Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the co-authored dissertation for the degree
Doctor of Education with an emphasis in Educational Practice

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Lifting As We Climb:
Giving Voice to the Village that Leads to Successful Mentoring Outcomes

Date: July 7, 2022
Time: 1:00 p.m. to 3:00 p.m.
Place: Remote

Abstract
As researcher-practitioners, we noted that the literature on mentorship has increased dramatically in recent years. However, the literature lacks attention to female paired mentoring relationships, especially relationships between women of color. In our co-authored dissertation, our research explores three critical factors of an effective mentor-mentee relationship: social capital development (i.e., expand networks, build relationships), social and emotional learning (i.e., strengthen emotional resilience, increase self-awareness), and awareness of intersectionality (i.e., interact with role models, draw upon one’s unique identities). The purpose of this generic qualitative study is to explore how social capital development, social-emotional learning (SEL), and sensitivity to female intersectionality influence successful outcomes for adult (18 years old and older) female mentors and mentees in the St. Louis region. In our research, we center mentorship stories of female mentors that help illustrate the interconnectedness of the critical factors of effective mentorship: social capital development, social and emotional learning, and sensitivity to intersectionality. The mentorship stories revealed the complex nature of mentoring relationships. Successful mentoring outcomes success is fostered when the mentoring relationship addresses each of the critical factors in the mentee. The weakest factor in the mentoring relationship was the need for formal mentoring organizations and informal mentors to address all aspects of intersectionality, particularly a mentee’s LGBTQ+ identity. By addressing each of these critical factors equally, mentors and their mentees will be best positioned for a successful future. As most mentoring research features participants that fit White, male, heterosexual norms, we chose to address a gap in the mentoring research by centering black female mentorship stories and amplifying their lived experiences.

Defense of Dissertation Committee
Theresa Coble, Ph.D.
Keith Miller, Ph.D.
Carl Hoagland, Ph.D.