

RREDDICK - Draft Dissertation Outline (April 15, 2007)

1. Introductory Chapter
2. Literature Review and Background Chapter
3. Theoretical Context Chapter
4. Methodology Chapter
5. Participant Profile Chapter
6. Results: Research Question 1, Research Question 4 (partial)
7. Results: Research Question 3, Research Question 4 (partial)
8. Results: Research Question 2, Research Question 4 (partial)
9. Discussion and Conclusion Chapter

1. Introductory Chapter

- I. Introduction
 - a. Problem of African-American student success at PWIs
 - i. Increase in African-American undergraduate participation at predominantly White institutions
 - ii. Degree attainment still less than that of Whites
 - iii. Underperformance concerns among African-Americans
 1. Racism and isolation at PWIs
 - a. Overt racial situations
 - b. Subtle racial tensions
 2. Stereotype threat
 - b. Potential solutions to increase participation and graduation rates
 - i. Supportive relationships
 1. Peers
 2. Staff
 3. Faculty
 - ii. Need to increase frequency and depth of faculty relationships
 - c. Barriers to faculty mentorship
 - i. Tendency for same-race mentors – African-American students are disadvantaged
 1. Low numbers of African-American faculty
 2. Issues of “cultural taxation” (African-American faculty being overburden with mentoring, service responsibilities)
 3. African-American faculty and their stresses in PWIs
 - ii. Promoting more cross-race mentoring relationships
 1. Gap in literature – how do mentoring relationships emerge?
 2. Why do faculty engage in mentoring relationships with undergraduates?
 - d. Justification for study
 - i. Need to know if mentorship evolves differently among African-American and White faculty – or not
 - ii. Need to know the role of formative experiences in the motivation of White faculty to mentor
 - iii. Study can lessen cultural taxation on African-American faculty
 1. Better faculty satisfaction
 2. Better faculty retention
 - iv. Further understanding among White faculty mentors

Tentative page total: 12 pp

2. Literature Review and Background Chapter

- I. Introduction
- II. Mentoring
 - a. Definition
 - i. Psychosocial & instrumental aspects
 - ii. Other variations on developmental relationships
 - 1. Role modeling
 - 2. Sponsorship
 - iii. Critiques of less-invested developmental relationships
 - b. Mentoring in higher education
 - i. Conceptualized as junior-senior faculty; faculty-graduate student
 - ii. Mentorship between faculty and undergraduates underexamined
 - 1. Few studies on African-American undergrads and faculty
 - 2. Studies focused on graduate student perspectives
 - 3. Contribution: faculty relationships are important part of student development
 - c. African-American faculty and African-American undergraduates at PWIs
 - i. Faculty often sought out for mentorship
 - ii. Not true for all students
 - iii. Accessibility issues
 - d. Value of African-American faculty mentorship on African-American students
 - i. Concerns about paucity of available mentors
 - ii. Cultural taxation
 - e. Value of White faculty mentorship for African-American students
- III. Study's contribution to the literature
 - a. Allow replication of successful cross-race mentoring relationships
 - b. Challenge perception that White faculty are not effective as mentors to African-American students

Tentative page total: 15 pp

3. Theoretical Context Chapter

- I. Introduction
 - a. Gain insight into phenomenon of faculty mentorship by using
 - i. Critical Race Pedagogy
 - ii. Theories of cross-race mentoring
 - b. Significance of this study
 - i. Focus on undergraduate mentorship
 - ii. Focus on origin of faculty mentors
 - iii. Educational setting vs. corporate setting
- II. Critical Race Pedagogy (CRP)
 - a. Description of Critical Race Pedagogy (Lynn, 1999)
 - i. Endemic nature of race in U.S. society
 - ii. CRP as a tool to analyze educational inequity
 - iii. Roots in Critical Race Theory
 - b. Case as to why CRP helps to undergird this study
 - i. Applicable to context beyond K-12
 - ii. Application to higher education
 - iii. Focus on faculty perspectives
- III. Cross-race mentoring theories
 - a. Descriptive discussion
 - b. Thomas' theory of cross-race mentoring (1993)

- i. Description of study
- ii. Contributions and critiques
 - 1. Educational setting
 - 2. Reddick study promises more detail on site context, instrumental techniques

IV. Summary

Page total: 10 pp

4. Methodology Chapter

- I. Introduction and Research Questions 1-4
 - a. What are the factors that influence African-American and White faculty to serve as mentors to African-American students?
 - b. How do African-American and White faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?
 - c. Do formative experiences with race or other markers of difference (gender, religion, ethnicity) inform how African-American and White faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?
 - d. What differences and similarities exist in how White and African-American faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?
- II. Research Design
 - a. Survey sample
 - i. Include survey in appendix
 - ii. Survey collection procedure
 - b. Site – Harvard College
 - i. Demographics
 - 1. Faculty
 - 2. Students
 - c. Site Context
 - i. Race/gender issues
 - 1. Summers controversy
 - 2. African-American student organization responses/support mechanisms
 - d. Student survey
 - i. Sample
 - ii. Responses
 - iii. Strategy to assemble faculty sample
 - iv. Faculty sample (Table)
 - e. Semi-structured phenomenological interviews
 - i. Strategies to respond to each research question
 - ii. Include interview protocol in appendices
 - iii. Interview procedure
- III. Data Analysis
 - a. Coding procedure
 - b. Use of grounded theory
 - c. Analytic approach
 - i. Research Question 1
 - ii. Research Question 2
 - iii. Research Question 3
 - iv. Research Question 4
- IV. Validity

- a. Triangulation
- b. Interpretive validity
- c. Descriptive validity
- d. Reflexivity
- e. Theoretical validity
- V. Limitations
 - a. Sampling
 - b. Site-specific data
 - c. Institutional type

Page total: 14 pp

5. Participant Profile Chapter

- I. White Women
 - a. Rachel Smith (Advisor/TF, Applied Sciences)
 - b. Caitlin Moss (Assistant Prof, Social Sciences)
 - c. Victoria Stein (Full Prof, Quantitative Social Sciences)
- II. African-American Women
 - a. Willa Porter (Associate Prof, Social Sciences)
 - b. Linda Owens (Full Prof, History/Area Studies)
 - c. Michelle Womack (Associate Prof, Social Sciences/Area Studies)
- III. African-American Men
 - a. Fred Benson (Full Prof, Graduate School)
 - b. Derrick Ellis (Associate Prof, Liberal Arts/Area Studies)
 - c. Michael Norman (Full Prof, Liberal Arts/Area Studies)
- IV. White Men
 - a. Stephen Cox (Full Prof, Applied Sciences)
 - b. Andy Giordano (Lecturer, Natural Sciences)
 - c. David Mueller (Assistant Prof, Humanities)

Page total: 42 pp

6. Results: Research Question 1, Research Question 4 (partial)

- I. Introduction
 - a. What are the factors that influence African-American and White faculty to serve as mentors to African-American students?
 - i. Internal factors
 - ii. Student-centered factors
 - b. What differences and similarities exist in how White and African-American faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?
- II. Internal factors
 - a. Living as the “other”
 - i. Being one of few African-Americans in a predominantly White setting
 - ii. Being a woman in an academic discipline dominated by men
 - iii. Having a strong identity of working to lower-middle class origins
 - iv. Having a family history of being “othered”
 - b. Being close to someone who is “othered”
 - i. Spouses
 - ii. Friends and colleagues

- c. A professional responsibility and obligation
- III. Student-centered factors
 - a. Intellectual entrepreneurship and curiosity
 - b. Students who demonstrate a need for help
 - c. Heightened awareness of the concerns of students of color and African-American students

IV. Summary

Page total: 30 pp

7. Results: Research Question 3, Research Question 4 (partial)

- I. Introduction
 - a. Do formative experiences with race or other markers of difference inform how faculty advise and counsel African-American mentees in understanding and responding to acts of racism?
 - b. What differences and similarities exist in how White and African-American faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?
- II. Formative experiences as women (White women)
 - a. Academic socialization – women receive less support
 - b. Using own experiences as a minority to help students
 - c. Discrepant data: no link between experiences as a woman and mentorship
- III. Formative experiences as mentees (Black women and men)
 - a. “Channeling” or emulating mentors from the past
 - b. Race of mentors unimportant – several White mentors
 - c. Discrepant data
 - i. More about social location and the congruence between that of mentee
 - ii. Playing critic role or devil’s advocate with African-American mentees
 - d. Common experience of discrimination or isolation as a result of being African American
 - i. Historical situations
 - ii. Current day situations
 - iii. Some positive changes to report at Harvard
 - 1. Increase in women faculty of color since 1980s
 - 2. Robust support systems at Harvard
- IV. Formative experiences with diversity and social justice (White men)
 - a. Exposure to multicultural environments
 - b. Empathy with socially disadvantaged populations
 - i. Rooted in familial history
 - ii. Encouraged by parents
 - iii. Witnessed through work with disadvantaged populations
 - iv. Sense of social justice

V. Summary

Page total: 15 pp

8. Results: Research Question 2, Research Question 4 (partial)

- I. Introduction
 - a. How do African-American and White faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?

- b. What differences and similarities exist in how White and African-American faculty advise and counsel their African-American mentees in understanding and responding to acts of racism?
 - II. Learning about and responding to racial concerns
 - a. White faculty – often unaware of incidents or specific situations
 - i. Exceptions: White faculty with administrative roles
 - ii. Learning about potential issues through:
 - 1. Open-ended questions
 - 2. Perceived challenges due to isolation/campus events
 - 3. Caring for students as whole people
 - iii. Research agenda led students to them
 - b. African-American faculty – more likely to hear about specific situations dealing with race
 - i. Due to proximity to African-American student body over years
 - ii. Situations with research questions or projects that deal with race
 - III. Instrumental tasks
 - a. Listening/following up
 - b. Proposing strategies in dealing with perceived racial situations
 - c. Acting as university officers in serious cases
 - d. Demonstrating support for African-American students
 - i. Research projects (conducting, supporting)
 - ii. Participating in campus activities/events
 - iii. Reputation among African American students
 - IV. Summary
- Tentative page total: 20 pp*

9. Discussion and Conclusion Chapter

- I. Introduction
 - II. Discussion
 - a. RQ1
 - i. Salient themes
 - ii. Discussing racial differences
 - b. RQ3
 - i. Salient themes
 - ii. Discussing racial differences
 - c. RQ2
 - i. Salient themes
 - ii. Discussing racial differences
 - III. Limitations
 - IV. Theoretical implications
 - V. Implications for policy and practice
- Tentative page total: 20 pp*