

Main Purpose: Although there is an abundance of research about mentoring in higher education, there is a lack of studies focusing on leadership outcomes which arise from these mentoring relationships (Campbell, Smith, Dugan, & Komives, 2012). Limited research has focused on the leadership experiences of African American women specifically in collegiate spaces (Hague & Okpala, 2017). This study explores the influence of mentorship, belonging, and perceptions of a non-discriminatory campus climate on the leadership self-efficacy of Black women college students.

Procedure: Participants for this study were drawn from the 2015 national administration of the Multi-Institutional Study of Leadership (MSL). Given the purposes of the current investigation, only responses from the 2,850 black female participants were analyzed. Scales examining sense of belonging climate, non-discriminatory campus climate, mentorship, and leadership self-efficacy were utilized.

Results: Hierarchical multiple regression techniques will be used to explore the influence of mentorship, sense of belonging, and non-discriminatory campus climate on leadership self-efficacy measures. We expect to see positive and statistically significant associations between mentoring, sense of belonging, and non-discriminatory campus climate—and the dependent variable, leadership self-efficacy. Research on mentorship and leadership in college students suggests that good quality mentorship has a positive influence on leadership outcomes (Campbell, Smith, Dugan, & Komives, 2012). Therefore, we also predict that findings will reveal significance in the moderating effect of mentorship, such that the mere presence of a caring mentor will offset negative ratings of non-discriminatory campus climate and sense of belonging. This should result in a positive association between these variables and leadership efficacy when a mentor is present in the student's lives.

Conclusions and Implications: Results may help to establish a hierarchy of importance among these variables in connection to leadership self-efficacy. This investigation will also extend our knowledge base regarding what else may be necessary to support Black women collegians.