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EXPLORATION OF THE SOCIALIZATION PROCESS OF FEMALE LEADERS IN COUNSELOR EDUCATION

A Dissertation

Submitted to the Graduate Faculty of the
University of New Orleans
in partial fulfillment of the
requirements for the degree of

Doctor of Philosophy
in
Counselor Education

by

Lea Randle Flowers

B.S. Xavier University, New Orleans, 1993
M.Ed., University of New Orleans, New Orleans, 2003

May 2006

DEDICATION

Love is a verb.
His unabashed love was revealed
in each of his actions as he embraced
my pursuit as a worthwhile commitment.

His sacrifice, his patience and encouragement
His trust and belief in me is the primary foundation
of the success of this journey.

For these reasons and many more, I dedicate this work

To my husband, Darren W. Flowers.

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For every triumph and every devastating moment I thank God for His divine favor. I thank my best friend and husband, Darren for creating an environment as a father and husband who nurtured my success. I am most proud of my sons, Dylan and Dean, for being "little troopers" throughout this entire process. Thank you both for cheering for me at each phase of this journey, "Mommy finally finished her homework."

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ABSTRACT

Throughout higher education literature, there have been several contributions that pertain to mentoring styles in academia, female faculty, gender and leadership, and recruitment and retention of women and minorities in academia. However, references that focus specifically on the experiences of counselor educators in the context of academia, particularly female counselor educators are scant because most of the literature examines the experiences of faculty in general (Hill, Leinbaugh, Bradley, & Hazler, 2005).

This qualitative investigation explored the socialization process of 8 female leaders in counselor education from throughout the United States utilizing grounded theory methods. The primary theme of socialization was organized into three main categories, (a) childhood socialization, (b) anticipatory socialization (Van Mannen, 1976), and (c) organizational socialization (Van Mannen, 1976). Leaders' socialization experiences highlighted sub-themes of balancing work and family, satisfaction level of professional obligations and inequalities. The inequalities highlighted participants' experiences of exclusion in departments with counselor education and counseling psychology programs, as well as gender and race discrimination around issues such as salary, tenure and promotion. The results from this investigation provided a theoretical framework of the interrelated influences of their socialization process from childhood across the span of their careers to full professor and department chairs. Implications and recommendations for female doctoral students, counselor educators, professional development in higher education, mentoring relationships, supervision and leadership development are included.

CHAPTER ONE

INTRODUCTION

Over the last two decades, much attention has been given to women in leadership in higher education (Tedrow, 1999). Throughout higher education literature, there have been several contributions that pertain to mentoring styles in academia, female faculty, gender and leadership, and recruitment and retention of women and minorities in academia. However, references that focus specifically on the experiences of counselor educators in the context of academia, particularly female counselor educators are scant because most of the literature examines the experiences of faculty in general (Hill, Leinbaugh, Bradley, & Hazler, 2005).

While there are studies specific to women and publishing, promotion and tenure and leadership, such studies fail to solicit data from specific disciplines such as counselor education (Roland, 1996). The literature on women's leadership in higher education generally reveals women as less likely than men to participate in upper levels of administration because of reduced scholarly publications which are the standard for promotion and tenure in academia (Warner & DeFluer, 1993 as cited in Tedrow, 1999).

CONCEPTUAL FRAMEWORK

Current research and professional literature offers recommendations for research, in particular, qualitative research that explores female counselor educators' perceptions of their work environment, mentoring relationships, professional identity, the publication process, and the tenure process. In fact, in 2005 an entire journal (*Journal of Counseling and Development*) was devoted to woman and the field of counseling; specifically authors indicated that research in this area would be beneficial to the socialization process of future female counselor educators. Up until this edition, there had been a lack of literature that focused on the specific experiences

of counselor educators in academia, particularly female counselor educators (Hill, et al., 2005). Researchers who have explored this phenomenon have illustrated the importance of further exploration as to how gender influences the socialization of counselor educators, thus the impetus of this study.

In a general sense much of the current literature on women in academic leadership has focused on cultural and structural impediments to women's progression into senior level positions in universities; however little attention has been given to exploring the career patterns and paths (socialization) of female leaders specifically counselor education.

From my own experiences as a student leader in doctoral training to become a counselor educator, I became curious to learn how these women negotiate the demands of their personal and professional lives and their perceptions of how being a woman impacts their career development. After a broad review of the literature, it became apparent that the possibilities for women, especially women of color, to ascend to positions of leadership in academia have marginally increased in recent years; there still remain many obstacles and barriers to overcome.

My interests shifted from the awareness of the challenges and barriers that women in academia faced to an understanding of the process and strategies that these women used to overcome these barriers. It is important to explore the process of how female leaders found their way to their current positions despite any apparent barriers in academia as opposed to traditional research methods. In efforts to conduct this exploration, qualitative methodology more specifically, grounded theory will be utilized to study the process of how these leaders became leaders.

PURPOSE OF THE STUDY

The purpose of this study offers a contribution to the knowledge base concerning the socialization of female counselor educators in academia. The results from this investigation provide information regarding professional development strategies for female counselor educators. Findings include information specific to mentoring relationships as a tool for leadership development for females in counselor education and implications to the larger discourse regarding female leaders in general.

RESEARCH QUESTION

Strauss and Corbin's (1998) model for framing the research questions will be incorporated in a manner that will provide both flexibility and freedom to conduct an in-depth exploration of this phenomenon. Within this context, the grand research question was open and broad then progressively became more specific as the research process evolved and related concepts emerged. The primary research question for this investigation was 'What are female leaders' perceptions of the socialization process in counselor education?'

DEFINITION OF TERMS

The following definitions were derived from a review of scholarly literature relevant to this study. Some definitions have been tailored for the specific purposes of this investigation.

Acculturation

The process in which individuals of different cultures or worldviews come into continuous firsthand contact with each other, the process is two-fold, the acculturation affects the individual on a psychological level as she adjusts and becomes acclimated to her new environment. Likewise the group experiences a collective acculturation as the culture of the group changes and adjusts to the presence of the newcomer (Berry, 1997).

CACREP

Acronym for Council for Accreditation of Counseling and Related Educational Programs

Counselor Educators

For the purposes of this study, the term counselor educator refers to individuals employed or retired from masters and doctoral level universities with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counseling programs.

Culture

The sum of activities within the organization, and socialization is the process through which individuals acquire and incorporate an understanding of those activities.

Mentors

Mentors help their protégées by being role models, sharing knowledge and expertise, providing emotional support, advocating for their protégés, introducing them to professional networks and working collaboratively with protégés in areas of teaching, research and writing (Phillips-Jones,1982; Cutler, 2001).

Socialization

Socialization promotes learning of organizational goals, norms, values, culture and work skills or tasks (Schien, 1985). Refers to the acquisition of a professional identity that involves learning not only the knowledge and skills required to perform a particular job task, but also the attitudes, values, norms, language and perspectives necessary to interpret experiences, interact with others, prioritize activities and determine appropriate behavior (Perma & Hudgins, 1996).

Self- Efficacy

Self efficacy is an individuals' perception of their own ability or lack thereof to utilize certain skills to successfully perform a work related task, such as research and writing (Vasil, 1992).

OVERVIEW OF METHODOLOGY

Researchers have suggested the utilization of qualitative methods to explore areas where there is little known to generate new theoretical conceptualizations and theories (Miles & Huberman, 1994; Stern, 1980). Currently, there is limited literature that speaks directly to the process of becoming a leader for female counselor educators therefore, grounded theory, an emerging research paradigm is deemed most appropriate for this study.

Grounded Theory

Grounded theory is considered an emergent research paradigm because theoretical conceptualizations evolve from the data. Strauss and Corbin (1994) defined grounded theory as "an inductive, theory discovery methodology that allows the researcher to develop a theoretical account of the general features of a topic while simultaneously grounding the account in empirical observations or data" (p. 23).

Role of the Researcher

The role of the researcher in qualitative research is multifaceted. The researcher is the primary and most vital tool in the research process. From the inception of the study and throughout the data analysis the researcher must make decisions regarding the implementation of the research agenda. My role as the researcher was collaborative. I approached this inquiry from a learner perspective (Glense, 1999) as opposed to an expert or authoritative role.

Participant Selection

Eight participants were purposefully selected for this study. My dissertation committee will be utilized as informants as opposed to random selection which is more commonly done in traditional research paradigms. The informants were asked to identify potential women who are recognized as leaders based on their scholarly contributions to the counseling field or their positions in counseling programs and/or professional organizations. Creswell, (1994) refers to this process as purposeful snowball sampling.

Data Collection

The data collection process included the following activities: (a) a review of current literature, (b) 3 in-depth, open ended, semi-structured interviews, (c) naturalistic participant observations, and (d) a review of documents such as curriculum vitas.

Individual interviews were the primary source of data collection. The initial interviews were 60 minutes preceded by two 30 to 45 minute follow-up interviews. Interviews were conducted by telephone and electronic email. Each interview was digitally recorded and professionally transcribed for data analysis purposes. Curriculum vitas were reviewed as another means of data collection about female leaders in counselor education experiences and perceptions. The vitae were used for data analysis to provide a chronicle of the participants' work and contributions to field. Naturalistic observations were conducted at professional meetings and conferences then recorded in my journal.

Data Analysis

Data analysis began with open coding, which is a process of a close examination of each line of data then separating and categorizing segments within each line into themes (Strauss & Corbin, 1990). This phase of coding helped me stay attuned to the participants' views of their

realities, rather than risk being assumptive (Charmaz, 2003). Next, codes are grouped into categories and sub-categories and written in the form of memos (Brott & Myers, 1995). At this point, each segment is pulled apart and ready to be reassembled by a process known as axial coding (Strauss & Corbin, 1990).

Trustworthiness

In qualitative research, the soundness of the research is evaluated by its trustworthiness as opposed to the traditional quantitative tests of reliability and validity (Lincoln & Guba, 1985). There are four verifying criteria to address the trustworthiness of qualitative research: credibility, transferability, dependability and confirmability. An explanation of each of these criteria is included in chapter three which details the methodological agenda for this proposed study.

DELIMITATIONS AND LIMITATIONS OF THE STUDY

As in most studies, there are potential threats to the credibility and quality of the results of this investigation. The following discussion will illuminate possible limitations of this study as well as delimitations or steps that will be taken to ensure address such limitations.

Limitations are conditions beyond the control of the researcher that restrict the scope or affect the outcome of the study such as researcher's biases and the generalizability of the findings (Creswell, 2003). The resulting experiences and perceptions gleaned from the participants of this study will be just that, participants' perceptions. Since the goal of qualitative research is not to offer generalizability, the researcher will not attempt to do so; however she will offer a detailed account of data collection and analysis procedures so that readers can determine the whether the goodness of fit for themselves. Likewise, the report of findings were written in a manner that is intended to offer insights regarding the research process, professional development of women in doctoral training or novice counselor educators.

Delimitations are the initial restrictions or bounds set by the researcher to narrow the scope of the study (Creswell, 2003). The primary delimitation for this study is the choice to employ purposeful sampling, to limit participants to women leaders in counselor education in CACREP accredited counseling programs. The reason for this delimitation is to isolate for gender. It is important to note, that there is a possibility that vastly different experiences could be gleamed from participants outside the sampling criteria of this study, such as men or women who would not describe their professional experiences as successful (Clark & Harden, 2000), however such experiences are beyond the scope of this study.

SUMMARY OF CHAPTERS

This chapter provided an introduction of the proposed study, including a description of the purpose of the study, and an explanation of the conceptual framework as the foundation to explore the perception of the professional socialization process for female leaders in counselor education. This chapter also included an overview of relevant background information including problem statement, research question, definition of terms and delimitations and limitations of the study.

The remainder of this document is organized in the following manner: (a) chapter two includes a broad synthesis of literature relevant to this study; and (b) chapter three offers details about the methodological design including specific data collection and analysis procedures that will be involved in this study. Upon the completion of data collection and analysis, (c) chapter four will be created to illustrate the findings of this investigation. Finally, (d) chapter five will include a restatement of the purpose of this study and a summary of the procedures and results with suggestions for further research and implications of the findings.

CHAPTER TWO

LITERATURE REVIEW

Introduction

A review of literature relevant to female leaders in counselor education is presented in this chapter. Topics will pertain to the professional socialization process; women and leadership in academia; leadership styles; recruitment, retention and promotion issues in academia; multicultural issues and mentorship.

Socialization Process

The socialization process is central to the premise of this investigation. Socialization provides an understanding of how individuals change from one social status to another or how they become incorporated or invested in an institution or discipline. In this regard the organizational literature is full of examples, from army cadets who arise at dawn and conduct drills and marches that demonstrate loyalty to their unit and the military academy to various social groups, such as university marching bands and college fraternal societies, where the members perform hazing rituals on recruits that bond individuals to the group (Tierney, 1997).

Individual transitional markers from one stage to another do not fully encompass the entirety of the socialization process. Socialization includes the learning processes through which individuals acquire the knowledge and skills, the values and attitudes, and the habits and modes of thought of the society or group to which she belongs (Tierney, 1976). Several scholars have offered explanations as to what socialization is and how it occurs. The organizational theorist, Tierney posed the question "What do we need to know to survive/excel in the organization?" (1988, p. 8) as a way to define socialization. Kirk and Todd-Mancillas (1991) narrowed the

definition of socialization by linking socialization with academic "turning points" in an individual's life. Further suggesting, socialization pertains to the successful understanding and incorporation of those activities by the new members of an organization.

Socialization is of fundamental importance with regard to many of the most pressing issues that confront academic administrators and faculty. Tierney (1997) suggested the nature of faculty roles in academic and public life inevitably relate to socialization and culture. Culture is relatively constant and embedded in the understanding of socialization process. In keeping with that thought, it is the organization's culture, then that, teaches people how to behave, what to hope for, and what it means to succeed or fail. Some individuals become competent, however others do not.

Reynolds (1992) categorized novice's experiences as: socialization and acculturation. According to Reynolds, socialization best described the experiences of individuals whose initial world view was generally compatible with the environment they faced after entering the institution. Whereas acculturation consists of a greater demanding process experienced by new faculty, whose initial world view is extremely different from the reality of the institutional environment, likened to that of minority group members in new cultures; minority faculty in general, African American women in particular are faced with the many of the same challenges in their socialization within academe from an outsiders perspective. Faculty undergoing acculturation according to Reynolds' definition may be less likely to survive in academia than those who are undergoing socialization. Socialization involves a give-and-take upon which novices make sense of an organization through their own unique backgrounds and the current climate and leadership of their new department or program. The challenge for beginning professionals' is to learn the cultural processes within their professional environment or

organization and figure out how to use them effectively. Although the overall general process or the lack thereof of socialization may take similar form with faculty, each person is an individual with uniquely different experiences therefore it is safe to assume that an exploration of the socialization processes for female counselor educators in academia might reveal that there are multiple paths for enabling people to "acquire the necessary knowledge," for success and effectiveness in academe. Likewise it might be determined that the onus is not on the individual but on the organization and some departments or programs, do a poor job of preparing faculty or teaching them what is involved in being successful in their environments. Regardless of the view, the theoretical underpinnings about how one conceives culture and socialization are similar: the culture of the organization is coherent and understandable and the task of socialization is for the novice professional to learn the culture with the goal to incorporate the mores of the organization's culture. The learning is an ongoing and fluid process often embedded with major flash points or "reality shocks" or abrupt transitions (Tierney, 1997).

The concept of socialization is usually understood as a process that involves a novice person entering a new organization, such as a new faculty member joining a department at some point she "acquires the knowledge and habits" that it takes to succeed or "she learns the ropes." As such, socialization is a process that pertains primarily to new members of an organization; the new faculty member needs to learn what is expected of her with regard to virtually every aspect of the job. This is a fluid process. There are shifts along the span of her career which may include such events as junior faculty to tenure and promotion or a transition from faculty to department chair or an administrator further socialization occurs, this particular stage the socialization happens in the individual's professional role rather than to the entire organization (Tierney, 1997).

Weidman (1989) expands the conversation around organizational socialization, with suggestion that socialization should not be viewed as a solitary process that works the same for all individuals. Weidman questioned whether individuals and groups interpret socialization differently and suggested implications of socialization should be considered based on gender, races and ethnicity, orientation and disability. Tierney (1997) has a similar argument but breaks socialization into two realms: modernists and postmodernist. The modernists view socialization as a one-way process with the organization as a provider of what has to be learned and the individual as a passive recipient and postmodernism claims that, on the contrary, individuals inform the organizational culture, making socialization a two-way process. Behavioral patterns of success are also constantly formed and reformed by individuals involved in the process.

Socialization is not experienced the same for all individuals. Van Maanen (1976, 1983, 1984) divided the stages of socialization into two frames: anticipatory and organizational. Anticipatory socialization would be considered as activities or tasks that take place in graduate school training as well as procedures entailed in the job search and interviews process would be primarily anticipatory socialization. Whereas the activities included in organizational socialization would include but are not limited to mentoring and the year-long process when a candidate comes up for promotion and tenure as well as the demands and expectations of the pace and intensity of faculty members' workload and productivity. The culture of a department or program is a vital determinant to organizational socialization.

The term "glass ceiling" describes the invisible obstacles women have faced in reaching the top echelons in their fields (Morrison, White, & Van Velso, 1992). Chesler & Chesler (2002) suggested early family and schooling socialization experiences shapes women's career and life aspirations. These authors provided the example that young women typically place a greater

priority on interpersonal satisfaction and integration than do men and women more often prioritize concerns for group affiliation over individual achievement and value egalitarianism, community, collaboration and diversity more than their male counterparts.

Schramm (2000), stated socialization and gender stereotyping may provide insights as to why women, particularly counselor educators who are typically relational in nature, do not aspire for administrative or leadership positions in academia. Teaching has become a feminized profession and viewed as compatible with traditional female sex roles. Schamm, further suggested being a teacher is safe and does not challenge a women's femininity. The question then becomes is it truly that women aren't being identified as having leadership qualities or is it more that female values hinder women's confidence to embrace leadership as a possible career aspiration.

Women and Leadership in Academia

Chiliwniak (1997) analyzed the gender gap in higher education leadership highlighting staggering statistics of only 16% of college and university women are presidents and only 25% chief academic officers are women. The disparity that has historically existed in higher education is currently reflected in counselor education programs.

Counseling programs which date back to the early 1950's are relatively new in comparison to other helping profession programs such as sociology, social work, and psychology. So if looked at in a broader context, the counseling profession emerged a decade before the women's movement really made advances in the workforce in the 1960's and 1970's. Meaning women were not highly visible in leadership roles in the field of counseling or in academia at that time (Black & Manguson, 2005). Maples and Macari (1998) stated that during the 1960s and 1970s, the field of academia was dominated by white men (Membership Data

Report, 1978 as cited in Maples and Macari, 1998). As a result, many of those men now hold the leadership positions as full professors and department chairs. Several researchers have addressed the gap between more women than men entering the field of counselor education however; there is a larger representation of men being advanced or promoted to leadership positions in counselor education (Maples & Macari, 1998).

There is some agreement that women do face more barriers in becoming leaders, particularly in male dominated professions (Eagly & Karu, in press as cited in Eagly & Johannesen-Schmit, 2001). However, gender issues have less to do with the differences in trait factors of women and men, but more with the stereotypes and power and status distribution within organizations (Schramm, 2000). Researchers suggest some of the problems faced by women leaders derived from social and institutional barriers perpetuated by the stereotypic belief that women would be less successful in positions of leadership, despite evidence to the contrary (Offerman & Beil, 1992). The unequal distribution of women and men in high status roles may itself perpetuate different expectations for women and men in terms of achieving positions of influence (Eagly, 1983, as cited in Offerman & Beil, 1992).

Although the status of women has improved significantly in many societies and occupations in the 20th century, women continue to lack access to power and leadership compared to their male counterparts (Carli & Eagly, 2001). Opportunities for women to achieve leadership or eminence in professional arenas depend greatly upon the historical and societal context of a specific field or upon widely influential accomplishments.

In male dominated professions such as academia, professional advancement for women may be hindered because of inadequate or lack of professional socialization, individuals' perceptions, and stereotypes which consequently have very little to do with the individual's level

of competence or work ethic. Noble, Subotnik, and Arnold (1999), suggested that pioneering women who successfully broke into their fields by mastering traditional models of excellence can pave the way for more women to forge successful professional identities. These authors encouraged women of rare talent and exceptional commitment to bring their unique perspectives and experiences to bear upon the course of a field or discipline. It is my belief that many lessons can be learned from the journeys of those who have developed successful careers as counselor educators.

In their study on female counselor educators' occupational satisfaction and quality of life Hill, Leinbaugh, Bradley and Hazler (2005), reported that female faculty experience unique challenges that revolve around two fundamental themes: (a) inequities in representation, salary and promotion among male and female faculty and (b) differential experiences with teaching, service and scholarship. These authors highlight several previous studies (Mirsa, Kennelly, & Karides, 1999; Park, 1996; Winkler, 2000) that point out the fact that despite the increased numbers of women attaining doctoral degrees and entering academia as professors, female faculty tend to be found in the lower ranking positions. Furthermore, their study provides statistics from the National Center for Education Statistics (1992) that female faculty constitutes 30.1% of all faculty appointments, only 17% of full professors are women.

In academia, faculty roles of teaching, service and scholarship are gendered. Hence, the reward system in academia is also gendered (Hill, et al). Professional literature is saturated with studies that indicate that female faculty teach and engage in more service activities as opposed to their male counterparts who reportedly focus their time on individual research agendas. As a consequence of the imbedded reward system in academia, men hold higher level administration positions more frequently than women (Hill, et al., 2005; Park, 1996; Winkler, 2000).

Roland and Fontanesi-Seime (1996) conducted a study on the publication activities of female counselor educators in terms of the relationship between women's career development in academia and the mentoring process. Of the 144 female counselor educators surveyed, 80% had published in a refereed journal and 40% had published in non-refereed journals, thus implying that these counselor educators ascribe to the traditional institutional rules of refereed journal publications as more substantial for tenure and promotion. Roland and Fontanesi-Seime also found that throughout their careers, 20% of the female counselor educators involved in their study had not published a single refereed article and 80% had not published a book. Surprisingly, 23% had not published refereed articles and 87% had not published a book within the 2 years prior to taking part in this investigation. As Roland and Fontanesi-Seime caution:

> Whether a junior or senior faculty member, the status of a woman counselor educator who is not publishing may be lessened within her institution, her department, and in the discipline of counselor education as well as in academia in general; Women counselor educators must therefore, make time to write and to develop a professional support system so that they can continue to generate ideas in connection with other women academics (p.490).

Leadership

Leadership is a gendered concept (Yoder, 2001). Belenky, Clinchy, Goldberger, and Tarule (1986) provided an explanation as to why leadership is considered gendered they suggested that women not only lead but also process, learn and construct knowledge and events differently than men. These authors described women's learning and leadership styles as relational and collaborative as opposed to the more traditional masculine competitive style.

The gendered concept is further beset in discussions throughout professional literature as gender stereotypes. Biklen (1980 as cited in Schramm, 2000) stated that female leaders who are judged as competent are often perceived as unfeminine. Likewise, women who are perceived as

incompetent are typically judged as having feminine ways. Either of these perceptions presents a great paradox for female counselor educators in terms of their professional identity and leadership style. The traditional, hierarchical masculine leadership style emphasizes status and high competition, with great focus on achievement and outcomes of organizational goals (Yoder, 2001). However, many female leaders may have different leadership and achievement values, Gilligan (1982) shed light on the fact that women do not fear achievement; instead they are concerned about possible splitting of relationships that may be caused by competition.

Whereas feminine leadership styles are typically reported as more process oriented and relational (Gardner & Tiggmann, 1999, Gilligan, 1982), this style is often referred to as transformational leadership. Conger's (1999) transformative approach to leadership attempts to: (a) deemphasize control strategies traditionally associated with leadership, in that the leaders' support individual growth as well as respect and trust subordinates; (b) the leaders' role is to provide direction and meaning to followers; regards communication of high expectations as a central activity; and (c) stresses empowerment. Yoder (2000) stated, "there is no single formula for making women more effective as leaders because there is no singular definition of leadership" (p. 825).

Many effective women leaders in predominately masculine settings, display superior competence or "hyper-efficiency" and "hyper-performance" in their work tasks as strategies to gain influence and respect of their male counterparts, an unfair requirement but one that has been proven to be effective (Yoder, 2001).

Joyner and Preston (1998) examined various leadership styles of senior level women in universities. The focus of this investigation was to address the gap in the literature regarding the leadership attitudes, performance and development needs of women holding leadership positions

in universities. This study points out the systemic barriers which impede the advancement of women in academia such as but not limited to: lack of tenure a higher percentage of female faculty leave tenure track positions prematurely to avoid the tenure review process (Tack & Patitu, 1992 as cited in Garcia, 2000); qualifications and publishing record; domestic responsibilities and coexisting in a "chilly climate" which exists in some academic departments.

Heppner and Johnston (1994) wrote a conceptual piece on the new horizons in counseling faculty development. They discussed some of the ways in which people from helping professions can contribute to faculty development and initiate supportive programs for faculty on college campuses. Heppner and Johnston suggested that there were a few programs that were particularly relevant to the development of female counselor educators into leadership positions.

Heppner and Johnston (1994) also discussed the role of the academic department in promoting faculty development. They described the focal point or "academic home" of most faculty members is in their university's departments. The professional and social environment of the department has a tremendous effect on the productivity and well-being of faculty members. Successful faculty development efforts need to be of collective concern and collegial efforts of the faculty and departmental administrators. Heppner and Johnston encourages the department chair and senior faculty to identify areas of need and implement effective strategies for faculty development, which in an ideal setting might be the setting for ultimate success however, due to many constraints such as willingness, time, money, interpersonal constraints, and fit often the needs assessment of faculty and appropriate intervention and mentoring are overlooked.

Recruitment, Retention and Promotion Issues in Academia

Holcomb-McCoy and Bradley (2003) indicated that many Council for Accreditation of Counseling and Related Educational Programs (CACREP) counselor education programs do not

have a specific strategy for recruiting women or ethnic minority counselor educators. Suggesting that programs should be intentional in their efforts to include women and ethnic minorities by including nontraditional strategies in their faculty search such as contacting agencies and institutions that specialize in minority issues and populations; advertising faculty openings in "minority publications"; encouraging minorities to apply; networking with colleagues about minority doctoral students; and directly contacting possible minority applicants.

Counseling as a discipline is grounded by accrediting boards and ethical codes that strongly encourage the inclusion of individuals from diverse racial, ethnic and cultural backgrounds and sexual orientations in faculty composition (Rogers, Gill-Wigal, Harrigan & Abbey-Hines, 1998). Holcomb-McCoy and Bradley (2003), reported in their study of the CACREP standards, that counselor education programs are required to make "systematic and long term efforts to attract and retain faculty from different ethnic, racial, gender, and personal backgrounds representative of the diversity among people in society" (p. 17). Likewise, Glassoff, Watson and Herlihy (2003), explored cultural issues in the career paths of counselor educators, they highlighted the fact that the American Counseling Association (ACA) Code of Ethics (1995) exhorts counselors to be responsive to their institutions' and programs' recruitment and retention needs for faculty with diverse backgrounds (Standard F 2.i.).

Rogers, et al. (1998), investigated the academic hiring policies and projections for the CACREP and the American Psychological Association (APA) accredited counseling programs. They reported that these programs consider minority group status as an important factor but not the only criteria when determining hiring policies. Other criteria included licensure, teaching experience, clinical experience, gender, research productivity or potential, and publication

productivity or potential. The ranking order of importance for particular criteria may vary depending on the specific needs of each program.

Pay equity or salary differences have historically been an issue of gender discrepancy in academia. The four most important non-behavioral criteria which determine faculty salary are rank, employment by public or private institutions, being male, and being in a high-paying academic discipline (Hearn, 1999).

Collectively, the implications of these studies seem to suggest that there are policies in place to support the inclusion of recruitment and retention of women and ethnic minorities in counselor education programs. Policies and standards are important as rules to govern the profession and provide a framework for best practices. However, to date, there is an apparent dissonance between policy and the current reality that there is a lack of gender and ethnic equity in counselor education programs and an even greater scarcity in leadership and administrative positions in academia.

Tedrow (1999) stated inclusion of women in upper-level administrative ranks in academia is more than simply a matter of hiring additional women; the problem is systemic. The historic origin of the academy is male dominated. Some authors have made strong positions that the ivory towers of academia were not set up for women to be in leadership and caution that women with interest in advancement and leadership in any male dominated environment such as academia face significant challenges (Lakoff, 1975; Tannen, 1994, 1998 as cited in Tedrow, 1999). To fully address these issues there must be intentional modifications of the departmental culture to address the explicit and implicit customs of the department that may hinder the professional development and sense of belonging for women and minorities new to academia (Moody, 2004).

Multicultural Issues

The literature on women's leadership in higher education generally reveals women as less likely than men to participate in upper levels of administration (Warner & DeFluer, 1993 as cited in Tedrow, B. 1999). Black and Manguson (2005) gave voice to the female leaders of color who identified various oppressive experiences relating to their gender and ethnicity as isolating; further suggesting that female leaders of color potentially face more prejudicial treatment and barriers to leadership than their non-minority colleagues.

Female faculty consistently report feelings of "isolation, loneliness, and disconnectedness" (Johnsrud, 1994, p. 53), thus drawing attention to previous research (Hill, et al.., 2005; Bryant, Coker, Durodoye, McCollum, Pack-Brown, Constantine & Bryant, 2005; Kees, 2005; Boice, 1992) which suggest that there are organizational barriers facing women and minorities in academia, particularly for those who share double minority status, ethnic and gender minorities, such as African American women. Bryant, et al. (2005), supported this assertion in their recent article *Having Our Say: African American Women, Diversity and Counseling*. These authors stated African American female counseling professionals have gained increased access to teaching positions and have made significant contributions in terms of scholarship and spurred the evolution and multicultural growth in the counseling profession by offering new counseling activities and defining new paradigms. Yet despite their contributions, these authors reported, they face significant organizational intrapersonal and interpersonal challenges to their success in academia.

To retain and promote a more diverse administrative and leadership workforce, higher education institutions need to welcome women and minority faculty newcomers differently. The administration needs to cultivate and value diversity within the faculty, unfortunately the

literature suggest that many programs are not abiding by their own best practices, despite frequent expressions of good intentions.

Mentorship

Mentoring consists of two distinct domains, career function and psychosocial functions. Clark and Harden (2000), explained that career functions operate on an organizational level which includes mentors offering sponsorship, exposure and visibility, coaching, protection, and challenging work assignments. The psychosocial function of mentoring occurs more on the interpersonal level which includes mentors offering role modeling, acceptance and confirmation, feedback and friendship.

The concept of mentoring originated out of the fields of business and management. Mentoring is an effective tool for professional development and advancement for women and men but particularly important for women. Holcomb-McCoy, et al. (2003) suggested mentoring be used as a retention strategy by counselor education programs, specifically cross-cultural mentoring because of the limited amount of women and ethnic minorities in senior level or leadership positions in counselor education that can serve as mentors; consequently, most mentors are men by virtue of their senior level positions in institutions (Blake-Beard, 2001).

Although women have made some advances in academia, there continues to be a gender based invisible barrier to advancement (Blake-Beard, 2001) in academe. Researchers have described the organizational culture of academia for women as a "chilly climate" and the institutional barriers that women encounter as the "glass ceiling effect" or commonly used phrases to describe the heightened difficulty for professional advancement experienced by women of color is "sticky floors" and "cement ceiling" effects.

Whether formal or informal, mentoring has been regarded as a positive and necessary component of career development (Roland, 1996). There is very little known about mentoring and counselor educator career development, further research and exploration is needed (Holcomb-McCoy, et al. 2003; Roland, 1996).

Women faculty in higher education by virtue of organizational barriers, social role expectations, and inherent differences between genders do not achieve the same academic rewards given men (Dallimore, 2003). Common obstacles perceived by women faculty are lack of or inadequate mentorship, heavy workloads (teaching and committee demands), limited sabbatical and tenure opportunities, expectations for research and publication, and the traditional male dominance in the university setting (Johnsurd, 1994).

Instrumental mentorship is often used as a tool to help support new faculty. Instrumental mentorship refers to when senior colleagues take the time and interest to critique the scholarly work of junior faculty, nominate them for career-enhancing awards, and include them in valuable networks, and collaborate with them on research and grant projects (Moody, 2004). Simply put, the senior faculty takes an interest to provide opportunities that set the junior faculty up for success. Unfortunately, the current culture and reward system in many higher education institutions is based on points and outcomes, which encourages faculty to work independently without any reward or incentive to collaborate with others. Turner (2000) defines "success" in academia as accomplishments which promote individual careers, however defines "bootstrapping" as a myth further stating "individual" achievements depend on supportive and mentoring networks, typically it is these traditional networks that are exclusionary to women and minorities.

Blake-Beard (2001) suggested mentoring relationships are particularly crucial to the career development and advancement of women. Catalyst, a nonprofit research organization that focuses on issues of career advancement for women in corporations recently conducted a study of 1,251 executive women; four out of five senior level women indicated that a mentor had been significant to their success. The primary researcher involved in this study suggested the single most important reason why men tend to rise to higher levels then women is because of their access to effective mentoring (Wellington & Catalyst, 2001; Catalyst, 1996; Blake-Beard, 2001).

CHAPTER THREE

METHODOLOGY

Introduction

This chapter is organized in eight sections that address the methodological design that be utilized for the purposes of this study. The first section explains my rationale for the use of qualitative design and presents my research question. Next, an explanation of grounded theory methodology and a justification for its use is offered in section two. Section three delves into the role of the researcher, researcher's experiences, assumptions and biases and issues relating to the researcher's objectivity and sensitivity, respectively. Section four explains sampling procedures while section five provides information relating to informed consent and confidentiality issues. An in-depth discussion of the data collection procedures is presented in section six. Data analysis and verification procedures are detailed in sections seven and eight respectively.

Rationale for Qualitative Research

Current research indicates that qualitative studies that explore female counselor educators' perceptions of their work environment, mentoring relationships, the publication process, and the tenure process would be beneficial in the socialization process of future female counselor educators (Hill, et al., 2005). Black and Manguson (2005) conducted a phenomenological study, which documented the voices and experiences of female leaders in the counseling profession and their protégés. These authors provided a rich exploration of the lives or the culture of a diverse group of 10 female leaders in counseling. They found that collectively these women identified the importance of education, persistence, personal support, feedback and risk taking in order to seize opportunities in their environment. Traits of the female leaders were described as spirited, intelligent, ambitious, confident and focused on the empowerment of

themselves and others in order to achieve a greater good (Black & Manguson, 2005). These researchers reported that the results of this study were consistent with the findings of comparable studies (e.g., Astin & Leland, 1991; Freeman et al., 2001; Rhode, 2003 as cited in Black & Manguson, 2005) wherein the participants voiced self-doubt related to their capacity to lead. Black and Manguson, also highlighted similarities among their findings and those of Muller (1994) with respect to the area of "accomplishing tasks", they found their participants' leadership styles tended to be more focused on empowering others and working collaboratively to accomplish specific tasks.

The goal of this proposed study is to develop a theoretical framework which will illustrate the socialization processes of how females who are considered "leaders in counselor education" became leaders and their perceptions of their professional journey in academia. Ideally, this study will add to the current discourse by offering information that builds and expands on the work of previous researchers' and authors' (Black & Manguson, 2005 and Hill, et al., 2005) conceptualizations of the leadership phenomena of female leaders in counselor education.

In order to achieve this goal, this research focused on the shared experiences, meanings, perceptions and circumstances of women who are currently leaders in counselor education by utilizing qualitative methodology. The leaders in the Black and Manguson's (2005) study collectively offered a definition of leadership as not a skill set, position, power, or personal acclaim, but as a shared, intergenerational, dynamic activity in which many felt compelled to engage in order to fulfill their mission, vision, or calling. Based on these shared meanings, leadership is deemed as a process not a destination, which lends support to the methodology of this research project.

The rationale for a qualitative design, specifically grounded theory is based on the fact that the focus of this study is on the process rather than the outcome of becoming a leader in counselor education, which begins in doctoral training and continues throughout one's career (Brott & Myers, 1999). Stern (1980), encouraged the use of qualitative methods to explore substantive areas about which little is known or about which much is known to gain novel understandings. Currently, there is limited literature that speaks directly to the process of becoming a leader for female counselor educators therefore, an emerging research paradigm is deemed most appropriate for this research.

Research Question

The primary research question for this proposed study is 'What are female leaders' perceptions of the socialization process in counselor education?' The following sub-questions guided my inquiry in the initial interview: (a) Tell me your story…describe your professional socialization process. (b) Tell me about the major influences (positive and negative) in your career? (c) Have there been any turning points in your career? Explain. (d) How does your professional and personal identity mesh? (e) What do you enjoy about your job? (f) Describe the things about your job that you do not enjoy.

Grounded Theory

This research does not purport to derive at or develop a formal theory (Creswell, 2002). The more tangible goal of grounded theory as described by Strauss and Corbin (1998) is to offer insight, enhance understanding and provide a meaningful guide to action.

Bogdan and Biklen (2003) explained that grounded theory methodology is derived from the field of sociology and proposes that individuals interpret their experiences and create meaning out of those experiences. In essence, grounded theory methodology can be thought of

as the lens or glasses through which one views the world or their particular life experiences. As such, grounded theory involves a process where data collection, analysis and theory stand in close relationship to each other whereas the researcher begins with an area of study and what might be deemed as relevant to that area is allowed to emerge from the data (Strauss & Corbin, 1998). As the resulting theoretical conceptualizations emerge from the data, an entirely new way of understanding the process, in this case, for female leaders in counselor education will be gleaned.

Grounded theory requires that theoretical conceptualizations are emergent from the data, but does not see these as separate. Data collection, analysis and the formulation of theoretical explanations are regarded as reciprocally related (Becker, 1993). Thus, Strauss and Corbin (1990) defined grounded theory as "an inductive, theory discovery methodology that allows the researcher to develop a theoretical account of the general features of a topic while simultaneously grounding the account in empirical observations or data" (p. 23). The identification of patterns of action and interaction is described as being "fluid," (Strauss & Corbin, 1994).

Role of the Researcher

I am particularly interested in adopting the learner perspective as my role as a researcher. Glense (1999) defines the learner perspective as the researcher taking the stance of the curious student who comes to learn from and with research participants; as opposed to an expert or authority. From a learner perspective, my intent was to understand in detail how female leaders in counselor education perceive their evolution to their current positions and how they came to develop the perspectives that they currently hold (Brott & Myers, 1999).

Researcher Objectivity

At this point, the question now becomes how I maintained objectivity, in my role as the researcher, as I become immersed in the lives of women that I admire? I must begin with an understanding of my own biases and assumptions in order to maintain objectivity. Strauss and Corbin (1998) mention the interplay between the researcher and the researchers' act. They describe the interplay as the researcher becomes deeply immersed in the data, by the end of the inquiry the researcher is shaped by the data and vice versa. I think maintaining my own understanding and awareness of the need to maintain a balance between objectivity and sensitivity is vital to this process.

Strategies to Maintain Objectivity

I agree with Strauss and Corbin's (1998) stance that "total objectivity" in the research process is impossible in either qualitative or quantitative research. They contend that the most important issue is the ability of the researcher to recognize that subjectivity is an issue. In my role as the researcher, I worked diligently to minimize subjective intrusions into the analysis process.

I monitored my objectivity by stating my biases and assumptions at the outset of my research. Comparisons were made between the collected data and existing literature. I also incorporated multiple forms of data in individual interviews, conducted in person, by email and telephone. Observations and conversations with professional colleagues were documented in my journal. Participants were asked to submit their vitas for a document review. Throughout data collection process, maintained a position of skepticism by regarding information discovered during analysis procedures as provisional until it was validated in subsequent interviews or data collection (Strauss & Corbin, 1998).

Researcher's Experiences, Assumptions and Biases

In their study on professional identity development of school counselors, Brott and Myers (1999) highlighted the possibility of biases resulting from the research process when the researcher is also the interviewer, particularly in situations when the researcher may have a tendency to conceptualize data with selective attention to details and/or narrow interpretation of data which can directly affect the subsequent generalizability. I endeavored to utilize strategies throughout the data collection and analysis process to bracket my own biases and allow the participants true meanings to unfold as they share their experiences

In my role as the researcher, I was in the position to ask questions of women who I have grown to respect and admire professionally. Throughout my journey as a master's and doctoral student I have become familiar and influenced by most of the participants' scholarship or professional contributions to the field of counseling. I hoped to gain insights from these women that I can imbue in my own professional journey as a counselor educator. Regardless, I anticipated an initial level of awkward apprehension on my part as the researcher-interviewer, due to the position shift and power differential in the inherent hierarchy.

Researcher Sensitivity

Sensitivity is equally important as objectivity. In efforts to maintain sensitivity through the research process I reflected on my own intuition to gain insight into and glean meaning from the events that occur in the data. It is this intuitive level of thinking that will help me to discern information as being conceptually similar and dissimilar (Strauss & Corbin, 1998). As Strauss and Corbin (1998) pointed out, "it is by using what we bring to the data in a systematic and aware way that we become sensitive to meaning without forcing our explanations on the data," (p. 47).

Strategies to Maintain Sensitivity

To enhance trustworthiness and monitor sensitivity throughout this study I incorporated the following strategies: bracketing biases, member checking, and consulting with an external auditor. My goal was not to "control" for sensitivity but rather to monitor for sensitivity, to detect and contain subjectivity that might skew, shape or distort the data (Glense, 1999; Strauss & Corbin).

Bracketing biases involves the process of becoming self aware and reflecting about the research process and the researcher's biases and assumptions. Accordingly, it was important that I keep a reflective stance to maintain an awareness of my own preconceptions, values, and beliefs, by temporarily relinquishing my personal perspective so as to enter the participants' world (Bowers, 1988 as cited in Jacelon & O'Dell, 2005). Bracketing biases is an important filter to avoid the researchers' values and biases from infiltrating data analysis process.

Member checks involve verifying the facts and observations that will take place during the data collection and analysis processes with the research participants. After the initial write-up of the study, participants were asked to provide feedback or comment on whether my interpretations, as the researcher, rang true and were meaningful to them. This process essentially provided participant validation of the findings (Bowen, 2005).

The use of external audits involved consultation with "peer debriefers" or an outside person who is knowledgeable about the phenomena under investigation and who examined the overall research process and product through "auditing" field notes, the researcher's journal, and analytic coding (Creswell, 1998, 201-203). Lincoln and Guba (1985) define peer debriefing as "a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit

within the inquirer's mind" (p.308).

Personal Observations

I have had three opportunities to conduct informal observations. The first observation was at the Southern Association for Counselor Educators (SACES) regional conference. This conference was specifically for counselor educators and supervisors in the field of counseling. I was nominated and received an award and recognition as Emerging Leader from my university. As a result of this nomination, I had the opportunity to participate in an Emerging Leaders Training, which consisted of a six hour workshop conducted by prominent counselor educator leaders, both male and female within the southern region. It was my initial observations at this workshop that spawned my interest in the professional socialization process of leaders in the field. There were approximately fifteen leaders present; each very candidly shared their stories of how they evolved to their current position and status in the field. I took keen notice of two things, the first was the fact that each of the leaders spoke of the importance of nurturing professional relationships and mentoring. Another observation was that of the group of women leaders were the least represented and of the female leaders in the group none were minority.

I also made observations at the 2005 American Counselor Association (ACA) national conference. This conference is for all counseling professionals. I was recognized and received awards as a Fellow and Intern by Chi Sigma Iota, the international honor society for counseling professionals. This is a prestigious student leader award as ten individuals receive the Fellow award then two recipients are awarded the Intern honor. This recognition provided me with an opportunity to meet individuals who are recognized by their professional peers as pioneer leaders. Consequently, I participated in an all day leadership training. Much like in the Emerging Leader training, there were a host of leaders who very openly shared their stories and

offered encouragement and insight. At the end of the day, I observed collective themes from the messages of the leaders, each spoke about the importance of developing and nurturing professional relationships, mentorship, commitment to excellence in professional pursuits, scholarship as well as maintaining balance and flexibility in both professional and personal lives. Most of the leaders stated that they attribute their success to others who helped them with opportunities to navigate professionally to their current position or status.

Later that summer, I attended a Chi Sigma Iota Executive Retreat. This weekend retreat in Greensboro, NC was an opportunity to meet and spend time with leaders in the field who hold positions as chairs of prestigious programs, the executive director of Chi Sigma Iota, professor emeritus, prolific scholars and researchers who have made significant contributions to the field. This opportunity was a part of my new responsibilities as an Intern for Chi Sigma Iota. This experience and the observations that I gleamed from it helped familiarize me with the leaders in a less formal setting and to build rapport and networks with these individuals. Interestingly, through this experience I observed a more casual and humanistic side of each of these leaders. I observed how many of their personal lives seem to overlap with their professional lives, by that I mean, often they create leisurely activities within their work activities. For example we made decisions to start our executive meetings one hour early so that we could end our workday early and enjoy each others company over dinner. Likewise, although dinner was informal and relaxed many of the conversations were about professional activities. I recorded my personal thoughts, ideas, feelings and impressions in my reflective journal. I plan to utilize these observations later to help me contextualize the themes that will emerge from the interview data.

Sampling Procedures

Snowball Sampling

Participants were identified through purposeful snowball sampling methods (Creswell, 1994). Potential participants were identified through the use of informants, who may be counseling professionals who I have become affiliated with or colleagues of my dissertation committee members as opposed to a random selection.

Participant selection procedures

Identification of potential participants involved a three part process. First, there was an initial review of *Counselor Preparation: Programs, Faculty, Trends*, Hollis (1998), a manual with information about each CACREP counseling program in the United States. Specific information was assessed in this manual such as, the names and contact information for department chairs. Publications in national refereed journals and newsletters for professional counseling organizations including, the *Exemplar* and *Counseling Today* were also reviewed. Finally, personal observations were made at conferences and professional meetings and notes were kept about potential participants prior to the onset of this investigation. A preliminary list of potential participants was generated from the review of these sources. The list was presented to and discussed with committee members, who served as informants. They provided information regarding each participant's qualifications. The informants also offered additional names which expanded the original list. The final list included names of 16 female leaders in counselor education for consideration for this study.

Next, I met with committee members individually to assist me in developing a scoring or ranking system that included the following criteria: (a) length of time in the field, (b) recognition as a scholar and leader in the field, (c) rank and position, (d) service to the profession, (e)

whether or not they had held leadership positions in professional organizations, and (f) the status of their professional identities as counselor educators working in CACREP accredited programs. In an effort to reflect the current CACREP standards, which state that professors in CACREP accredited programs must be trained counselor educators, I originally decided to include only woman who were counselor educators. However, during participant selection procedures, one counseling psychologist was identified due to her contributions, leadership, and scholarship in the field of counseling and counselor education. Accordingly, it was determined that she would contribute information that would perhaps serve as a method to enhance the triangulation of findings.

The results of the screening process resulted in six women who had low ranking scores and were therefore eliminated from the initial list. Initially, six Caucasian females and five African American females were invited by email to participate in the study. One participant refused my initial invitation and another one did not respond at all. Another participant agreed to participate in the study but did not respond to any subsequent email messages. Accordingly, eight of the original 16 participants chose to take part in this investigation. Of the eight participants, five were Caucasian and three were African American.

Initial contact with participants included an introduction of myself and a brief overview of the study to each participant via email. Included in the email was an attachment of an introductory letter (Appendix B) and demographic survey (Appendix E). Upon agreeing to take part in this study, participants were asked to submit two dates and times from their schedule that would be that would be good for the initial interview. Upon receiving the dates, a confirmation email was sent with an attachment of the informed consent form, which was reviewed in detail before the first interview. Another confirmation email was sent one day before each interview.

At the beginning of each initial interview, participants and I read through the informed consent form and answered any subsequent questions. Verbal consent was obtained and recorded. Each participant was invited to create her own pseudonym. Two participants, Jena and Kate, provided me with the pseudonyms whereas the other five participants gave me permission to create names for them.

Informed Consent and Confidentiality

Participants informed of their rights to refuse to participate in the study and/or withdraw from the study at any time without cause or consequence (Creswell, 2003). Each participant was provided with a full explanation of the focus, purposes and goals of this study in a written document of informed consent. The informed consent form was sent as an email attachment to participants for them to review and provide consent.

The informed consent document stated the following: (a) participation is voluntary without coercion (b) participation can be terminated at any point of this study without cause or penalty (c) during the course of the conversational interviews participants may reveal information that might be considered personal or sensitive which could potentially affect the participants' well being, if so, such occurrence should result in minimal risk (Deiner & Crandall, 1978 as cited in Glesne, 1999, Miles & Huberman, 1993).

I offer a caveat which aligns with Miles and Huberman (1994), who stated true informed consent is impossible to unequivocally guarantee in qualitative studies because the events in the field and the actions of the researcher cannot be fully anticipated. With that said, I plan to assume a relational ethics stance while interacting with the participants whose lives I am exploring, with the professional informants and with those who endorse my work (Miles & Huberman, 1994), by maintaining the primary ethical principle of respect guiding all actions to

protect the autonomy of participants.

Measures to Ensure Participants' Confidentiality

To safeguard against the risk of breach of confidentiality all tapes and transcripts only be accessed by the primary and co-investigators and the committee members involved with this study. Participants' names and likelihood or affiliation will not appear in the transcripts. In all publications or public statements related to this study, the names or other potentially identifying information will be omitted or changed (Weiss, 1994).

Measures to Minimize Risk to Participants

There are no foreseen risks to involvement in this study other than potential breach of confidentiality and perhaps minor apprehension to disclosure of information that might be considered personal or sensitive. Participants were informed of the benefits, costs and reciprocity aspects of this study. As the researcher, I did not benefit from monetary compensation. However this study does serve to satisfy dissertation requirement for the primary investigator. There are reciprocal benefits for me and the participants, insofar as this study will contribute to the current understanding of professional development for female counselor educators and ideally serve as a framework or guide that can be utilized by emerging leaders in counselor education.

Data Collection Procedures

Upon approval from the University of New Orleans' Human Subjects Internal Review Board the data collection process will commence (Appendix A).

Grounded theory and data collection

Grounded theory involves the simultaneous process of data collection and analysis; the data may come from many sources (Jacelon & O'Dell, 2005). Data collection for this study included: (a) a review of current literature, (b) 3 in-depth, open ended, semi-structured

interviews, (c) naturalistic participant observations, (d) a review of documents such as informal emails, journal articles written by or about participants, curriculum vitas and a demographic inventory (Appendix E).

Individual Interviews

Individual interviews were the primary source of data collection. Three rounds of individual interviews were conducted. The initial interview lasted 60 minutes with the remaining two interviews ranging from 30-45 minutes in duration. The interviews were conducted as conversations, however an interview protocol (Appendix D) was utilized in the initial round of interviews to provide some structure and assist in the organization of interview data. The interview protocol was intended to offer an outline of salient details that will guide the initial interviews. Interviews were conducted by telephone and electronic email. Each interview was digitally recorded and professionally transcribed for data analysis purposes.

Initial Interview Questions

The initial interview questions (Appendix C.) were broad to elicit the participants' perceptions of their socialization process. After an exhaustive review of the literature, my own observations and conversations with professionals and leaders in the field, the following five research questions have been developed to guide the initial interview: (a) Tell me your story…How did you become who you are professionally? (b) Tell me about the major influences in your career? (c) Have there been any turning points in your career? Explain. (d)What lessons have you learned through your professional experiences that you wish you had known as a new counselor educator or emerging leader? (e) How does your professional and personal identity mesh? (f) What do you enjoy about your job? (g) Describe the things about

your job that you do not enjoy. (h) What do you think novice counselor educators need to know to survive/excel as scholars and leaders?

Glense (1994) will guide me when interviewing, by allowing additional questions to emerge in the course of the interview with the understanding that some questions may be added to, deleted from, or replaced by more relevant probing questions.

Document Reviews

Similar to the data collection procedures in the Black and Manguson (2005) study, emails, demographic inventories (Appendix E.) and curriculum vitae will be reviewed as another form of data collection. The vitae will be used for data analysis to provide a chronicle of the participants' work and contributions to field.

Data Analysis

Grounded theory has some distinguishing features designed to maintain the "groundedness" of the approach. Data collection and analysis were deliberately fused, and initial data analysis was used to shape continuing data collection. This was intended to provide the researcher with opportunities for increasing the "density" and "saturation" of recurring categories, as well as for following up unexpected findings (Chamberlain, 1995). Interweaving data collection and analysis in this way was held to increase insights and clarify the parameters of the emerging theory.

Data analysis was based on an inductive approach. Patton (1980) defined inductive analysis as a means for illumination of patterns and themes from the data that are then combined and clustered into categories which will later reveal the results of data analysis. Themes and theoretical conceptualizations that represent the findings of this research emerged from the data rather than being imposed prior to data collection and analysis. Consequently, researchers

follow a rather fluid process which begins as they enter the field, collect data, analyze data, then return to the field to collect more data while the data analysis process continues. This process continues until themes become redundant and descriptions are detailed (Strauss & Corbin, 1998).

Miles and Huberman (1994) developed a practical approach to understanding the data analysis by defining the process as three current flows of activity: data reduction, data display, and conclusion drawing/verification. These flows of activity will guide the data analysis process for this study, further explanation of these activities and coding procedures are presented in the following sections.

Data Reduction

Miles and Huberman (1994) define data reduction as the process of selecting and organizing data from the transcriptions and field notes to derive at and verify final conclusions from the data. "Data reduction is not something separate from analysis. It is apart of analysis" (p. 11). Data reduction is continued throughout the analysis process even beyond the completion of fieldwork commencing once the final report is completed. Data reduction includes coding procedures (Strauss & Corbin, 1998) such as writing summaries and memos, coding, further discussion on coding procedures is presented in the following section.

Coding Procedures

Miles and Huberman's (1994) components of data analysis do not include coding procedures, per se, their model mentions the analytic techniques involved in coding procedures but does not emphasize their importance. Coding procedures are interdependent with analysis and skillfully used by the researcher throughout the analysis; these procedures provide standardization and rigor to the analysis process (Strauss & Corbin, 1998), therefore it is imperative to mention and incorporate coding procedures in the analysis process. Coding

procedures are essential features of grounded theory methodology. Strauss and Corbin (1998) underscored the point that coding is "not rigid adherence to a linear procedure but rather a fluid and skillful application" (p. 46).

Moreover, Strauss and Corbin (1998) have made a strong case that the foundation of theory generation is based on evolving theoretical concepts from the procedures of making comparisons, asking questions, and sampling. Initially the coding process begins with open coding, which is a process of a close examination of each line of data then separating and categorizing segments within each line into themes (Strauss & Corbin, 1990). This phase of coding helps me to stay attuned to the participants' views of their realities, rather than risk being assumptive (Charmaz, 2003). Next, codes are grouped into categories and sub-categories and written in the form of memos (Brott & Myers, 1995). At this point, each segment is pulled apart and ready to be reassembled by a process known as axial coding (Strauss & Corbin, 1990).

Axial Coding

Whereas open coding fractured the data, axial coding reassembles the data in new ways, making connections between a category and its subcategories (Charmaz, 2003; Strauss & Corbin, 1990). These concepts are not grouped in isolation; "they are grouped around the conditions that give rise to the category, its context, the social interactions through which it was handled and its consequences" (Charmaz, 2003, p. 260).

Finally, selective coding is the last coding procedure, which integrates the categories to form substantive theoretical concepts (Strauss & Corbin, 1990). Selective coding uses initial codes that reappear frequently to sort large amounts of data and derive at a core category that represents most of the variation in a pattern of behavior (Strauss & Corbin, 1990; Charmaz, 2003).

Data Display

According to Miles and Huberman's (1994), data displays help the researcher to understand what is happening and provides suggestions as to what to analyze further. Like data reduction, data displays are not developed as a separate activity from data analysis. The creation and use of data displays are a part of analysis.

Conclusion Drawing

From the very beginnings of data collection, decisions are being made and conclusions are being drawn to determine meanings and patterns. Miles and Huberman (1994), advise the researcher to maintain a sense of openness and skepticism, because initially the conclusions may seem vague however as the research evolves the conclusions become more apparent.

Verification Procedures

Understanding coding procedures as the foundation of theory generation, lends to the notion that all research (whether qualitative or quantitative) is based on some underlying assumptions about what constitutes 'valid' research (Myers, 1997). In traditional research paradigms like quantitatively oriented inquiry the relevancy of studies is tested by validity and reliability measures.

Qualitative inquiry involves a different process for measuring the credibility and relevancy of research. Lincoln and Guba (1985) posed this question, "How can an inquirer persuade his or her audiences that the research findings of an inquiry are worth paying attention to?" (p. 290). This question will remain in the forefront of my thinking throughout the research process. These authors address this question by suggesting an examination of trustworthiness as a crucial aspect of ensuring reliability in qualitative research, in qualitative research, the soundness of the research is evaluated by its trustworthiness as opposed to the traditional

quantitative tests of reliability and validity (Lincoln & Guba, 1985).

Many researchers make claims that trustworthiness is equivalent to the concept of validity in quantitative research because it is established through ensuring rigor in the process of data collection and analysis (Jacelon & O'Dell, 2005). Yet, some qualitative researchers have argued that the term validity is not applicable to qualitative research. At the same time, all researchers have realized the need for some kind of qualification or validation to measure for qualitative research (Golafshani, 2003). Neither validity nor reliability carries the same connotations as in quantitative research (Creswell, 2003). Lincoln and Guba (1985) put forth four verifying criteria to address the trustworthiness of qualitative research: credibility, transferability, dependability and confirmability.

Credibility

Credibility is the researcher's ability to present findings in a manner that the participants will recognize their contributions upon reviewing the findings (Creswell, 2003). To improve the credibility of interpretations, member checks, bracketing, triangulation, and peer debriefing were utilized.

Member Checks

Member checking is a process through which respondents verify data and the interpretations (Lincoln & Guba, 1985). Checking the facts and observations with the participants will be a fluid and ongoing process throughout the data collection and analysis processes but particularly after the initial write-up of my findings. Participants will be asked to provide feedback or comment on whether my interpretations, as the researcher, rang true and were meaningful to them (Bowen, 2005).

Bracketing Biases

Bracketing biases is the process of becoming self aware and reflecting on the research process and the researcher's biases and assumptions. It was important for me to keep a reflective stance to maintain an awareness of my own preconceptions, values, and beliefs, by temporarily relinquishing my own perspective as I enter the participants' world (Bowers, 1988 as cited in Jacelon & O'Dell, 2005). Bracketing is an important filter to control for the researcher's values and biases from infiltrating the data collection and analysis procedures.

Triangulation

Triangulation is the process of utilizing multiple data collection methods, multiple sources, and multiple theoretical perspectives to enhance trustworthiness of research findings (Creswell, 1998; Mathison, 1988). Researchers consider interpretations fair if they honor alternative perspectives, particularly those of the participants. Therefore, it is important to triangulate data through means such as participant observation, interviewing and analyzing memos to increase the validity of findings (Lincoln & Guba, 1984 as cited in Merchant, 1997).

Peer Debriefing

Peer debriefing is "a process of exposing oneself to a disinterested peer in a manner paralleling an analytic session and for the purpose of exploring aspects of the inquiry that might otherwise remain only implicit within the inquirer's mind" (Lincoln & Guba, 1985, p. 308). I invited an outside person to examine the overall research process and product through "auditing" field notes, researcher journal, and analytic coding (Creswell, 1998, 201-203).

Transferability

Transferability is similar to generalizability in quantitative research; in that it assists researchers in determining if the results can be transferred to other contexts or settings (Lincoln

& Guba, 1985). Transferability was initially addressed at the onset of my study by being purposeful in my participant selection. I recruited a diverse group (varying ages, ethnicity, sexual orientation, university affiliation classifications and regional location), of women to participate in this study. Next, I provided a participant profile for potential future extensions of this study. To ensure confidentiality and anonymity all identifying information such as names and university affiliations will be altered or removed.

Dependability

Lincoln and Guba (1985) define dependability as the integrity and consistency of the data remaining the same over time and across multiple researchers. Dependability is similar to reliability in quantitative paradigms. The traditional quantitative view of reliability is based on the assumption of replication of findings. In other words, reliability is determined if the same results can be obtained twice if we could observe the same thing twice. However, in qualitative research it is assumption of dual realities therefore, the observation of the "same thing twice" is not probable. Therefore, the concept of dependability is utilized in qualitative inquiry wherein each step in the research process and the contextual factors that influenced any decisions about the research process must be detailed to ensure dependability (ACHRN, 2005, para 3). Methods such as peer debriefing and journaling were used to insure dependability.

Confirmability

Confirmability is the process whereby I challenge my own assumptions and biases to insure that findings are clear representations of the participants' perceptions without extreme influence of my personal subjectivity. Consequently, I journaled and maintained a reflective stance throughout the data collection and analysis process.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

Introduction

This chapter is designed to present the findings that emerged from the data collection and analysis procedures that were utilized to address the grand research question, "What are female leaders' in counselor education perceptions of the socialization process in academia?" The results presented in this chapter are evidence of my interpretations and synthesis of the data collected in the following ways: (a) participant selection procedures, (b) individual interviews, (c) personal observations, and (d) document reviews.

Participant Selection Procedures

The sample for this project was limited to women as a means to isolate the demographic of gender throughout this investigation. My committee members were informants, they offered suggestions for potential participants; the selection was purposeful (Patton, 1990); The primary goal was to obtain individual and collective diversity within the personal demographics (race, marital status, orientation, and age), regional university affiliations, credentials, and experience of participants' profiles. I agree with Brott and Myers' (1999) suggestion that participants' uniqueness will contribute to the variety of perspectives and thus further illuminate the emergence of authentic themes in the analysis of data.

A list of potential participants was generated, reviewed and ranked with each informant. Once the final selections were made, each participant was contacted via email or telephone. I introduced myself and explained the purposes of my study then extended an invitation to participate in this investigation (Appendix B). Depending on her answer, I proceeded to the next step with an explanation of informed consent and confidentiality (Appendix C) and asked her to

complete a demographic survey (Appendix E) and submit current vitae for document analysis purposes.

Participant Profiles

This section includes profiles of each participant who took part in this study. The profiles include characteristics such as pseudonym, age, race, institution classification, region of country, tenure status, relationship status, number of scholarly contributions, and information regarding their leadership involvement in academia and the counseling profession.

Participant #1: Amelia

Amelia was out of town, but appeared very relaxed in her hotel room and lighthearted throughout our telephone interview. The interview was scheduled during her free time while she was attending a conference. Amelia is a 56 year old Caucasian woman who is currently a tenured, full professor at a large, public, Research I Extensive Doctoral university, comprehensive CACREP-accredited master's and doctoral program in the south. She has been tenured for approximately 20 years. She is married with no children. Amelia obtained her Ph.D. in counselor education from a large university in the south. She has been a counselor educator for 25 years. Amelia's record of research and scholarly contributions includes author or co-authorship of over 125 refereed journal articles, 22 books and edited journals, and 29 book chapters. She has been recognized with numerous awards for exemplary leadership and mentorship. Amelia has a vast record of professional leadership and service. She has served as president of a national counseling professional organization and six of its affiliates and an honor society. Amelia has been the founding chair of five national organization committees and has been recognized nationally and internationally with seven national awards for her research, distinguished professional service, humanitarianism, and career contributions to the profession.

At her current university, she has been involved in over 40 committees in service to her university, college, department and program collectively. In sum, Amelia has received over 30 national, state, and local honors and recognitions.

Participant #2: Sophia

Sophia was contacted at work during her office hours for her interview. She was free with her time and engaged in the interview process with a high level of support and candor throughout the interview process. Periodically, students knocked on her door for her attention, however, each student was asked to return at a later time because she was in a meeting at the moment. Sophia is 41, African American; she is divorced and does not have children. Sophia is a full professor and Director of Training and coordinator of a specialization area at a large, mid-western Research I Extensive Doctoral institution in a CACREP accredited master's and doctoral program. She has been a counselor educator for 12 years and tenured for 1 year. She obtained her doctoral degree in counselor education from a large CACREP accredited program in the Midwest. Sophia has authored or coauthored over 23 refereed journal articles, 1 book, and 5 book chapters. She has been president of state professional counseling organizations and chaired several committees, served on the Executive Board of an honor society in addition to offering 10 years in professional service for various national affiliates and state counseling organizations. During her doctoral training, Sophia was recognized by the national association for counselor educators as an outstanding doctoral student. After graduating she was recognized as distinguished alumni of her doctoral program.

Participant #3: Jena

Jena was off from work at home alone during our interview. She was very lively and upbeat throughout the entire interview process. She seemed excited to participate in the study

and very supportive of the inquiry. Jena is 41, Caucasian, an associate professor and a program director of a program specialization area at a northern Research I Extensive Doctoral institution in a non-CACREP accredited master's and doctoral program. She earned her doctoral degree in counseling psychology from a large APA and CACREP accredited program. She has received seven awards and honors for her outstanding research and articles in her specialty. Jena has been president of an ACA division, earned an American Counseling Association President's Award from her specialty division as well as being recognized as a distinguished counselor educator, an outstanding teacher, and a fellow of the American Psychological Association. Jena is a counseling psychologist, who holds membership in both the American Counseling Association and the, American Psychological Association. She is also a member of other national associations in her specialty area. Jena has authored or co-authored 29 refereed journal articles, 5 books and 14 book chapters. She has served as the president of her state's counseling association of counselor educators and supervisors and of her specialty division of the American Counseling Association.

Participant #4: Brooke

My interview with Brooke was scheduled on her off day while she was home with her three year old daughter. Her daughter was occupied throughout our interview, as I did not hear her until the very end of our conversation. Brooke informed me that her daughter was upstairs and that Brooke would continuously peek in on her daughter with the hope that she was not "rearranging the room." The overall tone of the interview was informative and laid-back. Brooke seemed very open to share her story and expressed appreciation for being invited to participate.

Brooke is a 41-year-old African American female, married with 2 children. She is an associate professor at a CACREP accredited program in a large, public master's and doctoral,

Research I -extensive university in the east. She has been tenured for two years. Brooke obtained her doctoral degree in Counseling and Counselor Education from a large, CACREP accredited program in the southeast. She has authored or co-authored two books, six book chapters, and 29 refereed journal articles. Brooke has been recognized as an outstanding doctoral student, for outstanding research by the national honor society, as an outstanding counselor educator by the counseling and development association for her state. She received a fellow award for teaching excellence from her current university as well as an alumni excellence award from her doctoral program. Brooke has served on five editorial boards and reviewing committees for journals and professional publishers. She has served on a host of service committees for her department, college and university.

Participant # 5: Constance

Constance's interview was scheduled on a Saturday morning just after her return from a professional meeting in New York. Throughout the interview, her feedback was vibrantly riddled with humor and candid dialogue. When asked if this was still a good time for the interview she mentioned, "Absolutely, I'm sitting down at the window with my coffee and ready!" Constance is 56, Caucasian, remarried with two children from her former marriage. Constance is a full professor she has served as program director of a Master's Intensive institution in a Master's only, non-CACREP accredited program in the mid-west. She has been a counselor educator for 16 years and tenured for 10 years. She earned her doctoral degree in counselor education from a large program in the south. Constance has served as Chair of counseling departments of two universities. She has had over 10 years experience in private practice and served as the Executive Director of a national counseling association. She has authored or co-authored 27 refereed journal articles, 7 books, and 6 book chapters. Constance is

a recognized Fulbright Scholar; she values international perspectives to counseling. She has traveled extensively and worked on counseling initiatives both locally and abroad. She has received honors for outstanding mentoring and training, service to the state association of her specialty, research, junior scholar, amongst a host of other honors. Constance has served as president of the international association affiliated with her specialty, as well as chaired several committees and taskforces for various divisions of a professional counseling association and the accreditation councils.

Participant #6 Victoria

Our interview was held in the early evening upon returning to her home from work. The tone of the conversation was very positive and supportive. Victoria shared her experiences in her program with displaced students from Hurricane Katrina. She expressed great concern and empathy. Victoria is Caucasian, remarried with two adult children. She is Chair and professor of a large research extensive institution, CACREP accredited master's and doctoral program in the south. She has been a tenured full professor for 10 years. Victoria received her doctoral training in counselor education from an eastern university. She has been a counselor educator for 16 years. She has authored or co-authored a book and 2 book chapters in addition to 20 peer refereed journal articles. Victoria has offered consistent leadership and professional service in the association for her specialty. She has been the President of the international association affiliated with her specialty.

Participant #7 Kate

My interview with Kate was scheduled while she was at work in her office. Kate provided a very detailed account of her life and career. Kate is 57 years old, Caucasian. She is divorced with no children. She earned her Ed.D. degree in counselor education from a southern

university. Currently, she is tenured, full professor and a program director of a program specialization area at a large Research Intensive institution in a master's and doctoral CACREP accredited program in the southeast. She has been in academia for 17 years. She has authored or co-authored one book, 10 book chapters, 22 peer refereed articles; she has been recognized for outstanding achievements in her teaching and service by her college and university. She has been a consistent leader in professional organizations as she has served as the President of the national and regional organizations in her specialty. She has also chaired over 10 national, state and regional committees and taskforces in her specialty area. Over her career she has chaired and served on several committees for the university, college and department where she works.

Participant #8 Nia

Nia was contacted at her school for the interview. She informed me that she would be doing two things at one time, the interview and reviewing a tape for class. Initially, the sound of the tape was distracting. Nia's initial tone and mood seemed interested with reserve, but as the interview continued she began to speak freely in a relaxed manner. Nia is 59 years old, African American. She is re-married with three children. She earned a Ph.D. in counselor education from a mid-western university. She is a tenured full professor at a Master's only CACREP accredited program. She has been a counselor educator for 22 years. She has authored or co-authored three books, five book chapters, one video, and 20 peer refereed articles. Nia has served as president of a division of ACA, as well as chaired 10 national, state, and regional committees and taskforces. She has received national, regional, state and local awards for her outstanding faculty mentorship, and service to the profession.

Summary of Respondent Characteristics

Most of the interviews began with brief conversations about my recent experiences with Hurricane Katrina. Many of the participants were genuinely curious about how my family and I were doing; as well as any information about their professional colleagues and the program at the University of New Orleans. All expressed sincere concern and empathy for the tragedy and devastation that occurred.

This section highlights findings collected from a demographic survey that each participant was asked to complete. Of the six participants, three were African American and four were Caucasian. Their ages ranged from 41 to 59. All participants have been married, two are divorced, two are on their second marriage, and three are married for the first time. Four of the participants do not have children whereas the other four have two children each. Information pertaining to individual participant and group profiles are illustrated on the participant demographic profile (Table 1).

Participant Demographic Information													
Name	Age	Ethnicity	Relationship Status	Children	Type of Degree	# of yrs. academia	# years tenured	Rank/Title	Affiliation	CACREP	Region	Pub. pre-PhD.	Total refereed pub.
Sophia	42	B	D	0	Ph.D. Counselor Education	10	1	Professor	Doctoral Research I	CACREP	Mid-West	0	23
Jena	44	W	M	2	Ph.D. Counseling Psychology	19	15	Associate Professor	Master's	Non CACREP	East	1	29
Brooke	41	B	M	2	Ph.D. Counselor Education	10	2	Associate Professor	Doctoral Research I	CACREP	East	1	29
Amelia	57	W	M	0	Ph.D. Counselor Education	27	22	Professor	Doctoral Research I	CACREP	South	1	125
Nia	59	B	M	3	Ph.D. Counselor Education	17	10	Professor	Doctoral Research I	CACREP	North	0	20
Kate	54	W	D	0	Ed.D. Counselor Education	19	10	Professor	Doctoral Research I	CACREP	Southeast	0	22
Victoria	?	W	D/Re-M	1	Ed.D. Counselor Education	16	10	Prof./Chair	Doctoral Research I	CACREP	Southeast	0	20
Constance	58	W	D/Re-M	2	Ph.D. Counselor Education	16	10	Prof./Chair	Master's	Non-CACREP	Mid-west	0	27

Group Demographic Information													
N= 8	Average Age: 44	Black = 3 White = 5	Divorced=4 Remarried=2 Married=4	Average # children= 1.25	Counselor Educator = 7 Counseling Psychology= 1	Total years in academia = 134	Average # years tenured= 10	Chair = 2 Prof= 6 Assoc=2	Doc=6 Mas= 2	CACREP=6 Non=2	Mid-West=2 East=2 Southeast= 2 North=1 Northeast=1		Total refereed pub= 295

Table 1: Participant Demographic Profile

Results of Initial Interviews

The initial interviews were digitally recorded then transcribed for data analysis purposes. Open coding procedures were used to organize the data into six general categories or themes regarding the socialization process of female counselor educators: (a) socialization process, (b) gender based inequities, (c) gender and race, (d) satisfaction with professional obligations, (e) work and family balance and (f) advice. Next, axial coding procedures were used to relate individual concepts to the general categories.

Category I: Socialization Process

Socialization promotes learning of organizational goals, norms, values, culture and work skills or tasks (Schien, 1985). Based on participants' experiences, their socialization process began in childhood within some participants' earliest memories. Participants indicated that these memories and the socialization process, in general, influenced their career choices, especially when it came to the field of counseling. According to participants, mentors, personal triumphs and strife, family of origin issues, and balancing work and family defined their experiences with socialization. Based on participants' responses, they experienced the effects of socialization throughout each stage of their professional careers.

Mentors

Participants consistently reported that mentors or cohorts of peers were key to their socialization throughout their education, training and careers. For example, participants commented on influential people who they worked with during their training. These influential people (mentors) also transitioned with participants from their roles as graduate students to entering the professorate as a new assistant professor and then through their tenure and promotion process onto associate and finally full professor.

Participants shared examples of moments perceived as "turning points" in their careers, which were usually initiated by an influential person or influencing event in their lives. These "turning points" were considered as such because they spawned a shift or change in the career focus of participants.

The majority of the participants identified at least one person who had great influence on their careers. Participants identified mentors by function. Their mentors during their graduate training were typically their clinical supervisors or dissertation chairs. Often, after graduating participants maintained connections with the mentors from their graduate training but also developed new mentors, often with senior faculty, in their new academic work environments. Amelia talked about interactions with her doctoral chair, which she characterized as "lifelong mentor" upon her return to her graduate program as faculty.

Amelia: …they say you can never go back to work at your graduate program when you've been student…that's only because some people still treat you like a student. My mentor had difficulty accepting me as an equal or as somebody who might have done more than he had done professionally by that point in time…

Participants also stated that their school counselors had an influence on their decisions around undergraduate majors as well as later serving as the site supervisor for their internship.

Brooke: My counselor in high school told me that I should be a lawyer, a journalist or an accountant…..in the beginning I wanted to be an accountant. I took some accounting classes, business courses and I hated them. …I decided to take pre-law classes…those classes were okay. Then I took some anthropology courses and psych courses…I thought that was really what I wanted to do because I didn't have a lot of passion for being a lawyer and I didn't know any female African American lawyers.

Based on participants' experience, having a high school counselor who was heavily involved in national and local professional organizations was beneficial in that school counselors served as a common influential thread throughout the formative career stage. These school counselors assisted some participants in determining an undergraduate major, as their supervisor for internship, and in general by being a role model for professional leadership.

Victoria: I had a high school counselor who had some impact on me. I finished my education degree, and got my Master's in school counseling. I went back to my old high school to do my internship...She [My high school counselor] was very active in ACA. She was on the ACA Board of Directors…I got a job in the county where she was the county supervisor…she sort of took me under her wing and took me to the southern region meetings and ACA conferences with her…

Consistently, the theme of respect and appreciation for the individuals, often characterized as mentors and friends, who had major influence on the careers and career decisions of the participants was evident as well as a theme of "giving back" through mentoring others. Victoria and Constance expressed great satisfaction in being a mentor to junior faculty.

Victoria: I love mentoring the younger faculty, both men and women…a top priority in my role as Chair is to make sure that pre-tenure faculty get what they need and feel like they get the support, and get tenured. I especially like mentoring the women who don't get the understanding that they need… if they have children, and if they have responsibilities that men don't. I learned that from my mentor, she was very understanding of me and my needs…that my son had to be number one…that I had a lot of balls in the air. I also learned a lot from her about her organizational skills …she wasn't rigid, but when it came down to the final decision, she could make it. I think that's the model I try to follow. I'm always trying to listen to people. I try not to jump to conclusions or make a decision too quickly.

Constance: …when I took the Chair position, I'd reached a place in my career that I was getting a lot of my fulfillment out of mentoring and helping younger faculty…whether it was people in my department or people that I met through ACA…

Mentors help their protégées by being role models, sharing knowledge and expertise, providing emotional support, advocating for their protégés, introducing them to professional networks, and working collaboratively with protégés in areas of teaching, research and writing (Phillips-Jones,1982; Cutler, 2001). Victoria attributed her mentors from her master's program and doctoral training as largely responsible for guiding her career to its current level of success. Kate shared her experience with mentoring in her doctoral program. She highlighted the fact that most of her mentors were men, which overwhelmingly were consistent with the other participants' experiences, most had male mentors.

Kate: I had a couple of mentors in my doctoral program, who were particularly significant to me…they were both males, frankly, my mentor in my master's program and in my first job was also a male…I also had a female mentor. But looking back over my career, I probably have had more male mentors than females. Out of my generation, there were more men to mentor us…it does make us pay attention to the fact that there are men out there…. in my doctoral program, one of my mentors, is one of the strongest feminists I've ever known…

Sophia's experiences are similar to Kate's regarding male dominated mentors in the counseling profession. Based on her experiences, the issues of gender become more prevalent for people of color when it is viewed within the race or inter-culturally.

Sophia: …gender becomes more of an issue when it's inter-cultural or within race…there are prominent African American men in counseling like Courtland Lee and Don Locke but very few women of color as leaders.

Collectively, these women's experiences illuminate an historical trend within the field of counseling. The most seasoned leaders, women in the field for 16 years or more, experienced very few if any women in leadership positions to provide mentoring or to serve as role models. The leadership in counseling remained white male dominated for many years. Sophia stated, the initial positions of leadership were dominated by two

highly regarded African American men, Courtland Lee and Don Locke. Women of color have had less representation, hence few role models, in leadership than their male or white female counterparts. Currently some changes to the contrary are evident; women of color are being more visible as presidents of the American Counseling Association and its divisions.

Family of origin issues.

Participants consistently expressed the value of their parental influences and childhood experiences in their socialization process. Brooke, Victoria, Amelia, and Kate described education as a strong family value because all of their parents were educators and their childhood environment was filled with "education talk". They all noted that their parents were their first role models because they valued education so much. In particular, Brooke and Victoria went into similar professions as their parents. Brooke's mother is a retired school counselor and her father is a retired school principal. Likewise, Victoria's mother was a school teacher. Amelia's mother went back to school later in life and became a special education teacher. In addition to having parents who were educators, Kate indicated that a central aspect of her socialization pertained to a larger expectation or collective value of academic excellence in the community where she was raised.

Kate: …they all (family) valued education…the family connection plays a huge part in who I am and the career path I've chosen…in my high school...we were all pretty high achievers. … all valued doing well in school.

Kate's notion is supported by Chesler and Chesler (2002) who suggested that early schooling experiences and family socialization have significant effects on women's career and life aspirations.

From a different perspective, participants who were first generation professionals or academics, like Sophia, are true pioneers in their family systems.

Sophia: I was first generation in my family, so the whole notion of Ph.D. was odd, 'you mean you still have some other stuff you've got to do? I thought you were done!'…. writing, they still don't get it and I've been at this for almost 12 years!...

Women such as Sophia are often firsts -- the first from the family to go to college, the first to work in higher education, and the first to have a career (Miller & Katsberg, 1995). Family role models are typically not available to introduce them to the professional careers such as counseling or the professorate.

Based on participants' responses, they had a sense that their families were very proud of their academic and professional successes. However participants thought their family members did not fully understand what was involved in their jobs. Nor did some participants believe that some of their family members understood their need to have a terminal degree when they seemingly had a good education and job. For example, Amelia and Constance detailed their experiences of witnessing the struggles of their brothers. Both Amelia and Constance noted that these experiences profoundly influenced their initial career decisions.

Constance: I got involved in counseling because I had a brother… he had a substance abuse problem …my parents had dealt with that for a lot of years…My brother ended up dying…I guess who I am (professionally) comes out of my personal history of wanting to be involved in counseling and trying to make a difference with at least one person…

Amelia: **…**my brother is severely and profoundly retarded, hearing impaired, …So growing up with him in the family was my first introduction to not only disability, but the effect of disability on the family and the reactions and stigma of other people towards individuals with disability and their families...I had a lot of exposure to people with severe disabilities, and to organizations, and advocacies. That was just part of my life growing up. Being in rehab was just a natural for me. I had a different understanding of and appreciation for disabilities than other people. I always knew that. So it (career decision) was just natural.

Graduate School.

Similar to the influence that high school counselors had on participants' undergraduate socialization, participants also spoke of being mentored by their advisors in graduate school. In fact, some participants noted the mentoring they received from their dissertation chairs was a major influence on their decisions throughout their doctoral programs and in their careers. The term "mentor" first emerged when participants described their relationships with their dissertation chairs.

Constance: ... My advisor was very instrumental…he encouraged me to go get my Ph.D., recommended the program, as well as the professor he wanted me to study under...I was a GA for the professor that he recommended...he got me involved in a lot of organizations. It turned out to be a great relationship…I laugh because I still very rarely make a large professional decision without calling (my major professor) and I've had my Ph.D. for 16 years.. I don't always follow everything he says but I really value his opinion.

Participants' responses are commensurate with the socialization literature which implies that faculty careers begin with the graduate school experiences or even earlier, not with the first faculty position (Austin, 2002; Van Mannen, 1976). According to Abbott and Sanders (1997), graduate school should be a time of socialization to the academic world. Based on participants' experiences, there was a process during their doctoral training when they recalled having to reframe their career aspirations from a clinical orientation to a teaching orientation or a place where they could embrace the identity of counselor educator.

Brooke: I always thought I'd have my own office and private practice…I told them [graduate school] I wanted to minor in psychology…I wanted to do assessment…or maybe go into clinical private practice …or become a psychologist. They were like "Oh no! You can't do that!"…they start molding your thoughts…forcing you think differently… grooming… helping you think about research and seeing yourself as an academic, specifically a counselor educator...through placing students in supervision of master's students before ever having a supervision course...through lots

> of social events with faculty...creating a community amongst doctoral students with these gatherings for students to talk about what it's like to be a counselor educator, a professor…grant writing…. all of these things important to becoming an academic, we received in our doctoral program.

Brooke's experience was mirrored by Van Maanen (1976) who posited that socialization to an organization and a professional role begins with an anticipatory learning period during which prospective members begin to assume the values and attitudes of the group they wish to join.

Junior Faculty

Based upon participants' experiences, there was a difference in the socialization process involved in transformation from graduate student to junior faculty. Feldman (1981), supported these experiences stating that there is a socialization process by which employees are transformed from organization outsiders to participating as effective members. This process entails periods of time where junior faculty learn the values, norms, and behavior patterns of academia as a whole, as well as the values, norms, and behavior patters of faculty in their respective departments.

As assistant professors, participants remembered feeling unprepared for the research and publication expectations set forth by their universities. Many stated they did not receive enough mentoring or training in the area of research during their doctoral training. From one perspective, participants' responses related to lack of preparation might convey their lack of self efficacy, which is an individuals' perception of their own ability or lack thereof to utilize certain skills to successfully perform a work related task, such as research and writing (Vasil, 1992). Victoria expressed this sentiment:

Victoria: I wasn't prepared for the high expectation for research…because it wasn't that way in my doctoral training…my professors weren't under much pressure to publish. I just don't think they trained us well for [the role of] a counselor educator, except the fact that I got to teach some courses and got some supervision.

Coupled with diminished self-efficacy or thoughts of not having the sufficient skills and preparation to meet the research demands of academia, participants also indicated that they experienced feelings of self-doubt or a deep wondering of whether they could actually do the job once they had been offered a position. Victoria referred to her feeling of inadequacy as the "imposter syndrome." The imposter syndrome is frequently associated with highly achieving and highly successful people. Imposter syndrome should not be confused with "low self-esteem" because there is dissonance between the actual achievements and the individual's perceptions or feelings about the achievement that may not be grounded in the concept of low self- esteem. Victoria's comments summarized this notion:

Victoria …they called me, I had an interview and they offered me the position. Then, I realized, 'Oh, my gosh!' I have to go do this!" and, 'Can I do it?' I think it's the imposter syndrome of somebody coming right out of the public schools and going into the university. I called my mentor, 'You know, they offered me the job'…He [mentor] got in my face and said,'…You've got to take this job. This is what you were meant to do. … I know it's scary.'

Sophia related to feeling substandard during her experiences when applying for admission to her doctoral program.

Sophia: …. I thought my credentials were substandard when I applied to the doc program... I got in and got an assistantship…I remember being so grateful…thinking, 'oh my stuff was so far below everybody else... (although) I was a LPC before I went to the program. I'd taken all the clinical courses, even post-masters...I found out most of the 17 member cohort weren't licensed….their GREs were just average or some slightly below. So, that was a misconception that I think I had.

These perceptions support the research of Clance and Imes (1978) who studied a group of successful, high-achieving women. These researchers found that these women had high levels of self-doubt and an inability to internalize their success. Often these women believed they were "fooling" other people that they would soon be found out.

Some women also attributed their success to contacts or luck, despite the fact that their professional record proved their excellence in the form of academic degrees, professional credentials, and awards.

Young academics in this study, especially those coming directly into a faculty position from graduate school, faced the immediate problem of a "quick start" on the tenure process. Participants indicated that as new PhD's, they experienced some frustration at having "to start proving myself all over again" so soon after the rigors of attaining the doctoral degree. In reality, the degree is only the first step (Johnsrud, 1994).

Brooke: …I was an assistant professor and boy did they let me know it…in the way they addressed me …they would say 'this is our *new* assistant' or 'you wait until you get tenure.' I felt …very un-empowered...as if I had no voice…I couldn't say anything without being somehow punished in some way…the ultimate way being not getting tenure.

The literature supports the transition from doctoral student to junior faculty has its inherent challenges. However, Kate shares her experience as junior faculty at the program that she obtained her master's degree as a smooth transition. She attributes having colleagues that taught her and a sense of familiarity with the program as central to the ease of her transition. Recalling Reynolds (2000) statements regarding acculturation versus socialization, Kate's experience confirmed having familiarity and knowledge of the academic culture aides in overall transition.

Kate: …one of the nice things for me is that I was going back to an institution I was familiar with. I got my master's there, and had a great deal of respect for the program even though it was 10 years later. Most of the faculty were people I knew…the transition went reasonably smooth…these were people that had been my faculty when I was a student there, except for maybe one or two. ... Moving from [the status] of graduate student to faculty member went well, … there was a female on the faculty who became a strong mentor for me. She almost immediately got me involved in national conference presentations with her...

Another component to the transition from graduate student to junior faculty was the issue of relocation. Many of the participants talked about their challenges with relocating to unfamiliar places when they accepted new positions.

Victoria: I remember, I was moving across the country, giving up my job...away from my mentor, and my whole family… all that was kind of scary.

However, the relocation was just the beginning of the transition phase for the new academic. Participants described their experiences as they arrived on their new jobs. The culture or collegiality of each department seemed to have shaped each participant's experiences differently. Participants often referred to the senior faculty as being helpful in transitioning to the new academic environment and the Chairs of each department were central to this transition as they were the major influence in setting the tone for the entire department. For example, Amelia reflected on two vastly different experiences that she encountered in terms of support and transitioning into two separate departments.

Amelia: [xxxx] was a collegial faculty environment. I felt a lot of support for me as an individual and as a developing professional. I had a lot of encouragement from senior faculty…I felt that I was part of that institution. However at [xxxx], I really didn't perceive any support during the year and a half that I was there. I didn't have a department chair who was trying to help me get adjusted to being an assistant professor. I remember talking about my goals to him. I said 'one of my goals was to spend time getting to know the other faculty in the department so I could get involved with people in terms of research projects.' He was so rude…he said, 'Well, that'll take you 30 minutes, maybe half an afternoon. Then what are you going to do?' Completely unsupportive of any socialization…

Jena also talked about her experience transitioning into a very established department with faculty that had been in the program for a long time. She reported feeling protected and supported by the senior faculty which provided opportunity for her to focus on scholarly endeavors.

Jena: Oh, it was great [the transition to first academic job]. I laugh about it… there were seven old white men when I got there… these guys had been there for 25 or 30 years. They had the program in pretty good shape. They were very supportive. They protected my time. I basically taught and did research. I didn't have a lot of committee or other assignments… So I ended up going up for tenure early…in my fifth year and got it.

Park (1996) echoes Jena's experience, when he contended that female faculty are often advised to curtail their service activities and teaching in order to publish more.

Nia's transition into her first academic job however was met with challenge. She explained her doctoral training afforded her sufficient coping skills to navigate the less than supportive environment. In fact, Nia indicated that her experience as junior faculty was not very different than her doctoral training in terms of support and collegial relations.

Nia: …there weren't a lot of differences in my transition from doctoral student to junior faculty in the sense of isolation…I was able to survive successfully without needing to be fully embraced by the people in my environment. I was close enough to my family that I could reach out to them for that human piece…that feeling of isolation and invisibility in my doctoral training were also a part of my experience being a junior faculty member. But, I had some skills that relate to who I am personally, who I am as a racial person and who I am as an ethnic being…all those were strengths that I brought with me.

Nia's experiences echoed the sentiments of Austin (2002), who described the graduate experience as crucial to the socialization of an academic because the expectations and skills required for succeeding in the graduate school environments are often replicated in the work and existence of being a faculty member.

Personal triumphs and strife

Outside of the organizational transitions that participants reported some of the participants described personal challenges that they had to face and overcome early in

their careers. Amelia talked about the process she went through to overcome the anxiety she experienced when speaking in public.

Amelia: I had an extreme problem with public speaking anxiety...my second semester as a faculty member, I was so anxious about standing up in front of my 10 rehab counseling students that I arranged guest speakers for every class. I met the speakers in the hall and asked them to introduce themselves so I wouldn't have to stand up. It worked! ...At the end of the semester I met with that same unsupportive department chair. I told him "…my teaching really isn't very good. I have this problem."…he told the Dean I was a lousy teacher. He didn't even look at my student evaluations, which actually were positive. The Dean called me in and said, "I understand that you're a lousy teacher…You need to do something about that or you're going to lose your job." There was no attempt to offer me any resources, assistance, or assign me a mentor, or absolutely anything. They just said, "You need to do something about this or you can go find another job."

Constance also had to overcome challenges, but they pertained to her personal relationships. She detailed how challenging it was for her as an assistant professor having her ex-husband involved in a sexual harassment suit.

Constance: …. I got married after the second year of being a faculty member… to the Chair. …two years after the divorce, he was involved in this sexual harassment suit. …people assumed I was involved because I was the ex-wife even though I was not a part of the complaint at all. It was very difficult for me.

Tenure

Achieving tenure is the benchmark that ends "junior" status in academia. Some participants spoke of the challenges they encountered with the promotion and tenure process. Some participants commented that the tenure process was difficult because it did not reward collaboration which created isolation and competitiveness.

Constance: ...tenure (laugh) in and of itself, is a very sick process. It leads you to be competitive. It doesn't reward collegiality at most universities. …when I was tenured, even co-authoring an article would be considered totally worthless. …solo authorship was much more valued. The process isolates you.

Moody (2004) supports Constance's claims by highlighting that current culture and reward systems in many higher education institutions are based on points and outcomes. This sort of system only encourages faculty to work independently and refrain from building collaborative relationships with colleagues because there aren't rewards or incentives to do so.

Sophia voiced concern about the covert difficulties of the tenure and promotion process from her perspective as an African American faculty member regarding research collaborations.

Sophia: ...if you are an African American faculty member going up for promotion and tenure…there are always questions about whether you did the work in research collaborations…my colleagues are told collaborations are wonderful…but collaborations do not get supported when a person of color's work is being reviewed. It's always a question of "What part of this work did she do?" That's the overt/covert stuff that goes on…the same isolation that's there in the socialization process is the same in the research...you learn to work by yourself. The collaboration doesn't exist…knowing that going in prepares you...looking for collaborations and expecting it, doesn't prepare you to negotiate the environment. It's important to learn to write alone…it's not fair but it saves you because the environment isn't fair, yet.

Based on participants' experiences, the work environment is often complicated and sometimes hostile when departments include programs in both counselor education and counseling psychology. There is an embedded hierarchy where psychology possesses dominant power and influence over counselor education. Amelia and Brooke both offered comments that reflect this inequity.

Amelia: There's always conflict. Psychology considers itself to be a superior profession…students in those dual identity programs always come away confused. They're not clear about their professional identity. I am not a member of APA. I could be anytime I wanted to be. But why would I pay my dues to an organization that's paying lobbyists to keep my students from being employed? ...counseling psychologists think that they are better than the counselor educators. They let the students know by saying things like, 'You know, you're one of our best students, so you should go to a doctoral program in counseling psych. Don't waste your time in

counselor ed.' … It's not the counselor educators who are pulling the elitism contributing to the confusion, it's the psychologists.

Brooke: …. professional identity, is a variable in the whole socialization process. …women in departments with only counselor education are probably not dealing with that extra layer...when I came to this program it was really weak…3 people ready to retire.. other programs in the same department really wanted counselor education to go…..there were issues around counselor psychology vs. full psychology vs. counselor education. It seemed like a pecking order, because counselor education is not psychology based, we're on the bottom or the lower end of the totem pole. It's very competitive. It's played out in every meeting, or in the issue of courses…the counseling psychology students don't take courses with counselor education students. They don't want us teaching their students. We deal with not only gender issues, but with issues of power and exclusion instead of inclusion, at my university.

Jena is a counseling psychologist in a mixed discipline department. She provided insight as to the dynamic that exists between the counselor education and counseling psychology programs in her department.

Jena: …because we're not CACREP we're a little broadly focused… our counselor education program is kind of this conglomerate…there's a tendency to accept some students sometimes who are probably not going to make it. Our director's (nice man, sort of bleeding-heart) thought is 'Well, we'll give them the opportunity. If they make it great, if they don't they don't'…there's a tension around the glaring contrast between the very bright school psychology and counseling psychology students and the problematic students who we spend a lot of time on and who almost always end up being counselor education students.

Kate adds a more positive existence with what she described as "cross-fertilization" of both counseling psychology and counselor education programs.

Kate: ... we just live and work really well together…I teach on the counseling psych doctoral faculty,…everybody affiliates with one of our doctoral programs and one of our master's programs. So many of the counselor psych faculty are either in our CACREP, school or community programs ….we kind of like the cross-fertilization.

Category Two: Gender Based Inequalities

Participants shared several unique experiences related to inequalities that they perceived where either solely gender related or both gender and race related. Gender

based inequalities were experienced as subtle and overt instances of difference or lack of equality with their male colleagues. Such inequalities were expressed in the form of interactions, opportunities, or status and appeared in areas around departmental politics, climate, collegial relationships, salary and rank as well as tenure and promotion. Hill, Leingbaugh, Bradley and Hazler (2005), supported participants' perceptions about inequality via their statement that the challenges for female counselor educators are typically related to gender inequities and differential experiences with teaching, service, and scholarship.

Gender Stereotypes

Based upon participants' experiences and my observations, gender based negative stereotypes are apparent challenges (Hill, et al., 2005) for women in the professional environment. Brooke described how some women have faulty beliefs that they need to deny who they are as women in order to succeed in higher education.

Brooke: …we (women) get it all wrong… we think we have to not have a life to prove ourselves in our field. 'I can't have children until I get tenure' or 'I have to seem a-sexual' well men aren't seen as a-sexual. There is no reason we should have to be….

Brooke's perception is supported by Wright (2001), who stated the years spent working toward tenure occur roughly at the same time as the childbearing and child-rearing years for most women. This is a unique challenge for women in academia because of the differing role expectations for men with children than for women. The a-sexual trait factor that Brooke refers to was often an element that appeared in early publications by feminist researchers and writers. The asexual trait factor also promoted the incorporation of androgyny, integration of both traditional masculine and feminine characteristics (Herlihy & McCollum, 2003), as an essential component that women are to possess if they are going to have successful careers.

In addition to the gender stereotypes around motherhood and the feminine trait factors, Constance and Nia reported that there also exists gender inequality when it comes to leadership positions. As department chairs and national professional organization division presidents, both Constance and Nia noted that there are negative stereotypes around the leadership styles of women in power in the field of counseling.

Constance: … the downfall of women in higher education is the politics… women who are outspoken in positions of power just do not succeed well in higher education… all those negative labels are still out there.

Nia: … gender plays into the politics. …women who are very direct in their speech, task oriented and possess strong management skills are sometimes labeled negatively. If a man behaves in the same way the label is more positive…there are exceptions of course.

Researchers suggest some of the problems faced by women leaders derived from social and institutional barriers perpetuated by the stereotypic belief that women would be less successful in positions of leadership, despite evidence to the contrary (Offerman & Beil, 1992). Constance shared an experience that she encountered once she stepped down from the Chair's position in her department.

Constance: ...the gentleman who replaced me as Chair is a white male. He's doing some of the same things that I was doing. I swear they think he hung the moon and they think I was awful.

Participants also revealed that gender discrimination and stereotypes did not diminish with their increase in status and rank in academia. Many characterized their experiences with discrimination as "unchanging" regardless of their status or credentials.

Amelia: …I always had, until now, a male department chair. One would think that as a senior full professor, having been president of the honor society and 2 divisions of a national professional organization and the organization itself, that I'd experience gender discrimination from my Chair…I asked for course release time to chair the search committee of a very prestigious, $9 million dollar a year budget position in a professional organization… his mouth fell open…he said,' I can't believe it!…they wouldn't have picked a senior-level person for that' I was so offended…I agreed to chair

that search committee and I didn't even tell him about it. I let him read about it in the *Counseling Today*.

Many women confront stressors in the leadership role that stem from stereotypical expectations and biases (Hoyt, 2005). Researchers have suggested some of the problems faced by female leaders derived from social and institutional barriers perpetuated by the stereotypic belief that women would be less successful in positions of leadership, despite evidence to the contrary (Offerman & Beil, 1992).

Pay Inequity

Pay inequity or salary and rank differences have historically been an issue of gender discrimination in academia. According to Hern (1999), the four most important non-behavioral criteria which determine the salary of faculty are rank, employment by public vs. private institutions, gender (being male), and being in a high-paying academic discipline. Amelia offered an example of this as she shared her experiences.

Amelia: I took a pay cut every move I made professionally…when I went to [xxx], I wanted more money because it was a cut in pay. They said, 'Absolutely can't do that.' When I got there, my department chair had the unmitigated gall to say to me, 'Boy, the Dean thinks I pulled the coup of the century in getting you for this amount of money.' So they could've given me more. I think there are few women who negotiate well for themselves. Men are much more likely to be assertive about what they're worth.

Kate: …when I got my first job offer, I didn't know anything about negotiating salaries…working in a public school, you're on a pay-scale and you don't negotiate it…I had sense enough to do a little bit of negotiation, but I probably could have gotten a higher salary; I just didn't know any better, so I took it, and that was fine.

On the contrary, Jena shared her story of a time when she demanded attention and resolve to an issue of salary inequity in her department.

Jena: …when I got hired I negotiated with the Dean… she was a tough sell. I came in at a couple thousand dollars less than I expected….a man started the next year, …our vitas were so parallel, in terms of editorial positions and publications…if you covered our names we could have been twins. I figured out he was making $7,000 more than me… in all fairness, he

> negotiated with somebody who was much easier to negotiate with. I really had to push them to pay …finally they agreed make up the difference over three years'…but I told them 'No! I want it now!' I finally said 'I'm going to affirmative action' then they came up with the money to the penny.

According to Hill, Linbaugh, Bradley and Hazler (2005) when gender inequities are represented at higher ranks, they are typically coupled with inequity in salaries. According to the American Association of University Professors (2000), female faculty members in higher ranks are paid less equitably than men across all institution types. This mirrored participants' reports. For example, Amelia reflected over her career and recalled consistently earning less than her male counterparts, particularly now as full professor.

Amelia: …a major issue of gender discrimination...that's been consistent throughout my career has been in terms of salary. Men make more than I do. The gender discrimination is more significant at the full professor levels now, because the assistant and associate levels have gotten more attention.

Participants expressed concerns that these inequities are also experienced in their involvement on a national level at the American Counseling Association, which is operated by 70% women. Garrison (2005) noted that it is important for women aspiring to a career in academia to gain or improve effective negotiation skills.

Participants stated a frequent mistake made by female faculty is to make assumptions about implied messages or promises made by search committees that are not written into the final contractual agreement of employment; including things such as but not limited to teaching loads, graduate assistants, conference pay, updated computers and software. Amelia talked about the lessons that she has learned about making assumptions in academia.

Amelia: I've learned not to make assumptions. I just assumed I would have the best computer on my desk…I had $9,000 of my own personal Macintosh equipment. I asked for a Macintosh… But, I was told by the chair, 'I'm

sorry. We're an IBM campus.'.. I got a Windows 3.1…I told him I didn't know how to use it... he said, 'Well, you're going to have to learn.' If I asked him questions he'd say,"…you'll need to ask the secretary for help." I help my doctoral students negotiate what they need…because I have been royally mistreated.

Participants also stressed the importance of negotiating all aspects of contracts in writing and not to assume anything is a fact unless it is in writing. Amelia described how she was negatively affected by the outcome of negotiation procedures during her job search.

Amelia: I had some hard lessons in academia…most important was, if it's not in writing, it doesn't exist! Universities are notorious for promising people things and then saying, 'Well, it wasn't in writing.' or 'It was promised by somebody else.' or 'It wasn't my responsibility.'…when I interviewed at [xxxxx]… I said to the Chair 'I'd like to come in as an associate, not an assistant, because I think my vita at this point is more extensive than anybody you've got at that rank. In fact, more than some full professors at your institution!' He said, 'Well, you know, because of affirmative action, it's been advertised as an assistant. But as soon as you get here, we'll put you up for associate. So don't worry about that.' When I got there, he said, '..it really wouldn't look good for you to go up the first year, so let's wait until next year.' The next year he was no longer Chair. The new Chair said, 'I'm sorry. I had nothing to do with that, and I don't support it and you can't.' Completely non-negotiable.

Category Three: Gender and Race

The intersection of both gender and race inequalities was expressed by most of the African American participants. Collectively these participants reported their professional experiences as having additional layers of marginalization that they attributed primarily to their race. Their experiences revealed situations of isolation, invisibility, and exclusion vs. inclusion in research collaborations.

Sophia: … clearly race (is the bigger issue) because it is not a gender problem. That is one of the myths in training that it's exclusively a white male problem or gender issue… the majority of students in master's and doctoral programs are white females…..We are now dealing with environments where white women are the majority power base and often at the decision making table…I have to defend my writing in order for it to

be accepted with some editors... or they want me to retract what I'm saying or take something out completely.

Noble, et al., (1999) confirmed participants' experiences with race inequalities when they reported that the centers of organizational power, particularly in male dominated fields such as academia, have largely been defined by middle class, white heterosexual male, Western traditions, values, practices, and assumptions. Accordingly, non-white, non-privileged women's experiences are therefore, more complex than that of middle class privileged white women. This is not to say that white women are not met with challenges or barriers in their academic careers, because there is evidence that has proven just the contrary. However based on this participants experiences and some of the professional literature, there is an additional burden of inequality and discrimination embedded for when woman of minority status.

Brooke- …..women of color not only deal with gender issues, we are also dealing with racial issues. We need something or somewhere we can go to keep balanced because we can become paralyzed…I've seen colleagues, African American women that are very bright and driven be brought to a halt by the stuff that people say to them and the racist kinds of things that happen…

Brooke talked about the importance of creating a sense of balance for women of color to successfully rise above the circumstances of having double "outsider status" in academia. Both Nia and Sophia spoke about how they maintained balance with their relations with other women and their strong spiritual and religious connection.

Nia: During those trying times…there are a couple of women that I call my sisters...I communicate with them and pray with them, and vent with them or do whatever I had to do with them to be able to come back and survive.

Bryant, et al. (2005), supported this assertion in their recent article *Having Our Say: African American Women, Diversity and Counseling*. These authors stated African American female counseling professionals have gained increased access to teaching

positions and have made significant contributions in terms of scholarship. Despite such contributions, African American woman face significant organizational and interpersonal challenges to their success in academia.

When other participants spoke about their balance, they mainly referred to their strong spiritual and religious connection; some viewed their work as a counselor educator as a ministry and others viewed their spiritually as their base or foundation in which all things are done. Through their fellowship with church and their spirituality they created a sense of balance which provided them with ways to cope and rise above the circumstance of feeling like the outsider, professionally.

Sophia: Religion and spirituality are very important to me...I'm a Christian...I rely on my faith in the Lord to get through...the people in the Baptist church keep me prayed up and the various doctrines and positions of the church are very helpful. Even though they didn't understand the process of what I was going through…they understood my wanting and my need for strength, and that was most helpful. I personally believe that I'm using a gift and a talent that was given to me by the Lord…therefore, I'm acting on that in my counseling and because I'm a counselor educator…what I do I think is a form of a ministry.

Nia recalled a time when her spirituality served as a source of strength when she was struggling because of the application for tenure.

Nia: Right before I went up for tenure, I broke down talking to one of my colleagues…I thought I wasn't going to make it…I remember saying to her "you know what, if it's meant for me to be here, I will be here!…I'd been told and I knew there were people out to get me…I boo-hoo'ed…I kept telling myself that nobody is bigger than the Lord!... That was a very powerful experience for me. But, I was scared to death.

Sophia indicated that writing was not only an element of her career that she enjoyed but she also perceived it as a part of her "calling". Sophia expressed concern for faculty of color who limit their writing productivity or have difficulty setting up writing agendas because of perceived negative judgment or rejection by other colleagues.

Sophia: …the key is publications and where you publish…often faculty of color, we write but we're not writing where our colleagues are reading it… we're writing stuff with whoever will take it…you want to publish in counselor ed journals and you need to relate it to the training of counselors. If you can do that you're fine. If these are the journals of the discipline then you've got to make sure you show up in there. And it's hard. You just have to get ready to submit stuff three or four times as opposed up to a first time and cop an attitude and say 'I ain't going to send in no more,' then you ain't going to get nothing published!... If your goal is to become a full professor or to become an associate professor and it may take 10, 20 or 25 articles in counselor educational journals to do so, and then do it. But do it with something you feel you have enough passion to move you through.

Category Four: Satisfaction Level of Professional Obligations

Participants described their satisfaction level of their professional obligations such as research, writing and publication, teaching, supervision and service.

Research, Writing, and Publications

Hill (2003) suggested that counselor educators found their greatest satisfaction and enjoyment by having a sense of autonomy, keeping current in the field, having personal control over choosing courses to be taught, expanding professional connections, teaching classes. Hill (2003) cited the works of Olsen and Sorcinelli, (1992) and Sorcinelli (1994), as literature based support which suggest that faculty are more motivated by intrinsic rewards. Participants had mixed perceptions regarding their satisfaction of research, writing, and publications. For example, Amelia indicated that she writes for the purpose of advancing the field not particularly because she enjoys the writing process or finds satisfaction in writing.

Amelia: …I enjoy learning...I still tend to approach writing projects as if I know nothing and go out and do a whole new literature search to see if there's anything new, interesting, or different…Now, I don't particularly like to write…never really have liked to write. I do it…I have a formula for it, which makes it easy, fortunately… the things I have written usually come to be because I think there is a need for something to be said so that somebody else can use it in order to work more effectively with some population. I don't like to write, just to write.

As participants discussed their satisfaction levels for various job tasks they frequently talked about how they approached each task and strategies that made their work more efficient. Jena explained how she took two classes and generated research from those classes.

Jena: …. luckily [at my first academic job], I taught two group courses a semester for the first four years…the same two courses; which was great for me because I got my courses set up. I was good at it…then I started doing research on groups, which really fit because I wasn't trying to do a million different things.

Sophia emphasized how it was imperative for her to develop her professional goals then identify what is needed to achieve those goals to meet and exceed the expectations for research and writing.

S*ophia:* …when I got the job, I first I had to learn the lay of the land and learn how many publications I needed to get a year then exceed those so I could be ready to go up for promotion no matter where I was ...you really can't expect anything from anybody.

Jena and Sophia expressed somewhat different perspectives on how to organize their time but they both illuminated the notion that it is important to be self-directed and focused on how your schedule is arranged to insure you obtain the necessary level of research productivity.

Student collaborations

Participants indicated that they appreciated the benefit of being at their stage professionally because they could collaborate more with students on writing projects. As a tenured, full professor Amelia has co-authored several publications with her students.

Amelia : …working with students…that's been the most satisfying…helping students learn how to write for publication. Most of my publications in the last ten years have been co-authored usually the student is the senior author, no matter how much work I put into it…

Teaching

Some participants gained fulfillment through being in the classroom and teaching the graduate students. Professional development workshops were also mentioned as an obligation that participants enjoyed.

Kate: I love teaching and being in the classroom. I must be a performer. I like seeing a light bulb go off…there's the entertaining part I enjoy…I love the connection with practitioners. I do a lot of professional development training and work collaboratively with our local schools. …this is one of the few things you can do for a living that's really important.

Service

Academic service commitments were described as the least enjoyable. In particular, most participants expressed a distain for bureaucracies and university politics. They also were not satisfied with the time commitments of service to the university or department committees, which typically yielded minimal rewards professionally.

Kate: …some of the committee meetings, I don't like. …not necessarily student committee meetings, but we do a lot of faculty meetings ….some of them I don't mind at all, but some are less than my favorite thing, the bureaucratic stuff.

Amelia: Student committees are okay… I got on the faculty senate…then realized this institution is very hierarchical in terms of its leadership and very male dominated…the faculty senate was a powerless group. I can't be involved with an organization that does nothing. So I got myself off of that committee…I realized university politics is not for me. That's the main part of my job that I don't enjoy.

Category Five: Work and Family

Participants shared their perceptions about how they navigated the demands of their family role with their responsibilities of their professional identities. In this study, three of the participants did not have children, two of the participants had adult children and two of the participants had children that are school age or younger. Participants who had children had often discussed how they set boundaries and organized their family life with childcare, carpool and leisure time. For example, Brooke described a need for

female faculty, particularly women of color to have something outside of academia to create a balance in their lives, for her it is her family.

Brooke: My family is my balancing act. I think if I did not have my husband, kids, extended family, and other things that are really important to me, it would be much harder for me to deal with …

Based on Jena's experiences, her family and children forced her to set boundaries around her family time and set structure to her work schedule to successfully manage the responsibilities of home and work.

Jena: ….having kids has made me be more realistic about my time and say "no" better…I have to make choices about how I'm going to spend my time…we literally take July and August off…I work very hard through the year and a normal schedule during May and June, even though classes are over the first week of May.. I'm pretty clear with people, about my summer schedule because I'm not coming back for committee meetings defenses got to be the scheduled the other ten months of the year. I'll get these subtle jabs from colleagues 'well, you don't work during the summer and the rest of us are working all summer long.' I laugh and say 'my contract is a nine month contract, guys. You get a month and a half out of me for free already! My kids are little. I'm not doing that.

Participants' responses illustrated that the competing responsibilities of the personal and professional identities can be staggering for counselor educators with families. Often the expectations can create a level of mental stress and professional challenge that male colleagues rarely, if ever experience (Williams, 1999).

Kate: …..there was a study that said, 'the most productive faculty members were married men, and the least productive were married women, then in between, the next most productive were single men, and then single women…I wonder how much has changed about that. I'm divorced…I don't have children. I have a dog that I treat like a child, but admittedly that's not the same thing…I do watch some of my colleagues who are in the midst of having kids or married and have kids and have a lot of the same expectations I do…certainly a lot has changed about relationships, marriages and childcare, but I think there still is the tendency for the female to be the one that has more of the responsibility at home childcare and balancing all that with an academic career… it would be challenging.

Jena: ….one of my colleagues can't have children and chose not to adopt…she said to another faculty member and I one day 'well, I'd be as unproductive as you if I had children.'[laughs]…the funny thing was, she really was trying to give us a compliment.

Theisen, (1997) provided a framework for understanding participants' perceptions when commenting that traditional university professorships were designed for men with wives who provided childcare, edited and typed their papers, and in some cases, graded student work. Unlike those in comparable professions, professors are more likely to take work home, and less likely to spend time with their children or assist with housework. Contrastingly, even when they work full time, women still assume most of the responsibilities for household chores and childcare (Hammond, 1996; Hochschild, 1997).

Nia: I had an assistantship working at the university. I felt so poor that I seriously investigated becoming a member of welfare. (laughs) It was a very difficult experience for me … I was a non traditional student. I balanced it by playing games with myself… trying to be a good mother by running up and down the highway many times…studying as close to home as I could, without being in the home (often in my van in the driveway).

Jena: …I'm on the computer at 9:00 at night working after my kids go to bed. I don't have a lot of regrets…I have dragged my kids to any conference that I possibly could since they were little. I'd show up with this entourage (at conferences), my parents and my sister often come with me…if my husband can come, great…if not, I get somebody else from my family…I've done a pretty good job in terms of balancing.

There is a gap in the literature that speaks to issues of work and family balance for single women without children. This omission ignores the reality that women without children are faced with challenges; although they may not have challenges around childcare and spousal related issues it does not mean that they are not faced with different challenges in navigating the responsibilities of their personal lives, with the demands of the professorate. This notion is exemplified by Sophia, who offers her experience of setting limits with family to focus on her professional goals during the tenure process.

Sophia: …going up for tenure for the first six years you can't handle a whole lot outside of work…if you're married, with children or not…you can't assume any other extra activities…because you just don't have room to do it… one of the hardest things I had to do was…I had to let people know that 'no I can't come home,… no I can't get this, …or no I can't process this situation…"

Summary of Initial Interviews

Based on the analysis of initial interviews, participants' responses revealed five main categories of the socialization process for female leaders in counselor education. Therefore, participants' perceptions were organized around the following areas: (a) the socialization process, (b) gender based inequalities, (c) gender and race, (d) satisfaction level of professional obligations, and (e) work and family.

Within each theme, participants identified concepts that allowed for the explanation and development of each category. For the primary category (Socialization Process) themes pertaining to childhood influences, mentor influences, mentoring fulfillment. Gender based inequalities served as the second main category and included themes related to salary and rank inequalities. Gender and race inequalities served as the third category and included concepts related to isolation, exclusion in research, and coping skills. Satisfaction level of professional obligations is the fourth category includes the following properties: (a) research and writing collaborations and (b) teaching and supervision and (c) service committees. Category five, work and family balance includes the following properties: (a) boundaries with family time and (b) structure with work time. This framework represents female leaders' in counselor education perception of the socialization process based upon their individual and collective experiences as shared during the first round of interviews. Themes and patterns discovered in this initial round of interviews were utilized to develop questions for subsequent interviews. Follow-up interview questions were formulated to expand the data.

Second Round of Interviews

Coding procedures were used to expand existing categories, illuminate current properties, and identify new properties that provide details about each category. Participant responses from the second round of questions served to broaden, elaborate, and further condense the information obtained from the initial interviews. Upon close analysis of the data and conversations with my methodologist, it became clear that the participants' talked about various experiences of marginalization that they perceived originated from their gender or their gender and race. Instead of maintaining two separate and distinct categories, the gender and race category and the gender based inequalities category were collapsed and merged into one theme, which included many sub-themes. The prominent theme was inequality. Therefore a new category called inequalities was created. The resulting four categories emerged by utilizing axial coding procedures to reduce the data: (a) socialization process, (b) inequities (c) satisfaction level of professional obligations and (d) work and family balance. Coding procedures were utilized to broaden existing categories, elaborate on current properties and establish new properties that provide details about each category.

Immediately after the completion of the initial interviews, I mailed each participant a handwritten thank you card to let them know I appreciated their time and interest in my dissertation study. The follow-up interviews were scheduled by email. Once a mutual time was agreed upon, a confirmation email was sent out approximately 24 hours before the scheduled time of the interview. One interview was conducted by email because of scheduling difficulties. Seven out of the eight participants responded within two days of the first email with possible times and dates for the follow-up interview. However, there was no reply from one participant after repeated emails and an

extended time period. It was deemed methodologically necessary to eliminate Kate from the study in efforts to continue the analysis process.

During the second round of interviews questions were asked to gain garner new or more information about the initial categories and sub-categories. In general, the second round of questions was designed to gain a keen analysis of how gender directly influenced participants' experiences. Consequently, the following questions provided a guide for the second round of interviews: (a) How do you see gender play out in salary and negotiation? (b) Can you talk about how you've navigated difficult times or trying times in your personal life with the demands of your professional life? (c) Describe how you manage your time to meet all of your professional obligations insofar as the writing, research and service? (d) What does socialization mean to you? (e) How do you think gender influences your socialization process, particularly mentoring experiences? (f) Do you think gender influenced your professional socialization experiences? (g) What are your thoughts about how the developmental process might influence the socialization process? (h) What thoughts, feelings or reactions did you have since our last interview? These eight questions served as a guide for the second round of interviews. I did not ask every question to each participant. I asked each participant specific questions from this guide based on gaps or clarification from their initial interview or to gain their perspective on themes obtained from other participants. Each interview was digitally recorded and transcribed for analysis and the results of such analysis follow.

Category One: Socialization Process

The socialization process category was expanded to include: (a) intersection of socialization and developmental processes (b) cross-gender mentors. The original findings for this category remained supported.

Intersection of Socialization and Developmental Processes

Throughout the initial interviews, the word "developmental" consistently came up in participants' responses. Frequently participants referred to their personal developmental process as a key factor of their career decision making and overall socialization process. To expand this category, clarify, and expand these findings participants were asked: "What are your thoughts about how the developmental process might influence the socialization process?"

Based on participants' responses there is a career lag in academia for women with families, these women tend to not be as aggressive in their pursuit toward tenure goal and typically entered the field later than their single counterparts that do not have children.

Constance: ...women tend to make decisions based upon their personal life stages rather than where they should be in that career ladder...young women who have children tend not to push so hard for tenure, of course there are always the exceptions…but they tended to be later in getting into the profession and in achieving tenure. … women who were closer to retirement [50's and 60's] like me and don't typically do as much publishing and presenting... but remain very involved in committees, volunteer work or working with my junior faculty… and yes, I got tenure but later than the men in my department but now I am okay with that.

This generation of women has actualized successful careers and was beginning to see their roles and need for mentors shift. Mentoring was expressed as one of the major cornerstones of their socialization process. However, at their current age and career stage, they are now finding great fulfillment in serving as mentors to others. Participants are experiencing a period of generativity (Ragins & Cotton, 1993; Erickson, 1963) both developmentally and professionally as they give back to the profession by mentoring others. Constance and Victoria offered responses that are indicative of this notion.

Constance: …when I took the Chairs position, I'd reached a place in my career that I was getting a lot of my fulfillment out of mentoring and helping younger faculty to be in positions that I was helped by my mentors to be in…whether it was people in my department or people that I met through ACA…

Victoria: I love mentoring the younger faculty, both men and women.. I especially like mentoring the women who don't get the understanding that they need… [especially] if they have children and responsibilities that men don't have often, I learned that from my mentor. She didn't even have children, but…she was very understanding of me and my needs… I also learned a lot from her about her organizational skills…she wasn't rigid, but when it came down to the final decision, she could make it…that's the model I try to follow.

Cross-Gender Mentors

During the second round of data analysis the theme of male mentors emerged. The majority of the participants had male mentors. This occurance was circumstantial because this generation of women had very few female role models or females in positions of leadership positions. Participants were asked to comment on how gender may have influenced their mentoring experience.

Constance: There were no women in full professor's positions or department chair positions that has really only happened as we go older so we're in a position to mentor female faculty. But they just weren't available to us.

Amelia: For women in my cohort, there were few, if any available female mentors. Today that is quite different. I expect socialization processes to differ as a consequence. Women try to help other women prepare for multiple roles and seek balance among them. Males focus on instrumental tasks with their mentees. Male mentors also talk more often about roles and functions in the profession rather than roles, functions, family, and children.

Constance stated that there were some women who offered her professional guidance but she does not consider them her primary mentors, she described them as intermittent mentors.

Constance: Now, I certainly have been intermittently mentored and guided by women who aren't that much older than I am but who started before I did so they've been in positions of power and have a lot of connections …

Category Two: Inequities

Participants' responses continued to support the concept that female counselor educators experienced inequalities. During the initial interviews participants discussed an extra layer of

marginalization that they experience when working in departments with mixed disciplines, particularly in departments with counseling psychology programs. Once it was determined that inequity was a crucial aspect of female leaders' perceptions, a question and researcher probes were used to gather additional information related to this category. The result was that this category was expanded during the follow-up interviews upon discovering that not all programs have these challenges. Departmental leadership can have a vital effect on the climate and collegiality of mixed discipline departments attempting to exist in a harmonious way. Victoria is the Chair of a large department; she speaks to the successes of her program and warrants that success to her choice about to make an attempt to treat everyone fairly.

Victoria: Our department has master's program and rehabilitation counseling, counseling psychology and the counselor education program…I've worked real hard (as Chair) to make sure they feel like they're all treated fairly. In fact, our counselor education program is so strong because of the young faculty that we've hired in the last few years. If anything, they're the ones that are now getting the accolades more than the counseling psychology. Our doctoral students have consistently won national awards and our young faculty have won ACA Research Awards. …

Issues around salary, rank and promotion inequities remained to be a consistent theme that pertained to the inequities category. However, Victoria had a somewhat differing opinion with gender and tenure based on her experiences as chair.

Victoria: once somebody's ready to go, I don't see any difference. Our department supports, in the same way, male, female, whatever. If fact, we just had two women get tenure in the last three years. They (women) may approach it intra-personally differently, in terms of how they deal with it emotionally and how they organize their time to prepare this huge brief of materials that they have to prepare. Women come to me for advice more often than men. In terms of the way the college handles it, I've never seen any issue around one group or another getting it easily…

Category Three: Career Satisfaction and Obligations

Participants' responses consistently supported this connection between career satisfaction and obligations. Based on participants' responses, the greatest satisfaction is gained through

mentoring, teaching, and collaborating on research and writing projects. However service on committees and dealing with bureaucracies and university politics is the least satisfying. Analysis for the second round of interviews supported these findings, and yielded no new information.

Category Four: Work and Family Balance

Participants' responses in the second round of individual interviews continued to support the importance of women learning to balance work and family. In fact, no new information emerged. Accordingly, a minor reorganization and restructuring of all categories and themes was initiated.

Summary of Second Round Interviews

Based on analysis of the follow up interviews, participants' responses were organized into the existing framework of the four categories: socialization process, inequalities, satisfaction level of professional obligations, and work and family balance. Participants' responses in the second round of interviews predominantly offered support for each of initial themes. The second round of interviews offered new information for the primary category, socialization process. However, no additional information emerged for the inequalities, satisfaction level of professional obligations or work and family balance categories.

Socialization Process

When discussing the socialization process, participants did not reiterate discussions related to parental influences or childhood influences; however they elaborated on the link between their personal developmental process and their socialization process. Most participants had male mentors; they emphasized the fact that during their generation there were few if any

female leaders to provide mentorship. Accordingly, cross-gender mentoring, which proved to be effective, was basically a by-product of circumstance.

Third Round of Interviews

At the end of the second round of interviews, each participant was asked to review their schedules to arrange a mutual time for the final interview. Spring Break and the American Counseling Association's national conference in Montreal, Canada coincided with the timeframe for the third round of interviews. Therefore, I acknowledged participants' flexibility during this busy time in their schedules and also offered as an alternative to the preferred telephone interview an opportunity to answer final follow-up questions by email. One participant requested the questions be forwarded by email, which was followed up with a phone call and eventually printed out for the purpose of data analysis. Accordingly, six of the participants' final follow-up interviews were conducted over the telephone and one was conducted via email.

Final interview questions included the following: (a) As you reflect on you career, please complete the following sentence, If I had known then what I know now, I would have…… (b) What advice would you offer junior faculty on how to survive and excel in academia? (c) Based on the previous rounds of interviews, participants have been more reflective on the socialization of female counselor educators. What are some of the implications that you deem important to enhance the experiences of women in counselor education?

Results of Final Follow-Up Interviews

At the conclusion of the final follow-up interview, the information was collected and organized into the initial four categories that pertained to the overall socialization process of female counselor educators. Selective coding procedures were utilized to confirm categories, broaden existing properties, and illuminate new information that pertained to female leaders'

perceptions of the socialization process in counselor education. Collectively, the participants' responses supported the existing categories, properties and themes. After utilizing triangulation techniques and consulting with the professional literature and a qualitative researcher (the dissertation chair) decisions were made to slightly reorganized categories and rename properties.

Summary of Final Follow-up Interviews

Data specific to the socialization process category were reorganized according to professional literature on socialization. Accordingly, properties were reorganized in the following way: (a) childhood socialization (b) anticipatory socialization and (c) organizational socialization. Likewise, participants also reaffirmed that concepts specific to the inequities category remained virtually unchanged. However, participants' offered more specific "advice" or strategies for addressing salary negotiations and other inequalities related to both gender and race. The third, satisfaction level for professional obligations, and the fourth category, work and family balance, were all supported but not expanded in the final round of follow-up interviews. A detailed discussion of specific changes follows.

Category One: Socialization Process

In the final interviews, participants continued to emphasize commonalities throughout the socialization process. I consulted the literature to gain a deeper conceptual understanding of their experiences. The literature review resulted in a reorganization of the properties for the socialization process. The category was organized into (a) childhood socialization, (b) anticipatory socialization and (c) organizational socialization.

I did not expect participants to go back to their childhood socialization experiences when asked to share their perceptions of the socialization process. This differed from my initial hunch, that participants would share their experiences when beginning their careers, not throughout their

lives. According to Hershenen (2005), career socialization begins in early childhood at the point in which children gain an awareness of career, typically by directly observing family members perform their specific professions. This was definitely the case with Brooke, Amelia, Victoria and Kate.

Both anticipatory and organizational socialization concepts emerged from the work of Van Mannen (1976). The activities that an individual undergoes in the process of training for a particular profession as the anticipatory period (Van Mannen, 1976), this period entails such activities and tasks as, graduate assistantships, student teaching, practicum and internships, attending and presenting at professional conferences and job searches. Each of these activities provided a perspective for the individual in training. Such perspective is necessary to orient new personnel to the expectations, pace and skills necessary to be proficient on the job. According to Van Mannen, organizational socialization begins when the learner shifts to a phase of being the "responsible doer". The individual can no longer shield herself behind student status because now they have become a member of the organization, albeit at junior level status. The junior status denotes there is still learning to be done. This socialization is different than the anticipatory socialization in that the individual is now being exposed to many facets related to specific settings, as well as socialized to norms and mores of a particular institution.

Participants' reflections of the study

Participants used the following words to describe their thoughts and feelings about their experience in being a participant in this study: "refreshing, confirming and thankful". Participants' stated it was refreshing to have an opportunity to recollect and recall all of the stages and revisit the people who had major influence on their careers. Many stated they have discussed several aspects of their career journey and the process of how they got to where they

are professionally in bits and pieces while talking in small informal conversations with friends, colleagues and students. However, participants indicated that they had never had the opportunity to reflect as far back as their childhood to the present and realized each of the influences and turning points that they have encountered along the way. Amelia, stated she really did not have any "ah-ha" moments throughout the interviews process. Although she was happy to contribute, enjoyed the interview process, and felt that the study was being conducted in an appropriate manner. Participants' unanimously expressed their support for the results of this investigation. In fact, each participant confirmed emergent themes and noted that patterns were grounded in the data obtained from initial, follow-up, and final interviews.

Conclusion Drawing and Verification

Conclusion drawing and verification procedures are the final stage of data analysis. Specific procedures were utilized to enhance the trustworthiness of my interpretations of the research. Prior to presenting final conclusions several verification procedures were completed on tentative conclusions. Several verification methods were used in this research, which included: (a) examining rival explanations, (b) consultation with a peer debriefer, (c) member checking, and (d) triangulation procedures were utilized to bracket the researcher's biases.

Rival Explanations

An exhaustive search for alternative ways of organizing the data and identifying rival explanations for emergent themes was conducted at each of the three stages of the data analysis process. Additionally, I reviewed and compared the literature in chapter two as well as other venues of existing research with my initial findings. Most of the concepts that emerged from the data analysis were supported in existing literature as indicated throughout the write up of data

analysis. Contributions from various researchers and writers were used to support and on a few occasions negate findings.

Consultation with peer debriefer

The initial findings were grounded in the literature and presented to a peer debriefer. The peer debriefer was asked to review the theoretical scheme, offer feedback and assistance on organizing the data, and detect alternative explanations. Throughout the process of this investigation, the peer debriefer often had insightful comments about the organization and analysis of data. After several interactions, the peer debriefer noted that alternative explanations were not evident and data analysis was complete.

Member Checks

Participants were asked to review the initial conclusions to make sure their perceptions were represented accurately. I briefly summarized my preliminary findings with participants in each follow-up interview. On occasion, participants offered an alternative phrase or way of describing findings, but eventually, participants verified that their statements were reported accurately. Likewise, participants supported the initial conclusions and noted that the narrative that emerged provided an accurate reflection of their perceptions of the socialization process.

Triangulation

Triangulation is the process of utilizing multiple data collection methods, multiple sources, and multiple theoretical perspectives to enhance trustworthiness of research findings (Creswell, 1998; Mathison, 1988). Researchers consider interpretations fair if alternative perspectives are honored. Therefore, data was triangulated through means such as participant observation, interviewing and analyzing memos to increase the validity of findings (Lincoln & Guba, 1984 as cited in Merchant, 1997).

Bracketing Biases

Bracketing biases is the process of becoming self-aware and reflecting on the research process and the researcher's biases and assumptions. I maintained a reflective stance throughout the duration of this investigation. I challenged my own preconceptions, values, and beliefs, by temporarily relinquishing my own perspective as I entered the participants' worlds (Bowers, 1988 as cited in Jacelon & O'Dell, 2005). Bracketing served as an important filter to my values biases from compromising the data collection and analysis procedures.

Summary

This chapter included a summary of findings that emerged from three rounds of data collection and analysis procedures. Findings that addressed the grand research question for this study: 'What are female leaders' perceptions of the socialization process in counselor education?' were presented. Results of data analysis revealed a theoretical framework that illuminates the socialization process, inequalities, satisfaction level of professional obligations and work and family balance. Last, verification procedures were explained in order to enhance the trustworthiness of this investigation.

CHAPTER FIVE

DISCUSSION

Introduction

This chapter includes a brief overview of the purpose of this study, data collection and analysis procedures, and findings that materialized. The result of this investigation involved the emergence of a theoretical framework regarding the female leaders' perceptions of the socialization process in counselor education. This framework will be illustrated in a narrative that is grounded in existing professional literature and previous research. Explanations of the limitations of this study are provided as well as a description of how each limitation was addressed or remedied. Implications of findings and recommendations for future research conclude this chapter and complete this research.

Purpose of the Study

The purpose of this study was to offer a contribution to the knowledge base concerning the socialization of female counselor educators in academia. Results from this investigation offer information regarding professional development strategies for female counselor educators. Findings also include information specific to mentoring as a tool for leadership development for females in counselor education and implications for the larger discourse regarding female leaders in general.

Methodology

Data collection consisted of three rounds of individual telephone and email interviews, document analysis, and naturalistic observations conducted at professional meetings and conferences, each observation was recorded in a journal. Purposeful sampling was used to identify participants. A list of prominent female counselor educators was developed based on

their academic rank and status, scholarly contributions, leadership and service to the profession. I reviewed and this list and ranked the women on the list with my committee members. Sixteen women were selected as potential participants for this study. Nine out of 16 participants were willing to volunteer to take part in this research. Two participants dropped out, one at the initial phase of data collection and the other dropped out at the second round of interviews, which resulted in seven participants that remained responsive throughout the entire duration of this project.

There were six participants involved in this study that were Full Professors, two of which have served as Full Professor and Chair of their department, and two participants were Associate Professors. Collectively, these female leaders have served as presidents of divisions of the American Counseling Association (ACA), presidents of ACA itself, and editors of professional journals. Furthermore, participants had authored or co-authored counseling textbooks, as well as received honors and awards for research, teaching, service, mentoring, and humanitarianism. Seven of the eight participants were counselor educators and one was a counseling psychologist program faculty member. Participants worked in both comprehensive master's level and doctoral level CACREP and non-CACREP accredited programs throughout all regions of the United States.

Interviews were scheduled by email and conducted by telephone. Two rounds of follow-up interviews were conducted via telephone. Each interview was digitally recorded and professionally transcribed for analysis purposes. One of the follow-up interviews was conducted by email because scheduling conflicts made it impossible to conduct the interview by telephone.

During the initial interviews participants were asked to complete a demographic inventory and submit their vitas for document review purposes. Initial interview questions were

broad at first, as they were developed to elicit female counselor educators' descriptions of their experiences and perceptions pertaining to their socialization process. Questions for the follow-up telephone interviews progressively narrowed as themes emerged during data analysis. Verification procedures were utilized to enhance the trustworthiness of findings and a complete discussion will follow.

Summary of Findings

Findings from this study offered an in-depth analysis of female leaders' perceptions of the successes and challenges of their socialization process in counselor education. That narrative that follows offers details about three main stages, childhood, anticipatory and organizational socialization processes of female leaders in counselor education.

Participants stated their socialization process was originally shaped during their childhood. They recounted specific family members and childhood memories as profoundly influencing their socialization process, particularly in the area of their career choices, especially when it came to the field of counseling. As participants detailed their experiences they talked their socialization throughout stages and transitions of graduate school, junior faculty and the tenure and promotion process. Participants referred to specific individuals that had influenced their career throughout each of these stages as mentors. They also recounted their experiences of inequalities, satisfaction level with professional obligations, and balancing work and family, as notable aspects of their socialization.

Socialization Process

Socialization promotes learning of organizational goals, norms, values, culture and work skills or tasks (Schien, 1985). The socialization literature originated from the ideas of the classic scholar Robert Merton (1957), who wrote about socialization within societies. Currently, the

socialization literature in higher education overlays Merton's premises from an organizational perspective with the concept of culture embedded in the socialization process. Culture is the sum of activities within the organization, and socialization is the process through which individuals acquire and incorporate an understanding of those activities. An organization's culture, then, teaches people how to behave, what to hope for, and what it means to succeed or fail. Some individuals become competent, and others do not.

Childhood Socialization

The process of socialization comprises many complex and interwoven processes (Williamson, 1993, Van Mannen, 1976). It was my initial assumption that the participants would frame their socialization experiences within the context of their work experiences. However, participants often reflected on childhood experiences as the initial influence on their socialization. Some participants' indicated witnessing the struggles of their brothers profoundly influenced their career decisions. In particular, one participant said,

> I got involved in counseling because I had a brother who had a substance abuse problem… I guess who I am (professionally) comes out of my personal history of wanting to be involved in counseling and trying to make a difference with at least one person…

Another participant spoke of how she was influenced by her mentally challenged brother to become a rehabilitation counselor. She stated,

> **…**my brother is severely and profoundly retarded, and hearing impaired growing up with him in the family was my first introduction to not only disability, but the effect of disability on the family and the reactions and stigma of other people towards individuals with disability and their families...I had a lot of exposure to people with severed disabilities, and to organizations, and advocacies. That was just part of my life growing up. Being in rehab was just a natural for me. I had a different understanding of and appreciation for disabilities than other people. I always knew that. So it (career decision) was just natural.

Other participants described having parents as educators who respected education as a strong family value as well as being immersed in "education talk" in their family environments. In fact, the majority of participants' mothers were retired school teachers or retired school counselors. One participant's father was a retired school principal and her mother was a school counselor. These participants characterized their parents, particularly their mothers as their first role models. One participant commented,

> …my undergraduate major was early childhood education…I really wanted to be a teacher…Both of my parents were educators although they are retired now. My father was a school principal and my mother was a school counselor. I grew up around a lot of education talk.

Another participant commented on the broader influences of not just her family but also the entire community in which she grew up in, she said, "…everyone valued education…the family connection plays a huge part in who I am and the career path I've chosen…in my high school...we were all pretty high achievers…we really valued doing well in school."

From a different perspective, participants who were first generation professionals or academics were true pioneers in their family systems. Some participants were first generation college graduates, as well as the first in their family of origin to work in higher education. She revealed,

> I am first generation (college educated) in my family, so the whole notion of getting a Ph.D. was odd for them; they would say things like 'you mean you still have some other stuff you've got to do? I thought you were done!'…. the concept of writing and publishing, they still don't get it and I've been at this for almost 12 years!

Miller and Katsberg (1995) supported this notion, in highlighting the fact that first generation college graduates often do not have family role models available to introduce college students to the counseling profession, not to mention to the career of being a professor in counselor education. Many of the first generation college educated participants expressed

having a sense that their family members were very proud of their academic and professional successes but did not fully understand all that was involved in their advanced training or their academic jobs. They said their family members perceived them obtaining a master's degree as a sufficient education but often questioned their pursuit of a doctorate degree. One participant stated,

> …my family was so excited when I got my master's degree but when I went for my Ph.D. they questioned whether my pursuit for more education was just a way to keep from getting a 'real job.'

Career development theories identify career stages or statuses wherein individuals gain an awareness of career typically in early childhood through direct observation of family members doing their day to day work. These individuals begin to formulate the initial thoughts about career and occupations such as counseling or education. Often it is these early observations that have direct relevance and influence on one's career choice (Hershenson, 2005, and Chesler & Chesler, 2002).

The participants' experiences revealed childhood socialization that offered a foundation and family role models for education and the pursuit for advanced education, which seemed to aid in their transition into higher education. Whereas, the first generation college educated participants did not readily identify their childhood experiences as integral to their overall professional socialization process. When thesse participants were asked about their childhood experiences and socialization these participants often felt their careers choices supported but not fully understood by their family members.

Acculturation and Socialization

Although, socialization and acculturation are often used interchangeably, they are theoretically different constructs (Reynolds, 1992). Socialization is the development of the

initial worldview, which typically derives from childhood experiences. In contrast, acculturation is the process in which individuals of different cultures or worldviews come into continuous firsthand contact with each other. Reynolds (1992) highlighted the fact that individuals who are familiar with or share similar worldviews as the particular group that they are joining typically have less difficulty in their socialization experiences into a group's norms, values, and traditions. This participant's experience confirmed having familiarity and knowledge of the academic culture aided in her overall transition and socialization. She explained,

> …one of the nicest things for me was going back to an institution that I was familiar with. I got my master's there, and had a great deal of respect for the program even though it was 10 years later. Most of the faculty was people I knew…the transition went reasonably smooth…these were people that had been my faculty when I was a student there, except for maybe one or two... Moving from [the status] of graduate student to faculty member went well…a female faculty member became a strong mentor for me. She almost immediately got me involved in national conference presentations with her...

Considering the historical context of academia being traditionally white male dominated elite, middle to upper middle class, heterosexual environment with value for social interdependence, and competition (Schamm, 2000, & Reynolds, 1992). One participant commented on her perception regarding the interactions in her department,

> Validation is only perceived through a person's reputation or through their perceived power. There are certain person's in my department, particularly white men that are perceived to have so much more knowledge… Now that I'm tenured it's better. I'm more vocal now, much, much, more now.

Therefore, individuals who are peripheral to the dominant culture of academia be it by their gender, race, socioeconomic background or sexual orientation will likely experience phases of acculturation when their worldviews are challenged and expanded in their process of socialization to the new academic environment. Evidence in the results of this study, these women expressed significant challenges or barriers as they progressed in their careers as a result of their gender. The women of color in this study expressed experiences of an extra layer of

challenges and barriers in their acculturation experiences into academia, which they perceived originated from having an outsider status based on both their gender and race. Participants detailed the ways that they coped with the challenges of being outsiders in a male dominated environment such as academia. They spoke of their processes of learning and exceeding their institutions expectations with minimal assistance, and most mentioned they choose to keep to themselves and not to speak up in professional interactions until after they achieved tenure. One participant spoke of her acculturation experience as she began her first job as junior faculty,

> It was important for me.…to first learn the lay of the land at my first job…figure out how many publications I needed to get a year and then exceed that amount so I could be ready to go up for promotion no matter where I was…Because I had a dose of reality in my doctoral program with the isolation…I knew I really could not expect anybody to truly be in my corner…I had to pull that through by myself.

McMillan-Capehart (2002) provided four strategies of acculturation which included assimilation, separation, integration, and marginalization. The process is two-fold, as acculturation affects the individual on a psychological level as she adjusts and becomes acclimated to her new environment. Likewise there is a collective acculturation that takes place as the culture of the group changes and adjusts to the presence of the newcomer (Berry, 1997).

Anticipatory Socialization

Participants' experiences transitioned from the initial stage of childhood socialization and the overall effects of acculturation on the socialization process, to their specific experiences in their graduate training experiences. The second stage of the socialization process emerged from the participants' data. According to participants' perceptions the second stage of the socialization process is the anticipatory socialization. Anticipatory refers to their experiences during the "pre-arrival" or "pre-entry" phase of socialization (Smith, 1989). Van Mannen (1976) originally conceptualized the terms anticipatory and organizational socialization. The anticipatory

socialization stage involves the informal adoption of norms or behaviors appropriate to a status not yet achieved by an individual. Thus providing the experience of a role not yet assumed (Marshall, 1998). The socialization literature implies faculty careers begin with their graduate school experiences or even earlier, not with the first faculty position (Austin, 2002; Van Mannen, 1976). According to Abbott and Sanders (1997), graduate school should be a time of socialization to the academic world. Based on the participants' experiences, there was a process during their doctoral training when they recalled being molded into the professional identity of a counselor educator. This participant recounted her doctoral experience,

> …I told them [professors] I wanted to minor in psychology…I wanted to do assessment…or maybe go into clinical private practice …or become a psychologist. They were like 'Oh no! You can't do that!'…they started molding my thoughts…forcing me to think differently…grooming me…helping me think about research and seeing myself as an academic, specifically a counselor educator...there were many social events with faculty...and gatherings for doctoral students to create a sense of community…we talked about what it's like to be a counselor educator, a professor…grant writing…. all of these things important to becoming an academic, we received in our doctoral program.

Van Maanen (1976) mirrored these sentiments, he posited that socialization to an organization and a professional role begins with an anticipatory learning period during which prospective members begin to assume the values and attitudes of the group they wish to join.

Participants' responses illuminated the notion that anticipatory socialization merges into organizational socialization during the time of transitioning from doctoral student to assistant professor. This stage has often been characterized as "one step above the doctoral students" insofar as junior faculty members experiencing a sense of power and voice. A participant shared her experience,

> …I was an assistant professor and boy did they let me know it…in the way they addressed me …they would say 'this is our *new* assistant' or 'you just wait until you get tenure.' I felt …very un-empowered...as if I had no voice…I couldn't say anything without being somehow punished in some way…the ultimate way being not getting tenure.

As young academics the participants, especially those coming directly into faculty positions from graduate school, faced the immediate problem of "quick starting" on the tenure process they expressed frustration at having "to start proving myself all over again" so soon after the rigors of attaining the doctoral degree. In reality, the degree was only the first step (Wunsh, 1994) because many of the role expectations were continued throughout the next stage of organizational socialization.

Organizational Socialization

Organizational socialization was also originally conceptualized by Van Mannen (1976) and pertains to the period in which the individual sees what the organization is actually like and begins to take her place in it (Smith, 1989). During the initial period of organizational socialization, participants reported feelings of self-doubt, disillusionment, anxiety and some frustration. As assistant professors, participants remembered feeling unprepared for the research and publication expectations set forth by their universities. Some participants stated they did not receive adequate mentoring or training in the area of research during their doctoral training by stating, “I wasn’t prepared for the high expectation for research…because it wasn’t that way in my doctoral training…my professors weren’t under much pressure to publish…my training was more focused on teaching courses and supervision..” This participant’s perspective, relating to feeling unprepared might convey a lack of self efficacy, which is characterized by an individuals’ perception of their own ability or lack thereof to utilize certain skills to successfully perform a work related task, such as research and writing (Vasil, 1992).

Graduate students and junior faculty have the task of learning the cultural norms and processes of their university, college, department, and counselor education programs. They experience several socialization processes simultaneously: socialization to the role of student or

junior faculty, socialization to the academic life and the profession, and socialization to a specific discipline or field (Golde, 1998). According to Golde, four general socialization tasks occur during this period. The first task is with intellectual mastery and the question of "Can I do this?" The second task is pondering the question of "Do I want to be in this role?" Third, graduate students and junior faculty must learn about the academic profession and ask "Do I want to do this work?" The fourth task pertains to becoming part of a departmental culture where graduate students and junior faculty may ask "Do I belong here?" It can be challenging to figure out how to translate and integrate the information gained from these experiences into new environments and personal worldviews (Tierney, 1997). A participant recounted her initial thoughts when she was offered her first academic job,

> …they called me, I had an interview and they offered me the position. Then, I realized, 'Oh, my gosh!' I have to go do this!' and, 'Can I do it?' I think it's the imposter syndrome of somebody coming right out of the public schools and going into the university.

This participant mentioned the term imposter syndrome, this term is frequently associated with highly achieving and very successful people (Clance & Imes, 1978). Different than the concept of low self-esteem, the imposter syndrome is dissonance between the actual achievements and the individual's perceptions or feelings about the achievement. Clance and Imes (1978) conducted research on successful and high-achieving women. These researchers found that high-achieving women frequently had high levels of self-doubt and an inability to internalize their success. Often these women believed they were "fooling" other people, fearing they will soon be "found out," or they attribute their success to contacts or luck. Despite the fact that these women had outstanding professional records and external proof of their excellence in the form of academic degrees, professional credentials, and awards, some still doubted their abilities.

Some participants, specifically women of color, stated that the isolation they experienced during their early socialization experiences with minimal mentorship in their doctoral programs afforded them with sufficient coping skills to navigate the less than supportive environments as junior faculty. For example this participant illustrated,

> …there weren't many differences in my transition from doctoral student to junior faculty in the sense of isolation…I was able to survive without needing to be fully embraced by the people in my environment. I was close enough to my family that I could reach out to them for that human piece…that feeling of isolation and invisibility in my doctoral training was also a part of my experience being a junior faculty member…I had some skills that relate to who I am personally,…as a racial person and,…as an ethnic being…all those were strengths that I brought with me.

Austin (2002) supported this notion and commented that the graduate experience is crucial to the socialization of an academic because the expectations and skills required to succeed in the graduate school environment are often replicated in the work and existence of being a faculty member.

Other participants described a drastically different transitioning experience. She expressed feeling protected, supported by senior faculty, and excited about the mentoring she received when transitioning into a very established department with faculty who had been in the program for a long time. She believed that faculty were very intentional in protecting her time and provided ample opportunities to focus on scholarly endeavors, like research and writing. She stated,

> Oh, it was great [the transition to first academic job]. I laugh about it…there were seven old white men when I got there… these guys had been there for 25 or 30 years. They had the program in pretty good shape. They were very supportive. They protected my time. I basically taught and did research. I didn't have a lot of committee or other assignments… So I ended up going up for tenure early…in my fifth year and got it.

Park (1996) supported this participants' experience and suggested that female faculty are often advised to curtail their service activities and teaching in order to publish more and "jump

start their careers." Although experiences varied to some degree, participants agreed that the socialization, in terms of support that they received in their doctoral programs paralleled their experiences as junior faculty.

As the participants described their experiences of transitioning into their new academic positions they talked about how the culture and collegiality of each department shaped their experiences differently. In fact, participants frequently made reference to how senior faculty members assisted them as they made the transition into the new academic environment. The Chair of the department was reported to be a major influence on the tone of the department and central to the ease or challenge of their transition. One participant offered two vastly different experiences that she encountered in terms of support and transitioning. She noted,

> [xxxx] was a collegial faculty environment. I felt a lot of support as an individual and as a developing professional. I had a lot of encouragement from senior faculty…I felt that I was part of that institution. However at [xxxx], I really didn't perceive any support…the department chair did not try to help me get adjusted to being an assistant professor. I remember talking about my goals to him. I said 'one of my goals was to spend time getting to know the other faculty in the department so I could get involved with people in terms of research projects.' He was so rude…he said, 'Well, that'll take you 30 minutes, maybe half an afternoon. Then what are you going to do?'…completely unsupportive of any socialization…

Personal triumphs and strife

In addition to the organizational transitions some of the participants described personal challenges that they had to face and overcome early in their careers. A participant talked about the process she went through to overcome her public speaking anxiety. She shared,

> I had an extreme problem with public speaking anxiety...my second semester as a faculty member, I was so anxious about standing up in front of my rehab counseling students that I arranged guest speakers for every class. I met the speakers in the hall and asked them to introduce themselves so I wouldn't have to stand up. It worked!...At the end of the semester I met with my department chair. I told him '…my teaching really isn't very good. I have this problem.'…he told the Dean I was a lousy teacher without ever looking at my student evaluations, which actually were positive. The Dean called me in and said, 'I understand that you're a lousy teacher…You need to do something about that or you're

> going to lose your job.' There was no attempt to offer me any resources, assistance, or assign me a mentor, or absolutely anything. They just said, 'You need to do something about this or you can go find another job.'

Another participant detailed how challenging it was for her as an assistant professor having her ex-husband involved in a sexual harassment suit. She disclosed,

> ... my ex-husband was the Chair of the department…he was involved in a sexual harassment suit…people assumed I was involved because I was the ex wife even though I was not a part of the complaint at all. It was very difficult for me.

Tenure

Data analysis revealed that achieving tenure is the benchmark that ends "junior" status in academia. Each participant expressed a drastic shift in their sense of freedom to speak up about their beliefs and act on their instincts regarding specific issues and interactions with other faculty once they were tenured. On average, participants indicated that the tenure process took approximately six years. During such time participants also indicated that their lives were limited because of the writing demands. For example, each participant described how she had to limit her involvement in outside organizations and set boundaries with personal and professional time in order to meet her tenure goals.

Being awarded tenure and progressing through the academic ranks are among the most visible and valued signs of accomplishment for America's college and university faculty (Perna, 1997). Some participants spoke of the challenges they encountered with the promotion and tenure process. Many described the tenure process as difficult and challenging. One participant characterized tenure as a "sick process" because it breeds isolation and competitiveness in the way that the rewards system is designed at most universities. According to participants' responses, collaborations are not valued as strongly as independent research and writing. Moody (2004) supported participants' claims by highlighting that current culture and reward systems in many higher education institutions are based on points and outcomes, which encourages faculty

to work independently without any reward or incentive to collaborate with others. An African American participant stated that based on her experiences, people of color are held to a higher level of scrutiny in collaborative writings because there is suspicion regarding the amount of work the faculty of color actually contributed to the finished document. Although participants described the tenure process as isolating, they frequently expressed great appreciation for specific individuals who assisted them through the process. These mentors were often senior faculty, not necessarily counselor educators, but individuals who had keen knowledge of the inside politics of the university.

Mentors

The majority of the participants identified at least one person who had great influence on their careers. Participants identified mentors by function. Participants highlighted the importance of their relationships with their school counselors. In particular, a participant spoke of her unique advantage of having a school counselor who was heavily involved in national and local professional organizations and remained an influential thread throughout her formative career stage. She said,

> I had a high school counselor who had some impact on me. After I finished my education degree, and got my Master's in school counseling. I went back to my old high school to do my internship...She [high school counselor] was very active in ACA. She was on the ACA Board of Directors…I got a job in the county where she was the county supervisor…she sort of took me under her wing and took me to region meetings and ACA conferences with her…

Participants' mentors during their graduate training were typically their clinical supervisors or dissertation chairs, this participant commented on the influences of her master's advisor and doctoral chair,

> ...My advisor was very instrumental…he encouraged me to go get my Ph.D., ...recommended the program, as well as the professor he wanted me to study under...I was a GA for the professor that he recommended...he got me involved in a lot of

> organizations. It turned out to be a great relationship…I laugh because I still very rarely make a large professional decision without calling (my major professor) and I've had my Ph.D. for 16 years… I don't always follow everything he says but I really value his opinion.

Often, participants maintained connections with their mentors from graduate training, while also developing new mentors. Most of the time, senior faculty from participants' new academic environment became mentors. This participant shared her experience with mentoring,

> My mentor was promoted to full professor when I first started working at this university. She's been wonderful to me…we're good friends. She is real in tuned to the politics of the university…knows everything on how to do things around the university. She often tells me, 'This is what you do… or…'this is how you handle that…' She was the chair of the tenure and promotion committee when I went up…that helped a great deal. She was great through that process. She told me what to say… what not to say…She didn't help me with the writing as much but what she was really good at telling me what kind of committees to be on and what kind of committees to stay off of.

Participants often used words such as, "respect" and "appreciation" for the individuals who were characterized as mentors and friends. Both friends and mentors had a major influence on the careers and decisions that participants made. Likewise, participants expressed an inclination toward "giving back" through mentoring others. One participant reflected,

> I love mentoring the younger faculty, both men and women…a top priority in my role as Chair is to make sure that pre-tenure faculty get the support they need to get tenured. I especially like mentoring the women who don't get the understanding that they need… if they have children, and if they have responsibilities that men don't. I learned that from my mentor, she was very understanding of me and my needs…my son had to be number one…I had a lot of balls in the air….she understood those things…that's the model I try to follow.

Cross-Gender Mentors

Based on participants' experiences, there was a strong theme of cross-gender mentoring. Hence the majority of the female participants in this investigation had mentors who were men. For example, one participant said,

> There were no women in full professor or department chair positions when I was a junior faculty member… so (women) just weren't available to us. That has really only happened as I've gotten older, so now as Chair, I'm in a position to mentor female faculty.

The majority of the women had male mentors, particularly the more seasoned female leaders, women in the field for 16 years or more, experienced very few, if any women in leadership positions to provide mentoring or to serve as role models. This participant explained,

> I had a couple of mentors who were particularly significant to me…they were both males, frankly, my mentor in my master's program and in my first job was also a male…looking back over my career, I probably have had more male mentors than females…of my generation, there were more men to mentor us…it does make us pay attention to the fact that there are men out there….one of my male mentors, is one of the strongest feminists I've ever known (laughs)…

Intersection of Socialization and Developmental Processes

Participants' frequently referred to their personal developmental process as a key factor in their career decision making and overall socialization process. Accordingly, the socialization process that emerged from this investigation included a link between socialization and career and personal development. The participants who had been in academia for 16 or more years expressed that they were experiencing a shift in their mentoring needs, as they were evolving to the pinnacle of their careers, they were gaining great fulfillment in mentoring junior faculty and students.

Mentoring was expressed as one of the major cornerstones of their socialization process. Ragins and Cotton (1993) referred to Erickson (1963) as they discussed the importance of mentoring functions for women in middle age, which spans chronologically from early 40's to 65. The developmental tasks at this stage are generativity vs. stagnation. Erickson (1963) refers to generativity as an adult's ability to look outside oneself and care for others. The participants in this study were experiencing a period of generativity (Ragins & Cotton, 1993; Erickson, 1963) both developmentally and professionally as they gave back to the profession in their mentoring

of younger professionals. Participants' responses represent the concept that generativity is necessary to progress to the next life stage and avoid stagnation in the individual's life development (Ragins & Cotton, 1993).

Levinson (1978, 1986), the classic scholar in the area of mentoring, particularly mentoring men, emphasized mentoring as important to the mid-life transition. Levinson's ideas about mentoring in mid-life add a frame of understanding the participants' current fulfillment in being mentors for others. Individuals often reach career plateaus during mid-life transitions, and may be faced with a lack of challenge and growth. This leads them to question the importance of work in their lives. At this point, the mid-life transition may lead to decreased organizational commitment, involvement, satisfaction, and performance (Ornstein, Cron, & Slocum, 1989 as cited in Rogins & Cotton, 1993). Mentoring seemed to help women who participated in this study as they moved through their career and socialization processes and searched for a new sense of purpose and direction. This participant stated,

> …when I took the Chair position, I'd reached a place in my career that I was getting a lot of my fulfillment out of mentoring and helping younger faculty…whether it was people in my department or people that I met through ACA.

Inequalities

Participants shared several unique experiences related to the inequality that they experienced. Inequalities were either solely gender related or a combination of gender and race related. According to participants, gender based inequalities were experienced as subtle and overt instances of difference or lack of equality with their male colleagues. Inequality was experienced in terms of interactions, opportunities, or status that influenced areas related to departmental politics, work climate, collegial relationships, salary, and rank (including tenure and promotion).

Gender Inequalities

Participants highlighted unique challenges for women in academia. For example, some participants commented on differing role expectations for men with children compared to women with children. Likewise, participants described negative stereotypes that equate being feminine with being less competent. As one participant stated,

> …we (women) get it all wrong… we think we have to not have a life to prove ourselves in our field. 'I can't have children until I get tenure' Or 'I have to seem a-sexual' well men aren't seen as a-sexual. There is no reason we should have to be…"

Literature by feminist researchers and writers encourages women to incorporate an androgynous identity, integration of both traditional masculine and feminine characteristics, in order to be successful (Herlihy & McCollum, 2003).

Stereotypes

Based on participants' responses, stereotypes are a factor that influence and contribute to the inequality that women experience in the socialization process as female leaders in counselor education. In fact, two participants indicated that their experiences, as department chair and president of a division of a national organization, were ridden with negative stereotypes around the leadership styles of women in power. One participant commented, "… the downfall of women in higher education is the politics… women who are outspoken in positions of power just do not succeed well in higher education… all those negative labels are still out there..." A participant asserted,

> … both race and gender plays into the politics women who are very direct in their speech, task oriented and possess strong management skills are sometimes labeled negatively. If a man behaves in the same way the label is more positive, there are of course exceptions…

Participants' perceptions regarding some of the problems faced by women leaders support what researchers have suggested about the social and institutional barriers perpetuated by

the stereotypical belief that women would be less successful in positions of leadership, despite evidence to the contrary (Offerman & Beil, 1992).

I expected to find that gender discrimination and stereotypes existed however I assumed these negative barriers diminished with increased status and rank in academia**.** Surprisingly, many participants reported that gender discrimination continues to exist regardless of their status or credentials. One participant said, "One would think that as a senior full professor, having been president of the honor society, 2 divisions of a national professional organization, and the organization itself, that I would not experience gender discrimination, but I do…"

Salary Inequities

According to participants involved in this study, the primary issue of gender discrimination was around issues of salary. One participant who was a full professor described a current challenge,

> …a major issue of gender discrimination...that's been consistent throughout my career has been in terms of salary. Men make more than I do…gender discrimination is more significant at the full professors' levels now, because assistants and associates have had more attention.

Hill, Linbaugh, Bradley, and Hazler (2005) supported participants' comments as they noted that gender inequities are represented at higher ranks and are coupled with inequities in salaries. According to the American Association of University Professors (2000), female faculty in higher ranks are paid less equitably than men across all institution types (Hill, et al,). One participant offered the following thought: "…the bigger issue is salary compression not deliberate discrimination and the fact that women do not negotiate their base salaries as aggressively as men." Participants unanimously commented on the fact that female faculty do not negotiate their salaries and benefits as well as their male counterparts. They consistently agreed that it is imperative to negotiate the base salary as well as the non-monetary aspects such

as graduate assistants, modern computers with appropriate research software, conference pay, and teaching load. Participants also provided caution against relying on verbal promises, based on their own negative experiences; they suggested that women never assume anything is true if it is not written in the actual contract. One participant explained,

> I had some hard lessons in academia…most important is… if it's not in writing, it doesn't exist! Universities are notorious for promising people things and then saying, 'Well, it wasn't in writing.' or 'It was promised by somebody else' or 'It wasn't my responsibility.'

Gender and Race Inequalities

The intersection of both gender and race inequalities was expressed by most African American participants. Collectively these participants reported their professional experiences as having additional layers of marginalization that they attributed primarily to their race. Their experiences revealed situations of isolation, invisibility, and exclusion vs. inclusion in research collaborations. In fact, one participant stated,

> …..as women of color, not only are we dealing with gender issues, we are also dealing with racial issues… We can become paralyzed by all this stuff…African American women that are very bright and driven can be brought to a halt by the stuff that people say to them and the racist kinds of things that happen…

Each of these participants emphasized the importance of creating a sense of balance for women of color to successfully rise above the circumstances of having double "outsider status" in academe. They created and maintained balance with their relationships with other women. As one participant said, "During those trying times…there are women that I call my sista-friends...I communicate with them, pray with them, vent with them or do whatever I have to do with them to be able to come back and survive."

African American participants also identified with a strong spiritual and religious connection. As one participant remarked, "Religion and spirituality are very important to

me...I'm a Christian...I rely on my faith in the Lord to get through..." Another participant elaborated on how her faith has been vital to her tenure process,

> Right before I went up for tenure, I broke down talking to one of my colleagues…I thought I wasn't going to make it…I remember saying, 'You know what? If it's meant for me to be here, It will be here!..I boo-hoo'ed…I kept telling myself that nobody is bigger than the Lord!...That was a very powerful experience for me'.

Bryant, et al. (2005), supported findings from this investigation related to gender and racial discrimination. In their recent article *Having Our Say: African American Women, Diversity and Counseling,* Bryant, et al. noted that African American female counseling professionals have gained increased access to teaching positions and have made significant contributions in terms of scholarship. Despite their contributions, African American women still face significant organizational, intrapersonal, and interpersonal challenges to their success in academia (Bryant, et. al.).

Mixed Discipline Inequalities

Another unexpected finding was revealed as participants' described an extra layer of marginalization when working in departments with mixed disciplines (both psychology and counseling). Participants' described these work environments as often hostile with an embedded hierarchy of psychology programs having dominant power and influence over counselor education programs. Counselor educators are not highly regarded or respected in these programs; there are practices of exclusion vs. inclusion in these types of environments. Frequently, participants described their interactions in these programs as a "battle." In fact, one participant stated,

> We're on the bottom or the lower end of the totem pole. It's very competitive. It's played out in every meeting, or in the issue of courses…the counseling psychology students don't take courses with counselor education students. They don't want us teaching their students.

This conflict also plays out in the entire departments' perception of counselor education students, one participant commented on the challenges her department has with counselor education students. As one participant commented,

> The contrast between them (counselor education students) sometimes and these very bright school psychology and counseling psychology students is just glaring. There's tension around that because we end up spending a lot of time on a couple really problematic students and they almost always end up being counselor education students.

But not all departments are met with such great divide. Departmental leadership can have a vital effect on the climate and collegiality of mixed discipline departments that can exist in a harmonious way. One participant who is also the chair of her department, noted that her department, "fosters cooperation and collaboration and there is not any tolerance for this type of divisiveness." This program has worked very diligently with both counseling and psychology so that the master's core courses are taught from a counseling perspective. She also stated most of her counseling psychology faculty have memberships and are active in both APA and ACA. While participants agreed that this has been an ongoing struggle, they strongly emphasized the importance of a strong counselor educator professional identity as central to the socialization process.

Satisfaction Level of Professional Obligations

Participants described their satisfaction with their professional obligations, research, writing and publication, teaching, supervision, and service. Most participants indicated that they did not enjoy writing without a purpose or end goal in mind. But they did gain great satisfaction from writing to address a particular need or in order to advance the profession. Participants' responses illuminated a benefit of being at their stage professionally, is being able to work with students on writing projects. As tenured, full professors they have the luxury of collaborating

with students. Some participants noted that they often offer first authorship to the student because they are free of the pressure to "publish or parish." One participant remarked,

> …working with students…that have been the most satisfying…helping students learn how to write for publication. Most of my publications in the last 10 years have been co-authored. Usually the student is the senior author, no matter how much work I put into it…I can do that as a senior faculty member because now …I do the things I want to do. That is why I stay in academia, I like the independence.

This notion is supported by Hill (2003) who suggested that counselor educators found their greatest satisfaction and enjoyment by having a sense of autonomy, keeping current in the field, having personal control over choosing courses to be taught, expanding professional connections, and teaching classes.

Participants mentioned gaining great fulfillment from mentoring both students and junior faculty alike. In particular, participants appreciated the opportunity to help students and junior faculty get involved in professional service and leadership. Likewise, some participants gained satisfaction from teaching and professional development with school and community organizations. This is illustrated by a participant who said, "I love teaching and being in the classroom. I must be a performer. I like seeing a light bulb go off…."

According to participants involved in this investigation, academic service commitments were described as the least enjoyable aspects of their jobs. Most of the women expressed a distain for bureaucracies and university politics and disliked that the time commitments of service to the university or department committees typically yielded minimal rewards professionally. In fact, one participant said,

> Student committees are okay…I was on the faculty senate committee…then realized the institution is very hierarchical in terms of its leadership and very male dominated…the faculty senate was a powerless group. I can't be involved with an organization that does nothing. So I got myself off of that committee…ever since then, I realized university politics is not for me. That's the main part of my job that I don't enjoy.

Work and Family Balance

Participants shared their experiences with how they navigated the demands of their family role with their responsibilities of their professional identities. In this study, three of the participants did not have children, two of the participants have adult children, and two of the participants have children that are school age or younger. Participants stressed the importance of (a) balancing family time and (b) structuring work time. One participant said, "…having kids has made me be more realistic about my time and say 'no' better. I have to make choices about how I'm going to spend my time." The competing responsibilities of the personal and professional identities can be staggering for female counselor educators with families. Often the expectations can create a level of mental stress and professional challenge that male colleagues rarely, if ever experience (Williams, 1999).

Traditional university professorships were designed for men with wives, who provided childcare, edited and typed their papers, and in some cases, graded student work. Unlike those in comparable professions, professors are more likely to take work home, and less likely to spend time with their children or assist with housework. However, based on the women the experiences of the women with families in this study, they are expected to assume the majority of the responsibility for the care of the children and household, this is particularly challenging for women who were single parents (Hammond, 1996; Hochschild, 1997). One participant commented on the financial strain of pursuing graduate school while having children. She said, "I had an assistantship…I felt so poor that I seriously investigated becoming a member of welfare. (laughs) It was a very difficult experience for me …" Overall, participants were satisfied with their efforts towards successfully managing their work and family life. They use various strategies to maintain balance with family by utilizing support systems to assist with the

childcare needs such as hiring housekeepers to maintain the home, or traveling to conferences with the children and a family member.

There is a gap in the literature that speaks to issues of work and family balance for single women without children. This omission ignores the reality that women without children are faced with challenges, although they may not have challenges around childcare and spousal related issues it does not mean that they are without faced with different challenges in navigating the responsibilities of their personal lives, with the demands of the professorate. One of the single participants without children stated,

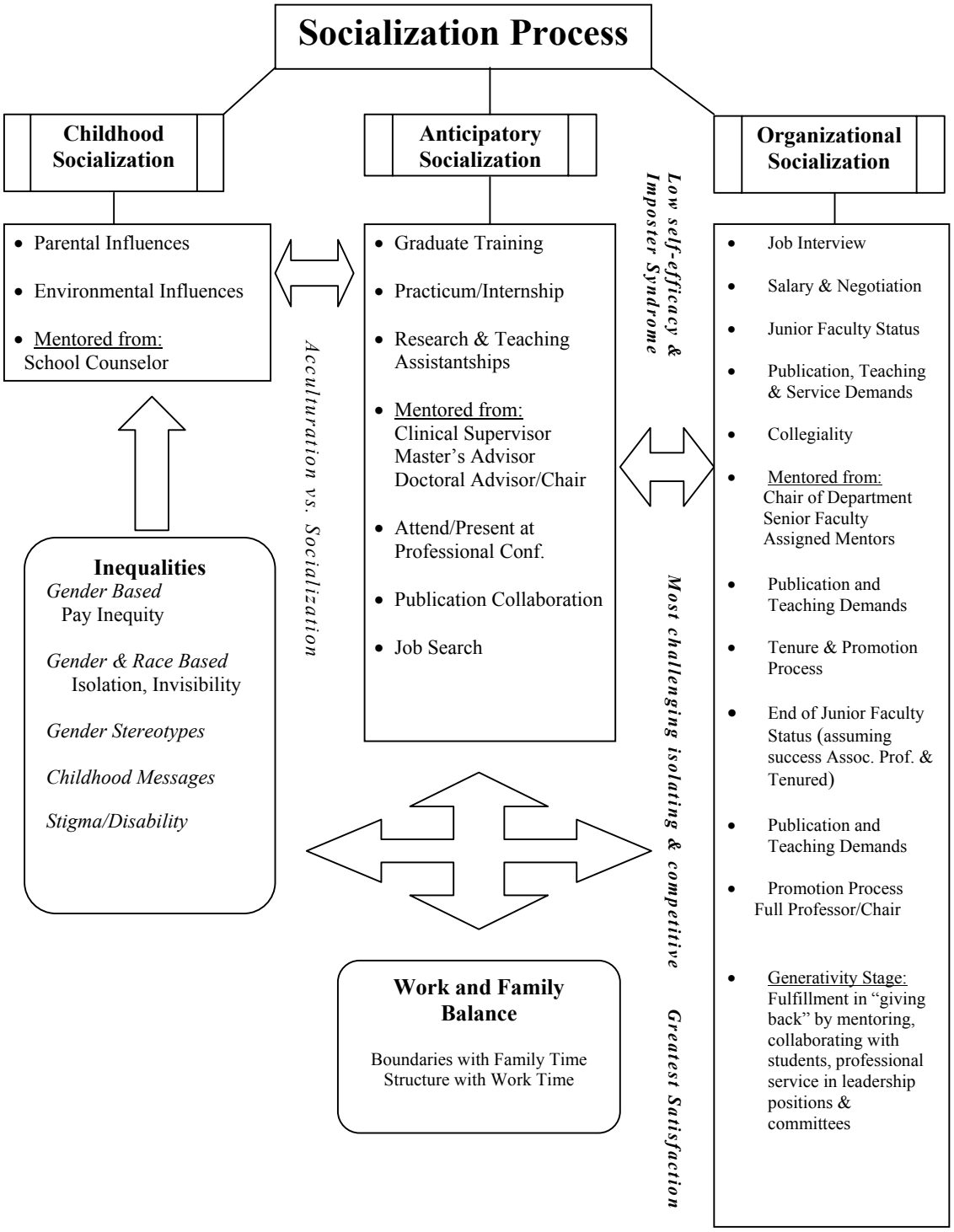
> …one of the hardest things I had to do was when I was going up for tenure, although I don't have children, there were family members that I was financially helping out. I had to let tell people 'No, I can't come home! No, I can't get this, or 'No I can't process that situation…'

Final Theoretical Conceptualization

The analysis of the participants' narratives emerged a theoretical framework of the interrelated influences of the socialization process of female leaders in counselor education. This theoretical framework is visually depicted in Figure 1. The primary category for this framework is the socialization process which is divided into three main stages, childhood socialization, anticipatory socialization and organizational socialization. Although, the tasks involved in each of the three stages occur linearly, each stage is interrelated to the subsequent stages., as indicated by the arrows. Specifically, the influences from childhood socialization are interrelated with the succeeding experiences in the anticipatory socialization stage. Between each of the stages of socialization there are threads such as acculturation vs. socialization, low self-efficacy, imposter syndrome, most challenging, isolating and competitive, and greatest satisfaction which represents affective components that impacts the transitioning from one stage to the next stage of socialization. Inequalities and work and family balance are displayed as two alternate processes

that have impact on each other independently, in addition to having direct influence on each stage of the socialization process.

Figure 1
Interrelated Influences in the Socialization Process of Female Leaders in Counselor Education: A Conceptual Framework



Limitations

Limitations are conditions beyond the control of the researcher that restrict the scope or affect the outcome of the study such as the researcher biases and the generalizability of the findings (Creswell, 2003). There are potential threats to the credibility and quality of in every study, the potential limitations of this study include, (a) researcher's lack of experience, (b) researcher's bias, (c) generalizability, (d) purposeful sample, (e) catastrophic circumstances, (f) time, and (g) halo effect.

Researcher's lack of experience- This is the first research endeavor to this magnitude that I have completed. Any imprecision related to aspects of the overall research design, research questions, and related probes are indicative of my lack of experience in this area. I addressed this limitation by referring to a classic text on qualitative research and frequent teleconferences with my methodologist as well as monthly face to face meetings.

Researcher's bias- Qualitative researchers serve as the instrument for data collection, therefore it was imperative for me to be open and aware of my own biases and be willing to confront them as they emerged. My assumptions and biases were stated upfront in this study. I addressed this limitation by utilizing triangulation procedures such as multiple methods of data collection, individual interviews, document reviews, and personal observations. My personal thoughts, observations, and biases were recorded in a reflexive journal and processed with a peer debriefer and utilized member checks to ensure that the findings were consistent with participants' responses and increase the overall credibility of the findings.

Generalizability- Generalizability is not intended as a goal of this inquiry. The responses obtained from these eight participants are in no way representative of all females or female

leaders in counselor education. It was my goal as the researcher to offer a detailed description of my data collection and analysis procedures for future replication of this study, however the decisions around how these results are generalized in a broader context is to be determined by the reader.

Purposeful Sample- Participants were selected and invited to participant in this study. Purposeful sampling is a limitation of this study, because participants were not chosen randomly. My committee members were utilized as informants for participant selection. There may be an inherent limitation in any level of bias held my committee members.

Catastrophic Circumstances- I was directly affected by Hurricane Katrina at the onset of my study. I endured significant loss and remained displaced from my home and university throughout the entirety of this study. I am certain that my living arrangements, limited resources for research, and physical and mental stress factored as a limitation to this study.

Time- The quality of qualitative inquiry is increased with prolonged engagement in the field. A limitation of this study was the limited time constraints in which it was executed.

Halo Effect- Although it was not evident to me, but due to the nature of this study, it is likely to have halo effect as a limitation. The halo effect is when participants provide their best answers with the intent of maintaining a positive image for the researcher and the audience of the presented research.

Delimitations

Delimitations are the initial restrictions or bounds set by the researcher to narrow the scope of the study (Creswell, 2003). The primary delimitation for this study is the choice to employ purposeful sampling, to limit participants to female counselor educator leaders exclusively. The reason for this delimitation is to isolate for gender. It is important to note, that

there is a possibility that vastly different experiences could be gleamed from participants outside the sampling criteria of this study, such as men or other female counselor educators whose professional experiences do not mirror those of the participants in this study (Clark & Harden, 2000), however such experiences are beyond the scope of this study.

Implications

This investigation resulted in a theoretical framework of the socialization process of female leaders in counselor education. Due to the limited literature specific to this population, these findings offered new information grounded in the experiences of female counselor educators who have actualized success in academia as determined by their rank and tenure, scholarship, service to the profession, awards, and acclaim. Implications for doctoral students, counselor educators, and higher education are presented to demonstrate how these groups can benefit from this exploratory research.

There is a wealth of useful information within the findings of this research for doctoral students. The depth of this study provides useful information to normalize some of the experiences doctoral students may currently experience and offers a guide of what to expect in their future careers. Based on the findings in this study the most positive socialization experiences were with participants who were able to establish relationships with their professors during their graduate training through research and writing collaborations, graduate assistantships, and teaching assistantships. These findings highlight the importance of formalized mentoring for doctoral students and offer suggestions for counselor educators working with doctoral students to provide and encourage assistantship experiences that facilitate opportunities for doctoral students to learn the skills and expectations of their future jobs in academia.

There are definite implications for counselor educators working with doctoral students and administrators working with junior faculty to consider socialization needs in the complete context of an individual's culture be it gender, race, disability, age, or with children and family responsibilities or first generation college educated. Of course, this would imply time needs to be devoted in learning the newcomer as the newcomer learns their unfamiliar environment.

The results of this study offers extensive implications for the existing discourse in higher education regarding inequities in academia for women and minorities, mentoring, occupational satisfaction, collegial work climates, recruitment and retention of minority populations in counselor education. The findings of this study brings forth the voice of the female leaders in counselor education, their reported experiences of marginalization and barriers provides relevant information to initiate further dialogue amongst faculty and administrators as well as design and implementation of policy changes in counselor education programs that are mutually beneficial to junior and senior faculty and the university.

Further Research

This study explored female counselor educators' socialization experiences, there are implications for further research on the socialization experiences of male leaders in counselor education; or a cross-analysis comparison of the perceptions of the male and female leaders' socialization experiences in counselor education. Further qualitative research is warranted for an investigation of female Chairs exclusively, this type of inquiry will offer deeper insight as to socialization from an administrative perspective. The original intent of this study was to have a sample of female department heads however due to lack of response and time constraints the sample was extended to individuals who were both administrative leaders and scholars.

An in-depth investigation of mentoring could be conducted both qualitatively and quantitatively to ascertain participants perceptions regarding the usefulness of assigned mentoring, satisfaction level of their mentoring experience, and gender influence as well as cross-cultural and inter-cultural impacts on mentoring experiences. A topic that emerged from one of the interviews was the negative side effect of inappropriate mentoring behaviors. I thought this was a fascinating perspective of mentoring however; there was not enough supporting data within this study to substantiate this idea as an independent theme. However, further research on the negative impacts of inappropriate mentoring behaviors is a pertinent area for exploration.

Useful information could be gained from an exploration of the socialization experiences of counselor educators who were denied tenure or leave academia all together. Replicating the study in other countries could reveal similarities and differences in the socialization process and could provide valuable insights into how to improve the socialization process of new college faculty.

From an acculturation vs. socialization perspective, further research is warranted to investigate the experiences of counselor educators of non-American ethnicity to gain insights on the socialization process from a broader international context.

Concluding Remarks

This research endeavor evolved from my own experiences as a student leader and doctoral student in counselor education. I was curious to learn how female leaders in counselor education, many of which I admired professionally, "learned the ropes" or were socialized into an environment that was often described as rigorous and highly difficulty for women to obtain success. I conducted an exhaustive search for research relating to female counselor educator's socialization but the available literature was scant. I realized a need for exploratory inquiry to address the specific

experiences of female counselor educators' socialization process. By using grounded theory procedures, I was able to describe female leaders' perceptions of the socialization process in counselor education. Throughout the process, I remained reflective and remained diligent in maintaining an open mind about my biases and assumptions.

When I set out to do this study, I expected to hear stories of carefully planned careers. But what I learned was many of this participants largely attribute their success to hard work but also happenstance, many often said they did not set out to be where they are professionally but now they are very happy their current positions.

This study unfolded to a deeper kaleidoscope of experiences beyond gender or leadership, most notable was the issues around race. The issues expressed by the women of color in this study depicted aspects in their experiences that were uniquely different based on their race I was shocked and deeply dismayed to find out the intense level of marginalization that prominent female counselor educators of color experience. I knew gender and racial discrimination were factors in today's work environments. However, I did not have a full gage of the intensity of isolation and invisibility women of color experience in academia, particularly in a profession such as counseling. Listening to some of the negative experiences that occurred in some of the participants' careers was difficult for me at times. Likewise it was alarming to me to find out that female, full professors, with extensive credentials, professional achievements and productivity endure gender discrimination and pay inequity. My initial hunch was that pay inequity was more of an issue that affected junior level faculty as they have to "prove themselves", not at the senior level. I learned invaluable lessons regarding the importance of negotiating base salary, structuring and organizing work schedule to maximize efficiency with teaching and writing demands.

I began this inquiry with so many questions. I feel like I have gained some perspective on many of those questions, however as I end this investigation, I feel that I have more questions than I do answers. Especially as I approach my own transition from graduate student to junior faculty, I am

now pondering how my own socialization experiences will play into my future career aspirations. At this point, I have had some positive mentoring relationships and several opportunities to gain a wealth of experience to be an effective counselor educator. But, I am still left wondering how my gender and race will influence my next phase of socialization.

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APPENDIX A

Approval from Human Subjects Committee

University Committee for the Protection of Human Subjects in Research University of New Orleans

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Campus Correspondence

Teresa Christensen, Ph.D.
Lea Flowers
ED 348

5/12/20065

RE: Exploration of the professional socialization process of female leaders in counselor education.

IRB: 02aug05

Your research project is now compliant with the University of New Orleans and federal guidelines.

Please remember that approval is only valid for one year from the approval date. Any changes to the procedures or protocols must be reviewed and approved by the IRB prior to implementation.

If an adverse, unforeseen event occurs (e.g., physical, social, or emotional harm), you are required to inform the IRB as soon as possible after the event.

Best of luck with your project!
Sincerely,

Laura Scaramella, Ph.D.
Chair, University Committee for the Protection of Human Subjects in Research

APPENDIX B

Introduction Letter

Dear ,

I am conducting a dissertation study that explores the professional socialization process of female leaders and eminent scholars in counselor education. From my own experiences as a student leader in counselor education doctoral training I have become curious to learn how women negotiate the demands of their personal lives and succeed professionally as leaders and scholars with the inherent rigors of academia. Currently, there is very limited research that examines the professional socialization of female leaders in counselor education it is the aim of this study to examine the underlying career paths and patterns of women who have demonstrated leadership in professional organizations, administration and in scholarly endeavors.

This study will focus on the individual and shared experiences, perceptions and circumstances of women who are currently leaders in counselor education by utilizing qualitative methodology. The findings of this study will result in the development of a theoretical framework which will illustrate the socialization processes of how females who are considered "leaders in counselor education" became leaders. This framework will ideally offer a guide for professional and leadership development for females in doctoral training and novice counselor educators.

Based on your leadership and scholarly contributions to the field of counseling, you have been selected as an ideal participant to lend voice and meaning to this study. I would like to invite you to participate. Your participation will involve an initial 60 minute face-to-face, telephone or email interview.

Then there will be two follow up interviews on the telephone or by email for verification and expansion of information received. All interviews will be tape recorded and transcribed verbatim. For the purposes of data analysis, each transcript and electronic email will be printed with names and professional affiliations deleted or altered. You will be provided an opportunity to review the final transcript of your interview(s) and provide feedback regarding the accuracy of the transcript. I am aware that your schedule is dense with professional and personal commitments. However, I hope that you will offer your contribution to this very important study. The interviews will be scheduled and conducted at a time that is convenient to you. Respect for your time will certainly be honored by keeping our conversations to the agreed upon duration.

If you agree to participate in this study, as I hope you will, please review your schedule and offer me three times that are good for us to have our first conversation. Please find attached a demographic inventory and informed consent form for you to review, complete and return to me electronically. Although we will discuss the details of informed consent at the onset of the first interview, you are being provided the letter of informed consent to review, sign and return to me before the first interview. Many of the demographic questions can be addressed by a review of your current vita. Please complete the survey and attach your vita. Both demographic inventory and your vita will serve as a verification procedure for my review of document analysis.

I appreciate your time and interest in my dissertation study and look forward to talking with you further.

Sincerely,

Lea Flowers

Appendix C

Informed Consent Form

1. Title of Research Study
Exploration of the professional socialization process of female leaders in counselor education.

2. Principal Investigator/Chair:
Teresa Christensen, Ph.D., Associate Professor, University of New Orleans, New Orleans, Louisiana Phone: 504-918-1376, email tchriste@uno.edu.

Co-Investigator/Doctoral Candidate: Lea Flowers, M.Ed., NCC, University of New Orleans, New Orleans. Louisiana. Phone: 205-982-1658- (temporary home) and 504-296-9997- cell, email lrflower@uno.edu.

3. Purpose of the Research: The purpose of this research project is to gain an in-depth understanding of the professional socialization process of female counselor educator leaders. This information will be used to build a theoretical framework about the unique aspects of professional development for female counselor educators.

4. Procedures for this Research: Participants are asked to voluntarily participate in 3 individual interviews. The initial interview will be either face to face, telephone, or email lasting approximately 60 minutes in duration. The remaining follow-up interviews will be conducted via telephone and/or email. All interviews will be tape recorded and transcribed verbatim by the researcher or a professional transcriptionist. For the purposes of data analysis, each transcript and electronic email will be printed with names and professional affiliations deleted or altered. You will be provided an opportunity to review the final transcript of your interview(s) and provide feedback regarding the accuracy of the transcript.

5. Potential Risks of Discomforts: There are no foreseen risks to your involvement in this study except perhaps minor apprehension to disclosure of information that might be considered personal or sensitive.

6. Potential Benefits to You or Others: Although there may be no direct benefit to you, the possible benefit of your participation in this study will offer a contribution to the current understanding of professional development for female counselor educators.

7. Alternative Procedures: There are no alternative procedures. Your participation is voluntary. You may withdraw your participation at any time without any penalties or consequence for non-participation or withdrawal.

8. Protection of Confidentiality: Your name, university and affiliations will be kept confidential. Your name will not be identified in audiotapes. Pseudonyms will be given to each participant and coded into the transcripts. Some audio tapes may be transcribed by a professional transcriptionist, who will sign a confidentiality agreement. Audio tapes will be erased upon completion and verification of transcripts. All documents and audio taped materials will be kept in the possession of the researcher in a locked or password protected secure location. Dissertation committee members will have access to transcripts if they chose to review them; however, participant's names will be changed to insure anonymity. The dissertation committee members are: Drs. Teresa Christensen, Ted Remley, Vivian McCollum and Barbara Johnson.

If you have any questions concerning this research study, please email Lea Flowers at lrflower@uno.edu or contact by phone at 504-296-9997 or contact Dr. Teresa Christensen by email at tchriste@uno.edu or by phone at 504-918-1376.

9. Signatures:

I have been fully informed of the above described procedure with its possible benefits and risks. By signing here you are giving consent to participate in this study.

Signature of Subject	Name of Subject (Print)	Date
Lea Flowers	Lea Flowers	
Signature of Person Obtaining Consent	Name of Person Obtaining Consent (Print)	Date

If you have questions or concerns regarding your rights as a subject/participant in this research or if you feel you have been placed at risk, please contact Dr. Laura Scaramella, Chair, University Committee for the Protection of Human Subjects in Research at (504) 416-7099.

APPENDIX D

Initial Interview Protocol

Female Leaders Perceptions of the
Socialization Process in Counselor Education

SAMPLE QUESTIONS
for
INITIAL INDIVIDUAL INTERVIEW

1. Tell me your story…describe your professional socialization process.

2. Tell me about the major influences in your career?

3. Have there been any turning points in your career? Explain.

4. How does your professional and personal identity mesh?

5. What do you enjoy about your job?

6. Describe the things about your job that you do not enjoy.

NOTE: Follow-up interviews will follow this method of questioning. Probing questions will be used throughout the interview(s) to investigate and gain the participants' authentic expressions of their unique perceptions and experiences.

Appendix E

Demographic Inventory

Demographics Inventory

Please read and provide the following demographic information. Many questions may be answered by submitting your vita for review. Please check the "refer to vita" box next to the appropriate questions and attach your most current vita. *Thank you for your time!*

1. **Age:**

2. **Relationship Status**:
   ☐ Single ☐ Married ☐ Partner ☐ Divorced ☐ Widowed

3. **Do you have any children?** ☐ No ☐ Yes
   If so, how many?

4. **Ethnic/Racial Background:**
   ☐ African American
   ☐ Asian-American
   ☐ Arab-American
   ☐ Biracial/Multiracial
   ☐ Other, please specify
   ☐ Caucasian/European American
   ☐ Hispanic
   ☐ Native American
   ☐ Pacific Islander

5. **What is your highest degree and in what field?**
   ☐ Ph.D.
   ☐ Ed.D.
   ☐ Other, please state
   ☐ Counselor Education
   ☐ Counseling Psychology
   ☐ Other, please state

6. **Number of years in academia:**

7. **What is your academic rank and/or title:**
   ☐ Full Professor ☐ Associate Professor ☐ Assistant Professor

8. **Tenure Status**: ☐ Tenured for year(s) ☐ Pre-tenure

9. **What type of setting do you currently work?**

   ☐ Master's only
   ☐ Master's and Doctoral
   ☐ Non CACREP
   ☐ CACREP

10. **Institution's Carnegie Classification:**

    ☐ Doctoral/Research-Extensive
    ☐ Doctoral/Research-Intensive
    ☐ Master's College or University-I

    Type of Institution:

    ☐ Private
    ☐ Public

☐ Master's College or University-II
☐ Specialized Institution

11. **How many publications did you author/co-authored *before* graduating from doctoral training?** ☐ Refer to vita

none
juried articles in professional journals
books
book chapters

12. **How many of the following publications have you authored/co-authored?**
☐ Refer to vita
juried articles in professional journals
books
book chapters

13. **Number of research and/or content presentations at professional conferences:**
☐ Refer to vita

local state regional international

14. **Have you held any leadership positions in the American Counseling Association or divisions thereof?** ☐ No ☐ Yes If so, please name and include the dates that you were in office. ☐ Refer to vita

15. **Please list any awards and/or honors that you have received:** ☐ Refer to vita

16. **Have you held any leadership positions in your university, college or department?** ☐ No ☐ Yes If so, please name and include the dates that you were in office. ☐ Refer to vita

VITA

A native of Los Angeles, California, Lea Flowers earned a Bachelor of Science degree in Speech Language Pathology in 1993 from Xavier University in New Orleans, Louisiana. She worked for seven years as a speech language pathologist in the Palm Beach County School system in West Palm Beach, Florida, and the Cobb County School system in Marietta, Georgia.

Lea earned her Master of Education degree in Community Counseling in 2003 from the University of New Orleans. She is a Nationally Certified Counselor. She has had a wide range of experiences in counseling in community agency and college settings. She worked for Family Services of New Orleans in Harahan, Louisiana, and served as the founding director of St. Stephen Counseling Center in New Orleans. Her specific clinical interests are in women's developmental and career issues across the life span, leadership and ethics, group work, and supervision. She has presented at local, state, national and international conferences on her specialty areas. She is a nationally recognized student leader and is an Intern for Chi Sigma Iota, the counseling honor society. She has served as president of the both the Counseling Organization for Graduate Students (COGS) and the Alpha Eta chapter of Chi Sigma Iota (CSI) honor society at the University of New Orleans. Her professional affiliations include the American Counseling Association, Louisiana Counseling Association, and the Association for Counselor Education and Supervision.

Lea is married to Darren Flowers and has two sons, Dylan and Dean. She has recently relocated to Birmingham, Alabama due to losing her home in New Orleans as a result of Hurricane Katrina. After graduation, Lea plans to pursue an academic position as a counselor educator.