These findings support similar research pertaining to the role of mentoring relationships as a significant factor in women's' career satisfaction and facilitating their professional development (Blackhurst, Brandt, & Kalinowski, 1998; Evans, 1985; Twale & Jelinek, 1996). Likewise, Richard and Sherman (1991) concluded that an important part of professional development is establishing mentoring relationships.

Another implication from the results of this study lies in the importance of identifying and examining the types of mentoring relationships received by protégés. A positive result of the study was that 70% of participants indicated having experienced either a formal or informal mentoring relationship. Additionally, results of the study found that 25% of women student affairs professionals have experienced both formal and informal mentoring relationships, while

45% have experienced informal mentoring relationships. The establishment of mentoring relationships may allow the mentor an opportunity to help aspiring leaders maximize their professional potential and achieve their long term goals. Carpenter (1990) concluded that mentoring helps with job performance, information seeking, publication activities, and career relocations. Ehrich, Hansford, and Tennent (2004) indicated that formal mentoring requires a great amount of planning and understanding of the mentoring process. This suggests that formal mentoring offers a more organized and structured process. Hansman (1998) concluded that as there are fewer women role models in higher education administration, those women who have gained upper-level positions may not be willing to mentor junior women in the same field. Therefore, it appears one of the problems with formal mentoring is that finding mentors in a male-dominated workplace can be difficult for women (Hansman, 1998). Thus, having a mentor may be suggested to new student affairs professionals in their first year on the job. In addition, recent college graduates entering the student affairs profession should be proactive in finding balance and understand they must take initiative to create both on campus and off campus networks and involvement to help achieve their professional goals.

On a larger scale, mentoring programs should be developed and made available to both aspiring and practicing administrators as part of all colleges and universities professional development plan. In addition, human resource professionals at colleges and universities should create a mandatory 1 year formal mentoring program for all new professionals. To help facilitate an effective mentoring relationship, organizations should provide initial training and orientation sessions for both the mentor and protégé. Likewise, professional associations could provide more mentoring programs to facilitate professional and personal growth and help decrease career attrition in the student affairs profession.

Recommendations for Future Research

Based upon the findings of this study, there are several topics that warrant further exploration. Additional research using qualitative and quantitative measurements would be beneficial to determine the influence of mentoring relationships for women that are balancing work and family responsibilities while also pursuing career advancement within their profession. Qualitative studies could evaluate current employee mentoring programs at both colleges and universities to determine their specific processes, operation of the program, and the structural differences that exist within different programs. Another qualitative study could interview women in the student affairs profession that have worked five or more years at the same institution to explore their career satisfaction, career mobility and ability to relocate to other higher education institutions. A quantitative study could compare mentored and nonmentored women senior student affairs professionals to determine career advancement by tracking their career paths and length of time for obtaining their current position. As this study focused on women student affairs professionals at higher education institutions, a similar study could focus on women holding dean, vice-president, or president positions in academic affairs at higher education institutions. With over 30% of participants meeting only once a year with their mentor, this warrants further exploration. A study focusing on mentee frequency of meeting with their mentor could determine reasons for the limited interactions and what event helps lead to the once a year meetings. In addition, this study could explore if frequency of meeting with mentor affects career satisfaction and career advancement outcomes.

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Appendices

Appendix A

Institutional Review Board Approval Form

AUBURN UNIVERSITY INSTITUTIONAL REVIEW BOARD for RESEARCH INVOLVING HUMAN SUBJECTS
RESEARCH PROTOCOL REVIEW FORM

For Information or help contact **THE OFFICE OF RESEARCH COMPLIANCE**, 115 Ramsay Hall, Auburn University
Phone: 334-844-5966 **e-mail:** hsubjec@auburn.edu **Web Address:** http://www.auburn.edu/research/vpr/ohs/

Revised 03.26.11 – DO NOT STAPLE, CLIP TOGETHER ONLY.

Save a Copy

1. **PROPOSED START DATE of STUDY:** November 4,2013

PROPOSED REVIEW CATEGORY (Check one): **FULL BOARD** **EXPEDITED** ✓ **EXEMPT**

2. **PROJECT TITLE:** An Examination of Mentoring Relationships of Women in Student Affairs

3. Elena Walker	Graduate Student	EFLT	469-258-3128	elw0004@auburn.edu
PRINCIPAL INVESTIGATOR	**TITLE**	**DEPT**	**PHONE**	**AU E-MAIL**
P O Box 210096 Dallas,TX 75211				elenaw_80@yahoo.com
MAILING ADDRESS			**FAX**	**ALTERNATE E-MAIL**

4. **SOURCE OF FUNDING SUPPORT:** ✓ Not Applicable ___ Internal ___ External Agency:_____ ☐ Pending ☐ Received

5. **LIST ANY CONTRACTORS, SUB-CONTRACTORS, OTHER ENTITIES OR IRBs ASSOCIATED WITH THIS PROJECT:**

6. **GENERAL RESEARCH PROJECT CHARACTERISTICS**

6A. Mandatory CITI Training

Names of key personnel who have completed CITI:
Elena Walker ✓ Maria Witte ✓

CITI group completed for this study:
✓ Social/Behavioral ☐ Biomedical

PLEASE ATTACH TO HARD COPY *ALL* CITI CERTIFICATES FOR *EACH* KEY PERSONNEL

6B. Research Methodology

Please check all descriptors that best apply to the research methodology.

Data Source(s): ✓ New Data ☐ Existing Data

Will recorded data directly or indirectly identify participants? ✓ Yes ☐ No

Data collection will involve the use of:
- ☐ Educational Tests (cognitive diagnostic, aptitude, etc.)
- ☐ Interview / Observation
- ☐ Physical / Physiological Measures or Specimens (see Section 6E.)
- ✓ Surveys / Questionnaires
- ✓ Internet / Electronic
- ☐ Audio / Video / Photos
- ☐ Private records or files

The Auburn University Institutional Review Board has approved this document for use from 10/27/13 to 10/26/14
Protocol # 13-345 EX 1310

6C. Participant Information

Please check all descriptors that apply to the participant population.

☐ Males ✓ Females ☐ AU students

Vulnerable Populations

☐ Pregnant Women/Fetuses ___ Prisoners

☐ Children and/or Adolescents (under age 19 in AL)

Persons with:

☐ Economic Disadvantages ☐ Physical Disabilities

☐ Educational Disadvantages ☐ Intellectual Disabilities

Do you plan to compensate your participants? ___ Yes ✓ No

6D. Risks to Participants

Please identify all risks that participants might encounter in this research.

- ✓ Breach of Confidentiality*
- ☐ Deception
- ☐ Psychological
- ☐ None
- ☐ Coercion
- ☐ Physical
- ✓ Social
- ☐ Other:

*Note that if the investigator is using or accessing confidential or identifiable data, breach of confidentiality is always a risk.

Received OCT 07 2013 Research Compliance

Do you need IBC Approval for this study? ✓ No ☐ Yes - **BUA #**_____ **Expiration date** _____

FOR OHSR OFFICE USE ONLY

DATE RECEIVED IN OHSR: 10.7.13 by CoB
DATE OF IRB REVIEW: 10/27/13 by CC
DATE OF IRB APPROVAL: _____ by _____
COMMENTS:

PROTOCOL # 13.345 EX 1310
APPROVAL CATEGORY: 45 CFR 46.101(b)(2)
INTERVAL FOR CONTINUING REVIEW: 3yrs.

7. PROJECT ASSURANCES

PROJECT TITLE: An Examination of Mentoring Relationships of Women in Student Affairs

A. PRINCIPAL INVESTIGATOR'S ASSSURANCES

1. I certify that all information provided in this application is complete and correct.
2. I understand that, as Principal Investigator, I have ultimate responsibility for the conduct of this study, the ethical performance this project, the protection of the rights and welfare of human subjects, and strict adherence to any stipulations imposed by the Auburn University IRB.
3. I certify that all individuals involved with the conduct of this project are qualified to carry out their specified roles and responsibilities and are in compliance with Auburn University policies regarding the collection and analysis of the research data.
4. I agree to comply with all Auburn policies and procedures, as well as with all applicable federal, state, and local laws regarding the protection of human subjects, including, but not limited to the following:
    a. Conducting the project by qualified personnel according to the approved protocol
    b. Implementing no changes in the approved protocol or consent form without prior approval from the Office of Human Subjects Research
    c. Obtaining the legally effective informed consent from each participant or their legally responsible representative prior to their participation in this project using only the currently approved, stamped consent form
    d. Promptly reporting significant adverse events and/or effects to the Office of Human Subjects Research in writing within 5 working days of the occurrence.
5. If I will be unavailable to direct this research personally, I will arrange for a co-investigator to assume direct responsibility in my absence. This person has been named as co-investigator in this application, or I will advise OHSR, by letter, in advance of such arrangements.
6. I agree to conduct this study only during the period approved by the Auburn University IRB.
7. I will prepare and submit a renewal request and supply all supporting documents to the Office of Human Subjects Research before the approval period has expired if it is necessary to continue the research project beyond the time period approved by the Auburn University IRB.
8. I will prepare and submit a final report upon completion of this research project.

My signature indicates that I have read, understand and agree to conduct this research project in accordance with the assurances listed above.

Elena Walker		10/7/13
Printed name of Principal Investigator	**Principal Investigator's Signature (SIGN IN BLUE INK ONLY)**	**Date**

B. FACULTY ADVISOR/SPONSOR'S ASSURANCES

1. By my signature as faculty advisor/sponsor on this research application, I certify that the student or guest investigator is knowledgeable about the regulations and policies governing research with human subjects and has sufficient training and experience to conduct this particular study in accord with the approved protocol.
2. I certify that the project will be performed by qualified personnel according to the approved protocol using conventional or experimental methodology.
3. I agree to meet with the investigator on a regular basis to monitor study progress.
4. Should problems arise during the course of the study, I agree to be available, personally, to supervise the investigator in solving them.
5. I assure that the investigator will promptly report significant adverse events and/or effects to the OHSR in writing within 5 working days of the occurrence.
6. If I will be unavailable, I will arrange for an alternate faculty sponsor to assume responsibility during my absence, and I will advise the OHSR by letter of such arrangements. If the investigator is unable to fulfill requirements for submission of renewals, modifications or the final report, I will assume that responsibility.
7. I have read the protocol submitted for this project for content, clarity, and methodology.

Maria M. Witte	Maria M. Witte	Oct 7, 2013
Printed name of Faculty Advisor / Sponsor	**Signature (SIGN IN BLUE INK ONLY)**	**Date**

C. DEPARTMENT HEAD'S ASSSURANCE

By my signature as department head, I certify that I will cooperate with the administration in the application and enforcement of all Auburn University policies and procedures, as well as all applicable federal, state, and local laws regarding the protection and ethical treatment of human participants by researchers in my department.

Sherida Downer	fa Sherida Downer Maria M. Witte	Oct 7, 2013
Printed name of Department Head	**Signature (SIGN IN BLUE INK ONLY)**	**Date**

8. **PROJECT OVERVIEW: Prepare an abstract that includes:**
(400 word maximum, in language understandable to someone who is not familiar with your area of study):

I.) A summary of relevant research findings leading to this research proposal:
(Cite sources; include a "Reference List" as Appendix A.)
II.) A brief description of the methodology,
III.) Expected and/or possible outcomes, and,
IV.) A statement regarding the potential significance of this research project.

I. The position of the senior student affairs officer has been traditionally held by white males (Blackhurst, 2000; Mendez-Morse, 2004; Reason, Walker, & Robinson, 2002). However, women in higher education leadership positions have increased but still lag behind men in their rate of advancement to the senior student affairs officer position(Blackhurst, 2000; Rosser, 2000).The American Council on Education (2007) indicates that the growth of women in leadership positions has been slow and has not taken place consistently at different types of higher education institutions. Women in senior leadership roles face many challenges that can influence both their career satisfaction and advancement. More specifically, in regards to family women face even further differentiated experiences than men (Ting & Watt, 1999). Some reasons cited by women for leaving the student affairs profession included limited promotional opportunities, insufficient earnings, male domination in upper levels of employment, getting married, and raising children (Ting & Watt, 1999). Marshall (2009) reported on how women at the professional level of dean or higher with school-aged children managed the dual roles of their profession and being a parent. Research has focused on understanding why some women progress to the top of their career ladder while other women have various roadblocks and barriers to advancement (Anderson, 2005; Marshall, 2009; Myerson & Fletcher, 2000; Twale& Jelinek, 1996).Therefore, researchers have identified mentoring as a professional asset that may help career attainment for women (Blackhurst, 2000; Wanberg, Welsh, Hezlett, 2003). Mentoring has been suggested as a means of helping women learn the informal and unspoken rules for organizational behavior that exist in male-dominated administrative roles (Mendez-Morse, 2004). The establishment of a mentoring relationship has been a consistent recommendation for individuals aspiring to leadership positions (Blackhurst, 2000; Mendez-Morse, 2004).Without mentoring relationships, women may remain dependent on institutional practices that favor men for specific positions (Jarnagin, 2010). In addition, mentoring has been cited for mid-level managers to respond to increased challenges faced when transitioning to higher level positions (Langdon & Gordon, 2007).

II. An online survey will be administered to women currently serving in a student affairs position at either a university or college.

III. Possible outcomes of this research include: determining if mentoring relationships for women in student affairs exist, and examining career satisfaction and career advancement within the student affairs profession.

IV. This study will add to the higher education literature on mentoring. The study will also help to further understand the benefits associated with mentoring women in the student affairs profession. The findings may also be useful to understand career preparation and attrition in the student affairs profession.

9. **PURPOSE.**

a. Clearly state all of the objectives, goals, or aims of this project.
The purpose of this study is to examine the mentoring relationships of women student affairs officers.

Three research questions were posed as aims of this project:

1. To what extent have women student affairs officers been mentored?

2. To what extent has mentoring influenced women student affairs officers career satisfaction?

3. To what extent has mentoring influenced women student affairs officers career advancement?

b. How will the results of this project be used? (e.g., Presentation? Publication? Thesis? Dissertation?)
The results will be used in a dissertation and will also be included in future presentations and publications resulting from the dissertation.

10a. **KEY PERSONNEL.** Describe responsibilities. Include information on research training or certifications related to this project. **CITI is required. Be as specific as possible.** (Attach extra page if needed.) *All non AU-affiliated key personnel must attach **CITI certificates of completion.***

Principle Investigator Elena Walker **Title:** Graduate student **E-mail address** elw0004@auburn.edu
Dept / Affiliation: EFLT

Roles / Responsibilities:
Construct web based survey
Recruit and consent participants
Data collection and analysis

Individual: Maria Witte **Title:** Assoc. Professor **E-mail address** wittemm@auburn.edu
Dept / Affiliation: EFLT

Roles / Responsibilities:
Oversee the organization, development and execution of the study

Individual: _____ **Title:** _____ **E-mail address** _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ **Title:** _____ **E-mail address** _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ **Title:** _____ **E-mail address** _____
Dept / Affiliation: _____

Roles / Responsibilities:

Individual: _____ **Title:** _____ **E-mail address** _____
Dept / Affiliation: _____

Roles / Responsibilities:

11. **LOCATION OF RESEARCH. List all locations where data collection will take place.** (School systems, organizations, businesses, buildings and room numbers, servers for web surveys, etc.) **Be as specific as possible. Attach permission letters in Appendix E.**
(See sample letters at http://www.auburn.edu/research/vpr/ohs/sample.htm)
Online survey data will be collected using web based software, Qualtrics.com.

12. PARTICIPANTS.

a. **Describe the participant population you have chosen for this project.**

Check here if there is existing data; describe the population from whom data was collected & include the # of data files.

Participants of the study are women working in some aspect of student affairs that are current members of the National Association for Student Personnel Administrators (NASPA).

b. **Describe why is this participant population is appropriate for inclusion in this research project.** (Include criteria for selection.)

According to the American Council on Education (2007) the growth of women in leadership positions has been slow at different types of higher education institutions. As women now hold a greater presence in administrative positions at higher education institutions, there is a need to understand the career satisfaction, career advancement, and career preparation of women in the student affairs profession.

c. **Describe, step-by-step, all procedures you will use to recruit participants.** *Include in Appendix B a copy of all e-mails, flyers, advertisements, recruiting scripts, invitations, etc., that will be used to invite people to participate.*
(See sample documents at http://www.auburn.edu/research/vpr/ohs/sample.htm.)

1. The investigator will send an introductory email to invite participants for the study.
2. Participants will be contacted through email with an introductory message about the study and the emails will include the internet link to the Mentoring Relationships Questionnaire located on Qualtrics.com.
3. Participants will click on the link and then be directed to an Information Letter (attached). If agreed to participate, she will continue on to the survey questions and begin answering them.

What is the minimum number of participants you need to validate the study? 100

Is there a limit on the number of participants you will recruit? ☐ No ☑ Yes – the number is 300

Is there a limit on the number of participants you will include in the study? ☐ No ☑ Yes – the number is 150

d. **Describe the type, amount and method of compensation and/or incentives for participants.**
(If no compensation will be given, check here ✓.)

Select the type of compensation: ___ Monetary ___ Incentives
___ Raffle or Drawing incentive (Include the chances of winning.)
___ Extra Credit (State the value)
___ Other

Description:

13. **PROJECT DESIGN & METHODS.**

a. **Describe, step-by-step, all procedures and methods that will be used to consent participants.**
(└ **Check here if this is "not applicable"; you are using existing data.)**

Participants will be provided a copy of the Online Participant Information Letter included in the invitation e-mail.
Participants will indicate their willingness to participate by clicking the link at the bottom of the participant information letter and completing the survey.

b. **Describe the procedures you will use in order to address your purpose. Provide a step-by-step description of how you will carry out this research project.** Include specific information about the participants' time and effort commitment. (*NOTE: Use language that would be understandable to someone who is not familiar with your area of study. Without a complete description of all procedures, the Auburn University IRB will not be able to review this protocol. If additional space is needed for this section, save the information as a .PDF file and insert after page 6 of this form.*)

Participant will be contacted through email and time commitment for participating in the survey will be discussed in the invitation to participate email.
The online participation information letter will contain a link to the online survey.
The survey will be open for 21 days.
A reminder and thank you email will be sent on the 7th day and 14th day of the survey being open.

13c. List all data collection instruments used in this project, in the order they appear in Appendix C.
(e.g., surveys and questionnaires in the format that will be presented to participants, educational tests, data collection sheets, interview questions, audio/video taping methods etc.)
The Mentoring Relationships Questionnaire

d. Data analysis: Explain how the data will be analyzed.
The online survey data will be analyzed using quantitative methods by entering information into SPSS Statistics. The investigator will use SPSS to present categorical data, t-tests, and analysis of variance.

14. RISKS & DISCOMFORTS: List and describe all of the risks that participants might encounter in this research. ***If you are using deception in this study, please justify the use of deception and be sure to attach a copy of the debriefing form you plan to use in Appendix D.*** *(Examples of possible risks are in section #6D on page 1.)*
There is no identifiable risk to participants of the online survey.

15. **PRECAUTIONS.** Identify and describe all precautions you have taken to eliminate or reduce risks as listed in #14. If the participants can be classified as a "vulnerable" population, please describe additional safeguards that you will use to assure the ethical treatment of these individuals. ***Provide a copy of any emergency plans/procedures and medical referral lists in Appendix D.***

Participants will not be required to give any identifiable information such as names or email addresses when responding to the online survey.

If using the Internet to collect data, what confidentiality or security precautions are in place to protect (or not collect) identifiable data? Include protections used during both the collection and transfer of data.
(These are likely listed on the server's website.)

The survey will be accessed through Qualtrics.com, a web survey company. Qualtrics offers the following security measures for collecting and storing participant data:
Participants will access the survey through a custom link developed by the principal investigator
IP address collection will be turned "off" on the survey collection site
Qualtrics.com uses SSL for secure collection and transmission of data
The responses of participants are transmitted over a secure, encrypted connection
All data are stored on servers located in the United States
Backups occur hourly internally and there is a centralized backup system for off site storage
Backups are encrypted

16. BENEFITS.
    a. **List all realistic direct benefits participants can expect by participating in this specific study.**
    (Do not include "compensation" listed in #12d.) Check here if there are no direct benefits to participants. ✓

    b. **List all realistic benefits for the general population that may be generated from this study.**

The results of this study will provide a greater understanding of higher education administrators:
1. to determine the benefits associated with mentoring relationships
2. to determine career preparation in the student affairs profession
3. to determine career satisfaction and career advancement within the student affairs profession

17. PROTECTION OF DATA.

a. **Will data be collected as anonymous?** ☑ Yes ☐ No *If "YES", skip to part "g".*
("Anonymous" means that you will not collect any identifiable data.)

b. **Will data be collected as confidential?** ☑ Yes ☐ No
("Confidential" means that you will collect and protect identifiable data.)

c. **If data are collected as confidential, will the participants' data be coded or linked to identifying information?**
■ Yes (If so, describe how linked.) No ■

d. **Justify your need to code participants' data or link the data with identifying information.**

e. **Where will code lists be stored?** (Building, room number?)

f. **Will data collected as "confidential" be recorded and analyzed as "anonymous"?** ☐ Yes ☑ No
(If you will maintain identifiable data, protections should have been described in #15.)

g. **Describe how and where the data will be stored** (e.g., hard copy, audio cassette, electronic data, etc.), **and how the location where data is stored will be secured in your absence. For electronic data, describe security. If applicable, state specifically where any IRB-approved and participant-signed consent documents will be kept on campus for 3 years after the study ends.**
Data will be stored on the investigator's computer. The computer is password protected and kept in a secure place. All IRB-approved documents will be maintained in a locked cabinet within the investigator's office space.

h. **Who will have access to participants' data?**
(*The faculty advisor should have full access and be able to produce the data in the case of a federal or institutional audit.*)
Elena Walker, Investigator
Maria Witte, Dissertation Committee Chair

i. **When is the latest date that confidential data will be retained?** (Check here if only anonymous data will be retained. ___)
November 4,2014

j. **How will the confidential data be destroyed?** (*NOTE: Data recorded and analyzed as "anonymous" may be retained indefinitely.)*
Computer data will be deleted from the investigators computer.

PROTOCOL REVIEW CHECKLIST

All protocols must include the following items:

1. ✓ Research Protocol Review Form (All signatures included and all sections completed)

(Examples of appended documents are found on the OHSR website: http://www.auburn.edu/research/vpr/ohs/sample.htm)

2. ✓ **Consent Form or Information Letter** and any Releases (audio, video or photo) that the participant will sign.

3. ✓ **Appendix A**, "Reference List"

4. ✓ **Appendix B** if e-mails, flyers, advertisements, generalized announcements or scripts, etc., are used to recruit participants.

5. ✓ **Appendix C** if data collection sheets, surveys, tests, other recording instruments, interview scripts, etc. will be used for data collection. Be sure to attach them in the order in which they are listed in # 13c.

6. **Appendix D** if you will be using a debriefing form or include emergency plans/procedures and medical referral lists (A referral list may be attached to the consent document).

7. **Appendix E** if research is being conducted at sites other than Auburn University or in cooperation with other entities. A **permission letter** from the site / program director must be included indicating their cooperation or involvement in the project. NOTE: If the proposed research is a multi-site project, involving investigators or participants at other academic institutions, hospitals or private research organizations, a letter of **IRB approval** from each entity is required prior to initiating the project.

8. **Appendix F** - Written evidence of acceptance by the host country if research is conducted outside the United States.

FOR FULL BOARD REVIEW, NUMBER ALL PAGES, INCLUDING APPENDICES

Appendix A

References

Anderson, D.R. (2005). The importance of mentoring programs to women's career advancement in biotechnology. *Journal of Career Development*, 32(1), 60-73.

American Council on Education (2007). The American college president: 2007 edition. Washington, DC: Author.

Blackhurst, A.E. (2000). Effects of mentoring on the employment experiences and career satisfaction of women student affairs administrators. *NASPA Journal*, 37(4), 573-586.

Jarnagin, L. M. (2010). Mentors are from Venus and Mars: Exploring the benefits of homogeneous and heterogeneous gender pairings in the mentoring relationships of female senior student affairs officers. (Doctoral dissertation, University of California, Los Angeles, 2010).

Langdon, E.A., & Gordon, S.A. (2007).Mentoring for middle management in student affairs. In R. Ackerman & L. Roper (Eds), *The mid-level manager in student affairs* (209-234). National Association of Student Personnel Administrators. Washington: D.C.

Marshall, S. M. (2009). Women higher education administrators with children: Negotiating personal and professional lives. *NASPA Journal About Women in Higher Education*, 2(1), 188-221.

Mendez-Morse, S. (2004). Constructing mentors: Latina educational leaders' role models and mentors. *Educational Administration Quarterly*, 40(4), 561-590.

Myerson, D.E., & Fletcher, J.K. (2000).A modest manifesto for shattering the glass ceiling. *Harvard Business Review*, 78(1), 127-136.

Reason, R.D., Walker, D.A., & Robinson, D.C. (2002). Gender, ethnicity, and highest degree earned as salary determinants for senior student affairs officers at public institutions. *NASPA Journal*, 39(3), 251-265.

Rosser, V. (2000). Mid-level administrators: What we know. In L. Johnsrud& V. Rosser (Eds.), Understanding the work and career paths of midlevel administrators (pp.5-14).New Directions for Higher Education (no.111). San Francisco, CA: Jossey-Bass.

Ting, S.R., & Watt, S.K. (1999).Career development of women in student affairs. *College Student Affairs Journal,* 18(2), 92-101.

Twale, D. J., & Jelinek, S. M. (1996). Protégés and mentors: Mentoring experiences of women student affairs professionals. NASPA Journal, 33(3), 203-217.

Wanberg, C.R., Welsh, E.T., &Hezlett, S. A. (2003).Mentoring research: A review and dynamic process model.In G.R.Ferris& J.J. Martocchio (Eds.), *Research in Personnel and Human Resources Management,* (Vol. 22, pp. 30-124). Greenwich, CT: Elsevier Science/JAI Press.

Mentoring Questionnaire

Section I.

This section contains questions about the existence of mentoring while working within student affairs. The definitions listed below are used for the context of this study.

- Mentoring: a personal relationship in which a more experienced individual (mentor) provides a less experienced individual (protégé) with knowledge, advice, counsel, and support in their pursuit of becoming full members of a particular profession (Johnson, Baker, and Hocevar, 2003).
- Formal mentoring: a structured mentor and protégé arrangement through one-on-one, group, and cohort formats for a specified or desired outcome (Mullen, 2005).
- Informal mentoring: a mentoring relationship between mentor and mentee where guidance and advice is exchanged without any prearranged schedule or agenda (Leslie, Lingard, and Whyte, 2005).

1. Using the mentoring definitions listed above, have you received formal, informal, or both types of mentoring at your current higher education institution?
   __Formal
   __Informal
   __Both types of mentoring
   __I have not received formal or informal mentoring

2. How often do you meet with your most significant mentor?
   __Once every week
   __Once a month
   __Once or more every month
   __Once a year

3. Which of the following method(s) of preparation for your current position did you experience? Please select all that apply.
   __ Formal mentoring
   __Informal mentoring
   __On the job training
   __Professional conferences and/ or seminars
   __Doctoral degree in Higher Education
   __Professional training programs
   __Other

4. If you selected "Other" for a preparation method, please list details on this preparation method below.

   _____

   _____

Section II. Career Satisfaction

The section below contains statements about career satisfaction while working within student affairs. To the right of each statement, please select the response that best reflects your assessment.

1= SD, Strongly Disagree
2=D, Disagree
3=U, Undecided
4=A, Agree
5=SA, Strongly Agree

	SD	D	U	A	SA
1. I am satisfied with my career.	1	2	3	4	5
2. I am proud to tell others that I am a part of this university.	1	2	3	4	5
3. I find that my values and the university values are very similar.	1	2	3	4	5
4. I refer to the student affairs department as a great place to work.	1	2	3	4	5
5. I would work for a different university as long as the work I currently do in the student affairs department were similar.	1	2	3	4	5
6. I am comfortable with my current level of responsibility in the student affairs department.	1	2	3	4	5
7. I was given specific strategies on achieving short and long-range career objectives from my mentor.	1	2	3	4	5

Section III. Career Advancement

The section below contains statements about career advancement while working within student affairs. To the right of each statement, please select the response that best reflects your assessment.

1= SD, Strongly Disagree 3=U, Undecided 5=SA, Strongly Agree

2=D, Disagree 4=A, Agree

	SD	D	U	A	SA
1. I plan to work in student affairs for my entire career.	1	2	3	4	5
2. I have gained greater exposure and visibility within the student affairs department with help from my mentor.	1	2	3	4	5
3. I would like to advance within the student affairs department in the future.	1	2	3	4	5
4. I am comfortable in my current position in student affairs.	1	2	3	4	5
5. I am satisfied with my career advancement in student affairs.	1	2	3	4	5
6. I have discussed career paths with my mentor.	1	2	3	4	5
7. I am referred to other staff members and departments to obtain information needed for career plans.	1	2	3	4	5
8. I was encouraged to take courses, seminars, and workshops to develop my competence in administration from my mentor.	1	2	3	4	5

Section IV. Demographic Profile

The questions in this section refer to demographics.

1. What is your ethnicity?
   __Caucasian
   __African American
   __ Hispanic
   __ Asian
   __Other

2. How long have you been employed in some aspect of a student affairs department?
   ___ Less than one year
   ___ One or more years to three years
   ___ Three or more years to five years
   ___Five or more years to ten years
   ___Ten or more years

3. How long have you been employed in your current department?
   ___ Less than one year
   ___ One or more years to three years
   ___ Three or more years to five years
   ___Five or more years to ten years
   ___Ten or more years

4. What is your highest level of education?
   __ PhD
   __EdD
   __Master's degree
   __Bachelor's degree
   __Other

Please respond to the following questions concerning only your <u>most significant mentor</u>.

5. What is/was the ethnicity of your most significant mentor?
   __Caucasian
   __African American
   __ Hispanic
   __ Asian
   __Other
6. What is/was the gender of your most significant mentor?
   __Male
   __Female

CITI Collaborative Institutional Training Initiative

Course In The Protection Human Subjects Curriculum Completion Report
Printed on 6/7/2012

Learner: Elena Walker (username: elw0004)
Institution: Auburn University
Contact Information Phone: 334-209-0463
Email: elw0004@auburn.edu

Social/Behavioral Research Course: Choose this group to satisfy CITI training requirements for Investigators and staff involved primarily in biomedical research with human subjects.

Stage 1. Basic Course Passed on 11/09/08 (Ref # 2282552)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	11/08/08	3/3 (100%)
Students in Research	11/08/08	9/10 (90%)
History and Ethical Principles - SBR	11/08/08	6/7 (86%)
Defining Research with Human Subjects - SBR	11/08/08	5/5 (100%)
Assessing Risk in Social and Behavioral Sciences - SBR	11/08/08	5/5 (100%)
Informed Consent - SBR	11/08/08	4/4 (100%)
Privacy and Confidentiality - SBR	11/08/08	4/4 (100%)
Research with Children - SBR	11/08/08	5/5 (100%)
Internet Research - SBR	11/09/08	5/5 (100%)
Auburn University	11/09/08	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

Return

CITI Collaborative Institutional Training Initiative

Course In The Protection Human Subjects Curriculum Completion Report
Printed on 1/18/2011

Learner: Maria Witte (username: wittemm@auburn.edu)
Institution: Auburn University
Contact Information 4036 Haley Center
Auburn University, AL 36849 USA
Department: Educational Foundations Leadership and Technology
Phone: 334-844-3078
Email: wittemm@auburn.edu

Social/Behavioral Research Course:

Stage 1. Basic Course Passed on 01/17/09 (Ref # 2139562)

Required Modules	Date Completed	Score
Belmont Report and CITI Course Introduction	01/17/09	3/3 (100%)
Students in Research - SBR	01/17/09	10/10 (100%)
History and Ethical Principles - SBR	01/17/09	5/5 (100%)
Defining Research with Human Subjects - SBR	01/17/09	4/5 (80%)
Assessing Risk in Social and Behavioral Sciences - SBR	01/17/09	5/5 (100%)
Informed Consent - SBR	01/17/09	4/4 (100%)
Privacy and Confidentiality - SBR	01/17/09	4/4 (100%)
Research with Children - SBR	01/17/09	5/5 (100%)
Internet Research - SBR	01/17/09	5/5 (100%)
Auburn University	01/17/09	no quiz

For this Completion Report to be valid, the learner listed above must be affiliated with a CITI participating institution. Falsified information and unauthorized use of the CITI course site is unethical, and may be considered scientific misconduct by your institution.

Paul Braunschweiger Ph.D.
Professor, University of Miami
Director Office of Research Education
CITI Course Coordinator

Return

The Auburn University Institutional Review Board has approved this document for use from
10/27/13 to 10/26/14
Protocol # 13-345 EX 1310

AUBURN UNIVERSITY

COLLEGE OF EDUCATION

ucational Foundations, Leadership and Technology

INFORMATION LETTER

for a Research Study entitled

"Examination of Mentoring Relationships of Women in Student Affairs"

Please add this approval information in sentence form to this letter. Send your updated letter with a live link to the survey to the IRB.

You are invited to participate in a research study "Examination of Mentoring Relationships of Women in Student Affairs" to be conducted by Elena Walker, a graduate student in the Department of Educational Foundations, Leadership and Technology at Auburn University. In this study I hope to further understand the mentoring relationships of women in the student affairs profession. The objectives for conducting this study are to gain a better understanding of:

1. To what extent have women student affairs officers been mentored?
2. To what extent has mentoring influenced women student affairs officers' career satisfaction?
3. To what extent has mentoring influenced women student affairs officers' career advancement?

You were selected as a possible participant because you are a female serving in some aspect of the student affairs department at your respective university or college institution. Your participation is completely voluntary. If you decide to participate in this study, you will be asked to complete an online survey. Your total time commitment will be no more than 15 minutes and your response to the survey questions will be anonymous.

The risk of participating in this study is minimal since as a participant you will not be required to give any identifiable information.

I plan to disclose the results of the study at professional conferences and be published in scholarly journals. If you participate in this study, you can expect to gain knowledge of the impact of mentoring relationships on career satisfaction and career advancement in the student affairs department.

If you change your mind about participating, you can withdraw at any time by closing your browser window.

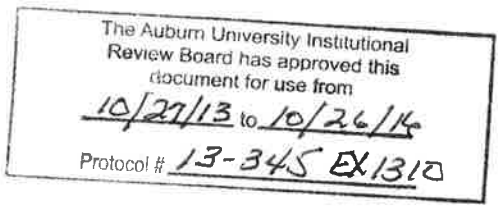
If you have any questions before, during, or after this study, contact Elena Walker by phone at (469) 258-3128, or by email at elw0004@auburn.edu.

For more information regarding your rights as a participant in this study you may contact the Auburn University Office of Human Subjects Research or the Institutional Review Board by phone at (334) 844-5966, or by email at hsubjec@auburn.edu or irbchair@auburn.edu.

HAVING READ THE INFORMATION ABOVE, YOU MUST DECIDE IF YOU WANT TO PARTICIPATE IN THIS RESEARCH PROJECT. IF YOU DECIDE TO PARTICIPATE, PLEASE CLICK ON THE LINK BELOW. YOU MAY PRINT A COPY OF THIS LETTER TO KEEP.

_____

Investigator Date



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Co-Investigator Date

The Auburn University Institutional Review Board has approved this document for use from ____ to _____. Protocol#_____

LINK TO SURVEY

Appendix B

Mentoring Questionnaire

Mentoring Questionnaire

Section I.

This section contains questions about the existence of mentoring while working within student affairs. The definitions listed below are used for the context of this study.

- Mentoring: a personal relationship in which a more experienced individual (mentor) provides a less experienced individual (protégé) with knowledge, advice, counsel, and support in their pursuit of becoming full members of a particular profession (Johnson, Baker, and Hocevar, 2003).
- Formal mentoring: a structured mentor and protégé arrangement through one-on-one, group, and cohort formats for a specified or desired outcome (Mullen, 2005).
- Informal mentoring: a mentoring relationship between mentor and mentee where guidance and advice is exchanged without any prearranged schedule or agenda (Leslie, Lingard, and Whyte, 2005).

1. Using the mentoring definitions listed above, have you received formal, informal, or both types of mentoring at your current higher education institution?
   __Formal
   __Informal
   __Both types of mentoring
   __I have not received formal or informal mentoring

2. How often do you meet with your most significant mentor?
   __Once every week
   __Once a month
   __Once or more every month
   __Once a year

3. Which of the following method(s) of preparation for your current position did you experience? Please select all that apply.
   __ Formal mentoring
   __Informal mentoring
   __On the job training
   __Professional conferences and/ or seminars
   __Doctoral degree in Higher Education
   __Professional training programs
   __Other

4. If you selected "Other" for a preparation method, please list details on this preparation method below.
   _____
   _____

Section II. Career Satisfaction

The section below contains statements about career satisfaction while working within student affairs. To the right of each statement, please select the response that best reflects your assessment.

1= SD, Strongly Disagree
2=D, Disagree
3=U, Undecided
4=A, Agree
5=SA, Strongly Agree

	SD	D	U	A	SA
1. I am satisfied with my career.	1	2	3	4	5
2. I am proud to tell others that I am a part of this university.	1	2	3	4	5
3. I find that my values and the university values are very similar.	1	2	3	4	5
4. I refer to the student affairs department as a great place to work.	1	2	3	4	5
5. I would work for a different university as long as the work I currently do in the student affairs department were similar.	1	2	3	4	5
6. I am comfortable with my current level of responsibility in the student affairs department.	1	2	3	4	5
7. I was given specific strategies on achieving short and long-range career objectives from my mentor.	1	2	3	4	5

Section III. Career Advancement

The section below contains statements about career advancement while working within student affairs. To the right of each statement, please select the response that best reflects your assessment.

1= SD, Strongly Disagree 3=U, Undecided 5=SA, Strongly Agree

2=D, Disagree 4=A, Agree

	SD	D	U	A	SA
1. I plan to work in student affairs for my entire career.	1	2	3	4	5
2. I have gained greater exposure and visibility within the student affairs department with help from my mentor.	1	2	3	4	5
3. I would like to advance within the student affairs department in the future.	1	2	3	4	5
4. I am comfortable in my current position in student affairs.	1	2	3	4	5
5. I am satisfied with my career advancement in student affairs.	1	2	3	4	5
6. I have discussed career paths with my mentor.	1	2	3	4	5
7. I am referred to other staff members and departments to obtain information needed for career plans.	1	2	3	4	5
8. I was encouraged to take courses, seminars, and workshops to develop my competence in administration from my mentor.	1	2	3	4	5

Section IV. Demographic Profile

The questions in this section refer to demographics.

1. What is your ethnicity?
   __Caucasian
   __African American
   __ Hispanic
   __ Asian
   __Other

2. How long have you been employed in some aspect of a student affairs department?
   ___ Less than one year
   ___ One or more years to three years
   ___ Three or more years to five years
   ___Five or more years to ten years
   ___Ten or more years

3. How long have you been employed in your current department?
   ___ Less than one year
   ___ One or more years to three years
   ___ Three or more years to five years
   ___Five or more years to ten years
   ___Ten or more years

4. What is your highest level of education?
   __ PhD
   __EdD
   __Master's degree
   __Bachelor's degree
   __Other

Please respond to the following questions concerning only your **most significant mentor.**

5. What is/was the ethnicity of your most significant mentor?
   __Caucasian
   __African American
   __ Hispanic
   __ Asian
   __Other

6. What is/was the gender of your most significant mentor?
   __Male
   __Female

Appendix C

Approved Participant Information Letter

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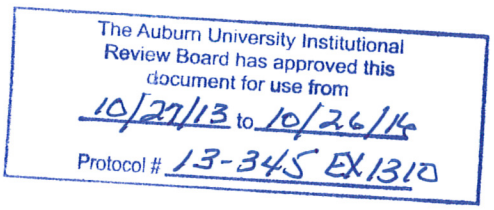
Investigator Date



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Co-Investigator Date

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LINK TO SURVEY