THE IMPORTANCE OF MENTORSHIP AND THE IMPACT OF STRESS WHEN

MEASURING PROGRAM SATISFACTION FOR STUDENTS OF COLOR IN

PSYCHOLOGY GRADUATE PROGRAMS

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ABSTRACT

THE IMPORTANCE OF MENTORSHIP FOR STUDENTS OF COLOR IN GRADUATE

PSYCHOLOGY PROGRAMS

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Students of color in graduate degree programs experience stress at a level that exceeds their peers. Not only do students experience common graduate stressors, but they also experience racial stressors such as microaggressions. They are also less likely to experience quality mentorship, which can provide them with the support required to be successful throughout their graduate school experience. The purpose of this study was to evaluate the stress levels as well as program satisfaction of psychology graduate students of color in relation to their experiences of quality mentorship. Survey data was collected to reveal perceptions of quality mentorship, reported stress levels including the experience of racial stressors, and overall program satisfaction. Participants were recruited from social media graduate student groups which contained students who were currently or previously enrolled in Psychology graduate programs. 41 participants participated in the study (African American/Black: 23, Asian: 2, Multicultural: 3, 17: Latino, and Other: 4) from Clinical, School, and "Other" Psychology programs. Multilinear regression analysis and Pearson's Correlations were used to evaluate program experiences of students in Psychology graduate programs. This study is considered underpowered, limitations and recommendations for future research have been included in this literature.

Introduction

Before applying to an institution to pursue graduate education, a student must evaluate how the program will benefit them personally and professionally. A student's decision to attend a particular university has been found to vary depending on their unique background (Lei & Chuang, 2010). For prospective graduate students, several factors influence the decision to apply to a graduate program. These factors include academic reputation of the institution, program size and perceived quality, perceived access to campus resources, tuition, residency status, availability of financial aid, geographic location, the surrounding community, as well as individual characteristics such as academic ability (Lei & Chuang, 2010). Once a student is accepted into their program of choice and decides to attend that institution, it is anticipated that the student will meet all requirements and achieve degree completion. However, achieving degree completion can be difficult for minority students who attend Predominantly White Institutions (PWIs).

Minority students who attend PWIs are more likely to encounter experiences that differ from their majority counterparts, making hardships faced during graduate school more challenging. Black and Latina/o students are more likely to experience racial discrimination, racial microaggressions, stereotypical comments, and culture shock on PWI campuses (Clark et al., 2012; Proctor et al., 2016; Shahid et al., 2017), which can lead to negative impacts on their academic performance, psychological health, and their general ability to adjust to their new social environment (Edmunds, 1984; Neville et al., 2004; Shahid et al., 2017). Given this, the

purpose of this proposed thesis is to examine the experiences of students of color in graduate programs and the role of mentorship in improving levels of stress and program satisfaction.

Literature Review

According to the National Center for Education Statistics, in the Fall semester of 2019, there were 3.1 million students enrolled in post-baccalaureate degree programs in the United States. These degree programs include masters, doctoral, and professional doctoral programs. Of these students, 1.6 million were White, 367,100 were Black, 224,700 were Asian, 86,000 reported having two or more races, 13,400 were American Indian/Alaska Native, and 6,000 identified as Pacific Islander. Collection of data revealed that there was a decrease in American Indian/Alaskan Native Enrollment by 27% and a decrease in White enrollment by 9 percent. However, enrollment of Black students increased by 9%, while enrollment of Hispanic/Latino students increased by 68% (U.S. Department of Education, 2020).

Though student enrollment is increasing in diversity, there remains a deficit in minority faculty in academia today (Whittaker et al., 2015). According to the American Council on Education, as of 2016, there were 700,000 full-time faculty in higher education institutions. Of these faculty, 700,000 (73.2 percent) were White, while 4.7 percent were Hispanic/Latino, 5.7 percent were Black/African American, 9.3 percent were Asian, and .4 percent were American Indian/Alaska Native (ACE, 2020). This lack of representation in higher education institutions can ultimately impact the experience of minority students in their programs, specifically those who attend PWI's.

Predominantly White Institution is the title used when referring to institutions of higher learning where White students make up 50% or more of the student population (Lomotey, 2010). At PWI's, minority students have reported feeling unwelcome and uncomfortable due to being

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one of the few students of color in their classrooms (Strayhorn, 2012). In these spaces, students have reported feeling underrepresented, isolated, alienated, and expressed feeling misunderstood due to their racial/cultural background (Schlosser et al., 2011; Solóranzo et al., 2014). For graduate students in psychology programs, students of color face academic, financial, and personal challenges that are unique from other students pursuing degree completion (El-Ghoroury et al., 2012). Black students in psychology graduate programs have been found to endure the same stressors as their White counterparts; however, they often face additional stressors related to their race/ethnicity. Most notably, Black students are more likely to experience racial discrimination, prejudice, and culture shock on PWI campuses. These encounters can negatively impact a student's academic performance and psychological health, as well as their ability to adjust to their social environment (Edmunds, 1984; Neville et al., 2004; Shahid et al., 2017).

Additional research emphasizes that racial experiences, including the experience of discrimination and the absence of cultural congruency, contribute to a stressful experience as a minority student (Brown et al., 2005; Hamilton et al., 2009; Nora & Cabrera, 1996; Solóranzo, 2000). Even though minority students face similar academic/program stressors as their white counterparts, they also face additional stressors related to their racial background. These stressors have been found to occur in both university and clinical placement settings in which student's complete practicum and internship experiences (Proctor et al., 2016). Minority students may also encounter difficult experiences with professors/instructors while fulfilling their role as teaching assistants (Gomez et al., 2011) and in other day-to-day interactions with program faculty (Noy & Ray, 2012). These encounters, including interactions with fellow students within their program, could ultimately lead to feelings of social isolation, a low sense of belongingness,

and physiological stress in students of color, impacting their ability to engage academically and be successful in their graduate program (June et al., 1990; Miller & Orsillo, 2020; Renmaker et al., 2021).

The most common critical race-related stressor that minority students face in their academic program are microaggressions (Clark et al., 2012; Gomez et al., 2011) Due to these experiences, minority students must have someone serving as a mentor in their program to provide the support needed to overcome these challenges to be successful. Research has found that positive relationships between students and faculty members are a strong predictor of the academic persistence of minority students. These relationships are critical to student's academic success (Braddock, 1981; McCoy et al., 2015). These relationships also often play a more significant role in the academic success of these students due to two factors: 1) minority students are sometimes the first in their families to enroll in a graduate school program 2) minority students are likely to be underrepresented in their chosen career field (McCoy et al., 2015; Winkle-Wagner & McCoy, in press).

Graduate Student Stress

Overall, graduate students experience a multitude of stressors when working towards degree completion. These stressors may be related to their finances, physical health, mental health, or burdens caused by their academic requirements (Butler et al., 2017; Rummell, 2015; Wilcox et al., 2021). Additional stressors faced can also be related to anxiety around classroom performance, feelings of competition with peers, and lack of quality supervision (Butler et al., 2017).

Both financial and time constraints have been found to limit the opportunities for graduate students to engage in activities that reduce or manage stress (El-Ghoroury et al., 2012;

Shen-Miller et al., 2011). When a graduate student does not engage in stress management activities designed to alleviate stress, it can lead to burnout, impairment of decision making, lack of sympathy for others, and neglect of their own mental and physical health (Bridgeman & Galper, 2010; Pope & Vasquez, 2007; Rummell, 2015).

In a study conducted by El-Ghoroury and colleagues (2012), the most beneficial coping strategies engaged in by graduate students were obtaining support from friends and family, engaging in preferred hobbies, and exercising regularly. However, due to lack of time or money, students sometimes find it difficult to engage in these activities. It has been found that students who experience interactions with faculty who are supportive, authentic, and persistent may aid in the management of student stress. For students of color, theyare less likely to receive support needed to manage stress, which is relatively higher than in their White peers (El-Ghoroury et al., 2012; Hackett et al., 2017).

Stress and Graduate Students of Color

First-generation minority graduate students experience institutional racism, classism, and other forms of systematic racism that negatively impacts their program experience. Researchers have also found these factors to negatively influence decisions to advance in their career and overall mental wellness (Garriott, 2020; Wilcox et al., 2021).

Students of color regularly experience less economic and occupational stability than their White peers (Wilcox et al., 2021). These students also experience unique racial stressors during their program completion (El-Ghoroury et al., 2012). Several studies support that perceived support from faculty serves as a predictor for wellness and positive attitudes samples of psychology doctoral students (Clark et al., 2009; El-Ghoroury et al., 2012).

Microaggressions. There is a multitude of race-related stressors that minority students will experience in their lifetime. Some of these experiences take the form of racial microaggressions, which was a term introduced by Dr. Chester M. Pierce, a Harvard professor of Psychiatry. He defined microaggressions as "subtle, stunning, often automatic, and nonverbal exchanges that are putdowns" (Gomez et al., 2011; Sue et al., 2007, p. 272). These messages are often belittling to the minority community and are targeted toward the race or ethnicity of the individual to whom they are directed (Clark et al., 2012; Nordamarken et al., 2012). Micro-aggressive exchanges are often dismissed or interpreted as innocent and harmless; however, the impact on the victim is often greater than is apparent (Steele et al., 1970; Sue et al., 2007). Micro-aggressive messages are often conveyed in a form that leaves the individual evaluating the interaction and assessing if the message was offensive (Nadal et al., 2014). These encounters are psychologically, emotionally, and physically draining, resulting in high levels of stress that are similar to the effects of experiencing a tragic event and can result in adverse mental health outcomes (Nadal et al., 2014; Sue, 2010). Racial microaggressions can be placed in the following categories: micro-assaults, microinsults, and microinvalidations (Nadal et al., 2014; Sue et al., 2007).

Micro-assaults can be described as direct statements made towards a person to cause harm intentionally. These assaults can occur in the form of derogatory name-calling, avoiding an individual because of their race, or intentionally discriminating against an individual (Sue et al., 2007). An example of this would be addressing or referring to someone using a derogatory term, refusing to serve a person of color, or displaying an offensive symbol to someone based on their race (Sue et al., 2007).

Microinsults are defined as statements or actions that convey insensitivity or rudeness and discredit a person's racial identity or heritage (Nadal et al., 2014; Sue et al., 2007). Examples include making statements such as "you are articulate" to a person of color, "you are pretty for a Black girl," or telling an English language learner that they speak "good English." These types of insults can take the form in the college classroom of instructors generalizing opinions and experiences of their minority students (Guiffrida & Douhit, 2011). Microinsults can also be represented behaviorally. For example, a person of color may be followed around a store while shopping or falsely accused of stealing based on their race.

The final form of microaggressions invalidates the past and present experiences of minority individuals is called microinvalidations. Microinvalidations are identified as making statements such as "I don't see color" or downplaying a situation identified as insensitive to the victim (Nadal et al., 2014; Sue et al., 2007; Sue et al., 2007).

Research has shown that microaggressions are often subtle and somewhat invisible to the perpetrator; however, they can have a direct and harmful impact on the victim (McCabe, 2009). McCabe (2009) conducted a study that focused on the experiences of minority students attending Midwestern University (MU), a predominantly white institution where out of the 30,000 students enrolled, 4% of the students were Black, 2% were Latino, 3% were Asian American, and 5% identified as another race/ethnicity. This study examined the experiences of Latinos, Black men, and Black women who attended this university by conducting 68 individual interviews and four group-focused interviews. The students were asked to tell stories that involved their identities (i.e., about themselves, their friends, why they chose to attend their university, experiences at the institution, and future plans). Each interview lasted an average of two hours and took place at the location preferred by the interviewee. A qualitative analysis was used to determine overarching

themes regarding the experiences of the interviewees at this university. Through this analysis, the four overarching themes identified were that Black men were perceived as aggressive and intimidating, Latinas were perceived as sexually available and exotic, and Black women were found to experience a higher number of micro-aggressive exchanges in the classroom setting. The Black males who participated in this study also reported interacting with campus authorities and county police more often than their peers. They also noted that they were more likely to be reported by their Resident Assistants for minor offenses and were monitored more frequently than other residents. Finally, Black men were more likely to receive harsher punishment than their White counterparts for the same offenses.

Such experiences can create a hostile environment for students, leading them to feel ignored or doubted by their professors and/or staff at their institution and doubting their own abilities (Nadal et al., 2014; Soloranzo et al., 2000). Similarly, Black masters-level and doctoral-level students have been found to encounter specific microaggressions related to being treated differently based on their race, having their abilities underestimated or disregarded, and being isolated within their programs (Lilly et al., 2017.)

Torres et al. (2012) also found that students who experience these types of microaggressions endure higher stress levels and have an increased risk of developing depression. The opposite effect was found for students who utilized active coping mechanisms when faced with racial stressors. Lilly et al. (2017) reported similar findings related to stress and in a cross-sectional study that examined the relationship between the experience of microaggressions, social status, and risk for depression in graduate students. The sample from this study included students who were obtaining degree completion in areas related to medical sciences. This study found that nearly 100% of student participants reported experiencing some

form of microaggression in one or more areas included in a Racial Microaggressions Scale. It was found that Black students experienced significantly higher frequencies of microaggressions than any other group compared to Hispanic, Asian, and mixed-race students. This same result was found among groups when analyzing the amount of stress caused by the experience of microaggressions. It was also found that students who reported feelings of depression experienced greater microaggressions and levels of stress than those who reported not feeling depressed. Lastly, an intercorrelation was run to compare microaggression-related stress and the frequency of microaggressions. This analysis found that as the frequency of microaggressions increase, there is an increase in stress levels related to these interactions.

Mentorship

Mentorship can be defined as a more experienced professional providing guidance and support to a less skilled individual (Corbett & Paquette, 2010; Thomas et al., 2007). Scholars have identified that positive faculty relationships play a significant role in students' academic success and aids in socialization into their discipline's culture (Heinrich, 1995; Lechuga, 2011; Patton et al., 2009; Schroder & Mynatt, 1993). Mentorship not only functions in a way that supports career development but also serves as a strong relationship between the mentor and protégé. These two functions are psychosocial and instrumental (Thomas, 2005; Thomas et al., 2007).

The psychosocial function focuses on providing social support to the student through mentorship. This could look like the mentor serving as a role model, supporting the student's mental health, or providing emotional support and guidance (Arora & Rangnekar, 2015.) In contrast, instrumental functions focus more in providing tangible support in the form of career guidance, feedback on performance, and providing access to resources to advance the student's

professional skills (Noe, 1988; Thomas 2005; Thomas et al., 2007). Several scholars have

investigated faculty-graduate student relationships and identified factors that make these

relationships successful (Lechuga, 2011). For example, verbal and non-verbal immediacy

behaviors such as positive non-verbal interactions, directly addressing a student, and providing

positive feedback can impact the motivation of students (Christensen & Menzel, 1998). Factors

that influence how a student perceives their relationship with their mentor involve power

dynamics and similarities or differences in gender and other personal characteristics (Wilde &

Schau, 1991). Similarly, students are more likely to be influenced by mentors who have similar

cultural backgrounds as well as gender identification (Hagedorn et al., 2000).

Quality Mentorship

A quality mentor to a student of color must understand and be aware of students'

backgrounds, beliefs, and the groups with which their students identify (Renmaker et al., 2021).

According to Boyle and Boice (1998), similarities in research and personal interests serve as

predictors for a successful mentor-mentee relationships. Good mentors also can form genuine

and supportive connections with their students (Noe, 1988). Mentors can be categorized as

informal or formal.

Informal mentors develop relationships with students without requirement or

encouragement from their graduate program. These relationships often form naturally through

perceived similarities between the mentor and student (Mohtady et al., 2016). Formal mentors, in

contrast, are usually assigned to students and are less likely to build these types of genuine

connections with their mentees due to this mentorship relationship being more structured. In one

study examining mentorship at university libraries, formal mentoring included regularly

scheduled meetings involving the mentor and one or two mentees, and these meetings were

highly organized and structured and included discussions of professional development activities, research, promotion of professional skills, and group evaluation of the mentorship program (Fyn, 2012). Though this method is functional, it is more likely to lead to mentors feeling as though they are forced into the relationship or relationships becoming strained due to incompatible personalities (Chao et al., 1992). Due to this mentorship being more structured, it is less likely that formal mentors will build genuine connections with their students/mentees (Fyn, 2012; Kram, 1985). Required mentorship can also become burdensome to mentors and affect the resulting levels of academic motivation in their mentees (Angelique et al., 2002; Fyn, 2012).

Researchers have provided greater support for the effectiveness of informal mentorship because these relationships are formed based on mutual interests beyond those related to the student's discipline or career choices (Noe 1988; Phillip-Jones, 1983). Informal mentorships require no specific guidelines, long-term commitments, or university/program requirements (James et al., 2015). This form of mentorship is more flexible and plays a significant role in meeting the needs of students (Fyn, 2012). Holmes, Land, and Hinton-Hudson (2007) concluded that faculty who serve in informal mentorship roles are more likely to succeed in higher education than those who abstain from those roles. Doughtery (1999) also found that students who receive professional and informal mentoring reported a more positive and beneficial experience in their graduate programs than their peers, especially regarding access to professional development opportunities. Overall, quality mentorship aids in the professional development of students as mentors encourage students to participate in worthwhile professional activities including trainings, presentations, and publication of research (Malone et al., 2010; Renmaker et al., 2021).

Mentorship and Students of Color

Mentorship in graduate school has particularly positive outcomes for minority students (Nair & Good, 2021). Quality mentoring relationships play a significant role in helping students develop methods for coping with race-related stressors such as microaggressions. This specific stressor impacts both physical and mental health, and individuals who experience microaggressions must utilize coping mechanisms or strategies to deal with their effects. Students who experience race-related stressors often use specific coping mechanisms unique to those used to deal with other stressors (Hoggard et al., 2012). Even with coping mechanisms utilized, researchers have found that stressors related to race can negatively affect a student's academic performance (Greer et al., 2015).

In a study examining Black undergraduates coping strategies in response to race-related stressors, it was found that natural mentors aided in the facilitation of the coping process (Griffith et al., 2019). Black students in STEM-related fields, tend to use coping mechanisms that focus on working harder and disproving stereotypes related to their racial background, ultimately leading to improved performance in the classroom (Ong et al., 2008). As time has progressed, there has been an increase in the enrollment rate of Women of Color (WOC) in higher education. With the recent increase, institutions have been encouraged to provide quality mentorship to their students. Women of color are more likely to benefit from positive mentorship relationships, given that they often face stressors that differ from their non-minority counterparts (Renmaker et al., 2021).

Additional literature supports that mentor-mentee relationships that are established in an informal manner are essential in student adjustment to college life (Beradi et al., 2019). For students who have informal mentors of similar racial/ethnic backgrounds, their mentors can

directly assist them in coping with racial stressors they may have experienced. Overall, scholars

support high-quality relationships with mentors are strongly associated with developing more

efficient coping mechanisms. Specifically for Black students in psychology programs, it is less

likely that they will encounter a mentor who enhances their academic experience and serve as an

active supporter (Constantine et al., 2008) reducing the chancing of them receiving coping

mechanisms during their program completion.

      Lack of Mentorship and its Effects. The absence of quality mentorship in a graduate

program can be the catalyst for a student's lack of success. Scholars support the idea that a lack

of mentorship can lead to social isolation from peers and professors within a student's program as

well as feelings of rejection (Davis, 2007; Renmaker et al., 2021). Social isolation can also be

detrimental to the student's mental and emotional health leading to a decrease in peer

engagement, negative interactions with faculty and administration, and the chances of retention

decrease.

<p align="center">Statement of the Problem</p>

Overall, graduate students can face a multitude of stressors while working towards degree

completion. When considering the experiences of minority students, they are more likely to

encounter additional racial stressors, which can be experienced in classrooms, community

placements, or within their larger campus community (Edmunds, 1984; Neville et al., 2004;

Shahid et al., 2017). When such racial stressors occur, students of color need quality mentors

who can support them and provide specific coping mechanisms to address the stressors directly

(Griffith et al., 2019). Natural or informal mentors can be helpful in this process, especially if

they are from a similar racial/ethnic background as their students. However, research shows that

the percentage of faculty of color in higher education does not reflect the diversity of students

<p align="center">13</p>

who are in graduate programs (ACE, 2020; Whittaker et al., 2015). Graduate students of color have been found to experience unique stressors at a higher rate than their White peers and are less likely to encounter a quality mentor during degree completion (Constantine et al., 2008). Enduring high levels of stress without support from a mentor or social circle can increase the stressors experienced and negatively impact time spent in higher education (Davis, 2007; Renmaker et al., 2021). Given this, the purpose of this study was to examine whether program characteristics, program type, or race/ethnicity predict satisfaction with a student's program of study.

Hypothesis Statement

1. It is hypothesized that race/ethnicity, program characteristics, and program type will act as predictors to the levels of stress experienced during degree completion.

2. It is hypothesized that race/ethnicity, program characteristics, and program type will predict the reported levels of program satisfaction for students in Psychology graduate programs.

3. It is hypothesized that students who report experiencing quality mentorship will also report higher levels of program satisfaction.

4. It is hypothesized that students who attend PWI's will report higher levels of stress and lower levels of program satisfaction when compared to students who attend MSI's.

Methods

Participants

A total of 122 individuals provided consent to participate in the study, however only 41 of those who provided consent completed the survey. This set of participants provided consent to participate in the survey, however, did not complete the survey from that point. Therefore, these participants were removed from the analysis. Recruitment emails were sent to 32 different

programs that offered Psychology graduate programs in the Southeast region. Additional

recruitment efforts were completed to gather more participants. These methods included re-

sending survey distribution request emails to graduate programs in the Southeast region as well

as additional programs that were not in the same region. Participants were also directly recruited

from social media accounts to request participation in the survey. Those in addition to

participants who completed the survey from the Southeast region attended universities in the

following regions: Southwest (Texas, Northeast (Virginia, Massachusetts, Chicago, New York

City, Michigan, New Jersey), Mid-West (Illinois) and Northwest (California). Participants

consisted of 41 students, 3 male (7.3%) and 38 Female (92.7%), who identified being in a

psychology graduate level program. Participants race/ethnicity were as follows; African

American/Black: 23 (56.1%), Asian: 2 (4.9%), Multicultural: 3 (7.3%), Latino: 14 (34.1%), and

Other: 4 (9.7%). Participants reported enrollment in the following programs: School Psychology:

19 (46.3%), Clinical Psychology: 10 (24.4%), and Other Psychology programs not included in

the options provided: 12 (29.3%). 75.6% of students reported that they were enrolled in a

Predominantly White Institution (PWI), while the remaining 10 (24.4%) participants reported

attending a Minority Serving Institution (MSI) which included historically black colleges and

universities and Hispanic Serving Institutions (See table 1). Recruitment letters were sent to

program directors in the aforementioned psychology graduate programs, specifying that the

purpose of this thesis was to evaluate the experience of minority students. Other participants

were recruited using online social groups dedicated to students of color in Psychology graduate

programs. These groups included "Black Graduate Students in Psychology," and social media

sites such as Twitter, Instagram, and Facebook.

Measures

Demographics

Information about participants was gathered using a demographic survey from Gealy (2016) (See Appendix A) that retrieved information related to participants' age, gender, race/ethnicity, program classification, and institution. Two items that asked about marital status and presentations completed during program completion were omitted. Additional options were also added to the question, "What year are you in your program?"

Mentorship Survey

A mentorship survey developed by James et al. (2015) was created to assess formal mentorship relationships; however, this survey addresses both formal and informal relationships. This survey was used to measure the graduate mentorship experiences of students of color. The survey was originally developed to evaluate mentor relationships of individuals pursuing careers as librarians. Due to this, the wording on a few items was altered (i.e., library career was changed to psychology career). A question was also added to assess student satisfaction with their relationships with mentors (See Appendix B).

Minority Status Stress Scale

Reported graduate student stress levels were measured using the Minority Status Stress Scale (See Appendix C). This 37-item scale was developed by Smedley and colleagues (1993) to measure stressors experienced explicitly by people of color. Each item is rated on a six-point scale from (0) does not apply to (5) extremely stressful. Items are loaded onto five factors: Social Climate Stresses (i.e., the university does not have enough professors of my race), Interracial Stresses (i.e., the White-oriented campus culture of the university), Racism and Discrimination

(i.e., being treated rudely or unfairly because of my race), Within-Group Stresses (i.e., pressures to show loyalty to my race), and Achievement Stresses, which specifically addresses concerns concerning academic preparation, ability, and family expectations (i.e., being the first in my family to attend a major university.) Items are combined to produce total stress scores for each factor. A total stress score can also be obtained by summing scores across factors, total scores can range from 0 to 185. Smedley and colleagues identified each factor as reliable, reporting Cronbach's alpha values ranging from 0.76 to 0.93, confirming that ratings provided on this scale are stable and reliable. All items included on each scale reflected factor loadings greater than .30.

Psychology Program Satisfaction Survey

The Psychology Program Satisfaction Scale was used to measure student satisfaction in their current or previous program (Gealy, 2016: See Appendix D). The PPSS consists of 58-items rated on a 5-point Likert Scale with 1 = Did not meet my expectations to 5 = Met or exceeded my expectations in most ways. This measure was created to investigate graduate student experiences with doctoral programs and measures five different areas related to program satisfaction. These five subscales include: Academic Enablers (finances and relationships, and program environment); Coursework (satisfaction with course requirements and course instructors); Clinical Training (satisfaction with on-campus and off-campus training); Diversity (satisfaction with working with populations from different backgrounds); and Research (measures overall satisfaction with training and program conduct.) For this scale, higher scores represent greater levels of satisfaction, and lower scores represent lower levels of satisfaction. The total score on this scale ranges from 0 to 290. Participants were asked to provide levels of satisfaction with each broad area represented in the survey and a total satisfaction score is obtained by summing scores across areas. A pilot study was conducted to test the reliability and

validity of this instrument. Data from this study revealed that none of the items were skewed, and the overall internal consistency of items was excellent (α = .946.) The internal consistency of items included on individual subscales ranged from α = .649 to .925.

Graduate Student Stressor Scale (GSSS)

The Graduate Student Stressor Scale was used to evaluate perceived stressors of graduate students (Anekstein, 2019). This scale consisted of 15 statements that identified stressors under several constructs which included academic demands, relationships between peers and other students, management of time and role identification. 1 item was changed from "I feel secure in my identity as an emergent counselor, counselor educator, or supervisor" to "I feel secure in my identity as an emergent psychologist" to fit the population of this study.

Procedures

A web-based survey using the Qualtrics platform was used as the data collection tool for this project. The survey included 124 questions that addressed stress, program satisfaction, and mentor experiences. There were both close and open-ended questions included in the survey. A recruitment letter was sent to graduate program directors asking them to forward the survey to current students. In addition, requests for participation were posted on social sites such as Facebook, Reddit, and Instagram.

Analysis

Descriptive data was examined to identify patterns in participants' experiences with mentorship in graduate school, program satisfaction, and reported levels of stress. Items on the mentorship scale related to frequency of communication, quality of mentors, impact of mentors on student development, and ratings of mentorship quality were used as indicators of participants' perceptions of mentorship. To test hypotheses, a multiple linear regression analysis

was conducted to evaluate the prediction of program satisfaction and levels of stress from the measured variables of program characteristics, program type, and race/ethnicity. A Pearson's Correlation was conducted to reveal whether there was a relationship between program satisfaction and the experience of quality mentorship. An ANOVA analysis was used to reveal whether students who attended predominantly white institutions would report higher levels of stress and lower levels of program satisfaction. A thematic analysis was used to examine participants' responses to open-ended questions on the mentor satisfaction scale.

Results

The purpose of this study was to examine whether program characteristics, program type, or race/ethnicity predict satisfaction, stress, and quality of mentorship when evaluating a student's experiences in their program of study. There was a significant rate of non-completers in this study. Therefore, this study is underpowered, and interpretations should be examined with caution.

Hypothesis 1

It was hypothesized that race/ethnicity and program type would positively predict levels of graduate stress during program completion. To test this hypothesis, multiple regression analysis was used. Results showed that the variables included in this analysis did not explain a significant amount of variance in minority stress levels for students in Psychology graduate programs, $F\ (5,35) = .544$, $R^2_{adjusted} = -.07$, $p = 0.259)$. The analysis revealed that race/ethnicity: African American/Black ($b = 5.67$, $t\ (35) = -.69$, $p = .862$), Asian ($b = 5.07$, $t\ (35) = -.209$, $p = .836$, Multicultural ($b = -6.97$, $t\ (35) = 0.52$ $p = .836$), Latino ($b = -0.08$, $t\ (35) = -0.01$, $p = .991$), and Other ($b = 6.97$, $t\ (35) = 1.52$, $p = .138$), program type: PWI ($b = 1.96$, $t\ (35) = .73$, $p = .472$) and MSI ($b = -1.96$, $t\ (35) = -.73$, $p = .472$) and program characteristic: School ($b = 1.25$, $t\ (35) = $

.432, p =.668.), Clinical (b = -1.25, t (35) = -0.43, p = .668), and Other Program Type (b = -2.73,

t (35) = -1.54, p = .321) were found to not be significant predictors of graduate stress in the

model *(See table 2)*.

Hypothesis 2

It was hypothesized that race/ethnicity and program type would positively predict

program satisfaction. To test this hypothesis, multiple regression analysis was used. Results

showed that the variables included in this analysis did not explain a significant amount of

variance in program satisfaction levels for students in Psychology graduate programs, F (5,34) =

1.37, $R^2_{adjusted}$ = .28) and were not significant predictors of program satisfaction. The analysis

demonstrated a relationship with students who identified as Black/African American (b = 95.17,

t (34) = 1.53, p = .052) and program satisfaction but not for students who identified as any other

race. for students who identified as Asian (b = 70.37, t (34) = 0.77, p = .219), Latino (b = 47.49, t

(34) = 1.14, p = .268), Multicultural (b = 30.62, t (34) = -1.63, p = .253) or Other (b = 30.62, t

(34) = 1.16, p = .253) and reported levels of program satisfaction. The analysis revealed that

program type: PWI (b = 15.52, t (34) = 0.91, p = .263) and MSI (b = -15.52, t (34) = -1.14, p =

.263) along with program characteristics School (b =23.57, t (35) = 1.42, p =.167), Clinical (b = -

23.57 , t (35) = -1.42 , p = .167), and Other Program Type (b = 6.78, t (35) = 0.40, p = .691) were

not significant predictors of program satisfaction in this model (*See Table A.1*).

Hypothesis 3

It was hypothesized that students who reported experiencing low stress will also report

higher levels of program satisfaction. A Pearson Coefficient was computed into a correlation table

to assess the linear relationship. There was no relationship revealed for mentorship quality

specifically for formal mentors and program satisfaction ($r = 0.95$, $p = .567$) or between informal mentors and program satisfaction ($r = 0.12$, $p = .639$) (*See Table A.2*).

Hypothesis 4

An independent T-Test was conducted to examine differences in program satisfaction for students who attend Minority Serving Institutions (MSI's) and Predominantly White Institutions (PWI's). There were insignificant differences $t(38) = .651$, $p = .910$) in students who attended MSI's ($M = 224.50$ $SD = 39.87$) and those who attended PWI's ($M = 234.47$ $SD = 42.54$). This type of analysis was also run to examine differences in graduate stress. There were insignificant differences $t(39) = .644$, $p = .247$) in students who attended MSI's ($M = 42.94$ $SD = 7.52$) and those who attended PWI's ($M = 41.30$ $SD = 4.76$) when examining graduate stress. (*See Table B.1*).

A multiple regression analysis was utilized to investigate variables that predicted program satisfaction $F (7,32) = 16.67$, $R^2_{adjusted} = .74$). The results of this regression analysis demonstrated that quality of relationships with program faculty members $t(32) = 3.25$, $p = .003$ contributed to minority graduate students' reported satisfaction with their programs. Other variables such as relationships with other students $t(32) = 1.51$, $p = .141$, availability of faculty $t (32) = .73$, $p = .470$, quality of practicum supervision $t(32) = 1.04$, $p = .304$, financial support to attend professional conferences and training $t(32) = .92$, $p = .365$, quality of training experiences in practicum sites $t(32) = 1.64$, $p = .111$, and stipend provided by program $t(32) = 1.68$, $p = .103$ did not contribute to this model (*See Table B.2*).

Qualitative Results Regarding Graduate School Mentoring Experiences

Participants were able to provide information about their mentorship experiences at the end of the mentorship questionnaire**.** Participants reported that though advisors and psychology professors were available, supportive, and trusting relationships were generally not developed impacting their program experience. Common themes retrieved from a thematic analysis (Maguire et al., 2017) were identified as connectedness and support. Students who did not have a positive experience during degree completion reported not feeling as though their program could support students of color in the future. If students received mentorship support, this support was typically provided outside of the program in a more informal way. Participants also reported that they would like to experience a mentor of a similar race/ethnicity to help navigate through social situations. Others reported receiving direct support from their mentor guiding them through requirements for degree completion (*See Table C.1*).

Discussion

When asked about mentorship experiences, some students reported being part of programs that did not provide them with the support needed to complete their program successfully. Other participants reported having a mentor of color would be beneficial to their success in their programs. Within the findings of this study, there was a positive relationship with African American/Black students and program satisfaction. When reviewing literature, this finding counteracts with that statement. This study is considered underpowered and though this finding was significant within this study, it is difficult to say that this finding is a generally significant statement for the population. As stated in the literature review, graduate students who do not receive support from faculty during their degree completion or even their peers are more likely to experience stressors and have an adverse effect on the time in their programs (Greer et

al., 2015). At this time, there are many efforts being made to recruit and retain students of color who are in Psychology graduate programs. This goal is to create a more diversified field that represents the populations that are served. The APA Commission of Ethnic Minority Recruitment, Retention, and Training in Psychology (CEMRRAT) provides effective recruitment and retention strategies for students of color. Two of these strategies emphasize the importance of a supportive program environment and providing adequate training experiences for students (APA, 1998). As our field works towards diversification, it is imperative that Psychology programs prioritize becoming aware of the barrier's students of color face, how their experiences may differ from the students of the majority race, and how they can best support students. Students or color experience stressors unique to race and have been found to lack access to quality mentors throughout degree completion. In the multiple regression analysis, it was found that quality of mentorship among students who participated in this was found to be an important predictor to program satisfaction. Many of the students indicated that they would benefit from a person of color as a mentor when asked about their mentorship experience. The relatability to events experienced was found to be the primary reason for this requested mentorship. Though there has been an increase in minority enrollment in psychology programs, there continues to be a deficit in minority faculty members in the field. Out of 700,000 faculty members in higher education, only 20.1% of those members identify as a person of color (ACE, 2020). Efforts to further support and retain students of color could not only lead to student satisfaction but can also encourage students to recruit undergraduate students into their previous psychology graduate program.

Limitations

Results from this study could potentially provide insight on the experience of students of color in Psychology programs. However, there are several identified limitations that affect the generalizability of obtained results. The most significant limitation was participants who completed the survey and responses could be interpreted for analysis. Specifically, 33.6% of students completed the survey limiting data analysis. For example, gender was excluded due to the low number of male participants. Another limitation identified was survey completion criteria. Only students who were enrolled in graduate-level programs at the time of the survey could participate, identified as a minority when indicating race/ethnicity (White, Black/African American, Asian, American Indian/Alaskan Native, Native Hawaiian or Pacific Islander, Multiracial or identified as Latino). There are a limited number of students of color enrolled in psychology graduate programs which also limited the number of participants who met criteria to participate in the study.

Conclusion and Future Directions

Students of color who attend graduate level programs are more likely to experience stressors (academic and racial) and a lack of support while achieving degree completion (Constantine et al., 2008). There is limited current literature regarding minority students' experiences, specifically in Psychology graduate programs, and the impact of these experiences on reported levels of support, stress, and program satisfaction. This is a call for researchers to examine how graduate programs can better support students of color in Psychology graduate programs. This research will also contribute to the recruitment and retention of graduate students that will help to diversify the discipline of psychology and become reflective of the community we serve. For future research, I believe direct interviews with students in Psychology programs

would provide raw, qualitative data that provides richer information regarding the direct experiences of graduate students of color. Though the Psychology profession has made efforts to recruit and retain students of color for a long period, there is a continued report of students not receiving support needed in their programs. As a profession, there should be a deeper look at why this this is still an issue and what can be done to make a difference.

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Appendices

Appendix A

Demographics

1. In which Psychology program are you currently enrolled in

a. Clinical

b. Counseling

c. School

f. Other

2. What is the name of your university? _____

3. Where is your school located (City, State) _____

4. Gender

a. Male

b. Female -

c. Non-Binary/third gender

d. Prefer not to say

5. What is your race?

a. White

b. Black/African American -

c. Asian

d. American Indian/Alaskan Native

e. Native Hawaiian or other Pacific Islander

e. Multiracial

6. Are you Hispanic/Latino? Y/N N

Mentorship Survey

Defining Mentorship

We define informal mentorship as a mentoring relationship that was not planned as such, and was not made explicit, yet offers support, advice, and other benefits commonly associated with mentorship. Formal mentorship is a mentoring relationship that was the result of a mentoring program or was otherwise started with the goal of mentorship in mind and made explicit to both parties.

1. Was your most recent mentor an informal or a formal mentor? i.e., (was the mentor-mentee relationship made explicit or not)?

    - Informal Mentor -

    - Formal Mentor

    - I have both

2. Select the scenario(s) that best describe your relationship with your most recent mentor(s).

- Informal mentor, works at a different institution

- Informal mentor, works at the same institution -

- Formal mentor, works at a different institution

- Formal mentor, works at the same institution

    The following questions refer to your experience with informal mentors only

3. Thinking of your most recent informal mentorship experience, how often did you communicate with your informal mentor?

- Not applicable
- Once a semester
- Two to three times a year
- More than three times a year, but less than once a month
- Once a month
- More than once a month, but not weekly -
- Weekly or more

4. Thinking of your most recent informal mentorship, to what extent do these qualities apply to your experience?

Clear goal setting

Encourages mentee's point of view

Constructively challenges mentee's point of view

Shares own knowledge and experience

Is warm and trusting

Improves morale

Facilitates networking opportunities

Supports scholarship

5. On a scale from 1-10, please rate the level of quality of your relationship with your mentor.

<div align="center">

1   2   3   4   5   6   7   8   9   10

</div>

6. How important has your most recent mentor(s) been in your graduate school experience and to your development as a professional in Psychology? (Select one: Not at all important; Slightly important; Neutral; Very Important; Extremely important)

The following questions refer to formal mentors only.

7. Thinking of your most recent formal mentorship experience, how often did you communicate with your formal mentor?

- Not applicable

- Once a year

- Two to three times a year

- More than three times a year, but less than once a month

- Once a month

- More than once a month, but less than weekly

- Weekly or more

8. Thinking of your most recent formal mentorship, to what extent do these qualities apply to your experience? (Select one: Not at all; To a little extent; To some extent; To a moderate extent; To a large extent; Not applicable)

- Clear goal setting

- Encourages mentee's point of view

- Constructively challenges mentee's point of view

- Shares own knowledge and experience

- Warm and trusting relationship

- Improves technology literacy

- Improves morale

- Facilitates networking opportunities

- Supports scholarship

9. On a scale from 1-10, please rate the level of quality of your relationship with your mentor.

   1   2   3   4   5   6   7   8   9   10

10. How important has/have your most recent mentor(s) been in your graduate school experience and to your development as a professional in Psychology? (Select one: Very unimportant; Unimportant; Neutral; Important; Very important)

   Very unimportant   Unimportant   Neutral   Important   Very important

11. Do you have any comments, information, or anecdotes that you would like to share regarding your experience with mentors in graduate school?

   _____

   _____

   _____

Appendix C

Minority Status Stress Scale

Please rate each item according to the following options.

0 Does Not Apply

1 Not that stressful

2 Somewhat Stressful

3 Neutral

4 Stressful

5 Extremely Stressful

1. The university does not have enough professors of my race

2. Few students of my race are in my classes

3. Racist policies and practices of the university

4. The university lacks concern and support for the needs of students of my race

5. Seeing members of my race doing low-status jobs and Whites in high-status jobs on campus

6. Few courses involve issues relevant to my ethnic group

7. Negative attitudes/treatment of students of my race by faculty

8. White students and faculty expect poor academic performance from students of my race

9. Pressure that what "I" do is representative of my ethnic group's abilities, behavior, etc.

10. Tense relationships between Whites and minorities at the university

11. The university is an unfriendly place

12. Difficulties with having White friends

13. Negative relationships between different ethnic groups at the university

14. The White-oriented campus culture of the university

15. Having to live around mostly White people

16. The lack of unity/supportiveness among members of my race at the university

17. Trying to maintain my ethnic identity while attending the university

18. Having to always be aware of what White people might do

19. Being treated rudely or unfairly because of my race

20. Being discriminated against

21. White people expecting me to be a certain way because of my race (i.e., stereotyping)

22. Others lacking respect for people of my race

23. Having to "prove" my abilities to others (i.e., work twice as hard)

24. People close to me thinking I'm acting "White."

25. Pressures to show loyalty to my race (e.g., giving back to my ethnic group community)

26. Pressures from people of my same race (e.g., how to act, what to believe)

27. Relationships between males and females of my race (e.g., lack of available dating partners)

28. Doubts about my ability to succeed in college

29. Feeling less intelligent or less capable than others

30. My family has very high expectations for my college success

31. My academic background for college being inadequate

32. My family does not understand the pressures of college (e.g., amount of time or quiet needed to study)

33. Being the first in my family to attend a major university

Appendix D

Graduate Program Satisfaction Survey

How satisfied are you with the following aspects of your graduate program?

Your rating should be an OVERALL rating for that category. For example, when rating

your experience you should consider of all experiences to date.

Please answer each question below using the following scale:

1 = Did not meet my expectations

2 = Met some expectations, but most are not met

3 = About half of my expectations are met

4 = Most of my expectations are met

5 = Met or exceeded my expectations in most ways

N/A = not applicable/not offered in my program

ACADEMIC ENABLERS

Finances:

1. Tuition remission provided by program.

2. Stipend provided by program.

3. Relevance of paid assistantship placements to training.

4. Financial support to attend conferences & trainings.

Relationships:

5. Program-related social events.

6. Program's responsiveness to student feedback.

7. Mentoring received by faculty (i.e., advising, comprehensive exams, internship

application, career goals).

8. Sharing of information about research, clinical, and employment opportunities for

students.

9. Timeliness of feedback to students.

10. Availability of faculty.

11. Quality of relationships with students in my program.

12. Quality of relationships with program faculty members.

13. Respect for students.

Environment:

14. Clarity of the program's expectations of me to complete my degree.

15. Ability to successfully progress through the program.

16. My class sizes.

17. Student office space (workspace) in the department.

18. Faculty expertise in relevant subject areas.

19. Opportunities for collaboration with other departments or programs.

COURSEWORK

20. Quality of instruction in my courses.

21. Ordering of coursework as outlined by degree plan.

22. Frequency of course offerings.

23. Appropriateness of grading/evaluation procedures.

24. Use of didactics (e.g., role play) in training.

25. Breadth of coursework in relevant areas (e.g., assessment, ethics, intervention).

CLINICAL TRAINING

Training Sites:

26. Variety of practicum sites available to students in my program.

27. Quality of training experiences at my practicum sites.

28. Quality of practicum supervision.

29. Emphasis on client confidentiality and respect for clients at the practicum sites.

30. Experience working on multidisciplinary teams at practicum.

Assessment:

31. Experience conducting risk or threat assessments (i.e., suicidality, self-injurious

behavior, threat of harm to others).

32. Experience in conducting behavioral observations.

33. Experience completing mental status exams.

34. Experience administering norm-referenced assessments (e.g., cognitive,

achievement, neuropsychological, objective personality).

35. Experience interpreting assessment results and providing recommendations/feedback to clients.

Intervention:

36. Creating treatment plans including case conceptualizations.

37. Conducting intake interviews.

38. Providing therapy in a variety of forms (i.e., individual, group, family, couples).

39. Engagement in preventative services (e.g., outreach events, screenings, working with individuals without mental health diagnoses).

40. Experience in consulting with other agents of the client (e.g., parents, teachers, doctors).

41. Intervening in crisis situations.

DIVERSITY

42. Opportunities (e.g., training and experience) to work with different aged clients (i.e., infants – adults).

43. Opportunities to work with clients from various cultural backgrounds (e.g., ethnic, racial, religious).

44. Opportunities to work with clients of different socioeconomic statuses.

45. Opportunities to work with clients of different gender and sexual orientations.

46. Opportunities to work with clients with varying ability statuses.

RESEARCH TRAINING

47. Availability of relevant research opportunities.

48. Faculty support/supervision provided on student research projects.

49. Clarity of procedures and expectations surrounding student research (e.g., forming

the committee, timeline, formatting, sending drafts for review).

50. Fostering academic writing skills.

51. Readiness to conduct independent research.

52. Timeliness of feedback on research papers/projects.

STUDENT SATISFACTION WITH TRAINING

53. Training and application of statistics.

54. Training and application of research methods.

55. Your own input into your research topic.

56. Your chair's expertise in the topic area of your research.

57. Encouragement from faculty to publish/present research.

58. Overall quality of your training program.

Appendix E

Graduate Student Stress Survey

Please select from the options below to indicate the level of stress you may associate with each of the statements.

Please answer each question below using the following scale:

1 = Never

2 = Sometimes

3 = Often

4 = Very Often

5 = Always

I often feel there is not enough time in the day to accomplish all that is expected of me.

I find myself neglecting outside obligations to keep up with schoolwork.

I sacrifice sleep to complete schoolwork.

I am taking on too many tasks that are not imperative for graduation.

I fantasize about quitting school to escape the workload

I am confident in my ability to contribute at the professional level.

I feel confident in my interactions with professionals at conferences

I worry that I do not know enough.

I feel secure in my identity as an emergent professional in the Psychology profession.

I transition easily from one role to another seamlessly

I feel supported by faculty

The program's faculty takes time to connect with students

I can be transparent with faculty.

The people in my life are currently pressuring me to focus my efforts elsewhere

The people in my life have a difficult time accepting how much time I am dedicating to this

degree.

Table 1

Sociodemographic Characteristics of the Participants

Sample Characteristics	n	%	M	SD
Gender				
Male	3	7.3		
Female	38	92.7		
Race/Ethnicity				
African American/Black	23	56.1	0.56	0.51
Asian	2	4.9	0.05	0.22
Multicultural	3	7.3	0.07	0.26
Latino	13	31.7	0.41	0.50
Other	4	9.7	0.32	0.47
Program Characteristic				
PWI	31	75.6	0.76	0.44
MSI	10	24.4	0.24	0.73
Program Type				
Clinical	10	24.4	0.24	0.44
School	19	46.3	0.46	0.51
Other	12	29.3	0.29	0.46

Note. N = 41

Table 2

Summary Statistics from the Regression Analysis

Predictors of Graduate Stress	B	SE B	β	t	p
African American/Black	5.67	8.24	-0.09	0.69	0.862
Asian	5.07	9.79	-0.06	0.52	0.836
Multicultural	-6.97	4.59	-0.27	-1.52	0.138
Latino	-0.08	7.35	-0.01	-0.01	0.991
Other	6.97	4.59	0.47	1.52	0.138
PWI	1.96	2.70	0.12	0.73	0.472
MSI	-1.96	2.70	-0.12	-0.73	0.472
School	1.25	2.89	0.08	0.43	0.668
Clinical	-1.25	2.89	-0.08	-0.43	0.668
Other	-2.73	7.85	-0.19	-1.54	0.321

Table A1.

Summary Statistics from the Regression Analysis

Predictors of Program Satisfaction	B	SE B	β	*t*	*p*
African American/Black	95.17	42.72	0.79	1.53	0.052
Asian	70.37	52.37	0.21	0.77	0.219
Multicultural	-30.62	-26.33	-0.35	-1.63	0.253
Latino	47.49	42.32	0.58	1.14	0.268
Other	30.62	26.33	0.35	1.63	0.253
PWI	15.52	14.12	0.17	0.91	0.263
MSI	-15.52	-14.12	-0.17	-1.14	0.263
School	23.57	-16.59	0.25	1.42	0.167
Clinical	-23.58	16.59	-0.25	-1.42	0.167
Other	6.78	16.91	0.07	0.40	0.691

Table A.2

Correlations for Program Satisfaction, Stress, and Program Type

Variables	1	2	3
1. Total Satisfaction	--	1	0.12
2. Formal Mentorship	0.95	--	0.54
3. Informal Mentorship	0.12	0.54	--

Note. Significant at the .05 level

Table B.1

Results of Differences in Stress and Satisfaction

	MSI		PWI		t (39)	*p*	Cohen's *d*
	M	SD	M	SD			
Graduate Stress	41.30	4.76	42.94	7.52	.644	.523	0.234
Total Satisfaction	224.50	39.87	234.47	42.54	.651	.910	0.238

Table B.2

Summary Statistics from the Regression Analysis

Predictors of Program Satisfaction	B	SE B	β	t	p
Quality of relationships with students in my program	4.04	2.68	0.13	1.50	0.141
Quality of relationships with program faculty members	10.81	3.23	0.31	3.25	0.003
Quality of training experiences at my practicum sites	11.46	6.98	0.40	1.64	0.111
Quality of practicum supervision	7.11	6.81	0.25	1.04	0.304
Availability of faculty	2.56	3.50	0.70	0.73	0.470
Stipend provided by my program	3.59	2.14	0.15	1.68	0.103
Financial support to attend conferences and trainings	1.98	2.16	0.94	0.92	0.365

Table C.1

Qualitative Results Regarding Graduate School Mentoring Experiences

Themes	Related Student Quotes
Connectedness	"Communicating with the mentee in comfortable manner" "My mentor is a woman of color…. she does not foster a personal/whole relationship. And that has been the most difficult for me… Anyone can support scholarship, but as a Black woman in academia, I feel I need a more personal mentorship through the process…" "Black mentors have been most helpful especially when understanding social circumstances" "…During times when I felt a wave of disconnection due to cultural differences from my white cohort members, she (mentor of color) was able to put words to the experience that was causing so much distress
Support	"My mentor accepted me but does not have time to properly mentor me, I do not feel I have the support I need" "My mentor is my committee chair; I find her to be extremely supportive…" "…I have found that my more important mentors for me have been the informal ones… often times when unavailable many BIPOC students including myself turn to each other…" "…I wish my advisor (on writing) was more involved. They haven't reached out to check in on my progress" "My mentor stresses me out but is always there and pushing me forward" "…I've had the opportunity to form other mentors who have been instrumental in making up for lackluster support I've received from my advisors" "My mentors were practicing school psychologist... There is no formal mentorship in my program."