Chapter IV

Results

The primary goals of this research were to examine the demographic characteristics, career satisfaction levels, and the relationship experiences of faculty women in Commission on Accreditation of Marriage and Therapy Education (COAMFTE) accredited marriage and family therapy (MFT) programs. Further, I wanted to determine if relationships existed among demographic characteristics, institutional variables, career satisfaction, relationship satisfaction, interpersonal intimacy, and mentoring functions. Demographic characteristics and institutional factors include age, ethnicity, religion, marital status, presence of children, academic rank, tenure status, salary, discipline of highest degree institutional type, career awards, and work duties. Career satisfaction measures satisfaction within the domains of teaching, research, and service. Relationship satisfaction indicates the level of satisfaction in a significant intimate relationship or marriage. Interpersonal intimacy refers to the frequency of contact and perceived intensity of a relationship with a close friend. Mentoring functions refer to the career and psychosocial functions provided by the mentor.

The findings of this study are organized and presented in the following order. First, demographic and institutional characteristics of female faculty in COMAFTE programs are presented. Second are descriptive characteristics of the independent and dependent variables. Third, regression analyses are shown. Fourth, a summary of responses to the open-ended questions is presented. The number of valid cases for each section varied slightly as all participants did not answer all questions.

Demographic Profile and Institutional

Characteristics of Female Faculty

For data collection for this study, contact was made with 246 faculty. Of these 246, 21 responded that they did not meet criteria (not in an MFT program, not female, no longer at institution, program no longer accredited). Additionally, 15 contacts were eliminated as these survey packets were returned as undeliverable. Therefore, the valid number of contacts was reduced to 210 faculty. Of the 210 potential participants, 116 faculty women returned questionnaires, yielding a 55% response rate, with 101 faculty returning surveys after the first wave of data collection and 15 faculty returning surveys after the second wave. Of these faculty, five participants were eliminated due to excessive missing data. Thus, data were analyzed for 111 female faculty members. The data represent responses from faculty at 61 institutions from 34 states in the United States and 3 territories in Canada. This section describes the demographic information and institutional characteristics of these faculty members.

Personal Characteristics of Participants

Table 1 reports the age, marital status, number and age of children, identification in race or ethnicity group, and religious preference of the female faculty in this sample. The average age of female faculty in this sample was 49.6, or in the middle age range, with age distributions as specified below. The data from this sample correspond with the average age and age distributions of faculty as reported by the National Center of Education Statistics, although this sample did have a higher percentage of faculty under age 35 (13% for this sample as compared to 8.1% nationally) (NCES, 2000a).

The majority of faculty in this sample identified themselves as married and heterosexual. The number of participants that would have considered themselves to be in a significant relationship, however, was likely higher as 95 participants (85.6%) responded that they were currently in a romantic relationship and completed the information on relationship satisfaction. In fact, the *other* category was created as two of the participants who identified themselves as lesbian wrote in that their relationship status was not specified. As noted, only a very small percentage of this sample (3.7%) identified her sexual orientation to be lesbian and no one identified her sexual orientation as bisexual.

A total of 70% of the female faculty members in this sample had at least one child, while 30% of the sample did not have any children. The number of children ranged from one to eight. In terms of family role combinations, 63 of the married women faculty (79.7%) had at least one child while 16 (20.3%) did not have any children. Ten of the divorced faculty women (58.8%) had at least one child and seven (41.2%) reported no children. One faculty who classified herself as *other* marital status had at least one child while the second did not have any children. Finally, both of the widowed faculty had children and none of the nine single faculty had children.

The vast majority of this sample reported their race to be Caucasian ($n = 101$). Only eight faculty (7.3%) reported that their ethnicity was African-American, Hispanic, or Asian. In contrast, 15.3% of instructional and research faculty women nationally are classified as members of minority groups (NCES, 1999). Finally, the most frequently cited religious denomination was Protestant ($n = 45$).

Table 1

Marital Status, Sexual Orientation, Children, Race/Ethnicity, and
Religious Preference of MFT Female Faculty Members

Variable	Category	Number	Percent
Age[a]	35 or under	14	12.8
	36 to 54	59	54.1
	55 or over	36	33
Marital status[a]	Never married	9	8.3
	Married	79	72.5
	Divorced	17	15.6
	Widowed	2	1.8
	Other	2	1.8
Sexual orientation[a]	Heterosexual	105	96.3
	Lesbian	4	3.7
Children[b]	None	33	30.0
	Under age 5	11	10.0
	Age 5 to age 13	20	18.2
	Age 14 to age 18	20	18.7
	Age 19 to age 24	21	19.1
	Age 25 and up	40	36.3
Ethnicity[a]	Caucasian	101	92.7
	African-American	2	1.8
	Hispanic	4	3.7
	Asian	2	1.8
Religious preference[a]	Protestant	45	41.3
	Jewish	9	8.3
	Catholic	18	16.5
	Mormon	1	0.9
	Other	11	10.1
	None	25	22.9

[a]*N* = 109; [b]*N* = 110

Note: Numbers (and percentages) of children do not total 110 (100%) as some women had children in multiple age groups.

Table 2 reports the tenure status, rank, institution, and highest degree earned, and discipline distributions of the faculty members in this sample. This sample had a relatively small percentage of tenured women (23.9%) and a larger percentage of faculty in non-tenure track positions (52.3%). By comparison, across institutions and disciplines in the United States, the majority of faculty women (51.8%) reported that they already secured tenure (NCES, 2000b). However, the low percentage of women who were in tenured positions may be because a large proportion of female faculty in this sample worked in training institutes. As I did not ask if these institutes offered tenure, it may be that tenured positions were not available in these programs. Further, there are a number of MFT programs that have only recently become accredited by COAMFTE and therefore, faculty have not had the time to move through the ranks or become tenured.

In terms of rank, assistant professor was the most frequent rank cited, followed by associate professor and visiting/adjunct professors, instructor, and professor. The distribution of faculty at each rank closely matched the national average for female faculty (NCES, 2001), although this sample had a higher percentage of associate professors (20% for this sample as compared to 13.5% nationally) and assistant professors (24.5% for this sample as compared to 17.6% nationally).

As for the highest degree completed, all of the participants had at least a master's degree and an overwhelming majority held a doctorate. The number of doctorates in this sample is higher than the national average of male and female faculty with doctorates. The National Center for Education Statistics (1999) reported only 57.7% of full-time faculty and 18.2% of part-time faculty held doctorates. The difference between the

number of doctorates in this sample and the national average is likely because the NCES sample included two-year colleges and faculty for whom the master's degree is the terminal degree. This sample mainly included faculty teaching in graduate programs and for whom the doctorate is the terminal degree. Finally, the majority of participants in this sample received their degree from a marriage and family therapy program.

To further examine the relationships between these institutional variables, chi square analyses were calculated. Pearson chi-square showed a significant association between tenure and institution type (χ^2 [4] = 35.991, $p<.001$). Standardized residuals indicated that faculty in research institutions were more likely to be in tenure track positions and less likely to be in non tenure track positions while faculty in training institutes were less likely to be in tenured positions and more likely to be in non tenure track positions. There was also a significant association between institution and rank (χ^2 [4] = 37.55, $p<.005$), with standardized residuals showing that instructors were more likely to work in training institutes.

Further, there was a significant interaction of tenure and rank (χ^2 [8] = 118.443, $p<.001$). Standardized residuals indicated professors and associate professors were more likely to be in tenured positions while assistant professors were more likely to be in tenure track positions. Finally, visiting and adjunct professors were less likely to be in tenure-track positions and more likely to be in non-tenure track positions.

Additionally, chi-square analyses revealed a significant association of the institution type and highest degree earned by faculty (χ^2 [2] = 22.283, $p<.001$). Standardized residuals indicated faculty holding either a Master's or post-graduate certificate were more likely to teach in training institutes and less likely to teach in

research institutions. Finally, there was a significant difference between rank and highest degree earned by faculty ($\chi^2[4] = 37.741$, $p<.001$), with standardized residuals indicating instructors were more likely to hold a Master's or post-graduate certificate and less likely to hold a doctorate. Further, associate professors were less likely to hold Master's degrees or post-graduate certificates.

Table 2

Tenure, Institution Type, Rank, Highest Degree Completed and Discipline of Highest Degree of MFT Female Faculty Members

Variable	Category	Number	Percent
Tenure[a]	Tenured	26	23.9
	Tenure Track	26	23.9
	Non-Tenure Track	57	52.3
Institution type[b]	Research	42	38.2
	Liberal Arts	23	20.9
	Training Institution	44	40.0
	Other	1	.9
Rank[a]	Professor	14	12.7
	Associate Professor	22	20.0
	Assistant Professor	27	24.5
	Visiting/Adjunct	22	20.0
	Instructor	21	19.1
	Not Applicable	4	3.6
Highest degree earned[b]	Doctorate	77	70.0
	Master's	30	27.3
	Post Graduate Certificate	3	2.7
Discipline of highest degree[b]	Marriage and Family Therapy	57	51.8
	Psychology	23	20.7
	Counselor Education	7	6.4
	Social Work	5	4.5
	Family Studies	6	5.5
	Other	12	10.9

[a]$N = 109$; [b]$N = 110$

73

The women in this sample averaged slightly over 12 years experience in teaching,

research, or service in higher education, with a range from 1 year to 35 years. Overall,

106 faculty reported teaching or supervising undergraduates or graduates for at least one

hour per week. Sixty-six faculty members reported engaging in at least one hour of

research per week while 83 faculty indicated performing at least one hour of service per

week. Finally, 94 reported engaging in at least one hour of clinical work per week.

Table 3 indicates the number of hours per week faculty spent in teaching,

research, service, and clinical work. On average, faculty in this sample spent

approximately 34 hours in these activities per week. In contrast, male and female faculty

across the United States reported spending an average of 53 hours per week engaged in

teaching, research, service, and administration (NCES, 1999).

Table 3

Average Number of Hours MFT Female Faculty Spent per Week in Work Duties

Variable	*M*	*SD*	Min	Max
Time spent in the instruction of undergraduate students	2.51	5.31	0	30
Time spent in the instruction of graduate students	9.28	8.30	0	35
Time spent engaged in research	6.18	8.23	0	40
Time spent engaged in service	5.83	7.06	0	40
Time spent engaged in clinical work	10.13	10.05	0	40
Overall time spent in teaching, research, service, and clinical work	33.94	14.71	2	100

N= 109

As indicated in Table 4, a large number of faculty in this sample received a

teaching, research, service, or clinical award or received awards in more than one of these

categories. More faculty reported receiving a teaching award than any other type of award.

Table 4

Teaching, Research, Service, and Clinical Work Awards of MFT Female Faculty Members

Variable	Category	Number	Percent
Received award for teaching	Yes	33	30.0
	No	77	70.0
Received award for research	Yes	21	19.1
	No	89	80.9
Received award for service	Yes	30	27.3
	No	80	72.7
Received award for clinical work	Yes	27	24.5
	No	83	75.5
Received award for teaching, research, service, and/or clinical work	Yes	68	61.8
	No	42	38.2

N= 110

Table 5 indicates the funding type and remuneration of the female faculty members in this sample. The *not applicable* category was included as several faculty wrote in that they were on a contract to teach by course or semester. As indicated, the large majority of faculty either made either under $50,000 or under or between $50,000 and $75,000. Only approximately 15% of this sample made over $75,000. A chi square analysis revealed a significant association between salary and rank (χ^2[12] = 35.66, *p*<.001), with standardized residuals indicating professors were more likely to earn above $75,000 and less likely to earn below $50,000. There was no significant association between salary and institution type (χ^2[8] = 7.51, *p*=.276).

Table 5

Type of Position and Current Salary of MFT Female Faculty Members

Variable	Category	Number	Percent
Type of position[b]	9-10 Months	42	38.2
	12 Months	54	49.1
	Not Applicable	14	12.7
Current salary[a]	$50,000 and under	47	43.1
	$50,000-$74,999	45	41.3
	$75,000-$99,000	12	11.0
	$100,000 or above	5	4.6

[a]$N= 109$; [b]$N = 110$

Descriptive Characteristics of Variables

Career Satisfaction

All of the faculty in this study (N=111) indicated that they had engaged in teaching or supervising graduates or undergraduates during their career. Fewer faculty (n=95) performed service duties and even fewer (n=72) performed research during their career. In order to examine one influence on professional experiences, chi square analyses were run to compare institution types and whether faculty engaged in research or service duties. The first analysis showed a significant association between performing research duties and institution type (χ^2 [2] = 20.879, $p<. 001$). Standardized residuals indicated faculty members in research institutions were more likely to conduct research while faculty members in training institutes were less likely to conduct research. There was not a significant relationship between engaging in service duties and institution type (χ^2 [2] = 4.536, $p =. 104$).

In order to answer research question one, "How satisfied are MFT women with their careers?" the mean differences in teaching, research, and service scales of the

Faculty Satisfaction Questionnaire (Serafin, 1991) were examined. To make valid

comparisons among faculty, only those faculty members who indicated they performed

teaching, research, and service were selected (*n* = 70). Table 6 indicates the means and

standard deviations across these scales. Faculty in this sample reported moderate levels of

career satisfaction, with levels between neutral and satisfied. They reported higher levels

of teaching satisfaction, with levels approaching satisfied. Faculty reported more neutral

levels of satisfaction with service duties. Finally, faculty reported the lowest satisfaction

levels with research, with levels between dissatisfied and neutral.

Table 6

Means and Standard Deviations for Faculty Engaging in Teaching,
Research, and Service Duties (n = 70)

Measures	*M*	*SD*
Career satisfaction	3.34	.45
Teaching satisfaction	3.93	.43
Research satisfaction	2.84	.75
Service satisfaction	3.11	.58

1 = Very dissatisfied, 3 = Neutral, 5 = Very Satisfied

Table 7 reports the means and standard deviations for each item of the teaching,

research, and service scales. As indicated, faculty reported the highest satisfaction with

the freedom to select and design their own instructional materials, opportunities to

publish, and opportunities outside their institution for participating in new developments

in their field. As for least satisfying duties, faculty reported lower levels of satisfaction

for institutional teaching rewards, release time for research, and institutional service

rewards.

Table 7

Mean and Standard Deviation of Satisfaction with Teaching, Research, and Service Roles of MFT Female Faculty (n = 70)

Elements of Satisfaction	*M*	*SD*
Teaching		
1. Academic freedom to select materials	4.53	.74
2. Teaching in the classroom	4.47	.63
3. Teaching as a career	4.44	.77
4. Class size	4.14	.97
5. Advising	4.10	.82
6. Teaching methods used in department	4.07	.73
7. Teaching workload	3.80	1.12
8. Procedures to evaluate students	3.77	.85
9. Constructing exams	3.73	.82
10. Specialized facilities for teaching in field	3.39	1.23
11. Institutional teaching rewards	2.84	1.13
Research		
1. Opportunities to publish	3.74	.83
2. Computer facilities for processing data	3.20	1.08
3. Department as a stimulating place for research	3.04	1.21
4. Sabbatical leaves	2.93	1.23
5. Institutional research rewards	2.66	1.09
6. Institutional financial support	2.56	1.12
7. Secretarial/technical assistance	2.50	1.25
8. Technical assistance for analyzing data	2.47	1.09
9. Release time for research	2.43	1.12
Service		
1. Opportunities outside department	3.89	1.02
2. Outside consulting	3.59	.79
3. In-service opportunities	3.29	1.07
4. Working with the school system	3.22	.63
5. Department support for career development	3.16	1.18
6. Attending faculty meetings	3.07	1.10
7. Working on committees	3.03	.92
8. Support for conferences	2.44	1.16
9. Institutional service rewards	2.30	.98

1 = Very dissatisfied, 5 = Very Satisfied

To further understand career satisfaction in this sample, a repeated measures ANOVA was run to determine within group differences for satisfaction with teaching, research, and service. Using a three factor model, the means for these scales were entered as factors. The results showed a significant within group differences for the satisfaction levels of these three scales. In order to examine the within group differences among these scales, three additional repeated measure ANOVAs were run. First, the mean scores for the teaching scale and the research scale were entered into a two factor model. As shown in Table 8, there was a significant difference between the satisfaction levels for teaching and research. Second, the mean scores for the teaching scale and the service scale were entered into a two factor model. Again, there was a significant difference between teaching and service. Finally, the mean scores of the service scale and the research scale were entered into a two factor model and again there was a significant difference between the service and research scale scores. Thus, faculty women in this sample were significantly more satisfied with their teaching duties ($M = 3.93$) than their research or service duties ($M = 2.84$ and $M = 3.11$ respectfully). The faculty in this sample were also significantly more satisfied with their service duties ($M = 3.11$) than their research duties ($M = 2.84$).

Table 8

Within Group Differences for Satisfaction with Teaching, Research, and Service (n = 70)

Effect	Wilks' λ	F	Hypothesis df	Error df
Career	.203	133.275***	2	68
Teaching/Research	.280	177.565***	1	69
Teaching/Service	.302	159.787***	1	69
Service/Research	.885	8.938**	1	69

** $p < .01$
*** $p < .001$

<u>Hypotheses Testing</u>

Based on the relevant research on determinants of career satisfaction, I made two hypotheses: (a) faculty who are tenured will be more satisfied with their career, and (b) faculty who have reached the rank of professor will be more satisfied with their career. In order to test these hypotheses, a two-way univariate ANOVA was run. Career satisfaction was entered as the dependent variable and tenure and rank were both entered as fixed factors. No significance was detected for rank (F [4, 66] = .247, p = .911) or tenure (F [2, 66] =.090, p = .914). Further, there was no significant interaction of rank with tenure (F [4, 66] = .206, p = .934). Therefore, these hypotheses were not supported.

<u>Relationship Satisfaction</u>

Ninety-five participants indicated they were in a significant romantic relationship and completed the Kansas Marital Satisfaction Scale (KMS) (Schumm, Nichols Schectman, & Grigsby, 1983). The KMS consists of three questions and assesses the level of satisfaction with the marriage or relationship, spouse or partner, and significant or marital relationship. Higher scores indicate greater satisfaction levels. To answer research question two, "How satisfied are these women with their marriages or committed relationships?" means and standard deviations for this sample were calculated. MFT female faculty sample reported relatively high levels of satisfaction with their relationship (M = 18.03, SD = 3.09). The range of possible satisfaction scores for this instrument is 3 to 21.

A single-sample t-test was used to compare the satisfaction levels of the sample to normative sample means of a married female population from the KMS (Schumm et al., 1985). As shown in Table 9, this sample reported significantly higher levels of

satisfaction with their intimate relationships than did the normative married female

population from the KMS.

Table 9

Comparison of Means and Standard Deviations from the MFT Female Faculty Sample and the KMS Normative Sample

MFT Female Faculty[a]		KMS Married Female[b]		
M	*SD*	*M*	*SD*	*t*
18.03	3.09	17.29	3.84	2.34*

[a]*n* = 95
[b]*N* = 212 (from Schumm et al., 1985)
*p<.05

Friendship Intimacy

The majority of participants (*n* = 105, 94.6%) reported having a close friendship and

completed the Miller Social Intimacy Scale (MSIS) (Miller & Lefcourt, 1982). The MSIS

consists of 17 items and measures the frequency and intensity of the friend relationship.

Higher scores indicate greater friendship intimacy. To determine research question three

regarding the intimacy level of the friendships in this sample, the summed scale score for

the MSIS was calculated. Female MFT faculty in this sample reported only moderate

levels of perceived intimacy with their closest friend (*M* = 131.25, *SD* = 19.24). The

range of possible scores for this scale is 17 to 170.

To determine whether the intimacy level for a best friend differed among the MFT

female faculty as compared to the normative sample from the MSIS, two single sample *t*-

tests were calculated. As this sample was not from a clinical population, I only compared

means from the non-clinical normative female samples with the means from this

population. As shown in Tables 10 and 11, this sample had significantly lower friendship

intimacy levels than both the normative married and un-married student sample.

Table 10

Comparison of Means and Standard Deviations from Married Female Faculty Members and the MSIS Normative Married Student Sample

MFT Female Faculty[a]		MSIS Subsample[b]		
M	*SD*	*M*	*SD*	*t*
130.64	19.97	156.20	7.30	-11.01***

[a]*n*= 74
[b]*N*= 17 (from Miller & Lefcourt, 1982))
***p<.001

Table 11

Comparison of Means and Standard Deviations from Unmarried Female Faculty Members and the MSIS Normative Unmarried Student Sample

MFT Female Faculty[a]		MSIS Subsample[b]		
M	*SD*	*M*	*SD*	*t*
132.07	18.03	139.30	16.8	-2.16*

[a]*n*= 29
[b]*N*= 130 (from Miller & Lefcourt, 1982)
*p<.05

Participants were also asked the sex of their closest friend and whether they worked

with this friend. Of the 105 faculty who completed the MSIS, 95 specified the sex of the

friend, with the majority of faculty ($n = 85$, 90%) indicating the friend in question was a

female. Regarding closest friends as coworkers, 92 participants responded to this

question, with 69 faculty (75%) indicating they did not work with this friend.

To address research question four, "Does interpersonal intimacy differ with respect to

the gender of the friend?" an independent sample *t*-test was run with gender of the friend

as the independent variable and the MSIS mean score as the dependent variable. There was not a significant difference on MSIS scores for those reporting female versus male closest friends ($t = -441$, $p = .660$). In an analysis beyond the research questions, I also ran an independent t-test to compare whether intimacy levels were different according to co-worker status of the closest friend. Coworker status had no significant effect on friendship intimacy ($t = .567$, $p = .572$).

<u>Mentoring Functions</u>

Nearly 65% of this sample ($n = 72$) reported that they had a mentor at some point during their career. However, only 67 faculty indicated the functions their mentor provided. Therefore, all analyses were conducted on this subsample of 67 faculty.

The average length of the mentoring relationship was a little over 10 years *(M =* 10.39, *SD* = 6.76) with a range from less than one year to 25 years. Most of these protégés ($n = 58$) reported they still had contact with the mentor. Table 12 shows other descriptive characteristics of the mentoring relationship. A slight majority of the female faculty in this sample (53.7%) reported being in a same sex mentoring relationship, while 46.3% reported being in a cross-sex mentoring relationship. Protégés in this sample were most likely to be mentored by colleague holding the rank of professor. As for how the mentoring relationship was initiated, faculty in this sample were most likely to have initiated contact with their mentor through their department ($n = 34$). Although not specifically asked on the questionnaire, the category for initiating contact with the mentor through a training opportunity was added as 12 protégés indicated their mentor was a supervisor, former professor, or former committee member.

Table 12

Descriptive Characteristics of the Mentoring Relationship (n = 72)

Variable	Category	Number	Percent
Sex of Mentor	Male	31	46.3
	Female	36	53.7
Rank of Mentor	Professor	36	54.5
	Associate Professor	12	18.2
	Other (Assistant, Visiting/Adjunct, Instructor, Other)	18	27.3
Current contact with mentor	Yes	58	13.4
	No	9	88.6
Met mentor in department of employment	Yes	34	50.7
	No	33	49.3
Met mentor because of common interests	Yes	17	25.4
	No	50	74.6
Met mentor during training (professor, committee member, supervisor)	Yes	12	17.9
	No	55	81.2
Met mentor through formal program arranged by institution	Yes	8	11.9
	No	59	88.1

Note. The numbers (and percentages) for mentoring initiation do not total 72 (100%) as some faculty checked more than one category.

Research question five referred to what personal and professional characteristics of the women's mentors predict the functions they provided. To address this question, the psychosocial functions subscale and career functions subscale of the Mentoring Functions scale (Tepper, Schaffer, and Tepper, 1996) were examined. The psychosocial mentoring functions subscale is made up of eight questions and measures the extent to which the mentor provides counseling, coaching, acceptance and confirmation, and role modeling. The career functions subscale also consists of eight questions that measures the extent the mentor provides career protection, exposure and visibility, sponsorship, and challenging assignments. Higher scores indicate greater provision of these functions.

Table 13 shows the means and standard deviations for the psychosocial and career mentoring functions subscales. In an analysis beyond the research questions, the mean scores for the career mentoring and psychosocial mentoring functions subscales were compared though a repeated measures ANOVA. This indicated there was a significant difference between these subscales (Wilks λ [1, 66] = .704, p <.001). Thus, these protégés felt their mentors provided psychosocial functions (M = 3.97) to a larger extent than career mentoring functions (M = 3.36).

Table 13

Means and Standard Deviations of Mentoring Functions (n = 67)

Variable	M	SD
Psychosocial mentoring functions	3.97	.78
Career mentoring functions	3.36	1.00

1 = To a very slight extent, 5 = To a very large extent

Table 14 presents the correlations among these subscales and the context of mentoring. As expected, there was a significant and positive correlation among the

subscales of psychosocial mentoring and career mentoring functions. For psychosocial mentoring functions, there was a significant, negative correlation with meeting the mentor through a formal program set up by the institution. For career mentoring functions, there were no significant correlations beyond the extent of psychosocial mentoring functions.

In terms of correlations among the context of mentoring variables, the number of years the protégé had a mentor had a significant, negative correlation with meeting the mentor through a formal program set up by the institution and a significant, positive correlation with meeting mentor through their department. Meeting the mentor through common interests significantly and negatively correlated with meeting mentor through a formal mentoring program and with meeting mentor through their department. Further, there was a significant, negative correlation with meeting the mentor in the department and meeting the mentor through a training opportunity. Finally, there was a significant, negative correlation among the rank of the mentor and meeting the mentor through a formal mentoring program.

Table 14

Correlations among Mentoring Functions and Context of Mentoring (n = 67)

Variables	1	2	3	4	5	6	7
1. Psychosocial mentoring	-						
2. Career mentoring	.455**	-					
3. Years with mentor	.134	-.091	-				
4. Current contact with mentor[a]	.202	.001	.088	-			
5. Sex of mentor[b]	.134	-.164	-.058	.073	-		
6. Met through formal program[c]	-.262*	-.156	-.453**	.145	-.028	-	
7. Met due to common interests[c]	.035	-.078	-.151	-.173	-.009	-.215*	-
8. Met mentor in department[c]	-.079	.004	.228	.038	-.044	-.179	-.574*
9. Met through training[c]	.188	.120	.130	.070	.121	-.172	-.183
10. Rank of mentor	-.037	.002	.066	-.023	-.122	-.206*	.106
M	3.97	3.36	10.39	.87	.54	.12	.25
SD	.78	1.00	6.76	.34	.50	.33	.33

Table 14, Continued

Variables	8	9	10
8. Met mentor in department[c]	-		
9. Met through training[c]	-.460**	-	
10. Rank of mentor	-.115	.149	-
M	.49	.18	1.73
SD	.50	.39	.87

[a]Current Contact with Mentor: 0 = *no,* 1 = *yes*
[b]Sex of Mentor: 0 = *male,* 1 = *female*
[c]Mentor Initiation: 0 = *no,* 1 = *yes*

p < .05
**p* < .01

In order to determine what characteristics of the mentor predicted the functions he or she provided to the protégé, two stepwise regression analyses were run. In the first stepwise multiple regression analysis, the mean score of the psychosocial functions was entered as the criterion variable and the demographic characteristics of the mentor were entered as predictor variables using a p-in value of .30 and p-out value of .35. As shown in Table 15, only current contact with mentor, meeting mentor through a formal mentoring program, and meeting mentor in the department entered into the equation. These variables accounted for nearly 15% of the variance of the provision of psychosocial mentoring functions ($R^2 = .148$, $p < .05$). Values of tolerance were acceptable at .945 to .979. The findings indicate that currently having contact with the mentor was associated with the mentor providing psychosocial mentoring functions to a greater extent while meeting the mentor through a formal mentoring program or through the department where she worked was associated with the mentor providing psychosocial mentoring functions to a lesser extent.

Table 15

Effects of Mentoring Context on Psychosocial Mentoring Functions (n = 67)

Variable	B	SE B	β	t	$R^2\Delta$
Met mentor through formal mentoring program[a]	-.708	.281	-.297	-2.518**	.068
Current contact with mentor[a]	.557	.267	.246	2.081*	.059
Met mentor through department[a]	-.226	.183	-.146	-1.234	.021

[a]0 = no, 1 = yes
$R^2 = .148$
*$p < .05$
** $p < .01$

Regression Equation
$\grave{y} = 3.674 - .708 \text{ (fmp)} + .557 \text{ (cm)} - .226 \text{ (dm)}$

In the second stepwise regression analysis, the mean score of career mentoring functions was entered as the criterion variable and the demographic characteristics of the mentoring relationship were again entered as predictor variables with a p-in value of .30 and a p-out value of .35. As shown in Table 16, only the following variables entered into the equation: sex of the mentor, number of years with the mentor, if the protégé met the mentor through a formal mentoring program, and if the protégé met the mentor because of common interests. If a significance value of .05 is used, the regression equation would not be considered statistically significant. However, using a relaxed significance value of .10, the regression equation would be considered statistically significant and would account for approximately 12% of the variance in the provision of career mentoring functions (R^2 = .123, p = .082). Values of tolerance ranged from .709 to .991. The findings indicate that having a male mentor was associated with the mentor providing career mentoring functions to a greater extent. Meeting the mentor through a formal mentoring program or because of common interests and having a longer mentoring relationship was associated with the mentor providing career mentoring functions to a lesser extent. However, this regression equation only approached significance. Therefore, caution must be used in interpreting these variables in a predictive sense.

Table 16

Effects of Mentoring Context on Career Mentoring Functions (n = 67)

Variable	B	SE B	β	t	$R^2\Delta$
Sex of mentor[a]	-.381	.239	-.191	-1.597	.027
Met mentor through formal mentoring program[b]	-1.013	.434	-.330	-2.337*	.025
Number of years with mentor	-.042	.021	-.281	-2.012*	.039
Met mentor because of common interests[b]	-.442	.291	-.193	-1.519	.032

[a]0 = male, 1 = female
[a]0= no, 1 = yes
R^2 = .123
*$p<$ .05

Regression Equation
ý = 4.23 - .381(sm) -1.013 (fmp) -.042 (ym) -.442 (ci)

Regression Analyses

A main purpose of this research is to examine the relationships among satisfaction with career, romantic relationships, friendship intimacy, and mentoring functions. This section describes the demographic characteristics and regression results for the sample used in the regression analyses.

Demographic Characteristics of Regression Sample

Overall, only 37 of the participants answered all of questions on the survey and thus received a score for each of the targeted measures. As a result, only the responses from these participants could be used for the regression equations. As these participants represented only slightly over one-third of the sample, I recalculated the frequency distributions and descriptive characteristics for the demographic characteristics of this portion of the sample.

Based on the numbers of responses and to reduce the number of variables entering into the regression analyses, certain demographic variables were collapsed into dummy codes. Marital status was collapsed to *married* and *non-married.* Salary was collapsed to *$50,000 and under* and *above $50,000*. Institution was collapsed to *Research/Liberal Arts* and *Training Institution*. Rank was collapsed into *Professor and Associate Professor*; *Assistant Professor;* and *Visiting and Adjunct Professors, Instructors, and Other*. Race/Ethnicity naturally collapsed into *Caucasian* and *Hispanic*. Due to the small sample size, only main effects were analyzed.

Table 17 presents the frequency distributions and percentages of these collapsed variables. These characteristics approximate the findings as presented for the larger sample, with the exception that there was not complete data for the African-American and Asian faculty, who were thus excluded from these regression analyses (the percentages of those that were members of minority groups, however, approximated the percentages of the full sample). Thus, this subsample would be considered representative of the entire group of female faculty members.

The average age of the participants in this portion of the sample was approximately 46.5 years, with a range from 28 years to 72 years. They averaged 12 years in teaching, research, or service in higher education. Further, they averaged 13.5 hours per week in teaching duties ($M = 13.57$, $SD = 7.44$), 9.5 hours per week in research duties ($M = 9.43$, $SD = 9.73$), 5.5 hours per week in service ($M = 5.42$, $SD = 4.43$) and nearly 9 hours a week in clinical work ($M = 8.85$, $SD = 8.31$).

Table 17

Frequency Distributions and Percentages for Selected Demographic Characteristics (n=37)

Variable	Category	Number	Percent
Marital status	Married	32	86.5
	Not Married	5	13.5
Ethnicity	Caucasian	34	91.9
	Hispanic	3	8.1
Religion	Christian	22	59.5
	Non-Christian	8	21.6
	None	7	18.9
Tenure Status	Tenured/Tenure Track	26	70.3
	Non-Tenure Track	11	29.7
Institution Type			
	Research/Liberal Arts	24	64.9
	Training Institution	13	35.1
Rank			
	Professor, Associate Professor	14	37.8
	Assistant Professor	14	37.8
	Visiting, Adjunct, Instructor	9	24.3
Highest Degree Completed	Doctorate	32	86.5
	Master's/ Post Graduate Certificate	5	13.5
Salary	$50,000 and under	13	35.1
	Over $50,000	24	64.9
Received award for teaching	Yes	25	67.6
	No	12	32.4
Received award for research	Yes	11	29.7
	No	26	70.3
Received award for service	Yes	12	32.4
	No	25	67.6

Tale 18 presents the means and standard deviations for career satisfaction, relationship satisfaction, friendship intimacy, psychosocial mentoring functions, and career mentoring functions for the 37 faculty with complete data. Again, these scores follow the same pattern as that of the larger sample.

Table 18

Means and Standard Deviations of Career Satisfaction, Relationship Satisfaction, Friendship Intimacy, Career Mentoring Functions, and Psychosocial Mentoring Functions (n = 37)

Variable	*M*	*SD*
Career satisfaction[a]	3.41	.41
Relationship satisfaction[b]	18.49	2.71
Friendship intimacy[c]	131.18	21.02
Psychosocial mentoring functions[d]	3.99	.88
Career mentoring functions[d]	3.42	1.11

[a]1 = Very dissatisfied, 5 = Very satisfied
[b]3 = Very dissatisfied, 21 = Very satisfied
[c]17 = Lower interpersonal intimacy, 170 = Higher interpersonal intimacy
[d]1 = Provided to a very slight extent, 5 = Provided to a very large extent

To identify relationships between and among these scales and the selected demographic characteristics, a Pearson bivariate correlation procedure was run. Table 19 shows the correlations among the scales and selected demographic variables. As expected, there were significant correlations among the psychosocial and career mentoring functions of the Mentoring Functions Scale. However, there were no significant correlations between the scales. Career satisfaction positively correlated with number of hours per week in service ($r = .512$, $p < .01$). Relationship satisfaction negatively correlated with martial status ($r = -.283$, $p < .05$). Finally, friendship intimacy positively correlated with highest degree earned ($r = .326$, $p < .005$). A summary of the significant correlations among the demographic variables is presented in Appendix C.

Table 19

Correlations among Career Satisfaction, Relationship Satisfaction, Friendship Intimacy, Mentoring Functions, and Demographic Characteristics

Variables	1	2	3	4	5	6	7
1. Career satisfaction	-						
2. Relationship satisfaction	-.031	-					
3. Friendship intimacy	.036	-.048	-				
4. Psychosocial functions	.209	-.047	.273	-			
5. Career functions	-.117	-.030	.200	.533**	-		
6. Marital status[a]	.040	-.283*	.036	-.187	-.183	-	
7. Ethnicity[b]	.253	.054	-.137	-.190	-.214	.172	-
8. Tenure[c]	.078	.251	.252	.009	-.156	-.257	-.193
9. Highest degree earned[d]	.034	-.046	.326*	-.107	.025	-.156	-.117
10. Received award for research[e]	.253	.191	.054	.343*	-.121	-.089	.193
11. Received award for service[e]	.244	-.018	.054	-.184	.025	.105	.206
12. Number of hours in service	.512**	.143	-.123	.004	-.049	.020	.096
M	3.41	18.49	131.08	3.99	3.42	.86	.92
SD	.41	2.71	21.02	.88	1.11	.35	.28

Table 19, continued

Variables	8	9	10	11	12
8. Tenure[c]	-				
9. Highest degree earned[d]	.435**	-			
10. Received award for research[e]	.164	.257	-		
11. Received award for service[e]	-.055	.105	.055	-	
12. Number of Hours in Service	-.080	.119	.114	.251	-
M	.70	.86	.30	.32	5.42
SD	.46	.35	.46	.47	4.43

[a]Marital Status: 0 = *not married*, 1 = *married*

[b]Ethnicity: 0 = *Hispanic*, 1 = *Caucasian*

[c]Tenure: 0 = *non-tenure track*, 1 = *tenure track or tenured*

[d]Highest degree eared: 0 = *Masters or Post Graduate Certificate*, 1 = *Doctorate*

[e]Received award: 0 = *no,* 1 = *yes*.

*p < .05
**p < .01

Career Satisfaction

In order to determine to what extent relationship variables and demographic variables predict career satisfaction, a stepwise multiple regression procedure was run. Career satisfaction was entered as the criterion variable and relationship satisfaction, friendship intimacy, psychosocial mentoring functions, and career mentoring functions were entered as predictor variables. As number of hours in service significantly correlated with career satisfaction ($r = .512$, $p <.01$) and the correlations among career satisfaction and ethnicity ($r = .253$, $p = .066$), receiving an award for research ($r = .253$, $p = .065$) and receiving an award for service ($r = .244$, $p = .073$) approached significance, they were also entered as predictors. Ethnicity was coded 0 for *Hispanic* and 1 for *Caucasian*. Receiving an award for research and service were both coded 0 for *no* and 1 for *yes*. The probability for including the variables was .30 and the probability for removing the variables was set to .35.

Six variables entered the regression equation, including number of hours per week in service, ethnicity, psychosocial mentoring functions, receiving an award for research, career mentoring functions, and receiving an award for service. Receiving an award for service, the last variable entered into the equation, did not significantly add to the prediction ($R^2\Delta = .037$, $p <.142$) and therefore was dropped from the equation. The five predictors of hours per week in service, ethnicity, psychosocial mentoring, receiving an award for research, and career mentoring functions accounted for 47% of the variance of career satisfaction ($R^2 =.470$, $p <.01$). Tolerance values were acceptable at .626 to .964.

The results of this regression equation are presented in Table 20. The findings indicate that spending more time in service, being Caucasian, having a mentor that

provides a greater extent of psychosocial mentoring functions, and receiving an award for research was associated with greater levels of career satisfaction. Having a mentor who provides a greater extent of career mentoring functions was associated with lower levels of career satisfaction.

Table 20

Summary of Multiple Regression Analysis for Predicting Career Satisfaction (n = 37)

Variable	B	SE B	β	t	$R^2\Delta$
Number of hours per week in service	.040	.012	.426	3.197**	.262
Ethnicity[a]	.276	.203	.185	1.358	.042
Psychosocial mentoring functions	.222	.078	.471	2.857**	.053
Received award for research[b]	.265	.127	.298	2.093*	.063
Career mentoring functions	-.101	.058	-.272	-1.727	.051

[a]0 = Hispanic, 1 = Caucasian
[b]0 = no, 1 = yes
$R^2 = .470$
*$p< .05$
** $p <.01$

Regression Equation
ẏ = 2.328 + .040 (hs) + .276 (r) + .222 (pm) + .265(awr) -.101 (cm)

Relationship Satisfaction

To address research question seven regarding the extent career satisfaction, interpersonal intimacy, mentoring functions, and demographic variables predict relationship satisfaction, a stepwise regression was run. Using a *p*-in value of .30 and *p*-out value of .35, relationship intimacy was entered in as the criterion variable and career satisfaction, friendship intimacy, psychosocial mentoring functions, and career mentoring functions were entered as predictors. As marital status significantly correlated with relationship satisfaction ($r =-.283, p <.05$), it was also entered as a predictor variable.

Additionally, the variable regarding the presence of children was entered into the equation as several researchers have suggested that faculty women with children juggle multiple roles which can create stress (Astin & Milem, 1997; Blackburn & Holbert, 1987; Reiss, 1983).

Only martial status entered into the equation. However, the regression equation was not significant, although it approached significance (R^2 = .080, p = .090). Further, the *t*-value for martial status was not significant (t = -1.742, p = .076). Therefore, the variables entered did not significantly predict relationship satisfaction.

Friendship Intimacy

Finally, to answer research question eight, "To what extent does satisfaction with significant romantic relationships, mentoring functions, career satisfaction and demographic variables predict friendship intimacy in this sample?" a stepwise regression procedure was run. Using a *p*-in value of .30 and *p*-out value of .35, the friendship intimacy score was entered as the criterion variable and career satisfaction, relationship satisfaction, psychosocial mentoring functions and career mentoring functions were entered as predictor variables. Additionally, as highest degree earned significantly correlated with friendship intimacy (r = .326, p <.005) and tenure status approached significance (r = 253, p = .066), they were also entered as predictor variables. Further, I entered marital status as Miller and Lefcourt (1982) suggested that marital status was associated with friendship intimacy. Highest degree earned was coded as 0 for *Master's or post-graduate certificate* and 1 for *doctorate*.

Highest degree earned and psychosocial mentoring were the only variables to enter into the equation. These variables predicted 20% of the variance of friendship intimacy

($R^2 = .202$, $p < .05$). Table 21 shows the results of the regression equation. Tolerance

values were acceptable at .988 for both highest degree earned and psychosocial

mentoring functions. The regression results indicate holding a doctorate and having a

mentor who provides a greater extent of psychosocial mentoring functions was associated

with greater friendship intimacy.

Table 21

Summary of Multiple Regression Analysis for Predicting Friendship Intimacy (n = 37)

Variable	B	SE B	β	t	$R^2\Delta$
Highest Degree Earned[a]	21.774	9.349	.359	2.329*	.106
Psychosocial mentoring	7.463	3.696	.311	2.019	.096

[a]0 = Masters or post-graduate certificate, 1 = Doctorate
$R^2 = .202$
*$p < .05$

Regression Equation
ẏ = 82.470 + .21.774 (hde) + 7.463 (pm)

Responses to Open-Ended Questions

At the end of the structured part of the survey, participants were asked two open-ended questions about their experiences in academia. In all, 77 participants responded to at least one of these questions. Some participants responded with monosyllables while other participants filled the page with their comments. The following sections describe MFT women's experiences in academia.

Experiences of Female MFT Faculty

Participants were first asked, "What have been your experiences of being a female faculty member?" Responses clearly fell under three different categories: positive experiences, negative experiences, or experiences not linked to biological sex. For the faculty that indicated positive experiences, they may or may not have connected their experiences to being a woman in academia. Conversely, for those faculty who reported negative experiences, many of the negative aspects were because of an inequitable treatment of women in academia or relational stresses experienced by these women. Finally, a number of faculty members indicated their experiences were not related to their biological sex or related to other variables instead of their sex.

If a participant wrote comments about positive or negative experiences that could be classified under multiple themes, I included their comments under each theme. Several faculty also wrote comments about both positive and negative experiences, and thus these faculty are counted under both positive and negative experiences. Figure 1 shows the tree diagram for the themes for this question while the written comments, organized by theme, are presented in Appendix D.

Figure 1. Experiences of Female Faculty Members in MFT Programs

Positive Experiences		Negative Experiences	

Conveyance of respect

Support of colleagues and administration

Role models

Changes

Flexibility

Discrimination

Inequality in salary and duties

Gender bias

Larger institution and professional challenges

Challenges in Relationships with Others

Power struggles and hierarchy

Isolation

Differential treatment

Personal and career Balance

Other

Experiences Not Linked to Gender

Contingent on other variables

Positive Experiences of Female Faculty Members

Overall, 42 faculty reported their career experiences were positive. Nineteen of these faculty members reported more general comments, which reflected an overall satisfaction with their job. Faculty wrote in their short response terms such as "wonderful," "excellent," "generally positive," and "I love it." Other faculty qualified their positive responses with comments such as, "Positive-it is a very female heavy department," "As I run the program in the non-profit agency, my experience has been very good," and "Generally treated fairly, fairly compensated." Two faculty specifically addressed their status an adjunct professor when commenting on their experiences. One of these faculty members noted, "Adjunct-[it's] been fine" while the other stated, "[My experiences are] favorable at the adjunct level." Another expanded by linking her positive experiences to her ethnicity by stating, "Thus far, it has been advantageous to be a woman in MFT, especially when seeking academic positions. Politically, the time is right for a Hispanic woman interested in postmodern and feminist ideology and research."

Other faculty indicated they had positive experiences due in part because of specific aspects of their career. These aspects were: Conveyance of respect, support of colleagues and administration, role models, changes, and flexibility.

Feeling of respect. Eight faculty members indicated they had positive experiences as they felt respected in their careers. Comments included "respected, valued, esteemed" and "I have always felt included and respected." Another commented, "I feel respected and valued as a female faculty member. I enjoy teaching and advising students and am impressed with the interest and determination of the students." One of the faculty members compared the amount of respect she received with her perception of respect

given to women in other departments or fields. She wrote, "Compared to friends and family in other fields, I feel the MFT field is relatively 'female friendly.' My perspective and needs have been valued for the most part." Finally, one participant noted a change in the amount of respect she felt she has received by her administrators. She stated, "Varied – not respected by the first University president and highly respected by the last one. I feel very valued currently."

Support of colleagues and administration. Closely related to the above issue, five faculty members indicated the support they received from others in their department contributed to them having positive career experiences. One participant mentioned the support of their colleagues and administrators while one participant felt support from her colleagues, students, and clients. One comment was, "Core faculty and administration are very supportive." Another faculty member wrote, "I have had positive experiences with my colleagues, students, and clients – the majority of faculty are women in my work place." Finally, two additional participants indicated the support of colleagues who shared similar ideals with the participant. One participant noted she was "glad to have a feminist faculty member" while the other stated she was "blessed to be able to contact (by phone or in person) fellow faculty members (friends) that share similar feminine thoughts and ideas."

Role models. Three of the participants specifically mentioned their experiences with role models. Two faculty reported their role models, such as mentors, helped them develop. One of these faculty stated her experience was, "Positive with positive female role models" while the other faculty said, "My mentors have welcomed me as a colleague and provided many opportunities to develop." The last faculty felt she was a role model

104

to students. She said that her experiences were "very positive. Most of the students in our training program are female who view me as a role model."

Changes. Several faculty indicated changes, past or potential, that had an influence on their experiences. Three faculty members noted they had negative experiences in the past, but witnessed positive changes during their career. One faculty member stated, "Initially, I was part of a very male dominated environment with a great deal of unintentional institutional gender discrimination. Over time, I challenged many aspects and things are very different now with many women in leadership positions." The second wrote, "Increased opportunities over the last two years." Finally, the third wrote, "Teaching in a Roman Catholic Seminary was difficult. Teaching now at a family therapy training center is a dream." These changes seemed to indicate optimism for the future.

Conversely, three faculty members reported positive experiences thus far, but mentioned impeding changes that could influence their satisfaction. Two of these faculty noted potential changes due to moving towards tenure. One faculty wrote, "I'm just now moving to tenure track [position] awaiting approval. Perhaps I'll be in a better position to feel the differences between the genders. So far, my experiences have been positive." The second faculty indicated her experiences were, "so far amazing. I may have a different answer in two years when I go up for tenure and have a newborn." The third faculty member indicated she enjoyed her job, but was concerned about negative changes within her institution would change her satisfaction level. She wrote, "I enjoy teaching and supervision greatly, but am concerned that budget crises will dilute the quality programming and alter my satisfaction with my position."

<u>Flexibility</u>. Finally, one participant noted the flexible schedule she had in her position as a faculty member was a positive aspect of her career. She stated "I love my ability to work part time and control my own schedule."

<p style="text-align:center">Negative Experiences of Female Faculty Members</p>

Forty faculty members indicated negative experiences in being a female faculty member. Their comments were focused on the following areas: discrimination, challenges in relationships with others, and other.

<u>Discrimination</u>

A number of faculty women indicated they were overtly or covertly discriminated against. The behaviors noted included inequality in salary and duties, gender bias, and larger university and professional challenges. These behaviors took place in the department where the faculty member worked, the institution, and the larger society. It was clear that these behaviors helped to contribute to a negative work environment.

<u>Inequality in salaries and duties</u>. Ten faculty members noted that males and females were not treated equitably in academia. This differential treatment extended to salaries, tenure, and duties. Five faculty members noted their salary was very low, with several of these women specifically noting they received lower salaries than males. One of these women documented the differences in salaries among faculty in the same department. She stated there is a "discrimination in salary — all of the males in my department, regardless of rank, earn more than the females!" Another faculty member noted the salary disparity existed among the different departments in her institution. She wrote "my college has more females than males. The university is another matter. My college has some of the lowest salaries at the university. I believe there is inequitable

treatment of females in academia." A third faculty member noted she was treated inequitably due to her gender and education. She said "being a woman AND being the only graduate professor without a Ph.D. marginalizes my voice and efforts. I am vigilant to stay in view. I am also paid considerably less."

Five faculty members noted an inequality in duties between male and female faculty members. One participant noted, "I find female faculty generally work harder and are expected to take care of the details. I very much tire of having to work around the egos of male faculty." A second succinctly stated, "The women in my department tend to do most of the work." Another participant noted an inequality between males and females across many different areas. She said, "It was an uphill climb in earlier years. The inequality was blatant in many areas – salary, work load, going up for tenure, raises, rewards, on and one. I could go on and on. It was bad." Finally, one participant paradoxically indicated at first that she did not think about her experiences of being a female in academia and started to classify her experiences as positive, then finished by relating her experiences of inequitable treatment between males and females in her department or institution. She stated:

I do not think of my experiences on a whole about being female. Positive – high expectations; sometimes found students were more likely to check out my decision/statements with male counterparts; often expected to take on more responsibilities – [I] believe that is due to [my] gender and marital status.

Perception of gender bias. Overall, seven faculty reported experiencing some form of discrimination or gender bias against themselves or women in academia in general. One woman wrote, "Have had to consider gender discrimination constantly as

107

part of decision making in the department – work to 'hold my ground' personally and professionally." Another faculty member indicated that the level of discrimination had changed since she began her career, although there continued to be discrepancies. She wrote:

> [My experiences have been] okay. There was more discrimination against female faculty members in the beginning. The most glaring "left over" is that female faculty are always expected to direct the Master's program in Family Therapy. It is a very demanding, time consuming job. No male has been willing to respect the responsibility.

> Other women noted having fewer opportunities due to their gender. One faculty member wrote, "Being token, only women chair in institution. Glass ceiling. Advancement of less qualified male colleagues." Finally, another faculty member noted she was treated differently. She wrote that she experienced, "Invisibility, not taken seriously."

Larger institution and professional challenges. While gender bias and discrimination was often an individual issue, it often constituted a problem in the larger system as the experiences of faculty depended in part on the context of the institution in which they worked. Two faculty indicated that their experiences had varied depended on their institution. Within the context of their institution, several faculty members indicated they had negative experiences. One faculty member noted, "[My experiences have been] mixed. Presently I am in a VERY conservative setting – worst experience in my 20 year career."

Other faculty members reported satisfaction within their own department, but noted gender bias and discrimination in larger systems. Three of these women indicated the gender bias they perceived was partly due to working in a religious institution. One wrote, "I teach in a conservative Christian university. There is a strong gender bias here with which I deal on a daily basis." Another noted, "Lot of opportunities, lots of subtle sexism – particularly in the religiously-oriented institutions I have served in." The last faculty member stated, "I am an adjunct at a Free Methodist University which favors male dominance. However, in the MFT program women faculty are treated equally and respectfully. I have had some experience at being replaced by a male."

Finally, two faculty expressly noted discrimination and gender bias in the larger society. One of these women indicated she has "found the same challenges and level of discrimination as in [the] larger society." Similarly, another faculty member noted, "I have been blessed with very strong female colleagues and mentors. Most of my bosses (chairs, deans) have been females. The sexism I have encountered is in the wider profession."

Challenges in Relationships with Others

Related to the above theme, several faculty indicated they experienced challenges in relating with others. These challenges intersected both the work place and at home. Workplace stressors included power struggles, isolation, and differential treatment, while home stressors included difficulties with personal and work balance. As with discrimination, it was clear that these stressors contributed to a negative environment felt by these women.

Power struggles and hierarchy. Seven faculty women mentioned power struggles and the hierarchical nature of academia as problematic. As one faculty stated, "Academia is an adjustment – very hierarchical – noncollegial – low wages – full of nerds (women & men). Academic women seem as power hungry as the men." Several faculty noted conflicts of interests and direct competition among faculty. This led to decreased opportunities, such as lack of mentoring opportunities. One participant noted, "Mentorship in my department is scarce because of direct competition among [research] areas." Another faculty elaborated:

I am still very new on the job. I wish there was a non-MFT faculty whose research interests were overlapped with mine. It might be a conflict of interest to have a MFT mentor. I'm still learning who I can trust. I often feel the pull between being collaborative and nurturing and the competitive atmosphere in academia – and this university is not as competitive as others! I wonder if I will last in this climate. I feel I need to stick with it for myself and for future women students/clinicians/researchers. This is a very important research topic here-especially in the "conservative" field of MFT.

Finally, one noted a difference in power, but stated the difference may be due to her experience level instead of her gender.

Some of these women felt academia operated under an "old boys" and "old friends" network, where faculty and administrators only took care of their own. One of these faculty stated, "It's terribly difficult. It's like being back in junior high. I work in an 'old boy's school' and am the only female faculty. I feel isolated and shut out in subtle and direct ways." Another faculty member suggested the power struggles also extend to

the university level. She said, "[It is] often difficult in an old friend's club department; difficult in female dominated but undervalued college."

Isolation. Five faculty members reported feeling isolated and lonely in their careers. One faculty stated, "It often feels lonely – academia can be an isolating profession for women." Another noted, "Most of my experiences [have] been very rewarding and fulfilling, albeit somewhat lonely. The isolation is the most difficult part." Two other faculty noted that as adjunct faculty, they tended to be overlooked. One said, "At the MS level and initially part time, I have never been formally assigned a mentor. I reach out to all faculty as needed. Adjunct faculty tend to fix on their own." The other noted, "Being adjunct, [my experiences have been] very little. I seek out fellow female faculty members for (lunch, dinner) meetings.

Finally, a participant noted feeling a sense of isolation due to her education level, institution type, and interests. She said:

I have taught in both the university and the community college in this city. Having a Ph.D. at the community college made me different and the field I chose made me unique with no obvious place. Being female in the area had me be aware of a risk I would not be taken seriously. At the same time when the Master's program began, I was seen as an asset. I believe I emphasized the intellectual out of worry that the subject would be seen as soft. Because I have academic interests and research experience, I found some students too vague in their thinking. I find some difference with faculty who have only a Master's degree. I have taught all of the full time faculty (who teach and provide clinical services). I have pushed for publishing clinical papers. This is unpaid.

111

Differential treatment. Two faculty believed that they as women were subject to differential treatment by students and colleagues. One faculty member said, "(I have been) challenged by older and male students – have had to be more assertive about my teaching – Difficult experiences first 3 ½ years – last year has been better." The second reported she perceived a gender bias from both students and faculty. She noted "I find students treat me to their unresolved experiences with their mothers – very difficult. Some male faculty [are] sensitive to sexism in academia, others [are] not."

Personal and career balance. Faculty mentioned the struggles they were having with balancing their personal lives and their career. Two faculty talked about the struggles of having young children. For one faculty member, the struggle related to her financial situation. She stated, "With small children and low salaries [it is] difficult to cover child care expenses." Another faculty with small children explained the difficulties of meeting the demands of her career while simultaneously providing for an infant without a maternity leave. She wrote:

I also have a 7 week old baby and I did not get an official maternity leave. I am teaching a graduate course that is offered every other year and I was the only one who wanted to teach it. I have felt guilty for not being able to attend all the meetings and fulfill my duties because although people tell me to take the time I need for my baby, I get mixed messages about not being at certain meetings or working towards academic goals. I think I am balancing work and family as well as I can, but I have had to set firm boundaries and "defend" my right to a quasi-maternity leave. Ideally, I wish I could have taken the semester off from teaching and research. My boss has been very flexible, but it is hard for me to deal with the

pressure to keep up my pace. I deal with it by taking my baby to the class I teach

(since I nurse her) and to most meetings (at least 3 times a week).

In addition, this faculty member talked about the inability to maintain contact with friends due to the demands of her job. She stated, "Since I started my job, I have felt a lot of stress and guilt for not having the time or energy to email my friends as often as I would like. I miss them and being more connected to them."

Two other faculty women suggested they put off having children or felt pressure about the timing of starting a family. One of these faculty indicated that despite these struggles, she enjoyed her career. She wrote, "[It's] tough balancing family and career; have put off having children until now due to demands of earning tenure at a Research I university. Made many personal sacrifices, but love my job." Under the other comments section, this faculty member continued, "Maternity leave is important in tenure track positions (we don't have that at my institution). Sabbatical necessary; again we don't have that here (at my institution). Need female role models in academia regarding balancing family and career demands." The other faculty member seemed to be under more duress. She stated:

It is tough to balance advancement in career/profession with need to focus on marriage and start a family. I am currently on sabbatical leave. I am on leave until January to focus on my personal life. I am interested in outcomes of data collected in order to know how many other women struggle balancing advancements in careers with value of self-care and relationships. This profession has made it more difficult for me to be a good friend and wife because I am trapped.

Finally, in an opinion opposite of that of the above women, a last faculty member felt she was able to achieve a better sense of balance because she had a family. Instead, she felt single faculty had a tougher time with balancing work and family. She stated, "Having a family has helped with balance. Most single female faculty work way too much."

<u>Other Stresses</u>

Two faculty wrote comments that did not fit into the above categories, but could be considered other stressors. One faculty commented on the general environment of academia. She wrote her experiences were "very stressful at times." Another faculty indicated that it was hard for her to conduct research in certain areas. She noted, "It has been a challenge to teach and do research looking at the intersections of race/ethnicity and gender in academic contexts."

<center>Experiences Not Linked to Gender</center>

In all, seven faculty members indicated that they did not experience any differences due to their gender or believed differences were due to variables other than their gender. Three of these faculty members wrote that they did not feel any gender bias or inequity. One faculty expressly stated, "Gender is not a relevant factor at the institution where I teach" while another faculty member noted, "I have not experienced any notable experiences that I have linked directly to my gender." A third faculty member elaborated, "In the past 18 years, I have had a female dean and a female department chair and I have been MFT program director with two male colleagues. I have never connected to being a female as different in the work setting."

Four other faculty members indicated differences they experienced in their career were contingent on variables other than their gender. Two of these faculty women noted more differences due to being member of a minority group in terms of race and ethnicity, sexual orientation, and age than gender. One faculty wrote, "I don't think my experiences have anything to do with my gender, but a lot to do with my ethnic background." Another faculty member noted, "I don't think being female is a major barrier – other minority classifications (i.e., class, race, sexual orientation, age) weigh much more in as concerns." However, as noted in the above section on larger university and professional challenges, she added her experiences were, "Mixed – presently I am in a VERY conservative setting – worst experience in my 20 year career." Two faculty members noted their negative experiences were due more to their education level. One wrote, "Exclusion from 'power' positions/opportunities based more on holding M.S. & staff line [position] than gender" while the other noted, "Working on Master's level without Ph.D. means very little time/opportunities for faculty research. This is very difficult."

Changes Based on Experiences

Participants were also asked if they had changed their teaching or research based on their career experiences. Overall, 71 faculty members responded to this question. Thirteen participants noted that they had not made any changes to their teaching or research based on their experiences. The remainder indicated they had made changes. Some of these changes were contingent on their experiences as a teacher and researcher. Other changes, however, were directly related to how they as women were treated in academia. The responses fell under five themes: General changes, agent of social change,

personal growth, negative changes, and change in focus. Figure 2 shows the tree diagram

for the responses.

Figure 2. Changes to Teaching and Research Based on Experiences
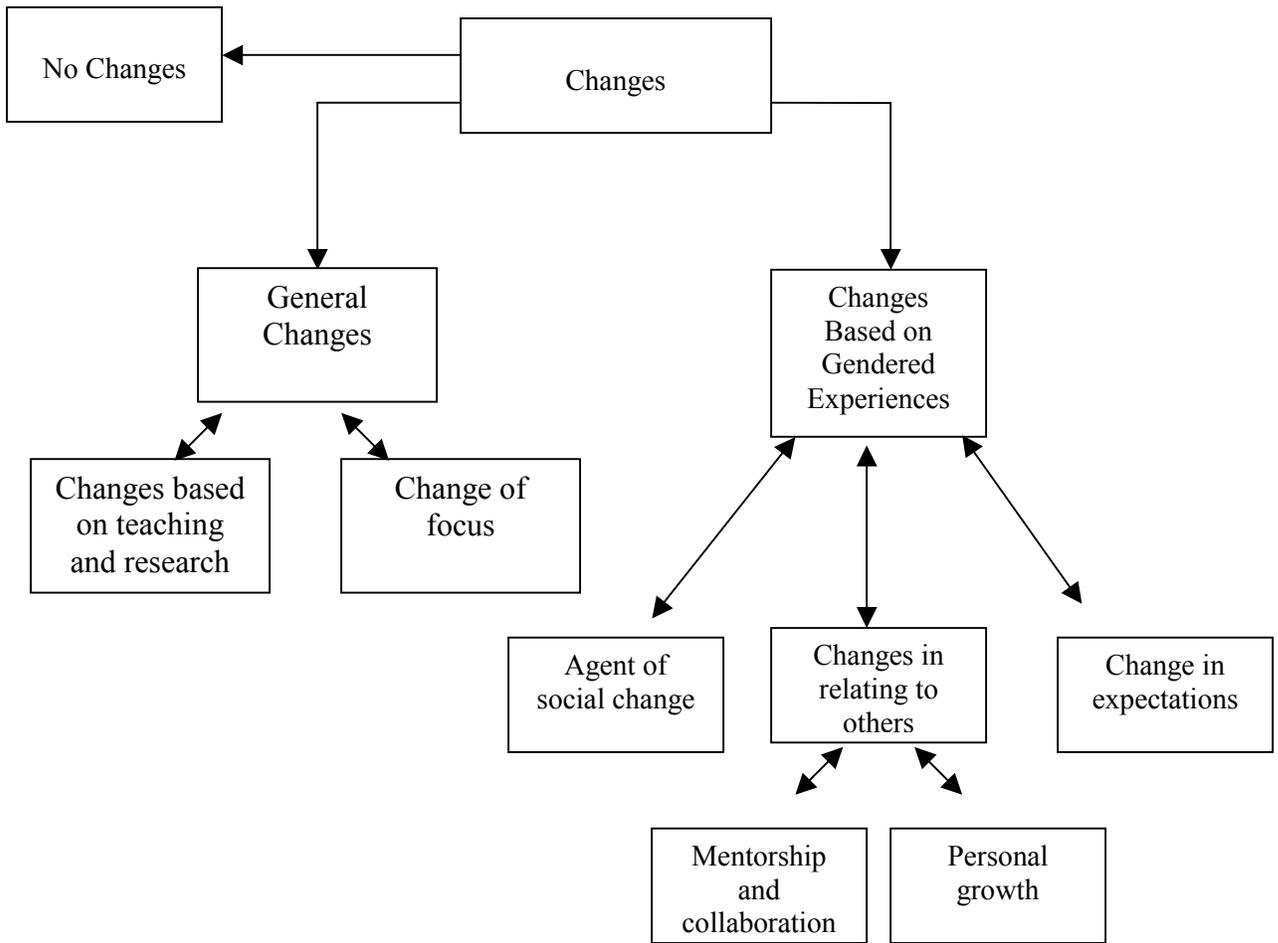
<u>General Changes to Teaching and Research</u>

A number of participants noted that they had changed their approach to teaching and research, but did not indicate they made these changes based on their experiences of being a female in academia. Nine of these faculty members commented on more general changes to their teaching and research. Some of these comments included, "Yes, many times," "Always – that is my job," and "I'm sure I have – nothing specific." Other participants gave more specific reasons for their changes and are classified under the two subthemes of changes based on teaching or research experience and change of focus.

<u>Changes based on teaching or research experiences</u>. Thirteen faculty indicated they changed their teaching and research based on having more teaching and research experience. A number of these faculty talked about revising their teaching course material and delivery. One faculty member noted, "Generally I am always revising materials, readings, and teaching techniques" while another wrote, "Of course – learned to pace assignments, give explicit instructions, how to involve students in class."

Three faculty noted expressly changing both their teaching and research. One stated her own increased knowledge has helped to shape her approaches to teaching and research. She wrote, "Absolutely. I'm always learning new and 'better' ways of teaching and doing research and relating to students. I look at research now as a 'research program' I need to 'build up." The other two faculty women noted outside systems influenced changes within their teaching and research. One wrote, "Yes – I've improved my teaching with experience and feedback and continued research because it was rewarded" while the other noted, "[I] do not engage in research based on staff position

which has no expectation for research. Continuously improve teaching since there is an area here I can be expected to 'excel'."

Finally, two faculty wrote about how they change their teaching and research based on other aspects of their career. One faculty member indicated having increased clinical knowledge influenced her research focus. She noted, "My research is informed by clinical practice." Conversely, another noted her teaching influences her research and clinical work. She stated, "I change my teaching each semester and that influences my research and clinical work."

Change of focus. Four faculty indicated they choose focus on different aspects of their career. For one faculty member, the impetus for changing the focus came from outside systems. She said, "There has been a strong push in my program for me to develop an expertise in qualitative research and methodology, which I didn't expect would happen, but I think is a good thing." Two other faculty members indicated they changed their focus in order to highlight positive aspects of their career. One wrote, "I love teaching and the research in my field; I focus on the things I love and simply close the door to outside static" while the other one mirrored that comment, "I focus more on the joy I get from certain aspects of my job and worry less about things I am not good at." For the fourth faculty member, it was unclear why she changed her focus. She stated, "[I now have] more [of a] medical focus."

Agent of Social Change

While a number of faculty members did not expressly indicate that their status as a female faculty member influenced changes to their teaching and research, other faculty indicated they had made changes due to their gendered experiences. In particular, nine

faculty members indicated that they tried to make the academic climate better for themselves or future generations. As such, I termed these faculty as being agents of social change. Several of these faculty indicated they have attempted to modify their teaching or research to include the topic of gender. One of these faculty members stated, "[I] work hard to make gender roles a topic of significance" while another said her "teaching [is] more gender sensitive."

Other faculty spoke of specific ways they tried to change the academic climate for their students. One faculty wrote, "Yes, in that I am very supportive of my students when they must take a courageous stance – inequities are discussed." Another wrote:

I certainly try to treat students equally regardless of gender, race, sexual orientation, class. I am especially available, however, to any student who is first in their family to go to college, since playing that role myself, I know how vulnerable one can be with no academically experienced support at home.

A third faculty member indicated she tried be an advocate specifically for female students. She noted, "I attempt to provide female students in particular with forums in the classroom to share their expertise, to present new ideas."

A few faculty members gave specific examples of how or why they made changes to their teaching and research. One faculty who noted a gender bias in her "conservative Christian university" wrote, "I am presently involved in a research project regarding integration of faith and learning of female faculty." A second faculty member wrote, "The current project I'm working on was triggered by a white-male colleague's argument that MFT research has given enough to minorities."

<u>Changes in Relating with Others</u>

Closely related to the above theme, 12 faculty members indicated they made changes in how they relate to others due to their experiences or gender. These changes were both external, as women took on a mentorship role or indicated more (or less) collaboration, and internal, as a function of personal growth.

<u>Mentorship and collaboration.</u> Four faculty indicated they took on a mentoring role in order to make changes in the academic climate while one faculty made changes based on her own mentoring experiences. Two of these faculty members talked more in generalities about mentoring. One noted, "I mentor to help improve fairness" while the second stated, "I am more thoughtful about the mentoring I can give others – I focus more on the joy I get from certain aspects of my job and worry less about things I am not good at." Two other faculty members who wrote about mentoring indicated they were more careful to mentor women. As one elaborated, "Because of the good mentoring I have received (in contrast to none in graduate school), I take mentoring female faculty very seriously and devote (unconsciously) time and energy to it (only a few 1 -2 at a time) and grad students." In a twist on the above themes, one faculty member indicated she changed her research based her experience as a protégé. She stated, "Changed research program after receiving excellent mentoring from senior [male] faculty member."

Eight faculty indicated they changed the way they acted in relation with others. Several commented on becoming more or less involved with colleagues. One faculty wrote indicated a "do unto others…" approach. She wrote, "I aim to treat my colleagues in the same way I have been treated." Two faculty indicated they had become more

collaborative. Another indicated that she had become less collaborative. She said, "I collaborate less with others because I can't trust my colleagues. I have changed in ways I did not expect or want." Two other faculty members indicated different changes in their approach to interacting with others. The first of these faculty stated she had established a "withdrawn more assertive feminist stance." The other faculty member indicated she changed her approach, but also noted some positive changes regarding the inclusion of women in academia. She stated, "[I] have become more instrumental and less expressive. Male students can see this as weakness in that I'm not serious. Research teams: Have encouraged more women to be involved." Finally, two faculty indicated they changed the way they related with students due to student evaluations. One of these faculty elaborated that she changed her teaching due to student evaluations, but did not have to change her research as it was outside of her institution.

Personal growth. Nine women indicated that changes in research and teaching came from their own personal growth. For three of these women, the changes they made were more general changes and due in part to having more academic experience. The first noted, "I have had many years of experiences so consequently, I have used these ongoing experiences as I have evolved" while the second stated "Yes – but these experiences were based on continued life experiences, growth as an individual and cannot be separated to say what factors may have been due to my being a female." The third stated, "I'm always changing my [teaching] delivery and syllabus and consolidating research interests as I grow"

For three women, this personal growth occurred within their teaching and supervision. One faculty stated, "I believe over the years I have found a balance of

academic and personal in my teaching. I believe students are willing to do the thinking when I break down the components" while another stated "I focus more and more on the person who I am supervising and their role in the therapy process." A third reflected on her strengths with teaching and research. She stated, "Perhaps – I don't feel the need to censure myself very often while teaching or supervising. My more supportive, emotional personal 'take' (a female perspective) is generally valued here."

Additionally, three faculty commented on the development of their own confidence levels. One of these faculty members stated, "I've begun to feel more confident over time." Another elaborated, "I have struggled with my own tendencies to defer to others and to question my own competence. But in recent years I have come to value the wisdom I have accumulated over the years and now speak with a more authoritative voice." Finally, one of these faculty summed up her experiences by stating, "[I've] just had more fun and been more comfortable in the role."

Change in Expectations

Finally, while a number of faculty commented on positive changes, two responded that they still faced challenges, which influenced their teaching and research. Although not specifically stated, based on other comments made by these faculty, it appeared these changes were because of gendered experiences. One of these faculty members noted, "I have had to lower my expectations of what I would like to accomplish in teaching and research." The other faculty member indicated she changed her expectations because of the support she received. She wrote, "Yes – I don't feel supported in challenging students, so I don't push students."

123