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THREE WOMEN'S REFLECTIONS OF THEIR FIRST YEAR AS TENURE
TRACK COUNSELOR EDUCATION FACULTY MEMBERS (200 PP.)

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The purpose of this study was to examine and further understand three women's experience of their first year as tenure track counselor education faculty members. Participants were asked to reflect upon their first year experiences and share stories that came to mind for them. Participants were also asked about topics corresponding with the current literature about early career faculty members. One semi-structured interview and one follow-up interview were conducted with each participant. The interviews were transcribed and analyzed for themes within and across each participant.

The participants were women in their first tenure track position since earning her Ph.D. in counselor education. The women were all employed at Council for Accreditation of Counseling and Related Educational Programs (CACREP) accredited counselor education doctoral programs. Two participants were in their early 30s and one

was in her early 50s. The participants were employed at various types of academic institutions in the Midwest and the Western regions of the United States.

There were several themes that emerged from the data. Themes across all participants were: (a) mentoring, (b) getting settled into a new community, (c) strained relationships with students, (d) loneliness, (e) being a woman, and (f) advice to others. There were three sub-themes for the mentoring theme: these were graduate school mentors, current mentors, and desire for women mentors.

There were also several themes that emerged across two participants. The two participants in their early 30s had the most themes in common: (a) imposter syndrome, (b) fit with their program, (c) being young, (d) balancing time, (e) being intentional about research and writing, (f) having a voice through service activities, (g) the excitement of teaching, (h) sharing a new experience, and (i) learning a new system. Other themes across two participants were: (a) advice from others, (b) tenure, (c) having advisees right away, (d) politics, (e) cultural influences, and (f) personal relationships with students. Each participant also had two themes that were unique to her reported experience.

Several of the themes corresponded with current literature on new faculty members' experiences. There were also themes that have not been previously reported in the literature. This research provided rich descriptions of some of the issues that new female faculty members may face in their first year as tenure track counselor education faculty members.