A PHENOMENOLOGICAL INVESTIGATION OF WOMEN'S LEARNING

EXPERIENCES IN COUNSELOR EDUCATION

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By

Lindsay Pennell Meyers

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Approved March 2016 by

Charles R. McAdams, III, Ed.D

Chairperson of Doctoral Committee

Victoria A. Foster, Ph.D.

Kelly J. Whalon, Ph.D

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ABSTRACT

Counselor education pedagogy has not sufficiently recognized or incorporated current knowledge of gender differences and their potential impact on women's learning experiences. Instead, the body of research that addresses gender in counselor education refers to incorporating gender in the classroom as a topic of discussion rather than considering gender as a component in the learning process. The body of literature on counselor education pedagogy at the doctoral level remains sparse. To date, no research has recognized gender as a lens for pedagogical training in the counselor education doctorate. This phenomenological study examined the learning experiences of eight women counselor education doctoral students across three CACREP accredited counselor education programs to understand how pedagogy supported or inhibited women's development as counselor educators. Women's ways of knowing (WWK) theory (Belenky, Clinchy, Goldberger, & Tarule, 1997) offered a developmental framework for understanding women's learning preferences. Data analysis revealed five themes that indicated relationships were integral in gauging and affirming participants' learning and developmental processes. Data analysis also revealed structures in the counselor education doctorate that contributed to barriers to learning for minority students. Suggestions for re-conceptualizing the counselor education doctorate are discussed.

LINDSAY PENNELL MEYERS

SCHOOL PSYCHOLOGY & COUNSELOR EDUCATION

THE COLLEGE OF WILLIAM AND MARY IN VIRGINIA

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"Unselfish and noble actions are the most radiant pages in the biography of our souls"

~ David Thomas

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Chapter One: Overview

Introduction

In 2009, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) called for an evaluation of pedagogy in counselor education (Barrio Minton, Wachter Morris, & Yaites, 2014). The body of literature related to counselor education pedagogy has historically focused on pedagogy that promoted students' development as mental health counselors (i.e., master's program). Accordingly, counselor education pedagogy has tended to focus on graduate students in general or master's students specifically rather than on doctoral students (Barrio Minton et al.). Consequently, the body of literature on counselor education pedagogy at the doctoral level remains sparse. Furthermore, three references to gender in the most recent version of the CACREP standards (CACREP, 2016) underscore the minimization of gender training and also emphasize the failure to recognize gender as a lens for pedagogical training.

As the push for excellence in counselor education continues with recent revisions delineated in the CACREP 2016 standards, the urgency for dialogue related to doctoral student development remains critical. Specifically, examining pedagogy from a gender perspective will inform our knowledge and understanding of how gender influences cognitive development and behavior; thus better prepare counselor educators to acknowledge and incorporate gender in future pedagogical practices. This chapter will accomplish the following: (a) present gaps in the current developmental approach to

learning in counselor education, (b) provide an overview of relevant challenges for women pursuing higher education and justify the need to examine women's learning experiences in the pursuit of a doctoral degree in counselor education, (c) introduce feminist developmental theory as a conceptual lens, and (d) establish the need to re-conceptualize counselor education pedagogy at the doctoral level with consideration for gender inclusive instruction. This chapter also includes an overview of methodology, sampling, and data gathering procedures, as well as limitations of the study.

Statement of the Problem

Counselor education pedagogy has not sufficiently recognized or incorporated current knowledge of gender differences and their potential impact on women's learning experiences. Instead, the body of research that addresses gender in counselor education refers to incorporating gender in the classroom as a topic of discussion rather than considering gender as a component in the learning process. This gap in the literature calls for a need to promote dialogue on how to address the unique needs of women learners in counselor education. The researcher's intention of examining women's learning experiences in counselor education aims to generate discussion on the critical evaluation of counselor education pedagogy in hopes of promoting developmentally and culturally appropriate pedagogy for doctoral learners in future teaching practices.

Justification of the Problem

Examining learning experiences in doctoral study is particularly salient for women learners in counselor education. Currently, the counselor education literature suggests pedagogical approaches based on male developmental models. However, pedagogy in counselor education has yet to be examined for its effectiveness with mixed

gender classrooms. Male developmental models fail to consider women's development in the context of connectedness and relationships with others. Namely, a male perspective is characterized by separation and individuation, whereas women define their identity in the context of relationships, responsibility, and interdependent care (Gilligan, 1982). Hence, the current developmental approach is not sufficient for women learners, since male developmental models do not consider how women learn in the context of relationships. Accordingly, faculty may inadvertently perpetuate inequity in the learning environment by promoting the development of men at the expense of women's development.

Gender socialization is an important consideration in the doctoral learning environment. Male developmental models assume that individuals view selves as equal to authority, which may not be the case for women. Research suggests women are less likely to align themselves with authority, have different language styles, experience decreased confidence in knowing, and are less likely to be validated as knowers in the classroom (Goldberger, Tarule, Clinchy, & Belenky, 1996). Moreover, the self-empowerment and motivation demonstrated in the decision to pursue the doctorate may be minimized or repressed as women assume the student role; that is, minimization may occur when students enter a social context that triggers the releasing of personal power to authority figures (Carlson, Portman, & Bartlett, 2006). Essentially, gender socialization may influence women's learning experiences in the counselor education doctorate. Therefore, conceptualizing women learners through a male developmental lens may be detrimental for their development as counselor educators.

In general, the discipline of counselor education needs to reconceptualize

pedagogy since "many courses are taught without recognizing how gender contributes to and affects every domain in a person's life" (Stevens-Smith, 1995, p. 5). Hosie (1991) maintains that counselor education at the doctoral level needs to be reconceptualized as not just advanced versions of master's level training. Unlike the master's counseling degree, the doctorate in counselor education presents learners with multifaceted leadership roles; that is, counselor education serves to prepare individuals for professional counseling, research, teaching, supervising, writing and publishing (Sears & Davis, 2003). Counselor education faculty must evaluate current pedagogical practices in the doctoral learning environment to ensure optimal professional development of their students. Specifically, faculty must consider gender as a component in the learning process and establish counselor education pedagogy as developmentally and culturally appropriate pedagogy for doctoral learners.

Current Status of Pedagogy in Counselor Education

Nelson and Neufeldt's (1998) article was the first review of counseling pedagogy. Their search yielded small bodies of literature in which they offered critiques of the following pedagogical practices regarding specific training areas: (a) skills acquisition, (b) case conceptualization, (c) cognitive skills, (d) ethics, (e) counseling theory, (f) research, and (g) consultation. Critiques of the review of literature on counseling pedagogy included: the emphasis of training skills and techniques in favor of other aspects of counselor and therapist development (e.g., empathy, relationship quality, personal development), traditional models of counselor education emphasizing Euro-American culture, and offering few opportunities for students to question traditional theories or to propose new ways of thinking about them (Nelson & Neufeldt). The

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authors suggested constructivist methods for educating reflective practitioners; however, they failed to develop their assumptions based on constructivism as a result of being overly "ambitious" in attempting to review both the literature of teaching and proposing a focus on constructivism and reflective practice (Fong, 1998).

In the same year, Granello and Hazler (1998) suggested developmental models as a useful theoretical foundation for conceptualizing counseling students' cognitive development. The authors proposed a combination of adult learning models, college student developmental models, novice-to-expert models, and developmental models in counselor education as a framework to understand and guide counselor development. The authors also made recommendations regarding course sequencing and teaching styles based on the aforementioned developmental concepts. Although Granello and Hazler acknowledged the limitations of specified developmental models in being male normative and lacking consideration for minority developmental considerations, the authors did not make concessions when applying developmental models to counselor development. Counselor educators must integrate multicultural competencies within pedagogical practices, as emphasized by Fong (1998): "In considering potential models of learning for counselor education, we must identify models that promote learning from a perspective that addresses diversity and culture" (p. 110).

Barrio Minton et al. (2014) conducted a 10-year content analysis on pedagogy in counselor education from January 2001 through December 2010. The authors found that social and cultural diversity accounted for nearly one third (31.75%, n = 73) of all articles and received more than double the attention of any other master's level core curricular area. These articles primarily focused on teaching specific content (n = 42) and training

techniques for facilitating multicultural counseling and advocacy competencies (n = 26) (Barrio Minton et al.). Yet only three articles focused on teaching and learning in general (e.g., infusing diversity competencies and values across the curriculum), and two articles included attention to broader pedagogical practices (Barrio Minton et al.). The aforementioned examples demonstrate the need for counselor education to identify models that promote learning from a perspective that acknowledges and incorporates the diversity and culture of its students.

The lack of empirical research on counselor education pedagogy at the doctoral level highlights the need for investigative inquiry. Since 1998, articles pertaining to counselor education pedagogy have amassed into a growing body of literature. However, counselor education pedagogy for doctoral students has only recently garnered attention in the last decade. Accordingly, scant research exists that investigates the experiences of doctoral students. The researcher's current search of the Education Research Complete database for the combined terms of pedagogy, counselor education, and doctoral students from January 1998 through March 2016 yielded twelve articles relevant to the specified search terms. Qualitative inquiry investigated doctoral student perspectives regarding qualitative research (Reisetter, Korcuska, Yexley, Bonds, Nikels, & McHenry, 2004); supervision training (Nelson, Oliver, & Capps, 2006); research training (Okech, Astramovich, Johnson, Hoskins, & Rubel, 2006); co-teaching (Baltrinic, Jencius, & McGlothlin, 2016); identity development (Dollarhide, Gibson, & Moss, 2013); reflective practice for Canadian doctoral students in counseling (Wong-Wylie, 2007); and doctoral students' motivations to pursue doctoral work in counselor education and supervision (Hinkle, Iarussi, Schermer, & Yensel, 2014). Furthermore, two articles emerged with

proposed models and reported their respective training outcomes. Specifically, Orr, Hall, and Hulse-Killacky (2008) suggested a model for collaborative teaching teams to bolster preparation for teaching practice, while Groomes, Leahy, Thielsen, Sukyeong, and Matrone (2007) recommended a research apprenticeship model to strengthen preparation for researcher and scholarship tasks as rehabilitation counselor educators. The literature also revealed additional topics related to doctoral students in counselor education, such as boundary considerations for doctoral students working with master's students in both teaching and supervisor roles (Scarborough, Bernard, & Morse, 2006), a collaborative cohort model in supporting supervision of doctoral dissertation completion (Burnett, 1999), and the relevance of doctoral vivas in the preparation of counselor educators (McAdams & Robertson, 2012).

Additional articles pertaining to doctoral students in counselor education were identified through the following ancillary search terms: counseling, research, education, counselor educators, higher education, minority, gender, doctoral students, and counselors. Protivnak and Foss' (2009) study explored themes that influenced the counselor education doctoral experience. Hoskins and Goldberg (2005) clarified factors that contributed to doctoral students' persistence in counselor education programs. Two articles introduced expectations in the counselor education doctorate to prepare doctoral students. Specifically, Carlson, Portman, and Bartlett (2006) proposed a conceptual matrix for doctoral students' self-management of professional preparation. Rio and Mieling's (2012) article offered doctoral students a blueprint on what to expect in the counselor education doctorate and how to navigate such tasks (e.g., doctoral internship, comprehensive examinations, doctoral prospectus, dissertation writing, and the

dissertation defense). This search also yielded two qualitative research articles that investigated African American doctoral students' experiences in counselor education (Henfield, Woo, & Washington, 2013), and perspectives of women of color and their early experiences entering into a counselor education PhD program (Zeligman, Prescod, & Greene, 2015).

Notably, research that investigated the development of doctoral students as educators yielded the least amount of literature compared to other identities in the counselor education doctorate (e.g., supervision, research). Malott, Hall, Sheely-Moore, Krell, and Cardaciotto (2014) synthesized literature on best practices in university-level teaching to identify strategies that could enhance counselor education practices. Orr et al.'s (2008) model for collaborative teaching teams for teacher preparation and Baltrinic et al.'s (2016) co-teaching training in counselor education serve as the only educator training references that are evidence based. Correspondingly, Barrio Minton et al.'s (2014) 10 year content analysis search of journal articles on pedagogy in counselor education yielded five articles on the preparation of doctoral-level counselor educators and supervisors. Article foci included: portfolios, teaching teams, research training environments, advanced group work, and suicide intervention (Barrio Minton et al.). Although the 2009 CACREP Standards called for learning outcomes focused on supervision, leadership, and advocacy, the authors were unable to locate any articles pertaining to teaching in these areas (Barrio Minton et al.). Moreover, a large portion of counselor education articles were grounded in counseling literature, theories, or research rather than learning theories or instructional research (Barrio Minton et al.). Considering that Hinkle et al. (2014) found that doctoral students' first motivation to pursue a

doctorate in counselor education was to become a professor, the minimal references to training doctoral students as educators accentuate the need to strengthen the pedagogical dialogue within counselor educator preparation.

A study by Dupuy and Ritchie (1994) on inclusion of gender studies within counselor training programs indicated that although programs acknowledged the importance of gender, fewer than half reported including gender issues in a separate course or as part of other courses in their programs. In an effort to address gender concerns in counselor education, Hoffman (1996) suggested integrating gender into all aspects of a counselor education program, including faculty and staff, organization, administration, clinical training, and supervision. Myers, Borders, Kress and Shoffner (2005) recommended the need for counselor education transformation in examining "...all elements of the curriculum, including informal curriculum, with consideration given to alternative learning styles based in gender socialization as well as diverse life experiences" (p. 86). The researcher found a small body of literature that underscored gender issues in counselor education to include: counselor training (Comstock, Duffey & St. George, 2003; Caroll & Gilroy, 2001; Hoffman, 1996; Daniluk & Stein, 1995; Dupuy & Ritchie, 1994; Stevens-Smith, 1995), counselor supervision (Twohey & Volker, 1993; Nelson, 1997; Granello, 2003; Granello, Beamish, & Davis, 1997; Bernstein, 1993; Granello, Beamish, & Davis, 1997), and mentoring (Bruce, 1995; Walker, 2006). Hoffman (1996) identified that courses with the purpose of attending to gender issues in counselor education are predominantly tailored to female students. Notably, the minimal body of literature on men in counselor education may contribute to this oversight. Evans (2013) provided a content analysis of the Journal of Counseling and Development (JCD)

and Counselor Education and Supervision (CES) from the timeframe of 1981 through 2011 to assess content that was published in the counseling literature on men's issues. Evans identified a decline in the number of articles for both journals concerning men and counseling (e.g., JCD 2006-2010 yielded 266 articles and published 54 articles in 2011; CES 2006-2010 yielded 92 articles and published only 15 articles in 2011). Evans conducted a content analysis using 17 keywords; however, the number of articles diminished after the 50% content rule was applied. Specifically, Evans determined that a large number of articles published in JCD centered on issues of gender socialization and the impact on men (frequency of 31 times in the 66 articles analyzed) while the lowest number of articles targeted help-seeking behavior of men (N=3) and fatherhood (N=3). Evans found even fewer articles focused on men in counseling published in CES (N=4) with emphasis on perceptions and attitudes of counselors working with men, gender socialization issues, and counselor training. The minimal attention to gender as a viable consideration in all aspects of counselor education programs may be potentially problematic, considering that "equating gender issues with women's issues may well bring women and men, counselor educators and counseling students, to a restricted (and restrictive) view of gender in our lives" (Hoffman, p. 106). To date, no research has recognized gender as a lens for pedagogical training in the counselor education doctorate. Explicitly, gender needs to be included within the dialogue of student development to strengthen doctoral students' capacity to incorporate gender within teaching preparation.

Essentially, there is no current understanding of pedagogical practices that promote doctoral students' development with consideration of gender in counselor education. Although the research on counselor education pedagogy continues to grow in

terms of advocating for different cultural approaches in the classroom for master's students (e.g., queer theory [Frank & Cannon, 2010]; transformational pedagogy [Henriksen, Jr., 2006]; feminist [Smith-Adcock, Ropers-Huilman, & Choate, 2004; Lamantia, Wagner, & Bohecker, 2015], constructivist [Shaw, Bayne, & Lorelle, 2012]; and intercultural and gender themes through dialogue [Witherell, 2010] pedagogies), more attention is warranted for counselor education pedagogy that focuses on doctoral students' development. The lack of empirical research on pedagogical strategies may contribute to faculty reluctance of adapting new approaches in the learning environment. Accordingly, faculty continue to teach upon the uncritical adoption of the models taught by their old professors (Lucas & Murray, 2007).

Lastly, there is no research that examines how gender impacts doctoral students' learning experiences in counselor education. Considering that gender socialization is a large part of students' development, the researcher's intent of examining women's learning experiences in counselor education aims to understand how students experience the doctoral learning environment to best inform future pedagogical practices. Specifically, understanding the impact of knowing style on the development of women learners brings to light fertile ground with which to understand their experiences through the lens of women's ways of knowing theory (WWK) (Belenky, Clinchy, Goldberger, & Tarule, 1997). The WWK perspective will break through the silence surrounding women doctoral students' learning experiences to inform discussion of pedagogy at the doctoral level in counselor education.

Conceptual Framework: Women's Ways of Knowing Theory

WWK theory reveals the significant nature of gender differences with regards to intellectual development and the importance of relationships in supporting women learners. Accordingly, WWK theory provided the theoretical framework for investigating and conceptualizing women's learning experiences in counselor education. Following feminist theorist Carol Gilligan's (1982) pioneering work on the missing perspectives of women in psychological theories of human development, Belenky and colleagues (1986, 1997) embarked on their cognitive research to bring attention to the missing voices of women in theories of how people know and learn. With an emphasis on cognitive development as a culturally influenced psychological process, Belenky and colleagues began their project as a critique and an extension of Perry's intellectual scheme (1970). Perry's intellectual scheme delineated different developmental categories that represented how college students came to understand the modern world through multiple frames of reference (Love & Guthrie, 1999). At that point, Perry's intellectual scheme stood as the only previous template for understanding shifts over time in an individual's assumptions about the nature of truth, knowledge, and the learning process (Belenky et al.).

Belenky and colleagues (1986, 1997) developed and later refined the five epistemological categories known as Women's Ways of Knowing (Belenky et al.; Love & Guthrie, 1999) (see Appendix B). The WWK authors found that Perry's (1970) intellectual scheme did not apply to the experiences of their women participants. Specifically, the authors found a disparity in the assumptions of Perry's intellectual scheme regarding independence, autonomy, and perceptions of authority. Namely, the WWK authors determined that women shared a preference for interdependence and

connectedness. Furthermore, the men in Perry's study aligned themselves with authority, whereas the women in the WWK study did not align themselves with authority (Belenky et al.). Correspondingly, the emphasis on promoting autonomy and independence in counselor education pedagogy is profound for women learners and their development of authority in leadership roles indicative of counselor educators.

Notably, there are few examples of relational approaches in the counselor education literature. Connected learning approaches were emphasized in Nelson et al.'s (2006) article pertaining to supervision training, Orr et al.'s (2008) model for collaborative teaching teams for teacher preparation, and Burnett's (1999) article on a collaborative cohort model in supporting supervision of doctoral dissertation completion. Connected learning was also emphasized in relation to identity development (Comstock, Duffey, & St. George, 2003) and mentoring (Walker, 2006). However, several articles referenced the importance of relationships for doctoral students' success in counselor education, such as support systems (Protivnak & Foss; Carlson et al., 2006; Zeligman et al.; Henfield et al.; Hinkle et al., 2014; Dollarhide et al., 2013; Hoskins & Goldberg, 2005), mentoring (Protivnak & Foss; Zeligman et al., 2015; Henfield et al., 2013; Bruce, 1995), as well as attending to the diverse needs of minority students in relationships (Henfield et al.; Zeligman et al.). The aforementioned examples emphasized relational approaches as beneficial in the doctoral learning environment. However, there is no direct link between gender and approaches that support students' learning process. WWK theory offers a developmental framework for understanding women's learning preferences. Counselor education pedagogy would benefit from reconciling this gender connection in the literature.

Ultimately, WWK authors were pioneers in introducing a cultural lens to cognitive developmental theory. Despite their efforts in launching gendered reasoning as progressive perspective of cognitive developmental theory, "Relatively little attention has been given to modes of learning, knowing, and valuing that may be specific to, or at least common in, women" (Belenky et al., 1997, p. 6). Therefore, this study will determine how women in counselor education experience the doctoral learning environment and the extent to which their learning experiences align with WWK theory.

Purpose of the Study

This study aims to examine women's learning experiences in counselor education to understand how pedagogy supports or inhibits women's development as counselor educators. The findings will elevate awareness of gender influences in the doctoral learning environment and will inform dialogue regarding counselor education pedagogy. This study aspires to incite counselor education faculty to consider and incorporate gender as a component in the learning process. Importantly, this study intends to bring about developmentally and culturally appropriate pedagogy in the training of counselor educators.

Research Questions

The following chapters consider gender as it pertains to women's development within the parameters of pursuing a doctorate in counselor education. This includes an exhaustive review of the literature regarding gender socialization and its relevance in the doctoral learning environment, current pedagogical approaches to doctoral student development, as well as an overview of gaps in the literature that justify the need for a critical investigation into women's learning experiences in counselor education.

Furthermore, the lens of women's ways of knowing (WWK) theory (Belenky et al., 1997) was examined for its relevance and effectiveness as a new perspective in investigating and interpreting women doctoral students' learning experiences. This study endeavored to answer the following research questions:

- How do women doctoral students describe their learning experiences in counselor education?

- How are the educational experiences of women doctoral students reflective of WWK framework?

- What are the implications of these reported experiences for pedagogical practice with doctoral students?

Methodology and Sampling Procedures

Eight women doctoral students were recruited from three southeast university counselor education programs to participate in this study. All three universities were public research institutions and had CACREP accredited counselor education programs at the time of data collection. The participants were purposefully selected based on key characteristics that they were women enrolled in a doctoral counselor education program and had experienced at least one full year in the program (further described in Chapter Three). A combination of multiple interviews and journal reflections provided a significant and sufficient quantity of data for data analysis and interpretation.

Data Gathering Procedures

This study employed a phenomenological research design. The aim of a phenomenological study is for the researcher to describe the meaning of how participants experience a phenomenon (i.e., topic or concept) by deriving a comprehensive

description; thus revealing the "essences" or structures of the experience (Moustakas, 1994, p. 13). A phenomenological approach provided the opportunity to gather data from the participants as they constructed it while revealing quintessential meaning of their experiences. Centering on participants' doctoral learning experiences highlighted the in-depth meaning of particular aspects of learning that contributed or detracted from their development as counselor educators.

A phenomenological research design is typified by extensive and prolonged engagement with the participants through a series of in-depth, intensive, and iterative interviews in order to better understand the deep meaning of participant's experiences (Rossman & Rallis, 2003). This study employed face-to-face semi-structured interviews comprised of open-ended questions; each set of questions pertained to a different focus of the interview session (Seidman, 1998). For example, the first interview acquired each participant's narrative of her personal life history regarding past learning experiences in academia to the present. The second interview obtained details of participants' current learning experiences in their doctoral programs. The final interview emphasized participants making meaning of the role of learning in their lives by integrating information from previous interviews and reflecting on the intellectual and emotional connections between their work and life (Seidman). Semi-structured interviews with exploratory questions allowed participants to speak to their unique experiences and promoted rich description of their learning experiences.

Participants signed a consent form and a completed a demographic questionnaire prior to their participation in this study (see Appendix C & D). Those participants who interviewed via Skype completed the aforementioned forms and sent the researcher a

paper copy prior to the first interview. Each participant was asked to consent to the

following research sequence: (a) initial interview (i.e., learning experiences prior to

doctoral study), (b) second interview (i.e., current learning experiences in doctoral study),

(c) third interview (i.e., making meaning of their learning experiences and their

subsequent impact on current and/or future practice as an educator), and (d) a follow-up

journal reflection (i.e., unstructured format) on their experiences regarding their

involvement in the study. Knowledge in this study was developed by collecting primarily

verbal data and then subjecting this data to analytic induction (Gall, Gall, & Borg, 2007).

Specifically, themes were generated directly from the participants' interviews and

culminated in cross-case analysis, as discussed in Chapter Four.

Limitations

Including students who identified as lesbian, gay, bisexual, or transgender would

have broadened the developmental scope of this study in terms of gender socialization,

historical oppression, and experiences of the doctoral learning environment. Likewise,

male perspectives could have informed the appropriateness of WWK in the doctoral

learning environment for male learners. Nevertheless, the diverse nature of the sample

offered multidimensional perspectives that contributed to the dynamic rich description of

the phenomenon. Moreover, the findings succeeded in portraying a comprehensive

overview of women's learning experiences in counselor education.

The self-selected nature of the participants likely influenced the nature of the data.

For example, all the participants in this study overall conveyed satisfaction with their

doctoral learning experiences (see Counselor Educator Development), which may reflect

a biased sample of the target population. Participants may have feared peer judgment or

heightened anxiety regarding disclosure due to the researcher's status as a doctoral student. Accordingly, participants' perceptions of the researcher's status may have resulted in researcher effects. The researcher chose to solicit participants from different doctoral programs to reduce the potential of dual relationships to mitigate researcher effects. Moreover, soliciting participants through a general listserv rather than through their program directors may have increased their comfort with recruitment for the study. One participant reported that her anonymity for participation in this study was compromised as a result of faculty overhearing her efforts to assist the researcher reserve an interview room. The inclusion of Skype technology within the original data collection design and recruiting participants through a general listserv would have further secured anonymity.

Although the researcher took precautions to reduce potential bias in interpretations of data, alternative interpretations are characteristic of interpretive inquiry and, thus, are possible from the results. However, the researcher gave meticulous effort to maintain the essence of participants' experiences through: (a) member-checking with participants to optimize accurate understanding of the phenomena being studied (during interview process and reviewed transcripts with participants), (b) bracketing to document the researcher's critical self-reflection process of her own biases, theoretical predispositions, and assumptions throughout the study, and (c) ongoing consultation with her qualitative consultant, which ensured that she succeeded in meeting the quality and validity standards of qualitative research.

Summary

Overall, the body of literature on counselor education pedagogy at the doctoral level remains sparse and provides limited understanding of doctoral students' development as educators. Moreover, the body of research that addresses gender in counselor education refers to incorporating gender in the classroom as a topic of discussion rather than considering gender as a lens for pedagogical practices in counselor education. Although several counselor education articles emphasized relational approaches to learning, there is no direct link between gender and pedagogical approaches that support students' learning processes. Thus, incorporating WWK theory (Belenky et al., 1997) as a conceptual lens offers a developmental understanding for the relational learning preferences of women learners. Furthermore, WWK theory also informs the role of gender socialization in women's learning process, its influence on women's perceptions of authority, and the implications for assuming leadership roles in counselor education.

Definition of Key Terms

Cognitive Development: Emphasis on how individuals make meaning of their experiences based on different domains (Sprinthall, Peace, & Kennington, 1999). Reasoning and behavior are directly linked to an individual's level of complexity of psychological functioning (Brendel, Kolbert, & Foster, 2002). A dialectic process involving a series of transformations in which individuals move through contradictions of previous assumptions to a synthesis or integration of the old and the new (Sprinthall, 1994).

Constructivist pedagogy: Instruction that gives attention to the individual and respects students' backgrounds in developing understandings of their beliefs on how they

approach knowledge; that is, promotes the facilitation of group dialogue with the purpose of leading to the creation and shared understanding of a topic (Richardson, 2003).

Council for Accreditation of Counseling and Related Educational Programs (CACREP): A professional organization that accredits degree programs in counseling offered by American and international colleges and universities.

Diversity: CACREP (2009) defined diversity as a term denoting the "distinctiveness and uniqueness among and between human beings" (p. 59). Notably, this definition was omitted from the CACREP 2016 standards.

Gender: A broad term referring to psychological characteristics and social categories that are created by human culture (Matlin, 2004). Specifically, gender refers to social, cultural, and psychological traits linked to males and females ascribed by social contexts (Lindsey, 2005).

Gender inclusive instruction: Pedagogy or pedagogical strategies that integrate gender as a lens for instruction.

Gender socialization: A process in which individuals learn how to think and act through family expectations and modeling, as well as the media and other environments (e.g., school) (Wester & Trepal, 2008). Conformity to gender appropriate behavior is reinforced through subtle and overt communications based on actions and behaviors that are seen as acceptable and appropriate for female or males to engage in within a culture (Wester & Trepal).

Microaggressions: Experienced in the learning environment as constant and continuing everyday reality of slights, insults, invalidations, and indignities visited upon

marginalized groups (i.e., commonly experienced by people of color, women, and LGBTs) by well-intentioned faculty and peers (Sue, 2010).

Multicultural: CACREP (2016) defined multicultural as a term referring to "the diversity of racial, ethnic, and cultural heritage; socioeconomic status; age; gender; sexual orientation; and religious and spiritual beliefs, as well as physical, emotional, and mental abilities" (p. 42).

Pedagogy and pedagogical practices: Defined generally as instructional methods implemented in the classroom.

Sexism: a belief that the status of female is inferior to the status of male; occurs as a result of assignment of negative gender stereotypes (Lindsey, 2005).

Skype: software and online service that allows individuals to engage in voice and video calls over the internet (dictionary.com, n.d.).

Stereotypes: Refers to thoughts or widely shared sets of beliefs about a social group, which may not correspond to reality; that is, even if partly true, no stereotype can accurately describe everyone in a particular social category (Matlin, 2004).

Chapter Two: A Review of the Literature

Introduction

Counselor education pedagogy has not sufficiently recognized or incorporated current knowledge of gender differences and their potential impact on the learning experience of women as counselor education students. The understanding of gender and its impact on student's experiences in acquiring the counselor education doctorate is unknown. Chapter Two has four purposes: (a) to demonstrate the relevance of considering gender differences in counselor education and how ignoring gender differences contributes to inequity in the learning environment, (b) to provide an overview of the current approach to the development of counselor educators, (c) to analyze the limitations of the current approach for conceptualizing doctoral student development, and (d) to address the implications of gender insensitivity for pedagogical training and practice within the counseling doctorate.

Gender Differences Matter in the Learning Environment

Gender is an important consideration in the learning environment due to its role in shaping our perceptions and worldview. Gender is a broad term referring to psychological characteristics and social categories that are created by human culture (Matlin, 2004). Gender relates to traits (social, cultural, and psychological) associated with males and females that are ascribed by social contexts (Lindsey, 2005). Individuals express gender through their interactions with people and perceptions of others; expression that emanates through gender message factors such as appearance, tone of

voice, and conversation (also known as 'doing gender') (Matlin, p. 4). Society reinforces gender appropriate behaviors throughout the lifespan (Wester & Trepal, 2008). Although gender roles have been and continue to be strongly associated with biological sex in the United States and other countries, it is often assumed that individual's gender is his or her biological sex (Wester & Trepal). In reality, sex determines status as male or female, whereas gender determines masculinity or femininity (Lindsey). Sex is an assigned status because a person is born with it, whereas gender must be learned (Lindsey).

Although gender exists along a continuum of feminine and masculine traits, it is the reinforcement of social norms within a cultural environment that leads to the dichotomization of gender and rigidity of gender roles (i.e., roles based on biological sex, which limit an individual to either feminine characteristics or masculine characteristics). According to Lindsey (2005), rigid definitions are associated with development of stereotypic notions that people who occupy the same group status share common characteristics. Furthermore, Lindsay contended that these negative stereotypes are often the source of justification for discrimination against members of a particular group.

Scantlebury (2009) suggested that gender stereotypes not only impact expectations in the learning environment, but also determine perceptions of how boys and girls learn. For example, stereotypes for girls in the classroom include beliefs that girls are nurturing and considerate of others or tend to place other's needs before their own (Scantlebury). In contrast, stereotypes for boys in the classroom include beliefs that boys are rational, logical, unemotional and strong; thus, contributing to the expectations of boys being outgoing, smart, and naturally academically talented (Scantlebury). Girls' academic success in the classroom is attributed to their hard work, whereas boys'

academic is success attributed to their natural intelligence. Unfortunately, these stereotypes lead to additional assumptions that underachieving boys are considered negligent whereas underachieving girls are perceived as incapable (Scantlebury). Stereotypes are detrimental in the learning environment, since stereotypes underestimate the individual learner's capability. Moreover, gender stereotypes perpetuate sexism. Sexism is the belief that the status of female is inferior to the status of male and occurs as a result of assignment of negative gender stereotypes (Lindsey, 2005).

Without attention to gender differences in the learning environment, professors may inadvertently promote sexism in the classroom. The following section will examine gender socialization, language, and reasoning in support of examining gender in the learning environment.

Gender Socialization

According to Gilligan (1993), gender socialization is an important factor in determining professional success. Socialization is a process in which individuals learn how to think and act through family expectations and modeling as well as the media and other environments (e.g., school) (Wester & Trepal, 2008). Conformity to gender appropriate behavior is reinforced through subtle and overt communications based on actions and behaviors that are seen as acceptable and appropriate for female or males to engage in within a culture (Wester & Trepal). Gender socialization is an important consideration in the learning environment. Gender socialization will be discussed within three primary contexts as: (a) peer gender socialization, (b) classroom gender socialization, and (c) program gender socialization.

Peer gender socialization.

Gender socialization can occur through peer interactions. As evidenced by Lever's (1978) observations of play behaviors, gender socialization can have profound professional implications for both boys and girls. Lever observed a group of fifth grade students at play, and found that boys often played outdoors more than girls; boys tended to play in larger groups, yet the girls preferred to play in smaller groups; and boys preferred competitive games, whereas girls in contrast opted for turn-taking games. One essential observation indicated that the boys tended to play longer than girls; however, the duration of play was not related to the nature of the game. For instance, if the boys encountered a conflict, each boy, regardless of age or size, had an equal say in the negotiations of the game and eventually worked through negotiations until everyone agreed on a solution thereby returning to the game. Conversely, when the girls encountered a conflict during play, they discontinued play altogether in order to maintain the integrity of their relationships. For the girls, the relationship was seen as being more important than continuing the game. Gilligan (1993) has asserted that the boys' ways of playing supports a male model functionality, since it satisfies a modern corporate requirement for success. On the other hand, the sensitivity and care for the feelings of others during girls' play has little market value and can even impede professional success.

Jordan, Kaplan, Miller, Stiver, and Surrey's (1991) research on women at The Stone Center draws parallels with Lever's (1978) research by finding that many women may refuse their power in interactions due to the fear of losing contact or connection with their interactional partner; that is, they fear the possibility of limiting or affronting another person (Miller). Many women who place a premium on intimacy may be averse

to assuming power in relationships, because most women are only familiar with the traditional construct of power (i.e., abandonment, selfishness, and destructiveness) (Miller). How does gender socialization impact women in doctoral education? If the doctoral learning environment in Counselor Education supports a male model of functionality, women students and others who value sensitivity and care for the feelings of others may be underserved in the learning environment. Specifically, these individuals may lack the experience in negotiating, challenging, and asserting themselves if their propensity has been to withdraw from such experiences due to fear of eroding relationships.

Classroom gender socialization.

Gender socialization is also perpetuated by those in authority roles (e.g., teachers, parents, and media). In the classroom specifically, teachers may be at fault for reinforcing gender norms. For example, teachers tend to reward girls for being compliant, quiet, and helpful, which are stereotypically feminized behaviors; however, girls whose socialization encourages assertive behavior (e.g., African American girls), are often at odds with teachers who perceive behavior such as asking questions before being acknowledged as nonconformity and unfeminine (Scantlebury, 2009). On the other hand, risk-taking behavior expected of males such as calling out answers and seeking the teacher's attention is encouraged, since boys are stereotypically viewed as analytical, impartial, and capable; they are also expected to be outgoing, smart, and naturally academically talented (Scantlebury). Remarkably, limited awareness of factors that influence gender differences renders teachers incapable of considering the impact of the

social environment on students' learning, achievement, motivation and attitudes in the learning environment (Scantlebury).

Stereotypes in the learning environment are disadvantageous for two reasons. First, students may internalize negative messages related to their learning ability. Considering the negative stereotypes related to women's learning, women may be expected to experience difficulty in expressing their thoughts, opinions, and ideas due to decreased confidence in knowing, as depicted by Gilligan (1993):

> The difficulty women experience in finding or speaking publicly in their own voices emerges repeatedly in the form of qualifications and self-doubt, but also in intimations of a divided judgment, a public assessment and private assessment which are fundamentally at odds. (p. 16)

Faculty may unknowingly reinforce internalized negative messages overtly by minimizing or discounting female learners expression of ideas, or covertly by not reinforcing or validating their expression of ideas. Additionally, stereotypes in the classroom can contribute to a loss of accountability on the part of teachers. Since gender role stereotypes remain strong influences in society and in the learning environment, gender issues continue to promote inequities, as they are often rendered invisible to students and teachers by their pervasiveness in the classrooms (Scantlebury, 2009). For example, the culpability of students underachieving in the classroom is likely ascribed to their deficiencies instead of being examined as a possible deficiency in teaching ability; therefore, the role of the teacher is rendered unaccountable.

The notion of gender socialization in the classroom is salient with regards to the impact on students' perception of academic ability and academic viability. The roles of

academic programs and the teachers they employ must be closely examined for gender competence. Otherwise, faculty may subtly reinforce students' behaviors according to the set of gender norms acceptable in the program/classroom, thus blindly marginalizing those students who do not abide by expected gender norm behavior.

Program socialization.

Socialization is also modeled in the education system. For example, at the university level, Gardner and Mendoza (2010) suggested that "universities can be thought of as gendered either to the extent that they are dominated by men or women or to the extent that they adopt practices that replicate a distinction between masculinity and femininity" (p. 141). Considering that men continue to exceed women in the ranks of college and university faculty, female faculty and students may likely assimilate to the norms established by the male majority; consequently, students may have different experiences in their doctoral programs related to the demographics of the classroom as well as differences in cultures and expectations (Gardner & Mendoza). For example, Hall and Burns (2009) identified each doctoral program as having its own particular set of norms and definitions for what it means to be a researcher. Those students who integrate those valued norms will be deemed successful; however, those students who do not endorse the valued norms will likely be at risk of being marginalized (Hall & Burns).

Furthermore, traditionally marginalized groups (e.g., women and racial minorities) may find that mainstream expectations of doing research and/or being a researcher are incongruent with their professional, personal, and cultural identities with which students identify (Stacy, 2006). For example, Nasir and Saxe (2003) examined how youth managed emerging tensions between their ethnic and academic identities in

relation to cultural practices in and outside of the learning environment. Tensions were illustrated in an observation by Nasir and Saxe of an African American male medical student playing dominos on campus with "blue-collar" university employees (p. 14). Playing dominoes was strongly affiliated with the African American culture, reflecting the student's ethnic identity. An important observation involved a conversation between an African American administrator from the medical school and the medical student, in which she advised that he should be studying instead of playing dominoes. The conversation that followed with the medical student and the university employees led to the interpretation by Nasir of the faculty's remarks as implying disapproval of the medical student's domino playing ("They don't allow y'all out here playin' those dominoes") (p. 15). Similarly, an African American dental student domino player revealed that professors and student colleagues had made remarks related to his domino playing, setting him apart from other students. Nasir and Saxe's conclusions of the domino playing being viewed as "a racialized practice" was upheld by subsequent interviews and observations (p. 15). The domino players were banned from playing dominos in the courtyard later that year, affirming the domino playing community beliefs that it was the result of the medical school administration disapproval of a public display of African American culture on campus (Nasir & Saxe). Although Nasir and Saxe solely focused on the two African American students' experiences as examples of tensions between ethnic and academic identities, these examples also point out the clash of class and gender. The faculty's remarks related to studying seem to reflect a view of male medical students as being independent and isolated from relationships instead of encouraging interaction and development of relationships with fellow domino players. Additionally, the faculty's

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remarks related to studying may also reflect the socialization of the medical students into a new socioeconomic status, that is, their socialization as professionals, with domino playing now being inappropriate to their professional role.

Henfield, Woo, and Washington's (2013) phenomenological study of 11 African American doctoral students in counselor education identified themes related to participants' perceptions of challenging experiences in counselor education (CE) programs, such as isolation, peer disconnection, and faculty misunderstandings and disrespect during their program experiences (Henfield et al.). Program socialization served as an underpinning of the aforementioned themes.

For instance, participants in Henfield et al.'s study (2013) not only identified isolation based on the limited representation of African Americans on campus and in the local community, but they also described isolation in terms of the differences between their former and current educational experiences. Lack of diversity intensified participants' perceptions of being isolated on campus, and the lack of inclusivity within the racial majority group emphasized their minority status. Notably, participants who attended predominantly white institutions (PWIs) in their former educational environment experienced less discord in their current environment because the previous environment had already prepared them for the social isolation from other African American students. In contrast, participants who had not attended PWIs in their former education experienced isolation in their current situation due to deficient resources for African American students (e.g., absence of African American organizations on campus, Greek life, and other events that addressed issues that mattered to their particular interests) (Henfield et al.). In general, participants in Henfield et al.'s study demonstrated

how African American students experienced conflict with adapting to program norms that perpetuated social isolation through lack of inclusivity within the majority group and deficient resources.

Henfield et al. (2013) also found that the quality of program orientations varied, and while three of the participants experienced program orientations that focused on creating a sense of community among the students, nine participants reported orientations that consistently portrayed poor cohesive relationships with peers. Furthermore, disrespectful classroom interactions perpetuated perceptions of inferiority, in which African American participants described feeling they were put on the defensive and did not have the right to own their opinions or were made to feel they could not think for themselves (Henfield et al.). Additionally, participants noted faculty misunderstandings and disrespect as challenging aspects of their program experiences (Henfield et al.). For example, one of the participants (Rebecca) reflected on experiencing "...good race days" or "bad race days" depending on how she was treated by professors during her first semester of her doctoral program (p. 130). Rebecca described an incident with a professor in class who had discouraged her from researching Black females by informing her that "...everyone is doing research on Black females" (p. 130). The authors concluded that in discouraging the participant from researching a topic she was passionate about, the student's needs seemed to be invisible to the faculty member (Henfield et al.). Notably, nine participants entered their doctoral programs with negative perceptions of program connectedness as a result of their orientation process. Program socialization appeared contentious for these participants; that is, they experienced "disrespectful classroom interactions," likely exacerbating perceptions of isolation. Moreover, participants'

attempts to take agency of their learning were discouraged, thus reinforcing perceptions of marginalization.

Zeligman, Prescod, and Greene's (2015) phenomenological study of women of color entering into a counselor education program identified themes that encompassed the experiences of five women in the study to include: diversity (racial/ethnic) within the program, racial/cultural awareness, setting an example, support, sacrifices/challenges of PhD, and journey to PhD program (Zeligman et al.). Participants delineated diversity (racial/ethnic) within their doctoral program as reflecting their desire for and awareness of other women of color in roles of faculty and staff (Zeligman et al.). In most cases, diversity was a consideration when determining program match. Participants described racial/cultural awareness as their awareness of race and culture both internally (self-awareness) and externally (experiences of racism and acceptance of inequality) (Zeligman et al.). The authors identified setting an example as one of the most prominent themes, depicting participants' strong desire to be role models for other women of color, and how this desire ultimately led them to pursue the doctorate in counselor education (Zeligman et al.). Support encompassed relationships that participants found through family, friends, connections within the program, mentors, professors (both past and current), professional organizations, as well as spirituality (Zeligman et al.). Participants defined sacrifices/challenges of PhD to reflect the adversity and sacrifices they made to pursue the doctorate, such as less time with family and friends, lack of understanding regarding their experiences as doctoral students, and loss of social support (Zeligman et al.). The journey to the PhD program was defined as participants' prior experiences and reasons that led them to pursuing the PhD. Zeligman et al. shared examples, such as

being inspired by family, wanting to diminish the stigma associated with mental health services, as well as abate the "taboo" in their communities of pursuing higher education (p. 76). Essentially, participants depicted that they were not only aware of "the lack of racial and ethnic diversity seen in counselor education programs, and higher education in general," but lack of diversity was "also a point of frustration for them, a source of inspiration to enter the field, and an area explored when applying to PhD programs" (p.76).

Program socialization is an important feature in establishing and maintaining the norms in the doctoral learning environment. Denying differences in cultures and expectations (e.g., ethnicity, gender, and class) can lead to conflict and even the exclusion of ethnic practices and identities. Administrators and faculty must be aware of the academic and cultural norms of their programs. Lack of awareness will increase the propensity for subtly or even overtly judging students' behaviors according to a predetermined set of culture specific norms in the program or classroom that marginalize students who do not align with those established norms.

Gendered Language

Gender socialization also impacts language utilized by males and females. By the late 1970s, feminist sociologists and historians had begun to examine gender differences in communication by comparing and contrasting the private domestic voice of women with the public voice of men (Belenky, Clinchy, Tarule, & Goldberger, 1997). This dialogue led feminist sociologists and historians to examine the connection between communication differences and sex-role socialization (Belenky et al.). Hippel, Wiryakusuma, Bowden, and Shochet (2011) found that women tend to use linguistic

features such as hedges, hesitations, tag questions, and verbosity and directness in their communication patterns. Hedges are related to words or phrases that reduce the strength of a statement such as "I was wondering" (p. 1317). Hesitations are characterized by unfilled pauses such as "um" or "uh" or pauses used to facilitate turn taking in conversation, which can also signal uncertainty or tentativeness (p. 1317). Tag questions tend to invite the listener to confirm or expand on the message such as "It's cold in here, *isn't it*?" (p. 1317). Verbosity is associated with a less direct response and measured by counting the number of words participant's used in responding to each scenario whereas directness is typified by fewer word responses (Hippel et al.). Although women use the aforementioned linguistics in an effort to connect and encourage dialogue with others, the identified linguistics reflects tentativeness and uncertainty in women's speech (Hippel et al.). Linguistics are an important consideration in the doctoral learning environment since perception of competence in leadership roles (e.g., supervisor, instructor, researcher) may be influenced by the type of linguistic features used, thus impact students' self-efficacy as counselor educators.

Hippel et al. (2011) employed three studies to examine stereotype threat impact on female communication styles; that is, how the speaking styles of women change when they are threatened by the stereotype that men are better leaders. The first study involved 100 female students from a first-year psychology course ages 16 through 54 years with a mean age of 20.18 (*SD* = 4.80). Participants in the first study read a fictitious article discussing the association between stereotypically masculine characteristics and effective leadership and the link to gender differences. The control group read the same article that did not contain the following threatening stereotypic referral to gender differences:

"Because males are more likely to display these traits, male and female graduates differ in their potential as leaders" (p. 1314). The researchers included an additional control group in which the participants did not receive an article. Participants were then given five scenarios that were described as "issues you might encounter in your day-to-day role as a manager" (p. 1314) and were asked to assume the role of a marketing manager when responding to each scenario. Oral responses were transcribed, and the frequency of tag questions, hesitations, and hedges for each role play scenario were recorded. Hippel et al. found that when participants were reminded of a masculine stereotype of leadership and associated gender differences, they responded by adopting more masculine communication, that is, speaking more directly with fewer hedges, tag questions, or hesitations. However, this effect did not emerge for the control condition or the participants who were given the same trait information regarding good leaders but were not told of the gender association with these traits. A limitation of the study was not being able to identify if participant's reactions were the result of "motivational consequences of stereotype threat" (Hippel et al., p. 1316). The researchers hypothesized that designing another study that incorporated self-affirmation theory (i.e., premise that individuals aim to uphold a sense of integrity and self-worth) should eliminate the reactance effect of adopting a more masculine communication style found among threatened participants (Hippel et al.). However, if the results from the first study were in fact caused by other factors, then self-affirmation would not affect the communication style adopted by women in the stereotype threat condition (Hippel et al.). A different control condition was applied in their second study to remedy this limitation.

Hippel et al.'s (2011) second study incorporated self-affirmation theory, in which individuals overpowered threats to their integrity by affirming other positive aspects of their identity (Sherman & Cohen, 2006). The second study involved 50 female undergraduate students between the ages of 17 and 30 years, with a mean age of 21.38 (*SD* = 3.11). The study involved a 2 (stereotype threat vs. control = no threat) x 2 (self-affirmation vs. control = no affirmation) between-subjects factorial design. That is, there were two levels of the first independent variable (stereotype threat), and two levels of the second independent variable (self-affirmation) in measuring changes in communication styles.

Female participants were randomly assigned to one of the four experimental groups (Hippel et al., 2011). The researchers provided the same fictitious article used in the first study to elicit feelings of stereotype threat, whereas the control group did not receive the article (Hippel et al.). After reading the article, participants in the stereotype threat group were given a short writing task pertaining to 11 values (e.g., characteristics such as relationships, athletic ability, music appreciation/ability, and a sense of humor), which was a self-affirmation manipulation adapted from previous research (Hippel et. al.). The writing task required participants to identify the value most important to them and to describe why this value may be important to themselves versus others. In the affirmation group, participants were introduced to the task by a female experimenter as an exercise to "Determine what you, as a university student, value most at this stage of your life" (p. 1316). Participants were instructed to identify their most important value, describe why this value was important to them personally, and then were asked to relate an event when it had been particularly important to them (Hippel et al.). In the no

affirmation group, the female experimenter introduced the task as an exercise for participants to "Determine what values university students might hold" (p. 1316). In the no affirmation group, participants were asked to identify their least important value, reflect on why it may be important to another person, and to provide an example of when it might be particularly important to that other person (Hippel et al.). Participants spent an average of eight minutes completing the self-affirmation exercise (Hippel et al.).

Following the writing exercise, participants in both the stereotype threat group and no affirmation group moved on to the verbal response scenarios, which were repeated from the first study. Specifically, the stereotype threat group read a fictitious article that contained the threatening stereotypic referral to gender differences, whereas the control group did not receive the article. Both groups were then given the five workplace scenarios that were described as "issues you might encounter in your day-to-day role as a manager" (p. 1314) and were asked to assume the role of a marketing manager when responding to each scenario. Communication was measured using the same approach as the first study.

The findings of the second study replicated the findings from the first study; that is, stereotype threat caused women in the experimental group to react against the leadership stereotype by adopting a more masculine style (e.g., more direct with less hedges, hesitations, or tag questions) compared to the women in the control group (Hippel et al., 2011). Notably, self-affirmation appeared to eliminate this effect on women's communication styles, presumably by reducing the psychological threat posed by the stereotype (Hippel et al). A limitation of both the first and second studies was that Hippel et al. did not consider how participants would respond to the exchange in

communication of the scenarios; that is, the scenarios required participants to pretend they were actually speaking with their colleague versus having an actual interpersonal exchange with another person. However, the authors attempted to address this limitation in their third study.

Hippel et al.'s (2011) third study aimed to examine the interpersonal consequences of women who adopt a more masculine style, since "Research has shown that women in the workplace who violate perceived gender roles and behave in a more masculine fashion are liked less" (p. 1320). This study involved 96 university students (48 male and 48 female) between the ages of 17 and 34 years old, with a mean age of 20.73 years ($SD = 2.85$). This study was a 2 (participant gender) x 2 (gender of manager) x 2 (communication style: masculine or feminine) mixed model design, with gender of manager and communication style as within-subjects factors. In other words, there are two levels of the first independent variable (gender = male/female), two levels of the second independent variable (gender of manager = male/female), and two levels of the third independent variable (communication style = masculine/feminine). The gender of manager and communication style as within-subject factors indicates that participants were exposed to and measured under each level of these two independent variables in measuring interpersonal effectiveness. Participants in the third study were presented with four of the workplace scenarios from the previous two studies. After reading each situation, participants read a transcript in response to each situation. Specifically, all participants read four workplace scenarios and read requests made in response to these scenarios from four different managers (two male and two female). Two of the requests were from speakers using a feminine communication style (from the control condition

from the second study), and two were from speakers using a masculine communication style (from the stereotype threat/no affirmation condition from the second study). One request was chosen from a participant from the threat condition, and one request was chosen from the control condition for each workplace situation, for a total of eight requests (Hippel et al.).

Participants read four workplace situations and four manager's requests related to each situation. Participants were told the transcripts were real, and they were prompted to imagine the manager was directing the request towards them as an employee of that organization. Participants completed a survey asking questions related to perceived competence of each manager after reading the transcripts. Hippel et al. (2011) found that women who responded to the manager's request that was from the stereotype threat (i.e., female managers using a masculine communication style) were rated as less warm, and participants were less willing to comply with their requests compared to men who made the same request; however, gender of the participant did not affect their findings. Notably, participants rated the managers as equally competent regardless of their gender or communication style. According to the findings, women who adopt a more masculine leadership style in an attempt to appear more competent instead incur negative interpersonal consequences without the benefit of being considered more competent (Hippel et al.).

With regards to the work and academic environments, Belenky et al. (1997) have asserted that women: "...resent the implicit pressure in male-dominated circles to toughen up and fight to get their ideas across" (p. 146). Even so, women adapting a more male communication style results in negative consequences despite the desire to be seen as

competent, as noted by Hippel et al. (2011): "The irony of the current findings is that by reacting against gender stereotypes and behaving in a stereotypically masculine fashion, women nevertheless are evaluated more negatively" (p. 1321). Hippel et al.'s (2011) findings demonstrated how language is an aspect of gender that needs to be considered in the learning environment. This is especially relevant for women adapting to leadership roles who may have internalized the pressure to adapt masculine communication styles, thus changing their communication styles and by doing so, inadvertently impacting their evaluations in leadership roles negatively. Broaching gender in the learning environment by validating gender language and challenging perceptions of linguistics in terms of perceived competence will, in turn, increase awareness, encourage authenticity, and promote self efficacy as counselor educators.

The unique qualities of women's learning experiences in the classroom may be particularly profound for ethnic minority students. Stereotypes such as the model minority and the inferior minority myths can impede minority voices in the classroom. The model minority stereotype involves the assumption that Asian Americans universally achieve unparalleled academic success, whereas African American students are stereotyped as academically inferior and as having "questionable academic qualifications" (Museus, 2008, p. 3). These stereotypes may impact minority students' experiences concerning voice in the learning environment, yet there is limited empirical research on how stereotypes influence racial minority students thoughts, feelings, behaviors, and outcomes in the classroom (Museus).

Museus (2008) conducted in-depth interviews with a female Asian American and a female African American student, which revealed the negative influence of racial

stereotypes on their learning experiences. For example, the Asian American student

described how she had internalized the model minority stereotype in her interactions in

the classroom:

> "I'm sometimes scared to speak up because all eyes will be on me...and I'm the
>
> only Asian in class. There's more scrutiny. There's more 'what is she going to
>
> say? Oh, it's the Asian girl speaking.' It's like I have to sound highly intellectual or
>
> something" (p. 4, Museus).

The African American student experienced the inferior minority myth in which she

experienced walking into class and feeling that her white peers perceived her as

academically inferior, "I didn't feel that if I had something to say I should say it, because

I didn't feel comfortable with my teacher, with everyone around me" (Museus, pp. 5-6).

Confidence in sharing one's voice as a double minority seems to be especially

challenging when racial stereotypes exacerbate perceived gender stereotypes in the

classroom. Museus and Hippel et al. (2011) demonstrated that women and minorities

share the perception of having their language questioned in the learning environment,

which may be influenced by an academic culture that is insensitive to differences of

ethnic practices and identities.

Gendered Reasoning

A conceptualization of women's identity development through the context of

connectedness and relationships became evident with Gilligan's (1982) research on moral

development. The voice of care and the voice of justice emerged as two primary

influences involved in the resolution of moral dilemmas. The voice of justice represents

men's emphasis on fairness, reciprocity, individual rights, logic, and justice, whereas the

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voice of care depicts women's identity in the contexts of relationships, responsibility, and interdependent care (Gilligan). The differences in male and female voices are encouraged by means of gender socialization; therefore, gender role expectations have profound impact on human development (Jordan, 2000, & Miller, 1991).

Twohey and Volker (1993) demonstrated how voice can impact counselor development by examining a transcript segment of a supervision session between a male supervisor and a female supervisee. In the supervision session, the male supervisor used the voice of justice and the female supervisee used the voice of care concerning a conflict in co-leading a group with girls who had been sexually abused. In using the voice of justice, the supervisor ignored the supervisee's emotions and was directive. The differences in voice of care and voice of justice in counseling supervision can result in "gender-related impasse"; that is, the voice of care is often unheard or ignored in favor of the voice of justice (Twohey & Volker, p. 192). Twohey and Volker asserted that the supervisor could have shifted to a voice of care and in doing so, promoted a collaborative supervisory interaction and addressed the feelings of the counseling supervisee. Twohey and Volker's intent was to emphasize the importance of how validation of both voices in supervision will discourage supervisors from ignoring or denying important gender differences in voice, thus enrich the practice of counseling supervision for both men and women. Gender-related impasses can create missed learning opportunities for both supervisor and supervisees, thus resulting in stalled development in both capacities. Honoring both voices in supervision serves to enhance alternate ways of reasoning while validating different worldviews.

Gilligan's (1982) theory of moral development and Perry's (1970) intellectual scheme influenced Belenky, Clinchy, Tarule, and Goldberger's (1986, 1997) interests in investigating how women make meaning of their experiences. The authors aimed to change the discourse of research studies and critical essays on the topic of women learners at the time (i.e., focused on the intellectual capacities most often cultivated by men) in an effort to "...identify aspects of intelligence and modes of thought that might be more common and highly developed in women" (Belenky et al., p. 7). Their data included interviews from 135 diverse women in formal educational settings and human services agencies (supporting women parenting their children) referred to as "invisible colleges" (Belenky et al., 1997, p. 12). Participants from the formal educational settings included 90 women enrolled in one of six academic institutions, whereas 45 women comprised the "invisible colleges" population. The researchers aimed to understand "...less well known strategies and for promoting women's education and development that are practiced in out-of-school settings" (Belenky et al., p. 12). Of the 90 women from these six academic sites, Belenky et al. had previously gathered data from earlier interviews with 25 women over a period of one to five years. The interviews consisted of women reflecting about their interactions with others (e.g., at home, with the staff at family agencies, and professors). Belenky et al. maintained that voice was used as a metaphor for women's experiences: "We found that women repeatedly used the metaphor of voice to depict their intellectual and ethical development; and that the development of a sense of voice, mind, and self were intricately intertwined" (p. 18). The WWK authors described women's cognitive development as being closely associated to their identity

development (self), their interconnection with others (voice), and their understanding of truth and knowledge (mind) (Belenky et al., 1986; Love & Guthrie, 1999).

From the themes that emerged from their research, Belenky et al. (1986, 1997) identified five epistemological categories known as women's ways of knowing (WWK). The five categories and their descriptive characteristics are presented in Table 2.1. The categories are defined by Goldberger, Tarule, Clinchy, and Belenky (1996) in terms of: (a) Knowledge (i.e., refers to how women learn and acquire understanding), (b) Mind (i.e., coincides with self in how women perceive themselves as learners), (c) Mode (i.e., refers to how women approach knowledge), and (d) Voice (i.e., used as a metaphor that "links thinking and knowing with the capacity to articulate one's thoughts and feel heard") (p. 30).

Table 2.1

Overview of Women's Ways of Knowing

Women's Ways of Knowing

Silence (knowing-in-action)
Knowledge: Gets knowledge through concrete experience, not words
Mind: Sees self as "deaf and dumb" with little ability to think
Mode: Survives by obedience to powerful, punitive Authority
Voice: Little awareness of power of language for sharing thoughts, insights, and so on

Received knowing
Knowledge: Knowledge received from Authorities
Mind: Sees self as capable/efficient learner; soaks up information
Mode: Good listener; remembers and reproduces knowledge; seeks/invents strategies for
    remembering
Voice: Intent on listening; seldom speaks up or gives opinion

Subjective knowing
Knowledge: Springs from inner sources; legitimate ideas need to feel right; analysis may
    destroy knowledge
Mind: Own opinions are unique, valued; fascinated with exploring different points of
    view; not concerned about correspondence between own truth and external reality
Mode: Listens to inner voice for the truth that's right for her
Voice: Speaks from her feelings/experience with heart; journals; listens and needs others
    to listen, without judging

Procedural knowing
Knowledge: Recognizes different frameworks, realms of knowledge; realizes positive
    role of analysis, other procedures for evaluating, creating knowledge
Mind: Aims to see world as it "really is" – suspicious of unexamined subjective
    knowledge
Mode: (Separate): logic, analysis, debate.
    (Connected): empathy, collaboration, careful listening
Voice: (Separate): aims for accuracy, precision; modulates voice to fit standards of logic
    or discipline
    (Connected): aims for dialogue where self and others are clearly and accurately understood, even
    where different

Constructed knowing
Knowledge: Integrates strengths of previous positions; systems of thought can be
    examined, shaped, and shared
Mind: Full two-way dialogue with both heart and mind; seeks truth through questioning
    and dialogue
Mode: Integration of separate and connected modes
Voice: Adept at marshaling/critiquing arguments as well as empathic listening and
    understanding; speaks/listens with confidence, balance, and care

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Note. Copyright 1996, N. Goldberger, J. Tarule, B. Clinchy, and M. Belenky, *Knowledge,*

Difference, and Power: Essays inspired by Women's Ways of Knowing (p. 31). Reprinted

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Similar to preferences for voice of justice versus voice of care (described previously) in the supervisory environment, academic culture is also known to prefer masculine reasoning. For example, subjective knowing and connected knowing can serve as barriers for women in higher education. Specifically, both modes of knowing have been devalued and discouraged in higher learning institutions in favor of separate knowing (Goldberger et al., 1996). Stanton (1997) argued that most teaching at the university level encourages procedural knowing; that is, presenting and using theories, methods, debate, and empirical findings. The learning environment's focus on separate knowing overlooks the pivotal perspective of subjective knowing; consequently, "it becomes clear what gets lost if subjective knowing is dismissed-- the student's sense of not only having but owning her own opinion-- *and* how that capacity must be built upon to acquire more powerful thinking strategies" (p. 40).

Gendered reasoning is an important consideration in the doctoral learning environment, as reasoning is vital in developing counselor educator competencies as supervisors, instructors, and researchers. Jordan (2000) and Miller (1991) recognized the importance of relationships and their profound impact on human development. Therefore, suppressing discussions that incorporate the voice of care, connected knowing, and subjective knowing serves to disempower students who engage in those way of thinking; thus, depriving them of owning of their knowledge, decreasing their confidence in knowing, and reinforcing the notion of a preferred way of reasoning. As a result, students may disengage from the learning process. Jazvac-Martek (2009) examined education doctoral students' oscillations between student and academic role-identities, and he concluded:

When students face interactions that threaten confidence in idealized identities, this can create perceptions of enormous failure, or lead them to withdraw from interactive situations. An inability to solve their own problems or confusions related to the PhD could easily be perceived as an enormous failure, and could threaten notions of intellectual ability and confidence in pursuing an academic path. (p. 261)

Faculty must acknowledge differences in gender socialization, gender language, and gendered reasoning in an effort to avoid the inequity of ascribing deficiencies without consideration of the context in which students learn.

Inequity in the Learning Environment

Faculty members in counselor education may unknowingly perpetuate inequity in the learning environment by promoting the development of men at the expense of women's development. Granello (2003) conducted a content analysis of audiotapes from 42 counseling supervisor dyads in order to examine the effects of supervisor and supervisee gender on the strategies used by the supervisor in session. Granello's participants included 42 counseling supervisees in their master's degree practicum and internship courses. Counseling students were recruited from the CESNET (Counselor Education and Supervision NETwork) listserv. Participants submitted an audiotape of a supervision session that occurred after a minimum of three sessions with their off-site supervisors. The session lasted for 30 minutes, and audiotapes were returned via mail in a sealed packet to ensure participants' anonymity. A total of 47 recorded supervision sessions were submitted over a nine month period from 19 different institutions (five were unusable due to blank tapes or missing consent forms). Granello used the BIA

(Blumberg, 1970) rating scale, which records the reciprocal influences of both supervisor and supervisee.

Granello (2003) concluded that supervisors use different strategies with their male and female supervisees, leading to different supervisory experiences for male and female students. For example, supervisors of both genders were likely to ask male supervisees for their opinions or evaluations more than twice as often as they did their female supervisees. Supervisors in the study had taken a directive approach with women supervisees despite being more willing to promote the critical thinking skills of male supervisees (Granello). With regards to gender language, Granello found that male supervisees gave significantly more suggestions than their female peers, whereas female supervisees gave significantly more praise and/or comments of support or agreement to their supervisors. Gender dynamics between counseling supervisors and their supervisees may have implications for inequality in the classroom.

Gender differences in doctorate completion underscore discrepancies in outcomes for males and females while calling attention to structural disparities in academia that favor masculine norms and male students (Gardner & Mendoza, 2010). The PhD Completion Project is a grant funded project conducted by the Council of Graduate Schools that addresses the issues surrounding Ph.D. completion and attrition. The data does not include counseling or education, but did include psychology and social work. With regards to the Counselor Education doctorate, no data on attrition of women exists; however, data on social sciences from the PhD Completion Project indicates that women graduate more than men in social sciences (www.phdcompletionproject.org, 2008).

Notably, a large number of these women graduate after seven years whereas the majority of men graduate before the seven year mark (www.phdcompletionproject.org).

Faculty members in counselor education may also unknowingly perpetuate inequity in the learning environment by maintaining an academic culture that is insensitive to differences of ethnic practices and identities. Different cultural and/or racial backgrounds can interfere with opportunities for students if their cultural traditions do not match the traditions of mainstream academia (Hall & Burns, 2009). Individuals whose behavior/goals are congruent with norms in their doctoral program (i.e., who acquire the valued "identity capital" in the program) (Corte & Levine, 2002, p. 143) experience greater success and have more advantages than those who resist the valued norms or otherwise fail to exhibit them (Wortham, 2006).

When students' conceptions of identity differ from their doctoral program's particular set of norms, they may experience conflict with their programs, or can become marginalized (Hall & Burns, 2009). For example, African American students in higher education have reported that their modes of social interaction and knowledge were ignored or misunderstood, often to their disadvantage (Delpit, 2006). Henfield et al.'s (2013) qualitative study of 11 African American students demonstrated how negative social interactions impacted their experiences in counselor education programs. Specifically, participants experienced lack of respect for student differences, which manifested in the form of poor mentoring relationships, faculty expectations of comradery within and amongst the cohorts, as well as perceived marginalization established on the basis of style of dress (Henfield).

Inequity in the learning environment is sustained through faculty reinforcement of an academic culture that does not consider gender socialization, gender language, or gender reasoning in the learning environment. Women and minorities will continue to feel devalued, silenced, and powerless; therefore, counselor educators are challenged to lift the veil of power to ensure they are not perpetuating inequities (McAuliffe & Eriksen, 2011).

In summary, women and minorities experience challenges that can be conceptualized through the lens of gender. The oversight of gender differences in the learning environment contributes to faulty pedagogy that has the potential to inhibit student success. In order to enhance doctoral student development, faculty must uphold pedagogy that incorporates the needs and strengths of different communication and reasoning styles while simultaneously ensuring an academic culture that validates various ethnic practices and identities in creating an inclusive learning environment.

Counselor Education Pedagogy

The doctorate in counselor education is uniquely different from doctoral study in other academic disciplines. Counselor education serves to prepare individuals for professional counseling, research, teaching, supervising, writing and publishing (Sears & Davis, 2003). Pedagogy is an integral part of the repertoire of counselor educators. Pedagogy consists of the principles, methods, or practice of instruction (www.dictionary.com, n.d.). According to Nelson and Neufeldt (1998):

Counselor education is partially about passing on our legacies of knowledge and skills and partially about passing on the ability to do what every good counselor and researcher does well: gather information, assess what is going on, hypothesize

about relational patterns in the information, "think outside the lines," and develop

a creative approach to problem solving regarding the issue at hand (p. 70).

The editorial board of Counselor Education and Supervision identified the need to focus

on pedagogy in counselor education (Fong, 1998), yet there is no research to date that

focuses exclusively on pedagogy applied to doctoral students in Counselor Education.

The following section will examine counselor education pedagogy in terms of its

emphasis on cognitive development, overemphasis on autonomy, and challenges that

impede faculty motivation to adapt new approaches to learning.

Emphasis on Cognitive Development

Students embark on a journey filled with intellectual, professional, and personal

challenges when beginning a doctoral program. Cognitive developmental theory (CDT)

is comprised of several different domains with each examining how individuals make

meaning of their experiences (Sprinthall, Peace, & Kennington, 2001). A fundamental

premise of CDT is that reasoning and behavior are directly linked to an individual's level

of complexity of psychological functioning (Brendel, Kolbert, & Foster, 2002).

Sprinthall (1994) described adult development as being a dialectic process involving a

series of transformations in which individuals move through contradictions of previous

assumptions to a synthesis or integration of the old and the new. Gardner (2009) noted

that student development has been described as "...the ways that a student grows,

progresses, or increases his or her developmental capabilities as a result of enrollment in

an institution of higher education" (Rodgers, 1990, p. 27).

Gardner (2009) wrote a series of articles that identified three phases of doctoral

student development that include: (a) Orientation, (b) Integration, and (c) Candidacy. In

the first phase of Orientation, students experience challenges and sources of support to include admission, first experiences in the program, transition from undergraduate to graduate expectations, developing competency in subject matter, deepening peer relationships, establishing a relationship with an advisor, preparing for exams, changing role from student to professional, and the departure of students (i.e., attrition stemming from lack of support in emerging challenges) (Gardner). The Integration phase is marked by completing coursework and preparing for comprehensive exams, which will potentially permit them to become doctoral candidates (Gardner). Doctoral students begin to determine their roles differently in the classroom as a result of developing their competency and sense of purpose through their coursework (Gardner). These new role taking experiences can cause great dissonance for doctoral students; that is, not only are they challenged to think differently with regards to their coursework, but they are also challenged to view themselves differently with regards to knowledge (Gardner). The Candidacy phase involves challenges such as the transition to candidacy, the dissertation, job search, and departure as a student to the transition to a professional role (Gardner). By the time the Candidacy phase is reached, doctoral candidates are producing original research and beginning to develop a changing view of themselves in relation to their faculty members as they create and disseminate knowledge (Gardner). This shift from passive learning to a more active and productive role in the learning process is indicative of cognitive development.

Notably, the body of literature regarding counselor education pedagogy does not offer articles that address the development of doctoral students in counselor education. At the master's level, Granello and Hazler (1998) suggested conceptualizing master's

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counseling students developmentally through a combination of adult learning models, college student development models, and novice-to-expert models to enhance the limited scope of models in the counselor education literature geared towards skill development. The authors proposed developmental theory as the basis for the design and evaluation of current counselor training models and methods at the master's degree level. Specifically, Granello and Hazler compiled a chart with key elements for comparison of developmental models to guide instructional methods and course sequencing in counselor education programs without consideration of women's development in the context of relationships.

Granello and Hazler (1998) asserted that the three main components of adult developmental models (self-direction, previous experience, and flexibility) are relevant in developing a framework to conceptualize the developmental needs of counseling students. With regards to self-direction, the learner experiences increased self-direction and self-responsibility that is motivated by the desire for greater competence (Merriam, 1993). Furthermore, instructors act as facilitators and collaborators by presenting alternate ways of thinking and behaving, emphasizing contradictions and ambiguities, while prompting analysis of unchallenged assumptions (Brookfield, 1989).

Incorporating previous learning experiences, on the other hand, involves integration and challenging the previous life experiences of the learner (Gaff & Gaff, 1981). Flexibility is an important component of adult development, since adult learners have more demands on their schedules and, thus, require more flexibility in their learning (Granello & Hazler, 1998). Adult learners are motivated by learning that is applicable to their everyday tasks (Knowles, 1980). Granello and Hazler argued that adult

developmental models offered insight into the training of counselor educators; however, they are not sufficient for training as a standalone approach since adult developmental models are not specifically geared for individuals learning a new profession, and do not completely capture the graduate counseling experience. As such, Granello and Hazler suggested incorporating the components of the adult developmental model with the strengths of college student developmental models and novice-to-expert models.

For example, Granello and Hazler (1998) suggested conceptualizing counseling students through Perry's (1970) intellectual scheme and Loevinger's (1976) model of ego development in conjunction with adult development models, since both share the conceptual view that the cognitive developmental level of the student influences how the student views learning, and how the instructor must teach in order to change and adapt to the learning style of the student. Perry's intellectual scheme (1970) developed as a result of his interest in wanting to comprehend how college students came to understand the modern world through multiple frames of reference (Love & Guthrie, 1999). Perry concluded that students proceed through developmental levels; that is, students shift from an initial dualistic/absolutist position (characterized by black-and-white thinking, right or wrong, with no tolerance for ambiguity) into a multiplistic position where they are able to understand multiple perspectives but are not able to decipher an opinion of their own (e.g., every answer seems correct and there are no clear right or wrong positions). Students then shift into a relativistic position in which they are able to consider multiple perspectives to inform their decisions or opinions. In the relativistic position, there is no right or wrong; that is, answers are situation specific, and students manage uncertainty through reason. As students navigate these different developmental levels, Granello and

Hazler recapitulated Perry's conclusions, "...they change in their assumptions about the nature of knowledge, the legitimate role of the college instructor, and their responsibilities as learners"(p. 93).

Similarly, Loevinger's (1976) developmental model discussed three stages of how students view learning. Loevinger found that student development begins in the conformist stage where students value education for its utility, and they view the instructor as the provider of information. As students transition to the conscientious stage, Loevinger mentioned students begin to perceive education as applicable to a person's daily life; moreover, learning is viewed as a challenge, and faculty are perceived as senior learners. Finally, Loevenger discusses students' transition to the autonomous stage where education has intrinsic value, in that learning leads to a deeper understanding of the individual, and education is perceived as valuable for personal self-growth. In the autonomous stage, students perceive faculty members as resourceful individuals or advisors (Loevinger).

Granello and Hazler (1998) noted limitations to consider regarding specified developmental models, such as the tendency to be male normative, over simplified, and sequential; when, in fact, there is no clear agreement on whether movement is abrupt or fluid between the stages (Boucouvalas & Krupp, 1989). Despite these limitations, Granello and Hazler argued college student developmental models can inform counselor educators teaching approaches and course content to adapt to the developmental needs of the student learner.

Finally, Granello and Hazler (1998) suggested conceptualizing counseling students through one additional model called the novice-to-expert model. Etringer,

Hillerbrand, and Claiborn (1995) described the novice-to-expert model as focused on giving attention to the thought, action, and learning differences between novices and experts. Experts are able to use abstract conceptualization and connect underlying principles to store information and recall later for effective problem solving, whereas novice professionals store information superficially, and they have little or no ability to link that information with problem solving (Chi, Feltovich, & Glasser, 1981). Granello and Hazler synthesized the aforementioned categories and their descriptive characteristics and summarized the essential components of the models in the following table, which is presented with copyright permission from the American Counseling Association.

Table 2.2

Comparison of Key Elements of Developmental Models

Comparison of Key Elements of Developmental Models

Items	Adult Development Models	College Student Development Models	Counseling Development Models	Novice-to-Expert Models
Who directs learning	Learner-directed from the beginning	Initially, instructor, then gradually student directed Move from conformity to autonomy	Move from trust in others to trust in self	Move from needing more outside direction to increasing ability to choose appropriateness of self-direction
Style of learning	Flexible, to accommodate many roles and previous learning	Move from didactic instruction-based to experiential, to autonomous learning	Move from high structure and supervisor instruction to supervisor support and consultive role	Move from providing or ignoring professional context to using current professional context
What information is to be learned	Must be immediately applicable to the outside world Bring up ambiguities and challenge assumptions	Move student to understanding of complexities, then to understanding how to make decisions despite complexity	Move from focus on skills to intentionality, to problem conceptualization, to understanding of client-counselor relationships	Move from more isolated information to information in larger contexts
Who evaluates learning	Learner quickly evaluates own learning	Initially, instructor--then gradually student	Supervisees assume more and more responsibility for self-evaluation	Increasing ability to evaluate a wider variety of issues effectively
Role of previous experiences	Must be incorporated into learning from the beginning	Difficulty integrating past with present and future	First abandon pre-training selves and later incorporate knowledge	Movement toward greater awareness of social and interpersonal complexity
Thinking styles of the learner	Flexible, because of demands of many roles	Move from dualistic to multiplistic to relativistic	Move from reliance on techniques to a trust in the process	Move from fear of error and vagueness to vagueness as opportunity

Note. Comparison of Key Elements of Developmental Models. Adapted from "A developmental rationale for curriculum order and teaching styles in counselor education programs," by D. Granello and R. Hazler, 1998, *Counselor Education & Supervision*, 38(2), p. 93. Copyright 1998 by the American Counseling Association. Adapted with permission.

Granello and Hazler (1998) found that "consistent among all authors…was a core belief that counselor education lacks a coherent, articulated pedagogy" (p. 89). Nelson and Neufeldt (1998) further supported this claim when their review of the literature on pedagogy and counselor education did not produce any scholarly articles on the topic. Fong, Borders, Ethington, and Pitts (1997) have maintained that "typical counselor preparation program curriculum is largely a function of tradition rather than being empirically based pedagogy" (p. 100).

The literature pertaining to pedagogy in counselor education suggests that pedagogy at the master's level is influenced by developmental theory and is directed towards master's student development as clinicians. Despite Nelson & Neufeldt (1998), Fong (1998), and Granello and Hazler's (1998) call to reconceptualize doctoral study in counselor education, the articles addressing pedagogy in counselor education have continued to focus on developing students as practitioners and do not address the development of doctoral students as educators. The emphasis on clinical development for master's students and the lack of research focused on development of doctoral students as counselor educators may stem from the generalized terminology of the construct *Counselor Education*. The use of the term counselor education to include both master's level and doctoral level training assumes that meeting the needs of master's

students will in turn meet the needs of doctoral students. Since there are no articles addressing pedagogy at the doctoral level in counselor education, the current developmental approach to learning in counselor education is an extension of the pedagogical literature that has been aimed at the master's level; that is, a combination of developmental models as suggested by Granello and Hazler (1998).

Overemphasis on Autonomy

Knefelkamp, Widick, and Stroad (1976) contended that development (from the cognitive development point of view) occurs as the result of the interplay between a person and his or her environment. They also suggested that maturity or readiness within the individual and certain elements in the environment are assumed necessary for growth to occur. Knefelkamp et al. emphasized the role of the environment in creating dissonance or disequilibrium as essential for the change process; that is, challenging an individual's cognitive structure promotes the incorporation of a wider, more complex range of experiences, a concept known as "Plus-one" staging (p. 18). The outcome of plus-one staging is that individuals come to view the world through the new, more differentiated cognitive structure. Evans, Forney, Guido, Patton, and Renn (2010) described the use of plus-one staging "as a means of providing a developmental mismatch and facilitating further cognitive growth" (p. 93). According to cognitive developmental theory, the knower uses different underlying structures to organize the contents and functions of thought and integrates them resulting in the process of assimilation (West, 2004). However, if an experience is so challenging that its input cannot be assimilated, the old and new content and process are reorganized into a new, more useful structure via the process of accommodation (West). West asserted that the way an individual makes

sense of the contents (e.g., individual facts) and processes (e.g., comparison and contrast) of thought are more revealing than the contents or processes themselves, which supports implications regarding gender in the doctoral learning environment.

William Perry's (1970) interest in studying the cognitive development of college students stemmed from his desire to understand how individuals conceptualize the modern world through multiple frames of reference (Love & Guthrie, 1999). Perry was a counselor and a professor of education at Harvard and worked with more than 30 colleagues in conducting research that led to the development of his intellectual and ethical development scheme (Love & Guthrie). Perry and his colleagues conducted interviews with 31 White male upperclassmen (class of 1958) at both Harvard (27 participants) and Radcliffe (4 participants). They continued their interviews with 109 students from the classes of 1962 and 1963 (85 from Harvard and 24 from Radcliffe). They completed a total of 464 interviews, with 84 of the interviews being four-year completed sequences (interviewed each year of college) (Love & Guthrie). Perry concluded that the underlying structure of meaning-making and the sequence of development corresponded. Specifically, how students made sense of the academic and personal experiences was consistent with their developmental process (Love & Guthrie).

Perry's intellectual scheme (1970) involves nine positions, often clustered into groups for initial understanding (Love & Guthrie, 1999). Four major groups within the nine positions include: (a) dualism (positions 1 and 2), (b) multiplicity (positions 3 and 4a), (c) relativism (positions 4b, 5, and 6), and (d) commitment in relativism (positions 7, 8, and 9) (Love & Guthrie). Moore (2002) asserted that throughout Perry's nine distinct positions (and transitions between them) learners cycle through increasingly complex

encounters with diversity in the form of multiples. For example, learners cycle through multiple opinions about a given subject or issue (positions one through three), multiple contexts or perspectives from which to understand and analyze issues or arguments (positions four through six), and multiple commitments through which one defines his or her values and identity (positions seven through nine) (Moore).

Perry's intellectual scheme (1970) incorporates two dynamics: (a) confronting and coping with diversity of uncertainty with respect to new learning, and (b) the evolution of meaning-making about learning and self (Moore, 2002). These dynamics are salient for students who embark on a journey filled with intellectual, professional, and personal challenges when beginning a doctoral program. Perry's central epistemology about knowledge and learning triggers parallel shifts in the learner's views concerning the role of the teacher and the role of student (Moore). For example, the role of the teacher shifts from being perceived as an authority that is the source of truth to being perceived as an authority who is a source with specific expertise to share, whereas the role of the student changes from a passive receptor of facts to an active agent in defining arguments and creating new knowledge (Moore). These parallel shifts, while typical for doctoral student cognitive developmental growth, may prove more challenging for female doctoral students.

Although Perry's (1970) intellectual scheme appeared thorough in its approach to college student development, Gilligan (1982), Belenky et al. (1986), and Baxter Magolda (1992) asserted that Perry's approach lacked a significant female perspective. They suggested the female perspective does not align with the historically entrenched value of knowledge in the traditional college experience. Belenky et al. were interested in

exploring how women make meaning and wanted to determine if women shared similar notions of knowledge compared to those of the men Perry had studied (West, 2004).

Since many of the women's responses did not align with Perry's (1970) intellectual scheme, Belenky et al. (1986) devised their own classification system that included notions of voice, truth, and knowledge (West, 2004). Belenky et al. named their classification system Women's Ways of Knowing (WWK), which reveals the five epistemological categories on how women come to know. Belenky et al. described the categories as follows: (a) Silence (knowing-in-action) depicts knowledge as acquired through concrete experience, not words, (b) Received knowing indicates knowledge is received from authorities, (c) Subjective knowing delineates that knowledge is intuitive and received from inner resources, (d) Procedural knowing recognizes different frameworks and realizes the positive roles of analysis, procedures for evaluation, and creating knowledge, and (e) Constructed knowing integrates strengths from previous positions; that is, systems of thought can be examined, shaped, and shared.

The absence of a female perspective in the learning environment has implications for women pursuing the doctorate in counselor education. For example, in comparing the men's perceptions of authority in Perry's (1970) study with the women's perceptions of authority in the WWK (Belenky et al., 1997), the developmental emphasis on promoting autonomy and independence in counselor education is profound. The men in Perry's study conveyed diverse epistemological categories while viewing their relationships with authority as "Authority-right-we," thus reflecting a tendency to align themselves with authority (Belenky et al., p. 44). Women in the WWK study, on the other hand, conveyed diverse epistemological categories while viewing their relationship with

authority as "Authority-right-they," reflecting their inclination not to align themselves with authority (Belenky et al., p. 44). A limitation of Granello and Hazler's (1998) developmental model is that it assumes that individuals view themselves as equal to authority and are therefore ready to adapt leadership roles during doctoral study (e.g., supervisor, instructor, researcher). This assumption can prove detrimental to women's development. If women learners do not align themselves with authority, lack confidence as knowers, and are less likely to be validated as knowers in the classroom, they may experience an inhibited readiness to adapt leadership roles indicative of the doctorate in counselor education (e.g., supervisor, instructor, or researcher).

Women's development points toward a different history of human attachment than men's development by stressing continuity and change in configuration rather than replacement and separation (Gilligan, 1993). The key elements of developmental models compiled by Granello and Hazler (1998) reflect shifts from greater structure to less structure, from external to an internal locus of control, and, ultimately, from being dependent to functioning autonomously. Furthermore, developmental theories do not consider individual differences, environmental or cultural factors, or life events (Horton-Parker & Brown, 2002).

Absence of Training in Gender Differences

The Association for Counselor Education and Supervision (ACES) developed accreditation standards for counseling programs in the late 1960s and early 1970s with the purpose to "advance counselor education and supervision in order to improve the provision of counseling services in all settings" (About ACES, n.d., para 3). ACES collaborated with the American Personnel and Guidance Association (AGPA, a precursor

to ACA or the American Counseling Association) regarding cooperative accreditation efforts. In doing so, The Council for Accreditation of Counseling and Related Educational Programs (CACREP) was created and established in 1981 (About CACREP, 2014). CACREP accredits counseling degree programs at the master's and doctoral level and has been dedicated to curriculum being consistent with the "ideal of optimal human development" in preparing counseling and related professionals (Vision, Mission, and Core Values, 2014, para 2). According to Del Rio and Mieling (2012): "Among doctorates, only doctors of philosophy (PhDs) become primarily academicians, whereas, with few exceptions, 'professional doctorate' individuals become practitioners in their own specialty areas (e.g., EdDs or education doctors, and DMFTs or doctors of marriage and family therapy)" (p. 19).

The mission of CACREP is to enhance counseling practitioners' competence through the development of preparation standards, to advance excellence in program development, and establish the accreditation of professional preparation programs (Vision, Mission, and Core Values, 2014). CACREP encourages flexibility in the interpretation of the standards by counselor education programs, which allows individual counseling programs the freedom to develop their own programming while preserving CACREP's mission. The flexibility of interpretation may cause the adequacy of the content, instruction, and extent to which the standards are addressed to vary considerably (Daniluk & Stein, 1995). With regards to gender, variation stems from the knowledge, skills, and competencies of the faculty and their commitment to using nonsexist teaching materials and strategies in the classroom (Daniluk & Stein).

Current literature on pedagogy in counselor education continues to be dominated

by curricular content to the exclusion of research on how content is best learned by students (McAuliffe & Eriksen, 2002). The lack of training on incorporating gender differences in the learning environment and understanding its impact on the process of learning limits doctoral graduates' repertoire in promoting the growth of their future students. If gender sensitive pedagogy is not modeled by counselor education faculty to doctoral students, then graduates will be unprepared to teach in a gender sensitive manner. Boice (1992) asserted that only a small group of graduates from large universities arrive at their first faculty appointments prepared with substantial teaching and training experiences. Boice also contended that new faculty (with or without experience as teaching assistants) are presumed to already know how to teach, or at least can figure it out on their own; he stated, "And even at campuses with stronger teaching missions, new faculty typically cannot specify what they have learned in the sporadic bits of training that they received as teaching assistants" (p. 52). The lack of educator training in teaching results in most new college and university teachers tending to teach as they themselves were taught; thus, new faculty tend to rely on the adaptation of techniques modeled to them by previous teachers to guide their own teaching practices (Lucas & Murray, 2007).

Ignoring gender differences in pedagogical training hinders future counselor educators' ability to consider gender differences in their teaching approaches. Faculty who endorse pedagogy that is relevant to multicultural issues strengthen doctoral students' multicultural competencies and will likely increase their ability to replicate such pedagogy in future teaching practices. Pedagogy that is developmentally and culturally appropriate for learners will negate inequities in the learning environment.

Aversion to Change

Social constructivism posits knowledge as being created in conversations between people, a process that is ever changing (Rudes & Guterman, 2007). The core of social constructivism involves the inclusion of power, the economy, political, and social roles; that is, to what extent these aspects influence how groups of individuals form understandings and knowledge about their world (Richardson, 2003). Psychological constructivism, on the other hand, focuses on ways in which meaning is created within the individual and how shared meaning is developed within a group process (Richardson). An assumption in both social and psychological constructivism is that meaning or knowledge is actively constructed by the human mind; however, "social constructivism focuses on how the development of that formal knowledge has been created or determined within power, economic, social, and political microcosm" (Richardson, p. 1625).

In the counselor education pedagogical literature, McAuliffe and Eriksen (2002) have asserted that constructivism encourages students' epistemological development (i.e., how students view knowledge). Constructivism honors multiple perspectives and multiple teaching methods by honoring the meaning-making capacity of each individual, through attention to constructs such as "developmental readiness" and "learning style" (McAuliffe & Eriksen, p. 6). In general, constructivism views learning as being a complex, non-linear process; constructivism is a theory about learning, not teaching (Fosnot & Perry, 2005).

The process of a constructivist pedagogy involves the following five characteristics according to Richardson (2003):

1. Constructivist pedagogy is student-centered; that is, gives attention to the individual and respects students' backgrounds in developing understandings of their beliefs on how they approach knowledge.

2. Constructivist pedagogy promotes the facilitation of group dialogue that explores an element of the domain with the purpose of leading to the creation and shared understanding of a topic.

3. The constructivist educator applies planned and often unplanned introduction of content knowledge into the conversation through engaging instruction, such as reference to text, exploration of a website, or some other means.

4. The constructivist educator provides students with opportunities for them to determine, question, revise, or extend existing knowledge base through engagement in tasks that are structured for this purpose.

5. Finally, the constructivist educator promotes the development of students' metawareness of their own understandings and learning processes (p. 1626).

Richardson (2003) maintained that these characteristics are not synonymous with specific practices, and that they vary depending on contextual factors, such as the age level of the students, students' experiences as learners, the school context, the content domain, and teaching style being applied. Richardson asserted these characteristics appear to contribute to the creation of a constructivist learning environment and appear to support the essence of constructivist pedagogy, as described by Fosnot and Perry (2005):

Rather than behaviors or skills as the goal of instruction, *cognitive development* and *deep understanding* are the foci; rather than stages being the result of maturation, they are understood as *constructions of active learner reorganization*.

Rather than viewing learning as a linear process, it is understood to be *complex* and fundamentally *nonlinear* in nature (p. 11).

The implications for advocating a constructivist approach in counselor education remains contentious, since its application of social constructivism to counseling and psychotherapy is in its infancy (Cottone, 2007). Furthermore, Fosnot (2005) identified major questions regarding accurate implementation of constructivist teaching approaches, such as *what* should be taught, *how* should teacher's teach, and *how is the best way to educate teachers* for this paradigmatic shift? (p. 279). Although constructivism is a theory of learning and not a theory of teaching, some educators who attempt to use constructivist pedagogy confuse discovery learning and "hands-on" approaches with constructivism (Fosnot, p. 279). McAuliffe and Eriksen (2002, 2011) provide guidelines for constructivist-developmental counselor education, teaching strategies, and guides on implementing a constructivist approach to individual courses and topics in the counselor education curriculum.

Despite McAuliffe and Eriksen's texts (2002, 2011) on applying constructivist theory in counselor education, the adaptation of a social constructivist pedagogy is viewed as being risky. Lucas and Murray (2007) maintained that risk avoidance among new faculty members contributes to the pedagogical "conservatism" in the learning environment and that even established faculty are also reluctant to embrace "high-risk" nontraditional teaching strategies in lieu of the methods they have become accustomed to over the years (p. 40). Wright (1995) claimed, "...many faculty base their approach to learning upon an uncritical adoption of the model that comes most readily at hand--their old professors" (p. 59). Establishing gender sensitive teaching approaches early on in

counselor educators' repertoire is important; Lucas and Murray warned that "once a teaching pattern has been set, it tends to persist thereafter" (p. 40).

In the classroom, social constructivism encourages students to "continually define and redefine who they are, where they fit, and what meaning they ascribe to their lives" (McAuliffe & Eriksen, 2011, p. 219). Furthermore, McAuliffee and Eriksen identified a benefit to incorporating a constructivist developmental approach is that it "...can serve as a guide for counselor educators to assess student thinking and to stretch students toward self-authorized knowing" (p. 11). However, empirical research pertaining to the constructivist interventions in counselor education is limited, which in turn may contribute to counselor educators' reluctance to embrace such a nontraditional approach. The lack of empirical research in the counselor education literature on pedagogy at the doctoral level highlights the need for investigative inquiry to bolster empirical research related to pedagogical practice with doctoral students in counselor education.

New Approach: Consideration of WWK in the Doctoral Learning Environment

Feminist theorists (such as Carol Gilligan, Mary Belenky, Blythe Clinchy, Jill Tarule, and Nancy Goldberger) introduced gender as an aspect of cognitive development as early as 1982. Currently, the counselor education literature presents pedagogical approaches that are based on male developmental models (e.g., Granello & Hazler, 1998). However, pedagogy in counselor education has yet to be examined for its effectiveness with mixed gender classrooms. The following section will examine women's ways of knowing (WWK) (Belenky et al., 1997) for its relevance and effectiveness as a new perspective.

Following Gilligan's (1982) pioneering work on the missing perspectives of

women in psychological theories of human development, Belenky et al. (1986, 1997)

undertook research to bring attention to the missing voices of women in theories of how

people know and learn. The authors interviewed 135 women from nine different

academic institutions and invisible colleges. Belenky and colleagues investigated the

epistemology of women from different colleges (e.g., Bard College, LaGuardia

Community College) and other settings (e.g., clients engaged in social services

programming aimed at improving parenting skills) to explore how women make meaning

and to determine if their notions of knowledge were similar to those of the men that Perry

(1970) had studied (West, 2004). Building on Perry's intellectual scheme, Belenky and

colleagues grouped women's perspectives on knowing into five major epistemological

categories known as women's ways of knowing theory.

The Silence way of knowing was described by Goldberger (1996) as "a position

of not knowing in which the person feels voiceless, powerless, and mindless" (p. 4).

Women who operate from a silence way of knowing lack the understanding of the power

of words in sharing their perspectives, thus they experience the world through concrete

experience (Stanton, 1996). Additionally, they do not perceive authorities as sources of

knowledge; instead, authority is viewed as needing to be obeyed but not understood

(Clinchy, 2002). Women who endorse a silence way of knowing experience difficulty in

finding the words to convey their ideas and feel muted when their expressions are not

validated by others (Lewis & Simon, 1986).

Clinchy (2002) later revised the silence way of knowing to silenced after being

challenged by women in higher education who expressed that they were not entrapped in

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"silence" but would frequently find themselves in situations where they were "silenced" (p. 67). Individuals who are silenced by oppressive circumstances may be driven to a defensive posture of passivity and silenced out of fear and threat (Goldberger et al., 1996), and just because an individual is silent does not reflect an individual operating from a position of silence (Clinchy).

Received knowing is typified by individuals who engage in strong listening skills without the inclination to question or challenge information conveyed by authorities. Received Knowers view truth as absolute, unambiguous, external, and given by authorities (Belenky et al., 1997). The Received knower is receptive; that is, she can listen, she can take in information, and she can appreciate expertise and make use of it (Clinchy, 2002). However, a distinction was made between lowercase "received" knowing as a strategy to deploy in a particular situation (receiving knowledge during a lecture) vs. uppercase "Received" knowing as a position from which authorities are viewed as the sole source of knowledge that is assumed to be absolutely true without awareness of active processing (Clinchy, p. 69). Individuals who engage in Received knowing lack confidence in their own ability to speak, likely exacerbated by an inability to convey their ideas in order to feel understood and validated (Belenky et al.).

Conversely, individuals who engage in Subjective knowing view themselves as authorities based on knowledge drawn intuitively. Subjective Knowers incorporate the strengths of intuition and self-knowing; knowledge is based on immediate understanding of reality and is not based on words or inferences (Belenky et al., 1997). Subjective Knowers are suspicious of information dispensed by authorities and have difficulty dealing with a phenomenon that does not pertain to them personally (Clinchy, 2002).

Furthermore, Subjective Knowers tolerate others' opinions as much as they tolerate their own; they listen to others but do not really hear (Clinchy). Inclined to operate from a self-perspective, Subjective Knowers only acknowledge existence and validity in other realities when their own reality is real to them; they cannot transcend it or detach themselves from subjective reality (Clinchy). Notably, Received knowing and Subjective knowing are both uncritical and passive ways of knowing, given that both ways of knowing do not question knowledge from others or from within; instead, knowledge is accepted as true and is acted on accordingly (Clinchy).

Procedural knowing, on the other hand, incorporates a systematic, deliberate procedure for developing new ideas or for testing the validity of ideas (Clinchy, 2002). Separate knowing and Connected knowing are subsumed under Procedural knowing. Separate and Connected knowing question knowledge in distinct ways from each other. Separate knowing is characterized as being detached, impersonal, objective, critical, and is primarily oriented towards exploration of validity (Clinchy). Separate Knowers operate from a neutral perspective and believe in separating the knower from the known, to avoid bias and "contamination" (Clinchy, p. 75). Separate Knowers base authority on mastery of relevant knowledge and methodology and endorse an argumentative discourse (Clinchy). Conversely, Connected Knowers use empathy in an attempt to understand the experience from the viewpoint of another individual (Clinchy). Connected Knowers focus on understanding the object of attention and adopt the perspective of the other; that is, Connected Knowers understand others by connecting with others' subjectivity while attending to their own feelings as sources of insight (Clinchy). Namely, Connected Knowers have the ability to validate the subjective reality of another and develop

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techniques for entering into other's experiences, such as incorporating vicarious experience (Clinchy).

According to Belenky et al. (1997), Constructed knowing was the most difficult category to devise due to the limited sample of Constructed Knowers in their study. Unlike Procedural Knowers (who described their ways of learning as a linear process), Constructed Knowers were less articulate about their ways of knowing and often responded with a circular response (e.g., "it's hard to explain") rather than linear (e.g. "enumerate a step-by-step program") (Clinchy, 2002, p. 81). Constructed Knowers move among systems rather than staying within a given system or viewpoint by "weaving together the strands of emotional thought and of integrating objective and subjective knowing" (Belenky et al., p. 134). Notably, Constructed Knowers exude a high tolerance for internal contradiction and ambiguity; that is, they cultivate a conversation between Subjective Knowing and Procedural Knowing instead of allowing one to silence the other (Clinchy).

The WWK categories were often mistakenly interpreted as dualistic and dichotomized; thereby, fueling the interpretation of gender as a single element of identity that determined one's development and ways of knowing (Maher & Tetreault, 1996). However, subsequent research has confirmed that both men and women possess a wide range of ways of knowing (Knefelkamp, 1999). Individuals may endorse different ways of knowing while giving preference to a specific way of knowing with consideration of the environment and context.

Notably, the WWK epistemological categories are "not necessarily fixed, exhaustive, or universal categories" (Belenky et al., 1997, p. 15). WWK theory

implementation in the classroom is often interpreted as a linear process. This perspective results in pedagogy aimed to promote constructive knowing; thus, undermining the value of the other epistemological categories (Hartog, 2004). In spite of this interpretation, McAuliffe and Eriksen (2002) argued that later stages of knowing were characterized by greater tolerance and openness rather than reflecting hierarchy of knowing. Although the WWK epistemological categories build upon each other (information is accessible at later stages), each category is significant and must be considered in order to maintain the integrity of each student's distinct voice.

WWK offers a feminist perspective as an alternative model for interpreting gender-based reality in hopes of promoting transformation of professional and societal roles (Gould, 1988). WWK attempts to understand the differences in personal epistemologies and their associated experience patterns while offering "a form of respectful, compassionate, and authentically interested inquiry into another's experiences in a way that acknowledges the complex relationships between self-knowing and knowing of others (Mahoney, 1996, p. 134).

A means to understand gender related experiences is achieved by providing the forum for individuals to express their reality. Examining how female doctoral students negotiate their multiple roles and identities through the WWK framework offers the opportunity to recognize the unique backgrounds, assumptions, interests, and other characteristics of each individual and how they are incorporated into relationships, thus promoting greater understanding (Belenky et al., 1997).

Research Substantiating Women's Ways of Knowing

WWK spearheaded the paradigmatic shift in subsequent literature from viewing men as the norm to being open to viewing the world through women's eyes (Maher & Tetrelaut, 1996). Belenky and colleagues generated a proliferation of topics and issues for women's studies raised by women of color, lesbians, and members of other groups not inclined to be inclusive under "all women" (Maher & Tetrelaut, p. 151). WWK also influenced later developments as noted by Guthrie and Love (1999):

> What Belenky, Clinchy, Goldberger, and Tarule described resonates with both
>
> formal and informal bodies of literature. Their work represents a bridge and a
>
> connection between the formal research on cognitive development (such as Piaget
>
> and Perry) and the more anecdotal treatises on issues of teaching, learning, and
>
> the knowledge inherent in the role of mother (such as Martin, 1985) and in
>
> "maternal thinking" (Ruddick, 1980). (p. 27)

With regard to substantiating women's ways of knowing theory, several authors have advanced the empirical research on ways of knowing through examining the relationships between separate and connected knowing by manipulating social context (Ryan & David, 2003), examining the impact of ways of knowing on academic performance (Schommer-Aikins & Easter, 2006), and investigating the role culture plays in the development of ways of knowing (Marrs & Benton, 2009).

Preliminary instrument development to measure Belenky et al.'s (1986) model of intellectual development (WWK) began with Buczynski's (1993) paper-and-pencil instrument entitled the Ways-of-Knowing Instrument (WOKI). Buczynski argued that women tended to score lower on intellectual assessments because assessments were based on male models; thus, causing a negative impact on their perceptions of women's

own intellectual capabilities and self-esteem. Buczynski asserted that women may have made educational decisions based on scores that were not representative of their intellectual development. Moreover, Buczynski believed that creating a reliable and valid measure of women's intellectual development could help students make educational and career decisions based on an instrument that was patterned after a model that was more representative of their development.

The WOKI attempted to assess the various epistemological categories of knowing identified by Belenky et al. (1986) (e.g., Silence, Received Knowledge, Subjective Knowledge, Procedural Knowledge, and Constructed Knowledge). In investigating the different epistemological categories of knowing, Buczynski's study involved 348 predominately White female undergraduate students from a medium-sized public institution aged 18 through 25 years, with the mean age of 22.78 ($SD = 5.84$). Participants included 41.7% Freshmen, 9.62% Sophomores, 21.15% Juniors, 22.4% Seniors, and 5.12% graduate students. The 48 item questionnaire was written to represent one of the five epistemological categories of WWK on a four-point Likert-type scale including eight items for the Silence category, nine items for the Subjective category, 10 items for the Received category, seven items for the Constructed category, and 14 items for the Procedural category. Items that were ambiguous or not representative in terms of their respective categories were either revised or omitted (Buczynski). Students completed the WOKI in small group-testing sessions followed by standardized testing procedures; proctors read the questions and were available during the assessment to answer questions (Buczynksi). Results produced WOKI reliability estimates ranging from .69 for Silence and Subjective Knowledge, .72 for Received

Knowledge, .74 for Constructed Knowledge, to .80 for Procedural Knowledge (Buczynksi). Overall, Buczynski found that the analysis supported a five-factor model of intellectual development for women patterned after WWK and that the WOKI appeared to measure the five epistemological categories. Although the WOKI was found reliable, and factor analysis supported the hypothesized factor structure, Buczynski recognized the need for further research in establishing validity and furthering reliability. The limitations of her study included a small sample size and the need for greater diversity in her sample. Buczynski's article brought attention to how women are evaluated in the learning environment and the implications for lower scores on male oriented assessments to foster potential misconceptions and categorizations of inferiority for women. In developing the WOKI, Buczynski was the first to develop an instrument that assessed women's intellectual development based on Belenky et al.'s women's ways of knowing theory.

Philbin, Meier, Huffman, and Boverie (1995) based a study on the work of Belenky et al. (1986) in identifying gender differences in learning styles and experiences in the learning environment. Philbin et al. used a survey which consisted of four parts: a demographic section, the Kolb Learning Style Inventory, 12 Educational Dialectic questions, and a subjective portion collecting data on participant's educational experiences. The revised Kolb LSI (1985) was used to identify a participant's learning style based on the following categories: (a) Accommodator (learn best via "hands on" experience), (b) Diverger (combines concrete experience with reflective observation), (c) Converger (finds practical uses for ideas and theories), and (d) Assimilator (logically organizes and analyzes data, builds and tests theories, and designs experiments) (p. 487).

The LSI had an average test-retest reliability of .85 and an internal consistency of .69 (Philbin et al.). The educational dialects section incorporated 12 similar educational dialects used by Belenky et al. (1986) in their study. The questions were directed specifically toward educational experiences and participants' perception regarding personal value of those experiences. Questions were bimodal; that is, choices were either masculine or feminine and intended to further test for gender biases in learning methods and environments as perceived by the participants. Finally, the subjective question was an open ended question asking "How did your learning style 'fit' with your educational experience(s)?" This allowed participants the opportunity to express positive or negative experiences related to their style of learning (p. 489). Philbin et al.'s research findings indicated a significant difference in learning styles between the genders ($p = .0538$) as well as significant results ($p = .0118$) with the comparison of gender and educational dialects. Moreover, "concern for others" was primarily endorsed by females (67%) as compared to the primarily male response of "concern for self" (64%) (p. 491).

Overall, Philbin et al.'s study confirmed its hypothesis that women and men have different learning styles. Philbin et al. asserted that educational settings may not be the best learning environments for females, since traditional education is directed and appeals more towards males by being primarily abstract and reflective. Notably, the Assimilator learning style was endorsed predominantly by men and the least by women. The limitations of Philbin et al.'s study included small sample size, "overloading" of female participants (e.g., 25 males; 45 females), being "top-heavy" with mostly college graduates, and a need for greater diversity in their sample (p. 493). Philbin et al.'s study confirmed gender differences with regards to learning styles in the learning environment

and the need to consider course design to cater to the Diverger/Converger learning style in lieu of the male assimilator style.

In the same year, Knight, Elfenbein, and Messina (1995) created a written survey instrument called the Knowing Styles Inventory (KSI) which was designed to measure separate and connected knowing quantitatively. The KSI consisted of four items to measure separate knowing and nine items to measure connected knowing, with 31 filler items to reflect other WWK epistemological categories. Knight et al. conducted three studies to determine if separate and connected knowing could be measured quantitatively. The first study involved 300 female and 253 male participants. Participants were predominately White middle class individuals enrolled in general education, psychology, business, first year seminar, or parenting classes. Participants were enrolled at a public university ($n = 148$ females; $n = 82$ males), a private university ($n = 126$ females; $n = 158$ males), a business private college ($n = 22$ females; $n = 13$ males), and a non-profit day care (parenting classes) ($n = 6$). Female participants' ages ranged from 18 through 71 years, with a mean age of 24.9 ($SD = 8.76$). Male participants' ages ranged from 18 through 58 years, with a mean age of 23.98 ($SD = 8.19$). Participants included 17% female and 23% male Freshman, 29% female and 20% male Sophomores, 28% female and 23% male Juniors, 15% female and 21% male Seniors, 5% female and 4% male graduate students, and 2% females who were either finishing high school or working towards their Graduate Equivalency Diploma. The remaining 8% females and 9% males consisted of those who were seeking school teacher certification post Bachelors or those who did not specify their year in school.

The KSI was comprised of seven separate and 10 connected items for the survey. After evaluating the items for ambiguity and discarding items that did not reflect connected or separate knowing, the KSI was finalized into four separate and nine connected items (Knight et al., 1995). The authors also included 31 filler items that reflected other epistemological categories in WWK in an effort to make the scale less transient to the participants. The final KSI included 44 questions based on a seven-point Likert scale (e.g., 1 = strongly disagree; 7 = strongly agree). Participants completed the KSI in testing groups of approximately seven to 40. Researchers were available after the assessment to debrief and answer questions. For the female sample, the Connected Knowing component yielded a standardized alpha coefficient of .71, whereas the Separate Knowing component yielded a standardized alpha coefficient of .72. For the male sample, the Connected Knowing component yielded a standardized alpha coefficient of .63, whereas the Separate Knowing component yielded a standardized alpha coefficient of .64. In assessing the similarity of the component patterns for the samples of females and males, the comparison of males and females on the connected components indicated significant differences ($s = 1.00$ at the $p < .001$) as well as significant differences on the separate components ($s = .88$, $p < .001$).

Participants in Knight et al.'s (1995) second study were asked to complete the KSI twice during the semester at 13 weeks apart. The second study involved 58 predominantly White females, thirty six of whom were from the larger sample of 300 and were enrolled in a general education course ($n = 30$), first year college seminar ($n = 6$), and intro education course ($n = 22$). Participants' ages ranged from 18 through 26 years, with the mean age of 18.9 ($SD = 1.32$). Participants included 36% Freshman, 17%

Sophomores, and 10% Juniors. Knight and colleagues' results indicated that the test re-test reliabilities for the two scales were highly significant; that is, the authors found the reliability coefficient of .71 for the connected scale, and the separate scale was found to have a reliability coefficient of .74 (Knight et al.).

Knight et al.'s (1995) third study was a validity study aimed to examine if a social desirability component was associated with either the connected or separate components. The study involved 203 predominantly White females, ages ranging from 18 through 48 years, with the mean age of 20.75 ($SD = 4.90$). Participants included 33% Freshman, 27% Sophomores, 23% Juniors, and 16% Seniors. Participants completed the KSI in conjunction with other scales: Marlowe-Crowne Social Desirability scale (MCSD), Bem Sex Role Inventory (BSRI), and the Davis Perspective-Taking and Empathic Concern scales. Correlation analysis of the KSI, MCSD, BSRI, and MCSD revealed that the Connected scale was significantly correlated with the MCSD, $r(190) = .16$, p < .05; that is, more connected individuals responded in a more socially desirable manner than those who were less connected (Knight et al.). The Separate scale was also significantly correlated with the MCSD, but negatively, $r(190) = -.17$, p < .05; indicating that those who scored higher on the separate scale responded in less socially desirable manner than those scoring lower on the Separate scale (Knight et al.). With regards to the BSRI and Davis scales, women participants who were more connected were found to be more feminine on the BSRI (scored higher on the femininity subscale items than male subscale), and also scored higher on the Perspective Taking and Empathic Concern scales (Knight et al.). Conversely, those women participants who were more separate were found to be more masculine on the BSRI (scored higher on the masculinity subscale

items than the femininity subscale items) (Knight et al.). Furthermore, Connected Knowing and Separate Knowing were found to be separate dimensions instead of opposite dimensions (Knight et al.). The limitations of this study included the need for greater diversity in the sample and the need to increase the length of the Separate and Connected scales to improve reliability of the KSI. Overall, Knight et al.'s studies provided preliminary evidence for the construct validity and reliability of the KSI while also furthering empirical research to inform discussions related to students' preferences for connected and separate knowing and implications for particular teaching approaches.

Galotti, Clinchy, Ainsworth, Lavin, and Mansfield (1999) developed a survey called the Attitudes Toward Thinking and Learning Survey (ATTLS) used to measure women's ways of knowing. Galotti et al. hypothesized that women would endorse connected knowing and men would endorse procedural knowing. Four studies involved predominantly male and female college students drawn from the same mid-western liberal arts college. Specific racial and ethnic data were not collected; however, the student body was comprised of 83% White students, 8.5% Asian Americans, 5% Latino/Latina, 3% African American, and 5% Native American students; thus, the sample appeared to have been predominantly White. The four studies included the following respective sample demographics: 64 women and 64 men, 57 women and 58 men, 39 women and 33 men, and 41 women and 27 men. The researchers did not provide age demographics for their participants (Galotti et al.). All four studies involved the participants completing similar versions of the ATTLS. The ATTLS consisted of 50 statements; 25 statements represented Connected Knowing and 25 items represented Separate Knowing on a seven-point Likert scale (1 = strongly agree, 4 = neither agree nor

disagree, 7 = strongly agree). Both types of questions were intermixed throughout the

survey with range of scores for each type of knowing ranging from 25 to 175, with high

scores indicating strong agreement with that style of knowing (Gallotti et al.). For the

first sample, the ATTLS had an internal reliability of .83 for the SK scale and .75 for the

CK; combined analysis for samples two through four resulted in an internal reliability of

.83 for SK and .81 for the CK scales; thus establishing acceptable levels of internal

reliability for the instrument (Gallotti et al.).

The first study explored the SK and CK constructs in terms of how they operated

as schemas; that is, memory structures that affect, emphasize, and distort the memory

being retained (Galotti et al., 1999). Participants were asked to write an essay of a vivid

memory that occurred during their freshman year of college. Their descriptions could be

as long or as short as they deemed necessary but were to be as precise and detailed as

possible (Galotti et al.). Each participant's vivid memory was coded by three raters on a

five-point scale for the degree to which the memory reflected separate or connected

knowing. It was found that the mean CK rating of the memory was correlated slightly

with the participant's CK score: ($r = .20$, p < .05), but the mean SK rating of the essay

was not correlated with the SK score ($r = .03$, n.s.). The mean CK rating of the memory

and the mean SK rating of the memory were significantly and negatively correlated ($r = -$

.48, p < .0001); indicating that raters viewed constructs of CK and SK as mutually

exclusive. Notably, the ATTLS psychometric data suggested the two constructs were

veritably independent, rather than mutually exclusive (Galotti et al.).

The second study examined whether or not the SK and CK function as attitudes;

that is, Galotti and colleagues wanted to determine if scores affected participants'

assessments of intelligence, clarity, and likelihood of adopting different epistemological

positions (Galotti et al., 1999). Specifically, the authors wondered whether participants

with high SK or high CK scores would have better memory of dialogues written from a

corresponding SK or CK perspective. Moreover, the authors wondered if participants

would distort their memories of dialogues by taking on a different epistemological stance

to make them a better fit for their own epistemological preference (Galotti et al.). The

second study involved four tasks. In the first task, participants were asked to read two

dialogues; each consisted of three exchanges between two students identified by

pseudonyms. There were four dialogues altogether. Two dialogues were Shakespearean

dialogues, which represented a connected knowing exchange. The other two dialogues

discussed scientific procedures in the field of chemistry, representing separate knowing

exchanges. After reading the dialogues, participants were asked to rate each passage

based on 10 questions provided by the researchers (e.g., "How logical a thinker do these

students seem? How typical are the students' point of view among your classmates?") (p.

757). In the second task, participants were presented with a sheet containing 57

adjectives that reflected different teaching characteristics (e.g., "Accepting, Demanding,

Unconventional") (p. 758) and were asked to envision their ideal college professor. Next,

participants were instructed to circle the characteristics that embodied the professor they

envisioned while crossing out characteristics that were unlike that person (could circle as

many or as few adjectives that they liked). The third task required participants to write

down as much of the two dialogues that they read previously. Using a recall sheet with

minimal references to the dialogues (names of speakers and reference to the topic),

participants were asked to recall the dialogue from the script as possible, and to write

down as many of the main ideas from memory. After completing all three tasks, the participants then filled out the ATTLS (Galotti et al.).

The first analysis involved correlating the Likert ratings of the students portrayed in the passages with CK and SK scores. In that analysis, the authors found that CK scores correlated significantly with two of the ratings of CK passages and four of the ratings of SK passages, whereas the SK scores correlated significantly with one of the ratings of the CK passages, and one of the ratings of the SK passages (Galotti et al.). Specifically, participants who scored higher in CK were more likely than those who had lower CK scores to perceive the characters in the CK dialogue as similar to themselves, while rating the protagonists in the SK dialogues as "clear and logical" (p. 757). Likewise, participants who scored higher in SK characterized protagonists in the CK dialogue as "typical students," while rating the protagonists in the SK dialogues as "good conversationalists" (p. 757). The results indicated that participants rated dialogues that aligned with their preference for CK or SK as more favorable. The authors conducted a second analysis concerned with the recall of the dialogues and found that neither accuracy nor distortion ratings correlated significantly with either SK score or CK score, suggesting that ways of knowing were not found to function as memory schemata (Galotti et al.). Finally, the authors analyzed student descriptions of an ideal college professor and found 15 significant correlations with CK scores, and six significant correlations with SK scores (Galotti et al.). Overall, the second study yielded conclusive results that CK and SK scores predicted different descriptions of an ideal teacher; however, neither CK or SK scores can predict how dialogues (reflective of CK or SK) are evaluated (Galotti et al.).

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Galotti and colleagues' third and fourth studies examined correlations between SK and CK scores and measures of intellectual ability. In the third study, the authors used the Raven's Advanced Progressive Matrices Set II (RAPM) (Raven, Court, & Raven, 1985), which is a nonverbal intelligence test that assesses participants' present intellectual ability without bias from past experiences (Galotti et al., 1999). The authors divided the 36 item test into three sets of 12 items, with each problem incremental in difficulty (i.e., ranging from easy to difficult). Participants were asked to choose a response to an item, and then were asked to provide a confidence rating on a Likert scale (e.g., '1' indicated "complete uncertainty" while '5' indicated "certainty") (p. 759). After computing internal reliability for the three sets of problems separately (i.e., .75, .50, and .68 for Sets A, B, and C, respectively), the authors computed the quantity of questions answered correctly on the 12 matrices for each participant, their average response time, and their average confidence rating (Galotti, et al.). The RAPM measures did not yield significant correlations with either CK or SK scores (Galotti et al.). The authors performed one-way between-subjects ANOVA on the Raven's score to further investigate whether there was a relationship at all between the shortened RAPM and SK or CK scores. The authors assigned participants to groups based on "joint median splits" of the CK and SK scores as the independent variables, and the overall ANOVA was not statistically significant at $F(3, 68) = 1.89$, n.s.); however, examination of the means suggested that students with high SK scores may perform slightly better on the RAPM (p. 760).

Galotti et al.'s (1999) fourth study examined how ways of knowing related to reasoning skill. The authors used interview questions (originally developed by Galotti,

Komatsu, and Voelz, 1997) which consisted of 32 items that contained 16 deductive inference items and 16 inductive inference items (Galotti et al.). For example, a deductive inference item stated: "All poggops wear blue boots. Tombor is a poggop. Does Tombor wear blue boots?" The counter inductive inference item stated: "Tombor is a poggop. Tombor wears blue boots. Do all poggops wear blue boots?" The authors predicted that half of the deductive items would answer "yes" and the other half "no," whereas the inductive items would have no definite "correct" answer (p. 761). Participants were each given one set of 16 questions to answer. Then participants were shown 16 cards depicting an imaginary animal. They were told to listen to a narrative about then asked to answer questions about them. After answering the questions about the imaginary animal, participants were asked to provide a confidence rating on a Likert scale (e.g., '1' indicated "complete uncertainty" while '5' indicated "certainty") (p. 761). After computing internal reliability for the two sets of cards separately (i.e., .58 and .64, respectively), the authors computed the quantity of inductive questions answered correctly (participants gave a "yes" response) as well as the quantity of deductive questions answered correctly for each participant, their average response time, and their average confidence rating (Galotti, et al.). The authors did not find statistically significant correlations between the measure of deductive and inductive logic problems and CK or SK scores (Galotti et al.). The authors next performed a one-way between-subjects ANOVA on the number of correct responses (out of 8) to the deductive problems to further investigate whether there was a relationship at all between the reasoning score tasks and SK or CK scores. They assigned participants to groups based on "joint median splits" of the CK and SK scores as the independent variables, and the overall ANOVA

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was not statistically significant at $F(3, 64) = 0.28$, n.s., thus denoting no indication of any association between epistemological style and formal reasoning ability (p. 761).

A limitation of all four studies was the length of the ATTLS (50 items) averaging 45 minutes to administer; hence, potentially impacting participant responses. Overall, Galotti et al. (1999) found that females had significantly higher Connected Knowing scores than males, and males scored significantly higher on Separate Knowing than females; thus, a pattern was indicated supporting the idea that men and women often differ in their attitudes toward learning, discussion, and knowledge. Moreover, SK and CK scores were found to represent different kinds of cognitive or learning styles, but not intellectual abilities suggesting that knowing may be a function of approach or style rather than basic abilities (Galotti et al). The studies examined students' performance on abstract ability measures (e.g., Raven's Progressive Matrices, a nonverbal IQ test) or their retrospective descriptions of what qualities they liked in a teacher; however, the studies did not examine the ways in which separate and connected knowers functioned differently in an actual episode of learning (Galotti, Drebus, & Reimer, 2001).

Galotti, Drebus, and Reimer (2001) refined the original Attitude Towards Thinking and Learning Survey (ATTLS) from 50 items into a 20 item instrument. This new instrument was highly correlated with the original instrument and comparable in reliability (Galotti et al.). Galotti et al.'s study sought to examine how separate and connected knowers functioned differently in an actual episode of learning. The authors avoided traditional academic tasks (such as logic problems or interpretation of literature) since they could not control for individual differences in background knowledge. Instead, Galotti et al. used a commercial fantasy card game called "Magic: The

Gathering" in which learners could be observed as either as adversaries playing a game, or partners in learning (p. 423). Notably, one version of the fantasy card game contained instructions that guided novice players through five scripted turns that introduced them to the rules before allowing them to begin playing on their own, thus allowing experimental control over the initial presentation of information to participants (Galotti et al.).

Galotti et al.'s (2001) study included 96 pairs of college students (i.e., acquaintances) engaging in a 50-minute fantasy card game. Participants rated their perceptions and reactions of their partner during the play session, followed by the completion of the ATTLS. The authors assigned participants to pairs in one of three conditions: male-male, female-female (each with 24 pairs), or male-female (48 pairs) as a means to "highlight the predicted aspects of Ways of Knowing (WOK) that are related to gender, as demonstrated in previous research" (p. 425). For all analyses, a target participant was randomly selected from each pair with the stipulation that an equal number of males and females were chosen as target participants (Galotti et al.). The sessions were videotaped, and the participants' behaviors were later coded and given independent ratings by the authors. Behavior examples were rated on a nine-point Likert scale (ranging from 1 = "not at all" to 9 = "completely"), and aspects included: overall cooperativeness, congeniality of the players, comfortableness, confidence, tendency to apologize or be controlling, interest in the other player, degree of task-orientation, argumentativeness, collaboration, patience, competitiveness, receptiveness, and tendency to gloat (p. 427).

The authors first hypothesized that males would score higher on SK scores than females, and that females would score higher on CK scales, thus serving as a replication

of the results reported by Galotti et al. (1999). In testing their first hypothesis (Gender

Differences in SK and CK scores), Galotti et al. (2001) found that males did have

significantly higher SK scores than females, and the reverse pattern held true for females

with CK scores, thereby supporting the first hypothesis.

For the second hypothesis (Lack of Performance Correlates between CK and SK

scores), the authors did not anticipate CK or SK scores to correlate with measures of

performance in the magic card game (Galotti et al., 2001). In testing the second

hypothesis, the authors used four measures of game performance. The first measure was

a player's "life total"; that is, by winning the game, the winner reduced his or her partner's

life total to zero (p. 428). The authors also measured three other "process" measures of

the magic card game performance: life-total discrepancy (difference between the target

player's life total and that of his or her partner), the "offense total" (sum of all the

"creature" cards in play at the end of the game for the target participant), and the "defense

total" (sum of all the "creature" cards in play for the target participant at the conclusion of

the play session) (p. 428). The "creature" cards in the game indicated strength of the

creature with values for both offense and defense (p. 426). Galotti et al. found that none

of the four measures used correlated significantly with either CK or SK scores (range, -

.12 to +.17, ns, median correlation = .025), thus supporting the second hypothesis.

For the third hypothesis, Galotti et al. (2001) expected those participants who

scored high on SK scales to be more "adversarial, competitive and critical than others,"

whereas those participants who scored high on CK scales were expected to be "more

cooperative, supportive, and empathic than others" (p. 424). In testing the third

hypothesis (Attitudinal and Behavioral Correlates of CK and SK scores), the authors

examined the correlations of CK and SK scores with the 32-Likert ratings Self-Report

Questionnaire given to participants in the post-game portion of the session (e.g., "How

much did you enjoy learning Magic?" or "Overall, how well do you think the person you

were paired with cooperated with you to learn Magic?") (p. 429).

Results revealed that five of the 14 ratings correlated significantly with CK scores,

though none of the 14 ratings correlated significantly with SK scores (Galotti et al.).

Namely, CK scores of the target participant were correlated with overall rated session

"cooperativeness and the congeniality of the players to each other" (p. 430). The authors

found that "CK scores correlated significantly with the rated receptivity of the target

participant as well as with the rated interest the target participant showed in the partner"

(p. 430). Notably, CK scores correlated negatively with the target participants' rated

argumentativeness (Galotti et al.). The results for the third hypothesis are mixed; that is,

evidence suggests that CK scores have clear correlates with attitudinal and behavioral

data (Galotti et al.). However, the results indicated no behavioral correlates and very few

attitudinal correlates of SK scores (Galotti et al.). Therefore, the hypothesis that

individuals with higher SK scores would be more adversarial, competitive, and critical

than others, proved inconclusive.

Finally, in the fourth hypothesis, the authors predicted that pairs of students with

similar way of knowing scores would perform better and enjoy the task more than the

pairs of students who had dissimilar ways of knowing scores (Galotti et al., 2001). In

testing the fourth hypothesis (Effects of Similarity of Partners' Learning Styles), the

authors first created measures of similarity of SK scores, similarity of CK scores, and

overall similarity of SK and CK scores. The authors computed the absolute value of the

difference of the partners' SK scores (SK discrepancy scores), the absolute value of the difference of the partners' CK scores (CK discrepancy scores), and the sum of these two discrepancy scores (total discrepancy scores) (Galotti et al.). First, the authors correlated the three discrepancy scores with measure of game performance (i.e., life total, life total discrepancy, offense total, and defense total) and found no statistically significant correlations; thus, CK or SK scores were not associated with either improved or decreased game performance (Galotti et al.). Second, the authors correlated the three discrepancy scores with the behavioral ratings (mentioned earlier as a Likert scale rating behavioral aspects, such as overall cooperativeness, confidence, and competitiveness). The authors only found one statistically significant correlation between the rated interest the target player showed in his/her partner that was correlated with the SK discrepancy score, $r(94) = .21$, p < .05 (Galotti et al.). Third, the authors examined correlations of the three discrepancy scores with attitudinal measures (from the Self-Report Questionnaire). Results indicated that seven of the 34 ratings were significantly correlated with the total discrepancy score, and six of the 34 ratings were correlated with the CK discrepancy scores; however, only two of the 34 ratings were correlated with the SK discrepancy scores (Galotti et al.). The authors found that discrepancy scores for CK were associated with decreased likelihood of seeing the other participant as their partner, or perceiving the other person as seeing the self as a partner, and a greater likelihood of identifying the other person as an opponent (Galotti et al.). Furthermore, CK discrepancy scores were associated with a lower reported tendency to offer suggestions, ideas, or ask questions during the session, and were moderately associated with watching for mistakes during the session (Galotti et al.). Therefore, the CK and SK discrepancy scores did not appear to

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impede learning or affect performance; however, the scores did seem to make the sessions less enjoyable for partners with different ways of knowing (Galotti et al.). Specifically, partners with discrepant CK scores, were less likely to assist their partner during the activity and more likely associated with being observant of their partner's mistakes (Galotti et al.).

Limitations for the Galotti et al. (2011) study included the nature of the game being playful (which may have decreased participants' seriousness as they completed the task), the game requiring many rules, distinctions, and categories (novices may have been at a disadvantage in having to work hard to understand how to play), and the potential that pairing participants with acquaintances as well as being videotaped may have inhibited their interactions in the session. Overall, the researchers found that differences in CK and SK scores do produce different behaviors during an actual episode of learning for students; thus, they concluded that epistemological approaches influence the attitude the learner holds towards the process rather than the amount of learning that takes place (Galotti et al.). Galotti et al.'s study confirmed that gender differences in attitudes and behaviors towards learning occur. Accordingly, gender differences need to be considered when developing teaching strategies in the learning environment.

Ryan and David (2003) challenged the notion of stable, gender-related differences in the way people acquire and process information. They introduced the importance of social context in determining knowing style. Ryan and David's study was conceptualized through the lens of self-categorization theory, which suggests that perception of self and others and subsequent social attitudes and behaviors are governed by the categorization process and by perceived similarities and differences in group membership. The authors

questioned the given nature of the ATTLS; that is, they found it difficult to accept that a given individual using CK or SK would engage solely in CK or SK in relation to all people and across all contexts. Instead, Ryan and David argued:

> Rather than there being stable individual differences in knowing styles across all contexts, individuals are capable of using varying degrees of connected and separate ways of knowing, depending on the demands of the context and the person with whom they are interacting. (p. 694)

The researchers hypothesized that individuals would more likely engage in CK when asked to describe themselves in a situation that emphasized "in-group membership" than when asked to describe themselves in a situation that emphasized "out-group membership" (p. 695). They anticipated a significant interaction between gender and salient context (Ryan & David).

Ryan and David's (2003) study involved 267 first year undergraduate psychology students (186 women and 81 were men) who were administered a three-page questionnaire and allocated to one of three experimental conditions: an in-group context, an out-group context, or a gendered context. Each participant was randomly assigned to one condition. The experiment consisted of 2 (gender: men and women) by 3 (salient context: in-group, out-group, and gender) between participants design (Ryan & David). To manipulate the salience of the context, the authors had the female experimenter give participants in each condition a different first page of the questionnaire (Ryan & David). Participants in the in-group condition were asked to "list five groups that *you belong to*," then to choose one of these groups (by putting an asterisk next to it), and then to "list five things that you think *you share with members of this group*" (p. 695). Participants in the

out-group condition were asked to "list five groups that *you do not belong to*," to choose

one of these groups, and then to "list five things that you think that *distinguish* you from

members of this group" (p. 695). Finally, participants in the gender condition were asked

to "list five gender differences that you would be interested in studying," then to choose

one of these differences, and then to "list five things that you think might cause this

difference in behavior" (p. 695). Participants were next asked to complete the 20-item

Attitudes Toward Thinking and Learning Survey (Galotti et al., 1999) as described

previously.

The authors anticipated that the participants would more than likely use

Connected Knowing when describing themselves in an in-group membership than in a

situation that emphasized out-group membership. Ryan and David (2003) also

anticipated finding gender differences in CK and SK when participants were asked

specifically about gender differences in the third condition. The authors ran two

ANOVAS on CK and SK scores separately. Contrasts indicated that, as they had

hypothesized, participants in the in-group context displayed significantly higher levels of

CK ($M = 5.40$) than those participants in the out-group context ($M = 5.11$), $t(181) = 2.90$,

$p < .01$, and those participants in the gender condition ($M = 5.18$), $t(181) = 2.20$, $p < .05$

(Ryan & David). The results indicated no significant difference in CK scores between

those participants in the out-group and those in the gender context, and no significant

difference between knowing and gender (Ryan & David). Although there were no

significant differences in SK scores between men and women in either the in-group or the

out-group context, the authors found that men did display significantly higher levels of

SK ($M = 4.61$) than did women ($M = 4.20$). There were also no differences between

men's ways of knowing or women's ways of knowing, but there was a significant main effect for salient context, $F(2.268 = 4.29, p < .05)$. The results indicated participants in the in-group condition described their way of knowing as significantly more connected ($M = 1.06$) than did those participants in the out-group condition ($M = .65$), $t(181) = 3.28$, $p < .01$ (Ryan & David). There were no significant differences in knowing scores between those participants in the gender context ($M = .85$) and participants in either the in-group context, $t(181) = 1.57$, ns, or the out-group context, $t(180) = 1.49$, ns. With regards to the interaction between gender and salient context, interaction was found to be marginally significant, $F(2, 268) = 2.51, p < .09$. Finally there were no differences between men and women in either the in-group context, $t(90) < 1$, ns, or the out-group context $t(89) < 1$, ns. In contrast, there was a predicted significant gender difference in the gender condition, $t(89) = 2.46, p < .05$, such that women's ways of knowing were significantly more connected ($M = 1.01$) than men's ($M = .49$) (Ryan & David). Overall, Ryan and David's study found that ways of knowing were highly variable and related to salient social context; that is, individuals can use varying degrees of connected or separate knowing and learning, depending on the demands of the social context. Therefore, it seems that men and women use connected or separate knowing interchangeably depending on the situation (Ryan & David).

Notably, the WWK authors do not view SK and CK as being opposites; rather, SK and CK are usually both present in the same individual (Clinchy, 1989). Ultimately, the research on instruments that measure WWK confirm there are differences in how men and women approach learning, discussion, and knowledge. The aforementioned empirical conclusions support the need for consideration of gender differences with

regards to learning styles and epistemological development in the learning environment to inform course design in accommodating these differences. The research on WWK may offer insight regarding how students experience learning and knowing in the doctoral learning environment to better inform pedagogical practice.

WWK and Doctoral Pedagogy

Ways of knowing have been found to highlight individual differences in beliefs about knowledge that influence students' perception of the classroom (Marrs & Benton, 2009). Marrs and Benton asserted that studying knowledge in the context of culture offers greater understanding of students' approaches to learning and knowledge and "...offers a promising direction for future research, especially for understanding the experiences of diverse students" (p. 65). Despite significant issues the WWK theory has raised in the discussions of college teaching and learning, few empirical studies have examined the relationships between ways of knowing and various academic outcomes (Marrs & Benton). The studies that have been conducted highlight the importance of considering the juxtaposition of cultural factors and gender in the learning environment, as various cultural factors coalesce in influencing how individuals come to know. WWK underscores the differences in personal epistemologies with consideration of contextual and environmental influences (Belenky, et al. 1997), and more research is needed regarding the nature of those differences.

Doctoral programs in counselor education offer an opportunity to examine the extent to which pedagogy addresses women's preferred ways of knowing and the implications regarding their development as counselor educators. The relational context

is an important factor in promoting identity development as noted by Jazvac-Martek (2009):

> It is important to highlight that it is through the conversations, interactions and exchange of ideas and feedback that PhD students associated with feeling like being an academic or engaging in academic work. Thus, construction, development, or changes to any particular role identity is interactive, based on continuous reflexive dialogue and relations with significant others, and remains a dialogic process throughout the doctorate. (pp. 261-262)

A seminar format in the learning environment encourages scholar and researcher identity roles by providing an outlet for students to practice authorship of ideas, challenging students to see themselves differently in their new roles, and offering continuity of approach throughout the duration of their academic program (Jazvac-Martek). However, ignoring the context of their learning experiences through the lens of gender and other cultural factors may inhibit their development as counselor educators.

Maher and Tetreault (1996) argued that in order to promote truly multicultural and gendered classrooms, the curricula must be built with "pedagogies of positionality," which uses the idea of constructed knowing by incorporating both the individual and the classroom context (p. 150). Attending to both the individual and the classroom context has the potential to advance doctoral students' learning processes. For example, Day-Vines, Wood, Grothaus, Craigen, Holman, Dotson-Blake, and Douglass's (2007) research in examining the importance of broaching diversity in the counseling relationship may have implications for faculty broaching diversity in the classroom. One can infer that if broaching diversity in the counseling relationship promotes greater therapeutic rapport

and serves as a catalyst for growth in promoting therapeutic goals, then broaching diversity in the classroom may also assist with promoting the faculty-student relationship in the doctoral learning environment, thus serve as a catalyst in developing scholarly identity.

As discussed previously, the goals of constructivist pedagogy center on cognitive development and deep understanding rather than behaviors or skills (Fosnot & Perry, 2005). This approach aligns with McAuliffe and Eriksen's (2002) challenge for counselor educators to focus on students' learning processes as opposed to the curricular content. Accordingly, McAuliffe and Eriksen (2002, 2011) proposed strategies to support a constructivist classroom in counselor education. Central components of constructivist pedagogy include: (a) creating a feeling of safety, (b) ensuring the existence of sound relationships, (c) showing respect for learners as agents, and (d) engaging learners (McAuliffe & Eriksen). Applying constructivist pedagogy with doctoral students may prove beneficial in supporting different ways of knowing and attending to each student's voice while incorporating the lens of gender and diversity.

Educators can glean greater insight into appropriate instructional methods by considering gender and other influential factors, such as race and class, as a lens for understanding why students have different sources of knowledge (Hayes, 2001). A research agenda focused on the implementation and evaluation of pedagogical strategies with goals of validating students as knowers and supporting different ways of knowing in the doctoral learning environment will contribute empirical evidence to counselor education pedagogy at the doctoral level, thus strengthen efforts to maximize the development of future counselor educators.

Justification to Examine Women's Development in Doctoral Study

Women's development as learners has been a topic of interest to scholars for centuries (Hayes, 2001). The literature that focuses on women's development (e.g., Gilligan, 1982; Belenky et al. 1986; Belenky et al. 1997; Goldberger et al. 1996; Jordan, 2000; Miller 1991, Baxter Magolda, 1992; and Baxter Magolda 1996) introduces the consideration of contextual and environmental influences with regards to learning, yet faculty are unaware of growing research on the effects of gender in the college classroom or are unsure of how to integrate the unique learning needs of women in their teaching strategies and class designs (Gallos, 1995).

Despite Title IX of the Education Amendments of 1972 being passed as a federal law to protect individuals against discrimination on the basis of sex in any federally funded education program or activity (The US Department of Justice, 2015), women (regardless of differences in age, race, ethnicity, education, marital status, and socioeconomic status) harbor self-doubt related to their intellectual abilities and experience alienation in academic settings (Gallos, 1995). Title IX changed the culture in schools, resulting in fairness becoming institutional policy; however, "there are still plenty of venues where, although the doors are officially "open," women and girls are forced to adapt to longstanding institutional mores" (G. Mink, personal communication, as cited by Pearsall, 2012, para. 16).

Understanding how the learning environment supports or inhibits women's ways of knowing can inform approaches that better support women learners. Furthermore, knowledge regarding gender differences and their implications for pedagogy will meet the need for doctoral education reform as noted by Beeler (1993):

A practical beginning for a renaissance in doctoral education might be a re-examination of the experiences, knowledge, and opinions of what leads to successful completions [and to] enhance the understanding of contemporary graduate students including older students, women, and members of ethnic minorities. (pp. 6-7)

Nelson and Neufeldt (1998) concluded that "research on pedagogical practice has great potential to illuminate the nature of the learning processes we seek to encourage and inform us about our successes" (p. 79). Therefore, examining women's development in this study will: (a) enhance educators' awareness of biases, stereotypes, and sexism in the doctoral learning environment, (b) increase awareness and understanding of women's learning preferences, and (c) advance counselor educators' ability to develop pedagogy that enhances the development of women learners.

Summary

This chapter presented an overview of relevant challenges for women pursing higher education and the implications for their development as women counselor educators. A review of the relevant professional literature revealed weaknesses in the current developmental approach. Moreover, the literature provided justification for the need to re-conceptualize counselor education pedagogy with consideration for gender differences in the doctoral learning environment. This chapter also examined the WWK framework's relevance with regards to understanding women's learning experiences in counselor education and also demonstrated the importance of examining relationships between ways of knowing and various academic outcomes. While some literature suggested approaches to support various ways of knowing in the classroom, research on

the application of these techniques within the counseling doctorate ceases to exist. For

that reason, women's learning experiences in counselor education were explored to

ascertain the in-depth meaning of particular aspects of doctoral study that contributed or

detracted from their development as counselor educators.

Chapter Three: Research Design and Methodology

Introduction

This qualitative study focused on women's learning experiences in Counselor Education. This research breaks through the silence surrounding women doctoral students' experiences in the learning environment to inform the discussion of gender inclusive instruction. In an effort to understand women's learning experiences in counselor education, the following overarching research questions guided this study:

1. How do women doctoral students describe their learning experiences in counselor education?

2. How are the educational experiences of women doctoral students reflective of the WWK framework?

3. What are the implications of these reported experiences for pedagogical practice with doctoral students?

The following section provides an overview of the research design and methodology used in this study. This section includes an overview of the participants, research questions, data collection, and data analysis procedures. Finally, standards for quality will be discussed.

Methods

The researcher chose a qualitative research approach for this study for several reasons. First, a study examining women doctoral learning experiences in counselor education has yet to occur; therefore, a qualitative study is consistent with acquiring an

understanding of how women doctoral students experience the learning environment. Secondly, there is no empirical research on women's perceptions of pedagogical interventions in the counselor education doctorate. A qualitative approach provides a general knowledge base of women's learning experiences in counselor education before prematurely attempting to design instruction to promote gender inclusivity in counselor education programs. Third, a qualitative approach honors the voices of the participants, in allowing the space to express their process with learning in counselor education, and an opportunity for readers to understand the multifaceted factors that impact their learning experiences. Fourth, a qualitative approach provides an opportunity for learning; that is, understanding how the learning environment can better support women learners. Overall, this study was congruent with the qualitative approach because the ultimate purpose of qualitative research is learning about some aspect of the social world in order to generate new understandings that can then be applied with the goal of improving social circumstances (Rossman & Rallis, 2003).

A qualitative approach is relevant in acquiring an understanding of how women doctoral students experienced pedagogy in the counselor education learning environment. Qualitative researchers garner knowledge and understanding from participants' experiences by inquiry of their perceptions of a phenomenon. This inquiry allows the researcher to have firsthand knowledge of the social world; thus, rendering him/her the ability to make inferences based on interpretive analysis of the data rather than make general predictions (Rossman & Rallis, 2003).

According to Rossman and Rallis (2003), the process of qualitative research involves: (a) seeking answers to questions in a natural setting (i.e., as opposed to a

laboratory or surveys), (b) collecting data (e.g., images, sounds, words, or numbers), (c) grouping data into patterns (i.e., patterns reveal information), and (d) applying new knowledge. Specifically, qualitative research is characterized by the following eight characteristics: (a) maintain an orientation to the natural world, (b) integrate multiple methods for data collection, (c) focus on learning as it occurred in context, (d) engage in systematic reflection, (e) incorporate personal biography, (f) employ inductive logic, (g) iterative reasoning, and (h) remain fundamentally interpretive (Rossman & Rallis).

In qualitative research, the researcher uses multiple methods (i.e., interactive and humanistic methods), such as talking with participants, observing their everyday tasks, reading documents, and recording or observing their physical environment (Rossman & Rallis, 2003). The researcher utilizes multiple methods of inquiry such face-to-face semi-structured interviews, member-checking, as well as journaling. These methods allow the researcher to co-construct the experiences of women in counselor education programs with greater accuracy.

Qualitative research considers that life occurs in context; specifically, the natural setting in which people live allows the researcher to view the social world as interactive and complex systems rather than discrete variables to be measured and manipulated (Rossman & Rallis, 2003). The researcher accomplishes the task of acquiring their experiences in context by seeking answers to questions in participant's own natural setting (e.g., such as conducting the interviews on their campus or in the privacy of their own home versus a sterile laboratory) and also by asking open-ended questions so as to not inhibit or guide responses.

The final characteristics of the qualitative research paradigm reflects the systematic analysis of the study, which involves inductive logic and iterative reasoning. Inductive logic occurs when the researcher begins with a conceptual framework that focuses and shapes his or her actions (Rossman & Rallis, 2003). The researcher then enhances the process by incorporating sophisticated, multifaceted, and iterative reasoning; specifically, the researcher oscillates between the parts and the whole, (i.e., between theory and experience) (Rossman & Rallis).

Overall, a paradigm employed by a researcher is significant since it impacts how a researcher facilitates the qualitative process and shapes the structure implemented throughout the study. For example, paradigms inform the development of questions the researcher will ask participants and the interpretations the researcher brings to the data (Denzin & Lincoln, 2000). Ultimately, paradigms influence how a researcher views the world; that is, each paradigm consists of an established set of assumptions about the nature of social science and the nature of society (Rossman & Rallis, 2003). For the purpose of this study, the researcher has implemented a social constructivist paradigm to structure the research process.

Social Constructivist Paradigm

A paradigm provides the foundation of a research study since it serves as a "basic set of beliefs that guide action" (Guba, 1990, p. 17). A paradigm is an analytic strategy (also known as a perspective) employed by researchers to identify contextual factors and then link them with process (Corbin & Strauss, 2008). Paradigms vary according to the researcher's set of beliefs (Creswell, 2007). Specifically, paradigms reflect the researcher's ontology (beliefs about the nature of reality), epistemology (beliefs about

knowledge), and methodology (beliefs regarding how one gains knowledge of the world), or their perceptions of the world and how phenomenon should be understood and studied (Denzin & Lincoln, 2005).

Notably, there are two broad components of constructivist thought known as radical (or psychological) constructivism and social constructivism (Schwandt, 2007). Radical constructivism endorses the central idea that human knowledge does not exist apart from the knower's experiences; that is, constructivists seek to understand the individual knower and his or her acts of cognition (Schwandt). In contrast, social constructivism focuses more on social process and interaction; that is, social constructivists seek to understand how participants recognize, produce, and reproduce social actions and how they come to share an intersubjective understanding of specific life circumstances (Schwandt).

Table 3.1

Social Constructivist Paradigm

Philosophical Assumptions	Premise
Ontological (nature of reality)	Multiple realities are constructed through our lived experiences and interactions with others. Realities are conveyed in themes derived from participants' actual words reflecting their different perspectives.
Epistemological (how reality is known)	Views reality as co-constructed between the researcher and the participants and shaped by individual experiences.
Axiological (role of values)	Individual values of the researcher and the participants are honored. The researcher recognizes how one's own background (e.g., personal, cultural, and historical experiences) shapes interpretation while making sense of the meanings others have about the world.
Methodological (researcher's approach to inquiry)	Emphasizes the "process" of interactions among individuals by concentrating on the specific contexts in which people live and work in order to better understand the historical and cultural settings of the participants (p. 25).

Note: Adapted from "Qualitative Inquiry and Research Design: Choosing Among Five Approaches," by Creswell, 2013, p. 36, Copyright 2013 by Sage Publications, Inc.

Since language is viewed as the primary symbol system through which meaning is constructed and conveyed (Holstein & Gubrium, 1994), interview questions influenced by the social constructivist paradigm were broad and general so that participants could

construct how they make meaning of a situation (Creswell, 2009). The open-ended

questioning leads the researcher to look for the complexity of views rather than

narrowing meanings into a few categories or ideas (Creswell). Ultimately, the

researcher's intent from a social constructivist approach is to make an interpretation of the

meanings participants have about the world, an interpretation shaped by the researcher's

own experiences and background (Creswell).

Using a social constructivist paradigm in this study allowed the researcher to

ascertain how women students interpreted or constructed their learning experiences in

counselor education in specific linguistic, social, and historical contexts (Schwandt,

2007). The researcher explored the social construction of women's learning experiences,

as well as the presence of sexism, power relations, and marginalization in the doctoral

learning environment in order to acquire an understanding of how the learning

environment supported or impeded their development as women counselor educators.

Additionally, the social constructivist researcher upholds that X, or in this case the

doctoral learning environment, is something that should be severely criticized, changed,

or overthrown (Schwandt). The counselor education literature suggests that faculty may

unknowingly perpetuate inequity with students by promoting men's development at the

expense of women's development. Therefore, the social constructivist paradigm guides

the researcher in shedding light on inequities in the doctoral learning environment in an

attempt to bring about gender inclusive instruction and training for future counselor

educators.

The social constructivist paradigm is appropriate for examining the nature of

women doctoral students' experiences in counselor education programs since the

researcher seeks to conceptualize how women experience the doctoral learning environment. Social constructivism places emphasis on the subjective meanings of the participants as being formed through interaction with others and through historical and cultural norms that operate in participant's lives; therefore, the constructivist researcher relies heavily on the participants' views of the situation being studied (Creswell, 2009). Furthermore, social constructivism is congruent with feminist theory in that both place emphasis on the importance of voice. Belenky, Clinchy, Tarule, and Goldberger (1997) asserted that women use the metaphor of voice repeatedly to symbolize women's intellectual and ethical development. Women's Ways of Knowing (WWK) theory (Belenky et al.) reveals the significant nature of gender differences with regards to intellectual development and how relationships are integral in supporting women learners.

In summary, the social constructivist paradigm supported the researcher's ability to convey an understanding of how participants experienced the doctoral learning environment in counselor education. Specifically, the social constructivist paradigm offered structure that guided inquiry of participants' learning experiences while supporting the researcher's reciprocal consideration of contextual factors. This process enhanced the conceptualization of women's learning experiences in the counselor education doctorate.

Perspective: Women's Ways of Knowing Theory

Women's Ways of Knowing (WWK) theory (Belenky et al., 1997) provided the theoretical framework for conceptualizing and investigating women's learning experiences in counselor education. The social constructivist paradigm guided the

researcher's belief on the subjective meanings of the participants' experiences as being formed through interaction with others and through historical and cultural norms that operate in participant's lives (Creswell, 2009). WWK provided the philosophical viewpoint in further understanding, describing, and co-constructing how participants experienced the doctoral learning environment.

As discussed in Chapter Two, Belenky, Clinchy, Goldberger, and Tarule (1986) set out to understand women's development from an identity and intellectual standpoint. The authors examined the "ways of knowing" of 135 diverse women, ranging in ages from 16 to over 60, from rural and urban populations, and varied backgrounds in socioeconomic status, ethnicity, and educational histories (Love & Guthrie, 1999, p. 17). The authors gathered interview data over a period of one to five years (Belenky et al., 1986).

Belenky et al.'s (1986) research represents an important investigation into the processes of cognitive development because they focused on women in the context of layered identities to include: issues of race, class, gender, ethnicity, physical ability, sexual orientation, regional affiliation, and other issues that came into play in the process of cognitive development (Love & Guthrie, 1999). With an emphasis on cognitive development as a culturally influenced psychological process, their work resulted in the five epistemological categories known as Women's Ways of Knowing (WWK) (Belenky et al.; Love & Guthrie).

Although the works of William Perry's (1970) cognitive development and Carol Gilligan's (1982) women's moral development laid the conceptual framework for WWK theory, the WWK authors discovered a weakness apparent in the existing major

developmental theories at the time; that is, they failed to consider issues that were common and significant in the lives and cognitive development of women (Love & Guthrie, 1999). The WWK authors described women's cognitive development as being closely associated to their identity development (self), their interconnection with others (voice), and their understanding of truth and knowledge (mind) (Belenky et al., 1986; Love & Guthrie). Therefore, examining women's learning experiences in counselor education will reveal if and how faculty are considering the self, voice, and mind in capitalizing on women's cognitive development in the doctoral learning environment.

Notably, the WWK authors asserted that their epistemological categories are not rigid, comprehensive, or ubiquitous categories and they do not presume to capture the entire complexities and uniqueness of an individual woman's thoughts and life (Belenky et al., 1986; Love & Guthrie, 1999). Furthermore, the WWK authors recognized that their findings were gender related but not gender specific; that is, similar categories can be found in men's thinking and other people may organize their knowledge differently (Belenky et al., 1997). The five epistemological perspectives are as follows: silenced knowing, received knowing, subjective knowing, procedural knowing, and constructed knowing (see Appendix B).

The incorporation of WWK in this study focused the researcher's interviews and analysis. Specifically, WWK offered a developmental framework for understanding women's learning preferences. Furthermore, the data contributed to educational implications of ways of knowing in the doctoral learning environment; namely, "If the ways of knowing are to remain a relevant aspect of personal epistemology for future research, data regarding the educational implications of ways of knowing is needed"

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(Marrs & Benton, 2009, p. 65). In reflecting on participant's doctoral learning experiences, the researcher anticipated strategies employed by faculty that supported WWK in the context of relationships. Despite this anticipation, the researcher was also open to new themes that emerged during the data collection process.

Design and Methodology

This study employed the phenomenological research design. The aim of a phenomenological study is for the researcher to describe the meaning of how participants experience a phenomenon (i.e., topic or concept) by deriving a comprehensive description; thus, revealing the "essences" or structures of the experience (Moustakas, 1994, p. 13). The phenomenological approach provided the opportunity to gather data from the participants as they constructed it. The phenomenological research design was appropriate for examining the experiences of doctoral women in counselor education because this approach enabled the researcher "...to achieve repeated verification that the explication of the phenomenon and the creative synthesis of essences and meanings actually portray the phenomenon investigated" (Moustakas, p. 18). The phenomenological approach involved extensive and prolonged engagement with the participants through a series of in-depth, intensive, and iterative interviews in order to better understand the deep meaning of participant's experiences (Rossman & Rallis, 2003). A descriptive approach encouraged participants to describe the social phenomena of being a doctoral student in counselor education to further our understanding of how pedagogy influenced women's learning experiences. The researcher sought to display deep insights along with bringing enlightenment to women's experiences with pedagogy in doctoral education by emphasizing complex processes and understanding through

detailed description (Rossman & Rallis). Centering on participants' learning experiences highlighted the in-depth meaning of particular aspects of doctoral study that contributed or detracted from their development while revealing quintessential meaning of their experiences.

The phenomenological research design was employed as a means for exploring and gathering experiential narrative material that served as a resource for developing a richer and deeper understanding of women's learning experiences in counselor education. Since language is viewed as the primary symbol to convey and construct meaning (Holstein & Gubrium, 1994), interviews served as a vehicle to develop rapport with participants and encouraged their meaning making process of pedagogical experiences. The phenomenological approach emphasized notions of intentionality while prompting the researcher to engage in critical self-reflection about the topic and process (Rossman & Rallis, 2003).

The phenomenological data-gathering process called for three iterative interviews (Seidman, 1998). The first interview focused on the life history of the participant, which set the tone for the subsequent interviews. The first interview built rapport by asking the participant to narrate her personal life history regarding past experiences with pedagogy to the present. The second interview focused on details of participants' current pedagogical experiences. Exploring participants' pedagogical experiences in the context of their current doctoral experiences provided the opportunity to acquire specific details that may otherwise have gone unheard. The final interview emphasized reflection on making meaning of their experiences by integrating information from previous interviews

so that participants could reflect on the intellectual and emotional connections between their work and life (Seidman) (See Tables 3, 4, & 5 for interview questions).

During the data collection process, the researcher bracketed the assumptions, theory, or beliefs she brought to the study to limit bias in favor of identifying the phenomenon (i.e., their experiences in the learning environment) in its "pure form, uncontaminated by extraneous intrusions" (Patton, 2002, p. 485). The researcher was mindful of mitigating potential for assumptions; therefore, used basic attending skills to reduce bias. For example, the researcher used participants' words when responding or exploring their concerns (e.g., constructs such as "double minority," or "model minority"), used language that invited correction from participants (e.g., "Is that correct?" "Let me know if I'm on the wrong track"), and clarified their descriptions with curiosity (e.g., "How so?" or "Tell me more about that") to promote exploration of other possible understandings or perspectives of the phenomenon. Lastly, data were clustered around themes that are portrayed in the interview transcriptions; ultimately revealing how participant's shaped their lived experience of the phenomenon (Rossman & Rallis, 2003).

Site and Sample Selections

Sampling Procedure

The sampling procedure applied purposeful homogenous sampling strategy. The homogenous sampling strategy selects cases representing a key characteristic (Gall, Gall, & Borg, 2007). For this study, the key characteristic was women enrolled in a doctoral program in counselor education. The homogenous sampling strategy was ideal for collecting data on how women in counselor education experience pedagogy, as the purpose was to select a sample of similar cases so that the particular group in the sample

can be studied in depth (Gall et al.). The purposeful sampling approach was relevant, since the purpose of the study was to "...select cases that are likely to be 'information-rich' with respect to the purposes of the study" (Gall, et al., p. 178). Furthermore, the essential criterion for selecting participants in a phenomenological study was that "...they have experienced the phenomenon being studied and share the researcher's interest in understanding its nature and meanings" (Gall et al., p. 496).

The purposeful sampling method was not designed to achieve population validity by selecting a sample that accurately represented a defined population, but rather, it aimed to achieve an in-depth understanding of selected individuals (Gall et al., 2007). Soliciting interest from participants and scheduling interview sessions occurred upon permission from the Human Subjects Committees at The College of William and Mary. The Human Subjects Committee approval at the three southeast universities were not required, as the institutional review board (IRB) approval at The College of William and Mary was sufficient, as confirmed by their respective counselor education directors.

To gain access to the sample, the researcher initially contacted the counselor education department administrative assistants, who then referred the researcher to their respective program directors. The researcher shared information related to the study, the data collection process, and the IRB status. Disclosing expectations of both researcher and participants lays the groundwork for trust and honorable research practices including communicating: (a) how the data will be recorded, (b) the roles of individuals involved, (c) how the materials and documents will be collected and handled, (d) the amount of time the researcher will spend at the site, (e) the investment of time on behalf of the participants, (f) areas open or closed to the researcher, and (g) where the researcher can

set up a workspace if needed (Rossman & Rallis, 2003). After disclosing expectations of the study, the researcher acquired permission from the academic program directors to conduct face to face interviews on campus and via Skype.

Sites

Participants were women recruited from three southeast universities. All three universities were public research institutions and had CACREP (Council for Accreditation of Counseling and Related Educational Programs) accredited counselor education programs at the time of data collection. Two of the public research universities were considered highest research activity rankings while the third public research university was considered higher research activity (The Carnegie Classification of Institutions of Higher Education, 2015). At the time of data collection, University A had approximately 9,473 students enrolled in graduate programs, and the racial demographics include: American Indian/Alaskan Native (0.5%), Asian (5.4%), Black/African-American (7.1%), Hispanic/Latino (4.4%), Multi-race (not Hispanic/Latino) (3.2%), Native Hawaiian/Pacific Islander (0.1%), White (77.2%), Unknown (2.2%), and International Students (2.5%). University B had approximately 7,171 students enrolled in graduate programs, and the racial demographics include: American Indian/Alaskan Native (0.2%), Asian (8.8%), Black/African-American (3.6%), Hispanic/Latino (5.3%), Multi-race (not Hispanic/Latino) (4.2%), Native Hawaiian/ Pacific Islander (0.1%), White (74.7%), Unknown (3.1%), and International Students (3.8%). Finally, University C had approximately 5,009 students enrolled in graduate programs, and the university racial demographics include: American Indian/Alaskan Native (0.4%), Asian (4.5%), Black/African-American (26.2%), Hispanic/Latino (6.7%), Multi-race (not

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Hispanic/Latino) (5.6%), Native Hawaiian/ Pacific Islander (0.5%), White (52.7%),

Unknown (3.4%), and International Students (1.2%).

The researcher chose the aforementioned sites for several reasons. First, the

researcher wanted to reduce the possibility of dual relationships and increase

trustworthiness with participants; thus, interviewing at universities the researcher was not

affiliated or no longer affiliated with helped to garner this trust. Secondly, the researcher

wanted a diverse sample of established CACREP counselor education programs in the

region, which potentially influenced students learning experiences and provided for

increased diversity of sample learning experiences. Lastly, the researcher was drawn to

the competitive status of the programs; that is, all three counselor education programs had

been recognized for prestigious awards. Notably, all three institutions were ranked in

2013 US News Best Graduate Programs for Education.

Participants

The researcher prepared a descriptive flyer to advertise her study, which was

distributed by each program director through their program list serve to solicit

participants (see Appendix F). Interested participants then contacted the researcher via

email confirming their interest in participating in the study. All participants were given

the contact information for the researcher, the chair of the study, and the contact person

for the Human Subjects Committee at the College of William and Mary. Participants

signed a consent form prior to participation. Those participants who interviewed via

Skype completed the forms and sent the researcher a paper copy prior to the first

interview. Interviews occurred mid-late fall for participants for two of the programs and

early-mid spring semester for the third program.

In order to capture the essence of women's learning experiences in the counselor education doctorate, eight participants from three southeast counselor education programs were recruited for this study. Specifically, the researcher interviewed two participants from University A, two participants from University B, and four participants from University C. The researcher interviewed eight women from three programs in order to acquire a representative sample from each program, with the aim of creating an ideal sampling procedure by "...selecting cases until one reaches the point of redundancy, that is, until no new information is forthcoming from new cases" (Gall, et al., p. 185). Participants balanced full-time coursework with graduate assistantships (n=4), graduate teaching assistantships (n=1), teaching (n=2), and seeking future employment (n=1). One participant was a full-time student when she was recruited for the study. At the time of interviews, she had graduated from her program and was balancing adjunct professor responsibilities with clinical practice, and was interviewing for tenure-track faculty positions.

The sample consisted of only female participants between 25 and 39 years of age. From the demographic information survey provided by the researcher, four participants identified as White, Caucasian or European American decent; two participants identified as Black or African American decent; one participant identified as Asian American decent; and one participant identified as "Other" in being an international student with English language being her second language. Seven participants denoted sexual orientation as heterosexual, and one participant did not denote her sexual orientation.

First year doctoral students (i.e., students enrolled in first year of doctoral study) were not eligible to participate. The sample only included participants who had

experienced at least one full year in the program. Specifically, the sample consisted of

two second year students, two third year students, and four fourth year students. Second,

third, and fourth year students were purposefully selected since they were likely to be

familiar with pedagogical concepts introduced during coursework in the program.

Additionally, second, third, and fourth year doctoral students presumably had experience

with implementing pedagogical strategies as teaching assistants, which added another

dimension to their understanding of pedagogy. Themes were generated directly from the

participants' interviews and culminated in cross-case analysis, as discussed in Chapter

Four.

Role of the Researcher

The researcher's role in the social constructivist paradigm is submersion; that is,

the researcher is actively involved in the data collection process so that the role of the

researcher is known (Creswell, 2009). The role of the researcher is often referred to by

qualitative methodologists as "the instrument of the study"; however, this role description

seems to have a negative connotation as the researcher being merely a "tool" (Rossman &

Rallis, 2003, p. 35). Qualitative researchers might better be described as "learners"; that

is, "They will construct understandings of their topic through the questions they ask, the

contexts they study, and their personal biographies" (Rossman & Rallis, p. 35).

The interview approach is congruent with constructivist paradigm, since

facilitating interviews allows the researcher to be a participant in the data collection

process. However, precautions must be implemented in order to reduce researcher

effects. Ethical and personal issues may emerge from qualitative research; therefore, the

researcher needs to reflexively identify biases, values, and personal background (i.e.,

gender, history, culture, and socioeconomic status) that may shape her interpretations formed during the study (Creswell, 2009). The researcher's personal biography and field notes were used to increase awareness of biases and document researcher process (Rossman & Rallis, 2003) (See Appendix J).

The researcher documented her awareness of how her biases and values could potentially impact the data collection process via personal biography, field notes, and memos. The personal biography reflects her personal experiences with pedagogy, while her field notes document a running record of her observations and reflections. Field notes are the written record of the researcher's perceptions of details in the physical environment, which include perceptions of activities and interactions between individuals, and allow the researcher to systematically record impressions, insights, and emerging hypotheses (Rossman & Rallis, 2003). Field notes have two major components: the descriptive data of what is observed and the researcher's comments on the data or insights about the research project. The running record is a means to collect descriptive data in raw form; to capture as much detail as possible about the physical environment and details of the activities and interactions among the people in the environment. Memos, on the other hand, focus on how the researcher processes the data, which include emotional reactions to events, analytic insights, questions about meaning, and thoughts for modifying the research design (Rossman & Rallis).

Along with critical self-reflection, the researcher reviewed mini-transcripts for accuracy and completeness with the research participants in an effort to ensure accuracy of meaning, also known as member-checking (Gall et al., 2007). Member-checking with

participants encouraged understanding while promoting peer-assessment of potential bias in interpretations of data.

Reciprocity

In qualitative research, there is "no intimacy without reciprocity" in the interview process (Oakley, 1981, p. 49). Reciprocity recognizes the need for mutual benefit in human interaction (Rossman & Rallis, 2003). In this study, the researcher promoted reciprocity in the following ways: (a) treated participants respectfully and fairly (i.e., same options for all participants, encouraged feedback and concerns, member-checking to ensure accuracy of voice), (b) collaborated with participants (i.e., flexibility with participants' schedules and negotiate terms and conditions for participants to provide consent for participation in the study), and (c) was forthcoming and truthful with information, that is, conveyed openness regarding how information will be collected and disseminated.

The researcher established reciprocity initially by engaging in constant dialogue with participants throughout the data collection process regarding information and expectations of the study from the start, helping the researcher avoid misunderstandings and resentments later, while simultaneously ensuring all participants were treated fairly (including the researcher) (Rossman & Rallis, 2003). With this dialogue, the researcher had the opportunity to affirm the courage of participants in sharing their perspectives, support any concerns or fears related to the study, and allowed participants the opportunity to engage in feedback on how they experienced the interview process, as well as their feedback on the study in general. This dialogue also allowed the researcher to experience the excitement of engagement with peers on a mutual topic of interest.

Hearing their stories validated and furthered her purpose of pursuing this study.

Moreover, observing the study come to life increased the researcher's confidence in the

data collection process. The submersed role of the researcher allowed participants direct

access to ask questions or even evoke feelings from the researcher. Methodologically,

the researcher's ability to reveal her human side and answer questions reduces the

hierarchical pitfall that threatens the establishment of reciprocity (Fontana & Frey, 2000).

The dialogue between the researcher and participants promoted trust in the relationship

between interviewer and interviewee. Truthfulness by both parties is important for

establishing reciprocity, especially since the project is a collaborative process (Rossman

& Rallis).

The researcher's next step in promoting reciprocity with participants involved

collaboration efforts. The researcher worked closely with participants to accommodate

their schedules and negotiate terms and conditions of their involvement. For example,

participants determined the location of interviews (as applicable), the time their

interviews took place (to allow flexibility for professional and family responsibilities), as

well allowing participants to have a voice in how they were compensated for the study.

Additionally, the researcher provided transcripts to participants after each interview,

which allowed participants the opportunity to review prior to the next session; thus,

easing the collaborative member-checking process.

Lastly, the researcher promoted reciprocity by engaging participants in the

discussion of the dissemination of results. In some cases, reciprocity discussions may

include royalties from publishing the stories, asking who will author the stories, and

asking if the stories can be published (Rossman & Rallis, 2003); however, royalties were

not applicable in this study. All participants were made aware that: (a) the researcher was the sole proprietor of data, (b) the researcher consulted with her committee throughout the study, and (c) final results will be published for dissertation purposes. The researcher and the participants being open to continuous dialogue contributed to reciprocity by ensuring that all parties had established clear expectations.

A phenomenological study is the antithesis of quantitative research, in that the researcher is intimately connected with the phenomena being studied and comes to know herself within her experiencing of these phenomena (Gall et al., 2007). In this study, the researcher selected a topic that engaged her both emotionally and intellectually. According to Gall et al., "it is important for the phenomenological researcher to be invested in the topic in this way, because she will be collecting data on her own experience of the phenomenon as well as the experiences of her research participants" (p. 495). Since the researcher co-constructed the experiences with participants, reciprocity through empathy was inevitable; that is, the researcher came to know her participants and continuously checked for understanding and representation of their experiences (Gall et al.).

Data Collection Procedures

In a qualitative study, data collection involves the researcher setting the boundaries for the study, collecting information through unstructured or semi-structured interviews, observations, documents, and visual materials, as well as establishing the procedures for recording information (Creswell, 2009). The following section will review the data collection procedures the researcher employed in this study to include incentives, interviews, material culture, as well as data recording and analysis procedures.

Research Procedures

The researcher received consent after having carefully and truthfully informed the participants about the research. The researcher also protected participants' right to privacy by withholding their identity as well as ensuring their protection from harm (e.g., physical, emotional, or any other kind) (Fontana & Frey, 2000). In order to protect participants from harm, the researcher respected them individually (i.e., refrain from stereotyping), used pseudonyms rather than actual names, and followed guidelines found in the Publication Manual of the American Psychological Association (APA, 2010) for nondiscriminatory language (Creswell, 2007). The researcher also made a concerted effort to uphold ethical considerations by seeking consent from participants for their participation in this study while avoiding deception, maintaining confidentiality, and protecting the anonymity of the participants (Creswell). The researcher assured participants their ability to withdraw at any time by emphasizing that a decision to withdraw from the study did not place them at risk.

In a phenomenological study, the process of collecting information involves primarily in-depth interviews; often conducting multiple interviews with as many as 10 participants (Creswell, 2007). Therefore, participants were required to participate in three face-to-face in-depth interviews, devoting a total of three hours of their time to the research project. The interviews with the researcher occurred over a period of three to five days for approximately one hour each (e.g., interviews took place on the Monday, Tuesday, and Wednesday or Monday, Wednesday, and Friday of the same week), which "allows time for the participant to mull over the preceding interview but not enough time to lose the connection between the two" (Seidman, 2006, p. 21). Skype technology

increased accessibility and flexibility for those participants who expressed difficulty in

arranging interviews with the researcher on campus due to scheduling constraints.

Incentive

As an incentive, each participant was compensated 10 dollars in cash after each

interview session, or 30 dollars was sent to the mailing address for Skype participants

after their third session (per request of participants). The researcher's efforts to provide a

flexible interviewing schedule and incentive after each interview aimed to support

participants contributions in this project as well as reduce the possibility of attrition after

the first interview. Participants were able to discontinue their participation at any time

without penalty; however, no attrition occurred in this study.

Interview Setting

For campus interviews, the researcher acquired interview room availability and

two participants offered to assist with reserving other rooms for the interview process.

Interviews occurred in a few conference rooms on campus or in the university counseling

center. Interviews took place before evening doctoral courses ensued. The conference

rooms were comfortable with room for at least 10 students. The rooms were brightly lit,

private, and offered an ideal setting to conduct the interview process. The counseling

center offered the best privacy, since each counseling room was equipped with white

noise machines in protecting the privacy of students in session. The researcher staggered

interviews to reduce potential for breach of confidentiality (i.e., preventing the

circumstance of participant's crossing paths). Skype interviews occurred in the privacy of

both the researcher and participants' homes with minor interruptions (e.g., Skype

technology glitches or exterior sounds). The Skype interviews occurred in the evenings;

thus, allowing greater flexibility with participants' schedules.

Interviews

The phenomenological interviewing process relies on iterative interviews (i.e.,

building on previous interviews), which allowed the researcher to facilitate participants'

integration of responses from previous interviews with greater accuracy than had the

interviews taken place over a greater span of time. Interviews also provided convenience

to participants by requiring only three hours of their time in a span of three to five days,

as opposed to a three week time period that "...reduces the impact of possibly

idiosyncratic interviews" (Seidman, 2006, p. 21); that is, the impact external variables

(e.g., sickness, bad day, or being distracted) that can affect the quality of a particular

interview (Seidman).

The phenomenological research design draws on the qualitative interview as a

means to collect descriptions of experience and generate understanding. Description

involves a detailed representation of information for an accurate depiction of the setting

or people (Creswell, 2009), and "thick descriptions" are necessary for "thick

interpretation" (Denzin, 1989, p. 83). Thick descriptions of social texts reveal the

contexts in which the information is produced, the intention of the participants, and the

meanings mobilized in how they construct their experiences (Denzin & Lincoln, 2000).

Thick description was achieved through the phenomenological interview process, which

allowed the researcher to garner participants' doctoral learning experiences in great detail.

The descriptive data that emerged from the interviews achieved the following: (a)

enabled greater clarity for the researcher to make interpretations of their thick

descriptions, (b) ensured accuracy of content, and (c) enhanced her ability to convey greater levels of understanding how participants experienced the doctoral learning environment since "an event or process can be neither interpreted nor understood until it has been well described" (Denzin, 1994, p. 505).

This study employed face-to-face semi-structured interviews (including Skype) comprised of open-ended questions, each set of questions pertaining a different focus of the interview session (Seidman, 1998). Semi-structured interviews, comprised of open-ended and exploratory questions, allowed participants to speak to their unique experiences and promoted rich description of their learning experiences. The interview questions were guided by the phenomenological process and WWK principles in the interest of understanding women's learning experiences in doctoral study. The first interview established the context of participants' experiences, the second interview allowed participants to reconstruct the details of their experiences within the context in which it occurred, and the third interview encouraged participants to reflect on the meaning their experiences held for them (Seidman, 1991). See Appendix G, H, and I for interview questions.

In order to maintain an orientation towards the natural world, a qualitative researcher gathers data related to the sensory experience; that is, what people (including researchers) see, feel, hear, taste, and smell in an effort to systematically understand people's lived experiences (Rossman & Rallis, 2003). The researcher maintained an orientation to how participants experienced pedagogy by asking participants to describe the characteristics of their learning environment. Examples of the learning environment included: (a) demographics of the program, (b) structure of the program, (c) structure of

the learning environment, as well as (d) demographics of faculty and peers. Acquiring

the aforementioned information assisted with grounding their learning experience in

context of the environment, which informed participants' experiences. The researcher

also recorded her own sensory data related to the data collection to enhance direct

experience with participants' learning environment.

As mentioned earlier, three phenomenological interviews took place in order to

sustain trust and rapport with participants since "...one-shot interviewing lends itself to a

partial, sanitized view of experience, cleaned up for public discourse" (Charmaz, 2000, p.

525). The interview questions were created to ascertain the social reality constructed by

the participants. Semi-structured interview questions provided the forum for engaging

women doctoral students in freedom of expression of their learning experiences within

the context of instruction. In an effort to encourage open discussion and reduce the

inhibition of responses, the researcher practiced sustained involvement and formed

interview questions thoughtfully to promote meaningful reflection of participants'

learning experiences since "The very structure of an interview may preclude private

thoughts and feelings from emerging. Such a structure reinforces whatever proclivities a

respondent has to tell only the public version of the story" (Charmaz, 2000, p. 525).

Member-checking is important to ensure that thoughts and ideas are captured and

perceived by the researcher accurately (Gall et al., 2007). The researcher engaged in

member-checking, such as asking for clarification of significant statements or meaning of

words, which occurred throughout the interview sessions and during the researcher's

review of interview summaries with participants to increase accuracy of content.

Furthermore, the researcher provided interview summaries to each participant. The

researcher reviewed a summary of previous interviews with each participant, which

added another means to ensure precision of meaning.

Material Culture

Participants were asked to journal their thoughts and reactions regarding their

interview experiences following the final interview to help the researcher better

understand their meaning making process. Journals allow the researcher to obtain the

exact language and words of participants' voices as they wrote their stories (Creswell,

2009). The researcher asked participants to submit journals within a week of the final

interview. The researcher did not provide journal prompts and did not place restrictions

on their responses. Instead, the researcher asked participants to reflect on any topic or

reflections that resonated with them from their interview experiences. Journals varied

from a few sentences to a one page word document. Participants were given the option to

choose how they wanted to submit their journals, and all those who submitted a journal

opted to submit via email. The one-week time frame allowed the researcher to ascertain

participant's reflections in a timely manner, which ensured accuracy of recall. The

researcher analyzed a total of six journals upon completion of the data collection.

Journals were also collected and underwent systematic analysis to document patterns or

emergent themes (Rossman & Rallis, 2003).

Data Recording Procedures

The researcher used MAXQDA 10 qualitative software to assist in the coding

process. MAXQDA 10 is a software tool created by Clarence Gravlee (Anthropology

professor from the University of Florida), which provides researchers with the ability to

manage, analyze, systematically evaluate, and interpret texts in a user-friendly manner

(maxqda.com, n.d.). MAXQDA can also assist researchers in developing theories and

testing theoretical conclusions of their analyses. In addition to enabling researchers to

import documents in several formats (e.g., PDF, Doc, RTF format, and image files), they

can also link audio and video files with transcribed text (maxqda.com). The MAXQDA

website offers extensive technical support by offering video tutorials, workshops, and

user forums to increase the ease of using this software. MAXQDA provides features

(e.g., search bars in every window, can have several documents open in separate tabs, and

optional color highlighting of coded segments) which assist the researcher in organizing

data into themes and identifying connections, and includes tools for the researcher to

visually convey findings (www.maxqda.com).

Data was gathered via audio taping of interview sessions. All data were kept

confidential in the MAXQDA 10 database, which was password protected and accessible

only by the researcher. The researcher also took further precautions by identifying

participants as numbers rather than by name in the database to protect anonymity.

Participants opted to email the researcher their journals, which were also kept

confidentially in the MAXQDA 10 software. Emails including correspondence with

participants were kept within a password protected account, accessible only by the

researcher.

Strategies and Procedures

Data analysis is an ongoing process, which involves asking analytic questions,

engaging in continuous reflection about the data, and writing memos throughout the

study (Creswell, 2009). Prior to reviewing data, the researcher described her personal

experiences with pedagogy as a doctoral student in the personal biography. The personal

biography included a description of her own experiences with pedagogy in an attempt to set aside her personal experiences (which cannot be done entirely), so the focus of inquiry was more fully focused towards the participants of the study (Creswell, 2007).

Transcription

Transcription stems from recording and preparing a record of a participant's own words and yields a written account; that is, a text of what a participant said in response to the researcher's inquiry (Schwandt, 2007). The researcher transcribed a total of 24 interviews upon completion of data collection. In preparing for the data for analysis, the researcher scanned the material (for initial impressions), typed field notes (to document observations and reflections), as well as sorted and arranged data depending on the sources of information collected (Creswell, 2009). An organization strategy employed by the researcher was to keep the first, second, and third interview transcripts separate. Transcriptions and reflexive journals did not include participants identifying information and were kept within a password protected account, accessible only by the researcher.

Coding

Before considering the substance of the information and looking for underlying meaning, the researcher reviewed all transcripts for overall meaning and thematic topics that emerged (Creswell, 2009). This gave the researcher a first impression of the data regarding its overall depth, credibility, and usefulness (Creswell). After reading all the transcriptions carefully, the researcher jotted down ideas or thoughts in the margins as they came to mind.

The researcher then began a detailed analysis of the data, also known as the coding process. Coding involved the researcher engaging in a procedure to separate the

large volume of data into component parts, break them down into manageable segments, and identify or name those segments (Schwandt, 2007). In order to accomplish this task, the researcher used a grounded, posteriori, inductive, context-sensitive approach to the coding process (Schwandt). A posteriori refers to knowledge based on facts derived from personal and societal experiences (e.g., 'lemons are sour' and 'I have a cold' are a posteriori statements based on factual experiences) whereas a priori refers to knowledge that comes before the facts that stand without experiential evidence (e.g., triangles have three sides) (O'Leary, 2007). The posteriori approach required the researcher to work with the actual language of the participants to generate codes or categories. Creswell (2009) referred to the process of naming categories in terms that reflect the actual language of the participants as in-vivo coding (Creswell).

The coding process for this study occurred via MAXQDA 10 software, which allowed the researcher to import word documents and audio files. The researcher used the aforementioned qualitative computer software to help code, organize, and sort the information collected, which increased accuracy than coding by hand. Qualitative software was an efficient means for storing and locating qualitative data (Creswell, 2013). Specifically, the researcher easily maintained track of the coding procedure by use of the MAXQDA 10 code system screen (see Appendix L for the coding system).

Constant Comparison

Constant comparison involves analyzing qualitative data in the form of field notes, observations, and interviews; that is, the researcher is required to constantly compare and contrast between the data segments and codes to refine the meaning of emerging categories as the researcher proceeded through the data (Schwandt, 2007). For

this study, the researcher coded each line of transcription text and assigned codes to denote each segment. The researcher segmented all the data for the first participant, then progressed to the second participant's data, and so on. Saldana (2008) mentioned that in working with multiple participants in a study, it may be helpful to code on participant's data first, then progress to the second participant's data since the second data set will influence and affect recoding of the first participant's data, and the consequent coding of the remaining participants' data.

As the researcher moves along with analysis, each segment in the data is compared with other segments for similarities and differences (Corbin & Strauss, 2008). As segments are compared to one or more categories to determine relevance and then compared with other segments of data similarly categorized, revealing new analytic categories as well as new relationships between categories (Schwandt, 2007). The grouping of categories was supported through the constant comparison process; that is, the researcher was able to define and clarify ascribed codes and determine which codes could be turned into a pithy category, what connections could be made, and which codes needed further exploration. Through this process, the researcher found the most descriptive words for topics in the data and combined into categories with the purpose to reduce the total list of categories by grouping topics that relate to each other (Creswell, 2009). The researcher then made a final decision on abbreviations for each category and performed a preliminary analysis, recoding existing data as necessary (Creswell).

For example, the researcher created a table of codes that depicted different types of learning and teaching styles that were liked/disliked or preferred by the participants (see Appendix K for reflexive journal example). In comparing the codes, the researcher

was able to uncover differences and put them under separate codes related to learning styles and teaching styles with participant descriptions of each phenomenon. The learning styles category represents participants' description of how they learned best. Examples include: learning-action (i.e., reading, practice, presentations, doing research, and writing) and active learner (i.e., reading prior to class, sharing opinion, and asking questions). The teaching styles category represents how faculty approached learning in the classroom. Examples include: teaching style-engaging (i.e., hands on, acted more as a facilitator rather than an expert, discussions, encouraged reflection) and teaching style-knowledge in action (i.e., learning through other's personal experiences, bring information to life, and experiential).

In subsequent interviews, segments were compared with other segments labeled as "learning style" or "teaching style" for similarities and differences within the same code. According to Corbin and Strauss (2008), the within-code comparison yields an understanding of the different properties and dimensions of the code and each segment has the potential to unveil different aspects of the same phenomenon. The MAXQDA 10 software was a major benefit to the researcher for the constant comparison process, as its use led to the enhancement of the researcher's ability to locate all text segments warranting the same codes, and to determine if participants were responding to the codes similarly or differently, and to compare different codes and interrelationships (Creswell, 2009).

Standards for Quality Verification

The trustworthiness of a qualitative study was judged by two interrelated sets of standards: (a) how well the study conformed to standards for acceptable and competent

practice, and (b) how the study met the standards for ethical practice with sensitivity to the politics of the topic and setting (Rossman & Rallis, 2003). These standards are interrelated, since a study can meet accepted standards for practice but fall short of integrity if the study is not implemented ethically; hence, "Bad science makes for bad ethics (Rosenthal, 1994, p. 128), and bad ethics makes for bad science" (Rossman & Rallis, p. 63).

Lincoln and Guba (1985) asserted that establishing trustworthiness of a naturalistic inquiry involved credibility, authenticity, transferability, dependability, and conformability. These terms were operationalized by Lincoln and Guba as "naturalist's equivalents" for internal validation, external validation, reliability, and objectivity (p. 300; as cited by Creswell, 2013). The following section will review how the standards for quality verification were achieved in this study.

Credibility

Credibility is defined as "…the inquirer providing assurances of the fit between respondents' views of their life ways and the inquirer's reconstruction and representation of the same" (Schwandt, 2007, p. 299). In other words, credibility is the researcher's ability to preserve the essence of the participant's experiences. The credibility of this study was achieved by conducting member-checks and engaging in peer-debriefing throughout the study to ensure that interpretations were as free from bias as possible; thus, honoring participants' views as truth. Member-checking involves reporting data, analyses, interpretations, and conclusions made by the researcher to the participants so they have the opportunity to confirm or correct the accuracy and credibility of the account, which ensures the credibility of the findings and interpretation (Creswell, 2007).

Conversely, peer review or debriefing is a qualitative method that provides an external check of the research process, similar to interrater reliability in quantitative research (Creswell). For this study, peer-debriefing occurred periodically with the researcher's dissertation committee throughout the data collection, analysis, and the interpretation phases of the dissertation to allow for an external check of the research process.

Additional methods to achieve credibility in this study included: reviewing interview summaries with participants, asking for clarification of significant statements, and collecting journal reflections. These methods added to content clarity and accuracy, which enabled the researcher to convey the data with greater precision. The researcher also promoted credibility in this study by reviewing transcriptions with audio recordings to check for errors, continued to review code definitions throughout data analysis, and checked codes to make certain codes were being accurately used (i.e., that the code name matched the definition).

A qualitative researcher's mindfulness of systematic reflection and sensitivity to personal biography are important in maintaining the sanctity of the study. Systematic reflection ensures the researcher will take into consideration how one's own personal biography shapes how he or she views the world and how this ultimately affects the research project (Rossman & Rallis, 2003). This involves reflecting awareness of self and other, the interplay between the two (also known as reflexivity), which is to be used as a source of understanding, rather than something to be eradicated from the study (Rossman & Rallis). The researcher honored the systematic reflection process by reflecting on her own perceptions of the doctoral learning environment, gender, and other experiences as a means to reduce bias in analysis and interpretation of data. The strategy

of systematic reflection supports the researcher in being fundamentally interpretive; that is, she understands and represents the information learned while considering how the information gleaned is filtered through one's own personal biography (Rossman & Rallis). The researcher's deliberate and conscious process of making decisions about the data (systematic inquiry) is vital to allow others to understand the implementation of the study as well as to assess the adequacy and trustworthiness of the research (Rossman & Rallis). In conclusion, the researcher's consideration of her own thoughts, biases, and observations (as recorded in her field notes and biography) reduced the possibility of their subsequent potential to confound the essence of participant's stories.

Authenticity

Authenticity is defined as "…an approach to inquiry that aims to generate a genuine or true understanding of people's experiences" (Schwandt, 2007, p. 13). The research design, research questions, data collection, and analysis procedures employed by the researcher work in conjunction as supporting the authenticity of this study. Authenticity criteria were originally developed by Yvonna Lincoln and Egon Guba, which has its origins in constructivist epistemology and contains the following criteria: (a) fairness, (b) ontological authenticity, (c) educative authenticity, (d) catalytic authenticity, and (e) tactical authenticity (Schwandt).

Fairness refers to the extent to which participants different constructions of concerns or issues and their underlying values are solicited and represented in a balanced, unbiased way by the researcher (Schwandt, 2007). Methods that facilitated fairness in maintaining the essence of client's experiences included: member-checking, asking follow up questions during the interview for further understanding of constructions, and

peer debriefing as a method to ensure an external check of the research process. The researcher also maintained field notes and memos of her own thoughts, biases, and observations so as to not distort or misrepresent the essence of participant's statements.

Ontological authenticity refers to the extent to which participants' own constructions are enhanced or refined as a result of their participation in the study (Schwandt, 2007). This study promoted ontological authenticity through follow up questions during interviews as well as journal reflections, which promoted continued reflection and meaning making of how they experienced pedagogy in the doctoral learning environment. During the final interviews, participants shared how the process of reflecting on their learning experiences throughout the study supported their conceptualization of how they viewed learning in their lives; thus, enhancing their constructions of pedagogy in the learning environment.

Educative authenticity occurs when participants develop greater understanding and appreciation of the constructions of others (Schwandt, 2007). Since the research inquiry involved individual interviews rather than a group process, participants were not exposed to the responses of their peers during the research process; however, educative authenticity for all participants is likely to occur after distribution of the results. For example, educative authenticity was supported for one participant directly related to attending the researcher's presentation of preliminary findings at a Southern Association for Counselor Education and Supervision (SACES) conference. In reviewing the emerging themes, the participant experienced a connection with other participants' experiences for the first time and engaged in discussion with other women in sharing their learning experiences in counselor education.

Catalytic authenticity refers to "...the extent to which action is stimulated and facilitated by the inquiry process" (Schwandt, 2007, p. 15). Several participants mentioned the benefit of reflecting on their learning experiences in this study and followed up with recommendations for counselor education doctoral programs such as a reflection process prior to graduation for subsequent cohorts. An increase of participants' involvement and support in their counselor education programs (such as asking questions or providing feedback to faculty and peers about their learning processes) would be an example of catalytic authenticity stemming from this study.

Finally, tactical authenticity refers to the extent to which participants are empowered to act as a result of participating in this study (Schwandt, 2007). An example of tactical authenticity in this study would involve participants spearheading discussions related to gender sensitive pedagogy or engage in activities with fellow classmates to promote their developmental process by increasing awareness and support for women learners.

Transferability

Transferability, similar to generalizability, refers to the range and limitations for application of the study findings beyond the context in which the study was done (Malterud, 2001). Transferability was enhanced in this study by selecting specific purposeful sampling strategies; that is, counselor education doctoral students were selected to increase the probability that the findings will apply to other cases representing the phenomenon being studied (Gall et al., 2007). Rich, thick descriptions allow for readers to make decisions regarding transferability to other settings (Creswell, 2007). The researcher maintained rich, thick description during the interview process and

throughout data analysis by prompting participants for greater meaning behind their experiences to allow for greater description, as well as maintaining field notes and her biography to assist in clarifying researcher bias.

Dependability

The dependability of the study was based on the researchers' ability to ensure that the research process was logical, traceable, and documented (Schwandt, 2007). Documenting the process of gathering, analyzing, and interpreting the data informed the audience of the "intellectual odyssey" of the study and helped to establish its rigor to readers and potential users who intend to replicate the study for future research (Rossman & Rallis, 2003, p. 68).

The researcher documented the data analysis process through the use of bracketing. Bracketing, also used interchangeably with phenomenological reduction and epoch, originated within the phenomenology tradition and is a method used in qualitative research to mitigate biases or preconceptions that can potentially interfere with the research process (Tufford & Newman, 2012). Bracketing involves the researcher setting aside all preconceived experiences to best understand the experiences of participants. Bracketing works in conjunction with the inductive data analysis nature of phenomenological research. For this study, bracketing included memoing, reflexive journaling, and consultation with an outside source.

The first method of bracketing used by the researcher involved memoing, which occurred throughout the data collection process and offered a means for the researcher to examine and reflect on the data critically. Memos can reflect the researcher's theoretical notes (which explain her cognitive process during data analysis), methodological notes

that explain the procedural aspects of the study, and observational comments that allow the researcher to explore her feelings while engaging in the study (Tufford & Newsman, 2012). Memoing assisted the researcher in critically examining the data by comparing codes throughout the constant comparison process and assisted with clarifying and defining emerging themes. The researcher used the following questions to guide the memo process as recommended by Charmaz (2000, p. 80):

1. What is going on with the interview accounts?

2. Can you turn it into a pithy category?

3. What are people doing? What is the person saying?

4. What do research participant actions and statements take for granted?

5. How do structure and context serve to support, maintain, impede, or change their actions and statements?

6. What connections can you make?

7. Which ones do you need to check?

8. What process is at issue here?

9. Under what conditions does this process develop?

10. How do participants think, feel, and act while involved in the process? When, why, and how does this process change?

11. What are the consequences of the process?

In addition to memoing, the researcher also used reflexive journaling as another bracketing method to document the researcher's critical self-reflection process of her own biases, theoretical predispositions, and assumptions throughout the study. Reflexive journaling permits others the ability to understand how events unfolded throughout the

process of gathering, analyzing, and interpreting data. Reflexive journaling begins early on in the research process and includes: the researcher's reasons for undertaking the research, assumptions about demographics, the researcher's personal value system, and her place in the power hierarchy of the research (Hanson, 1994). The personal biography and field notes also serve as examples of reflexive journaling, confirming the researcher's reflexivity throughout the study.

The researcher's final bracketing strategy involved consultation with an outside source, which served as an interface between the researcher and the research data, assisting in increasing the researcher's clarity and engagement with participants' experiences by uncovering forgotten personal experiences that may bias the researcher's perspective, as well as further developing the researcher's ability to understand the phenomena in question (Rolls & Relf, 2006). In this study, the researcher consulted with a faculty committee member. The researcher engaged in ongoing consultation with her qualitative consultant, which assisted with the data analysis of this study, ensuring the researcher succeeded in meeting the quality and validity standards of qualitative research. Cross comparison through the use of memoing, reflexive journaling, and consultation with an outside source supported the dependability of this study. Furthermore, the researcher employed data recording procedures such as qualitative software (e.g., MAXQDA 10) in documenting the research process and delineated the research process extensively in the data analysis, strategies, and procedures section of this chapter.

Conformability

Conformability refers to the researcher's ability to link assertions, findings, and interpretations to the data, so that conclusions are clearly founded in the obtained data

(Schwandt, 2007). The researcher must clarify researcher bias from the outset of the study to allow the reader the ability to understand the researcher's position and any biases or assumptions that impact the inquiry (Creswell, 2007). The researcher upheld conformability in this study by documenting her doctoral learning experiences in counselor education and awareness of how her biases and values could potentially impact the data collection process via personal biography prior to data collection. Triangulation of data adjunctively strengthens conformability, since it involves combining and examining different sources to build a coherent justification for themes (Gall et al., 2007). Examples of triangulation in this study included: examining interview transcriptions, interview summary reviews, journal reflections, and the researcher's field notes and memos. Triangulation of the aforementioned documents delineated how the researcher constructed themes in the data; thus, sustaining conformability in this study.

Phenomenological Quality and Validity Standards

Standards to assess the quality of a phenomenological study involved the following questions:

1. Does the author convey an understanding of the philosophical tenets of phenomenology?

2. Does the author have a clear "phenomenon" to study that is articulated in a concise way?

3. Does the author use procedures of data analysis in phenomenology?

4. Does the author convey the overall essence of the experience of the participants?

5. Does this essence include a description of the experience and the context in which it occurred?

6. Is the author reflexive throughout the study? (Creswell, 2007, pp. 215-216)

The researcher met the quality and validity standards of this phenomenological study in several ways. First, the researcher selected a topic that engaged her both emotionally and intellectually. Second, the author attempted to define pedagogy in a clear and concise way for readers to understand the phenomenon being studied (e.g., pedagogy and pedagogical experiences are defined in Chapter One generally as instructional methods implemented in the classroom). Third, the researcher included bracketing, which originated within the phenomenology tradition (Tufford & Newman, 2012). The researcher set aside and documented all preconceived experiences in bracketing strategies to best understand the experiences of the participants (Moustakas, 1994). Finally, the researcher analyzed clusters of meaning in developing themes that emerged from the data. Analyzing clusters of meaning involves clustering statements into themes or meaning units by removing overlapping or repetitive statements (Moustakas).

The researcher continued to meet the quality and validity standards mentioned in steps four through five during data analysis and interpretation by including descriptions of the setting and context in which participants' experienced learning (e.g., classroom, seminar or lecture format, mixed gender learning environments), as well as conveyed the "essential, invariant structure (or essence)" (Creswell, 2007, p. 235) by reducing the textural (what) and structural (how) meanings of experiences to the "essentials" of the experiences for all the participants in the study (p. 235).

Summary

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This study employed a phenomenological research design, open-ended data collection process, and an emergent analysis (guided by a social constructivist paradigm) to examine women's learning experiences in counselor education, the role of gender and relationships to their learning, and how those experiences influenced their development as counselor educators. As depicted in Chapter Two, the counselor education literature does not currently address gender as a component in the learning process; therefore, this research design was intended to shed light on women's experiences in the doctoral learning environment and to inform future research and dialogue on how to address the unique needs of women in counselor education.

Chapter Four: Findings

Study Purpose and Background

The purpose of this research study was to examine women doctoral students' learning experiences in counselor education by answering the following research questions: (a) how do women doctoral students describe their learning experiences in counselor education, (b) how are the educational experiences of women doctoral students reflective of the women's ways of knowing (Belenky, Clinchy, Tarule, & Goldberger, 1997) framework, and (c) what are the implications of these reported experiences for pedagogical practice with doctoral students? This research aimed to provide an understanding of the nature, scope, and influence that gender has on women's learning experiences and ultimately how women students experience pedagogy in counselor education.

The phenomenological data-gathering and analysis procedures in this study were guided by analytic methods recommended by Creswell (2009), Seidman (1998), Moustakas (1994), and Charmaz (2000) as discussed in Chapter Three of this report. Interview analysis began with the description of all responses to the aforementioned research questions (Appendix G, H, & I). Eight women agreed to participate in this qualitative study and each disclosed information that has given personal insight into how women experience the doctoral learning environment in counselor education. This chapter delineates the details of the findings while honoring participants' voice.

To begin this chapter, participants are introduced in a case analysis to provide the context of the study; that is, their educational experiences will be anchored by the cultural influences that impacted their worldview. Next, key themes that emerged from the data are presented along with direct quotes to illustrate meaning. Themes were generated directly from the participants' interviews and culminated in cross-case analysis organized into five main themes: (a) engaging learning environment, (b) program connectedness, (c) multiculturalism and diversity in the learning environment, (d) role of gender in the learning process, and (e) making meaning of their learning experiences. The final section of this chapter summarized the findings.

Description of Participants and Individual Case Analysis

Participants were assigned Amazon names as pseudonyms in an effort to ensure anonymity. Historically, Amazons represented members of a legendary race of female warriors who engaged in battles that are portrayed in Greek mythology (Ruffell, 1997). Amazons are a significant part of human culture and are known as being honorable, courageous, brave, and represented rebellion against sexism (Ruffell). Amazons are also known as the earliest symbols of a society's fear of feminism since they questioned the order of life and rose against it (Ruffell). The researcher chose to assign participants' Amazon pseudonyms to honor their individual strengths and courage in voicing their experiences to promote equality in the learning environment. Assigning Amazon names as pseudonyms is befitting, as each participant is honorable, courageous, and brave in her own right, and their participation serves as a catalyst for equity in the doctoral learning environment.

Introduction to Thraso

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Thraso, whose name signifies "Confidence," was a heterosexual, Caucasian female, 25 to 29 years old. Thraso was a full-time fourth year student with a graduate assistantship. As a doctoral candidate, she completed all coursework and comprehensive exams. Thraso developed a passion for research and teaching during her master's program in counseling psychology. Thraso initially applied to a doctoral program in neuropsychology, and initially found it "discouraging" when she was not accepted into the program. However, she turned her discouragement into motivation in searching for other options. Thraso discovered that counselor education programs collectively met her professional needs: "...when I found this [CoEd program], it reframed it for me...it was like, 'Aha, this is what I'm supposed to be doing.'" Thraso described her doctoral program as "...the combination of all the things [research, mentorship, and teaching]." The following themes emerged from Thraso's interviews: Connection and collaboration, Involvement, and "A great model for a woman researcher."

Connection and collaboration. Thraso talked at length regarding the opportunities that supported her development as a counselor educator. She valued opportunities to collaborate with faculty. She also valued her research, supervision, and teaching experience, which were featured by her program. Thraso emphasized opportunities for connection and collaboration as important to her learning. She felt "disconnected" her first year in the program before she acquired an assistantship her second year. The lack of a cohort model contributed to "...not having the same people in every class so there wasn't that continuity." Furthermore, there were no auxiliary structures that promoted connectedness, as Thraso denoted: "...there hasn't been an orientation, so structure was not built in to have that support throughout the department."

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Accordingly, Thraso mentioned peer interactions were self-initiated, and she did not feel comfortable initiating relationships until her second year in the doctoral program. Her experiences indicated that program structures play a role in promoting connectedness.

Involvement. Obtaining an assistantship increased Thraso's visibility in her program, thus supported her needs of feeling connected. Involvement with faculty served as a catalyst for increasing her efficacy in the program: "...those immediate things [tasks] did not lead to opportunities or publications, but being the person who says 'Yes' to things increases [your] chances of being the one who gets asked to be involved." Thraso also discussed how her status as a full-time student and having a funded assistantship supported her motivation to get involved with projects. She explained: "I think with most things, it's self-perpetuating, so by being okay with it from the start, then I was exposed to things." Thraso was also mindful of being open to many opportunities rather than limiting her options. She took initiative to be involved in projects, even if they were not her particular interest area: "I think it is important to have those varied experiences to be more of a competitive candidate." Essentially, program assistantships are beneficial in supporting students' efficacy and promoting a connected learning community.

"**A great model for a woman researcher.**" Thraso's supportive relationship with her advisor was impactful in expediting her efficacy as a counselor educator. Thraso's strong drive to become an academic at a research intensive university was inspired by her advisor whom she considered "a great model for a woman researcher." Her advisor had an educational research statistics background and "set the tone for a good example of what is possible." Thraso valued this collaborative relationship because they shared similar goals, and she appreciated how her advisor nurtured her motivation.

Thraso explained: "I think it's a really important thing in terms of mentoring to give people those opportunities or encourage them to broaden, to be more well-rounded, and I think it's important to be emphasized from a higher up person." Thraso identified her advisor's feedback as impactful for her professional development: "The notion of 'I think you would be good for this or you should apply for that' promotes that self-efficacy piece; I think it's important to get that feedback in that way." Thraso deemed her advisor "a good role model" in balancing her personal and professional life in having two children and also taking the time to work closely with her. Thraso's mentor helped her to identify how she wanted to balance her work-life responsibilities.

Thraso underscored that connectedness in a doctoral program is essential in facilitating students' self-efficacy as counselor educators. She delineated how the doctoral program can promote connectedness via structure (e.g., assistantship, advisor). She also mentioned initiating connections in the program with peers, seeking professional opportunities, and communicating her willingness for involvement. Moreover, these interactions added to her positive experiences in her doctoral program by supporting her engagement with others, which promoted program connectedness. Thraso underscored how faculty and professional opportunities were integral in supporting her confidence in taking on new experiences and new roles in her doctoral program. Namely, relationships in the doctoral learning environment impact how women learners navigate program structures.

Thraso shared examples of how her development was facilitated through the context of relationships, which is consistent with women's ways of knowing theory (Belenky et al., 1997). Acquiring an assistantship during the second year of her program

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supported Thraso in developing connections with peers and faculty, thus mitigated the disconnectedness she experienced early on in her program. Through her connections with faculty and peers, Thraso experienced greater motivation to seek out opportunities to hone her identity as a researcher. Notably, the mentorship through her advisory relationship served to incite Thraso's motivation in taking on new roles; that is, her advisor encouraged interactions and experiences that supported her professional development. In general, relationships in the doctoral learning environment supported Thraso's development (i.e., advisor, positive interactions in the learning environment, professional experiences), which bolstered her efficacy as a counselor educator.

Introduction to Alcinoe

Alcinoe, whose name signifies "Mighty Wisdom," was a heterosexual, Caucasian female, 30 to 39 years old. As a fourth year student, Alcinoe was a doctoral candidate having completed all of her coursework and comprehensive exams. After becoming a parent, Alcinoe wanted more career options and decided to seek a doctorate. Her path to the doctorate was influenced by parenthood, which marked a transition point in her life that "changed the equation on all host of levels." Moreover, she decided to return for her doctorate after working in the field because she "wanted more options." Alcinoe realized that psychology was not the path for her and the way she envisioned her life. Instead, she was motivated to pursue her doctorate in counselor education because "counseling faculty are more aware that we are people, we are not just scientists or academics. This holistic view of life and many components of it are philosophically a better fit for me." The following themes emerged from Alcinoe's interviews: Importance of relationships, Integrating personal and professional identities, and Work-life balance.

Importance of relationships. Alcinoe talked at length regarding relationships as being significant in facilitating opportunities:

> "I'm a big believer in relationships, and how meaningful relationships can be. And through relationships, opportunities come about that without that relationship, seeing a job add or posting or even a call for proposals at a conference, networking, it wouldn't probably happen for me in as fluid a way as if I'm being introduced by the concept or the first time by someone else."

Alcinoe emphasized relationships as a medium for connected learning ("through relationships opportunities come about"). Notably, an assistantship expedited her connectedness in the program. For example, Alcinoe mentioned initially feeling "disconnected" her first year in the program and that changed after acquiring an assistantship her second year: "Once I started my assistantship that made all the difference for me." Her assistantship promoted these impactful interactions and engagement in her environment:

> "...the professional relationships that I have are in the program through being a GA, just seeing people in different contexts professionally has created an environment in the classroom where I'm more engaged, I'm seeking out more opportunities, and willing to take risks and not fearing rejection because I have support, I'm not worried about the rejection piece because those relationships are supported."

Alcinoe emphasized relationships as contributing to greater engagement in the doctoral learning environment. Importantly, these professional relationships promoted safety ("not fearing rejection"), which strengthened active learning ("seeking out opportunities";

"willing to take risks"). Alcinoe discussed the advantages of an assistantship in facilitating connections:

> "It helps immensely and you hear about what's going on, something that's coming up, [or] a conversation that happens in the office. So there's definitely an exposure to information that can play a significant piece in a doc student's experience."

She continued: "Just seeing people around, [such as] fellow students and hearing about their lives and about their research and clinical work. That often times doesn't come up in a classroom environment, because it can be just focused on class." Accordingly, assistantships enhance program connectedness. Greater interaction beyond the classroom offers students the opportunity for peer relatedness, which may not otherwise occur in the classroom ("often times doesn't come up in a classroom"). In general, program assistantships support a connected learning community.

Integrating personal and professional identities. Alcinoe appreciated relationships with other doctoral students and faculty who also had children. Connecting with other parents in the program helped Alcinoe to integrate her personal and professional identities, which reinforced the notion that she could balance being a successful scholar and having a family. She noted that these interactions "...opened up a whole different world to me than undergrad without children and I did not know that existed." Alcinoe valued opportunities to get to know faculty and the wonderful exposure for her child to observe "...Moms being Moms and professors and that they're still a part of what's going on." Female professors supported Alcinoe's learning experiences in counselor education by modeling work-life balance. Accordingly, Alcinoe

felt encouraged to embrace her role as a mother in the doctoral learning environment: "I didn't feel the need to shy away from the Mom role...I've had a lot of support with that." Connecting with her female professors through motherhood empowered Alcinoe's efficacy as a counselor educator: "I can be just as much of a scholar, and be a Mom, and be able to multitask right in the office, [and] have my [child] in the office, and do research as well." Personal interactions with faculty promoted Alcinoe's perceptions of safety in the learning environment ("didn't feel the need to shy away from Mom role"), which bolstered program connectedness.

Work-life balance. Alcinoe and her husband's mutual commitment to make sacrifices in order to accommodate what was needed to accomplish "an important life stage for us" supported work-life balance during her doctoral program. Alcinoe affectionately recognized his support: "This is an important life stage for us, and so his part has made this possible for me in being a Mom and a student." Her husband's inclination to share roles elevated her self-efficacy in balancing academics and family life ("his part has made this possible for me being a Mom and a student"). Furthermore, Alcinoe negotiated doing part of her assistantship work at home, which also supported her value of work-life balance. In reflecting on shifting from one role to another she stated: "I have had to learn how to fluidly move from one role to another in a way that is healthy for my family and children." Alcinoe delineated how parenthood can impact shifting identities when balancing work and home life during doctoral study. Furthermore, she underscored the role of relationships in inspiring and encouraging goal achievement while managing work-life responsibilities.

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Alcinoe emphasized relationships with her peers, faculty, and husband as essential in supporting her personal and professional goals. Alcinoe also underscored the importance of integrating motherhood with her professional identity in promoting ease in shifting into various roles, which was affirmed by faculty who integrated motherhood and professional identities in the doctoral learning environment. Specifically, Alcinoe's personal and professional relationships were integral to her development as a professional, her identity as a woman, and her role as a mother.

Principal to Alcinoe's themes was her holistic philosophy; that is, viewing herself as an integrated individual while approaching her environment from the same perspective. Her holistic philosophy was affirmed by relationships and interactions in the learning environment. Specifically, mothers in the program encouraged and effectively modeled integration of being "Moms and professors."

Alcinoe's sentiments are congruent with women's ways of knowing theory (Belenky et al., 1997) in that personal and professional relationships played a pivotal role in her learning process. Moreover, Alcinoe valued integration of her multiple identities and appreciated relationships that honored her holistic well-being. Her emphasis on a holistic philosophy aligns with Constructed knowledge, which integrates intuitive knowledge with knowledge learned from others (Belenky et al.). The WWK authors describe women who engaged in Constructed knowing as embracing "all the pieces of the self in some ultimate sense of the whole" (Belenky et al., p. 137). Alcinoe's impactful learning experiences occurred as a result of connecting with other women in the doctoral program who encouraged her wholeness. These relationships honored and encouraged the integration of her multiple identities (e.g., mother, student, professional) while

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respecting her desire to "try to deal with life, internal and external, in all its complexity" (Belenky et al., p. 137). Alcinoe's example underscored the benefit for women learners when faculty meet their developmental needs.

Introduction to Akantha

Akantha, whose name means "Bright Flower" or "Burning Sun," was a heterosexual, female, 30 to 39 years old. She was an international student and identified English as her second of three languages. She was a full-time second year student (i.e., completed two semesters of coursework). Her path in counselor education began as a teacher when she developed a passion for the growth and development of her students. Akantha reflected on her path to the doctorate:

> "I had an amazing professor whose passion for teaching made us really fall in
>
> love with what we were studying and how that plays into our lives. I would love
>
> to be able to translate that passion towards other students."

The following themes emerged from Akantha's interviews: Cultural adjustments, "Enriching" learning experiences, and Relationships support well-being.

Cultural adjustments. Akantha described a noticeable cultural difference in transitioning from teaching English overseas to teaching as a doctoral student in a university setting with master's counseling students in the United States. She mentioned that her cultural adjustment was the most challenging struggle in her doctoral program thus far:

> "I think that's [cultural adjustment is] the thing that I've struggled with the most
>
> so far. I just came from another country, I just came over for the doc program, so

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didn't have a chance to learn about the culture...a lot of culture shock, a lot of learning about American culture.

Akantha experienced the challenges of adjustment in being an international student, being a new geographically single parent, while maintaining connectedness in a long-distance relationship. Akantha's international student status inhibited her family support system since her family was overseas. Furthermore, her partner's occupation limited his options of relocating to the same area as her doctoral program. Accordingly, Akantha sought her educational goals being separated from her entire family support system. Akantha shared the challenges to being in a long-distance relationship: "He's [partner has] been great, it's been hard being in a long-distance relationship because you want to be with him all the time. So not only being together as a family but also [needing his] support." Akantha's international status limited interactions with her family support system; thus, placed greater emphasis on the need to develop connections while in her doctoral program.

Akantha took a semester off from her program to adjust to her new status as a geographically single parent. She reflected on how this contributed to feeling different from her cohort: "...for me taking a semester off, I was already different from the other students who started with me, so I feel like I've always been on my own." Akantha's program connectedness was negatively impacted because the structure of the course offerings disrupted her course sequencing, her trajectory for graduation, and her connections with her cohort. She explained: "If I missed a course, I had to wait until it was offered again, which could be a couple of semesters." Akantha also shared her insights related to being a parent while in a doctoral program:

"...making choices about how I continue and deal with my life, as it is very

different from other students who do not have children. You are on your own,

and you have freedom and choices and a lot of responsibilities, so you have to

make a lot of choices because you want your diploma."

The decision to take a semester off rendered Akantha vulnerable to being isolated from

the program, thus threatened program connectedness. Specifically, the structure of a

doctoral program may inadvertently create barriers for students to establish

connectedness in relationships and also present challenges for programs in maintaining

connected learning communities.

"**Enriching" learning experiences.** Akantha was a passionate student and

valued supportive relationships in the classroom with faculty and peers that enhanced her

professional identity. She valued feedback in the learning process: "Having not only

feedback for how I was doing but also being able to give feedback and observe how

others were doing as supervisors was also very enriching." She welcomed dialogue with

peers that challenged her thought process and felt their knowledge added to her

knowledge-base. For example, Akantha mentioned:

"In class we would present our presentations and get feedback from them [peers].

It was great, reassuring and supportive, and vice versa. I would give feedback to

them as well and it was good to see how we were on the same boat."

She noted the strength of having multiple avenues in expressing her thoughts and ideas

(e.g., discussions, writing activities, and feedback both written and oral from peers and

faculty), which assisted in reinforcing and affirming her ideas. Akantha explained:

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"In discussions, you do not stop and reflect as much as you do when you write but still you get immediate responses from everybody, so it [discussion] is also another very enriching way to process your own thoughts and getting immediate feedback on what somebody else has to say, [even] if they agree with you, or disagree, or something to add onto what you just learned."

Akantha also referenced the powerful nature of faculty relationships in strengthening interactions in the learning environment: "The better the relationship with the professor, the closer you'll feel to ask questions, and discuss and disagree with whatever you are doing, and getting feedback." In reflecting on her professional relationships with faculty, she connoted: "They are role models. I try to learn from them, ask questions, especially not knowing so many things about what it's like to be a professor, especially in this country." Faculty and peers played a pivotal role in validating Akantha's ideas, encouraging her critical thinking skills, and enhancing her skills as a counselor educator.

Relationships support well-being. Akantha valued relationships that supported her identity as a mother. She valued the encouragement of supportive peers who shared similar struggles of parenthood. However, Akantha provided insights related to the challenges she and her peers experienced in balancing their personal lives and the doctoral program: "We're so busy during the week and having so much work to do and still making time for family and partners, so it's just finding the time in our lives, with all the commuting, it's just challenging." Akantha described several factors that can impede motivation for socialization outside of class such as being commuter status, balancing long-distance relationships, and maintaining family responsibilities. She described the difficulty doctoral students can experience in maintaining connectedness: "We do not

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hang out outside of class unfortunately. I wish we had more time to hang out with each other and I believe the time is a major issue." Akantha's example illustrated that doctoral students may sacrifice their connectedness to maintain their responsibilities. However, program connectedness helps to sustain their efficacy in the program. Her example reveals how doctoral students may benefit from resources and strategies that can help them maintain responsibilities without sacrificing their relationships.

Akantha entered her doctoral program as an international student with limited access to her social support system. She relocated from her family, which disrupted her family system. Moreover, taking the semester off to adjust to being a newly geographically single parent disrupted her social support with peers in the program due to the structure of coursework. Despite the aforementioned challenges, Akantha's passion for learning and teaching infused her engagement in the learning environment. She denoted "enriching" learning experiences, such as dialogue and feedback with peers and faculty. Furthermore, the meaningful personal interactions with fellow peers and faculty, who supported her parent identity in the learning environment, negated the feelings of isolation Akantha experienced following a semester break from her program.

Akantha's learning experiences underscored the importance of relationships in the learning process, which aligns with women's ways of knowing theory (Belenky et al., 1997). Specifically, Akantha revealed how being connected in relationships supported her well-being and development. Akantha's focus on maintaining connectedness with family and individuals who validated her identity as a parent supported her sense of community. Furthermore, her engagement in the doctoral learning environment supported "enriching" learning experiences with peers and faculty. Akantha's

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engagement bolstered connectedness in the program and encouraged her development as a teacher, supervisor, and researcher.

Introduction to Eurybe

Eurybe, whose name means "Grand Strength," was a heterosexual, African American female, 25 to 29 years old. She was a full-time second year student (i.e., completed two semesters of coursework) and had a graduate teaching assistantship. Her path to the doctorate began after working as a crisis case manager. In deciding on her path to pursue her doctorate in counselor education, she reminisced about the professors she enjoyed learning from during her master's program: "I bet in a doc program you have more teachers like that, who are really enthusiastic and know their stuff and know how to communicate it well." Eurybe decided that pursuing her doctorate would support her growth as a person, gain more experience in the field, and she also looked forward to learning from others. She reflected on her decision to pursue doctoral study: "...realized it was the best thing I had ever done because I pushed myself and challenged myself in ways that I would not normally have done under any other circumstances." The following themes emerged from Eurybe's interviews: Validation as a woman, "Barriers to being African American," and Honoring culture in the learning environment.

Validation as a woman. Eurybe's identity as a woman was validated in the learning environment after reading women's ways of knowing theory (Belenky et al., 1986, 1997) in a counselor education class: "That really validated me as being a woman, I had never really thought about it before." Prior to reading women's ways of knowing theory (Belenky et al.), she had not found the connection between teaching and her strengths as a woman:

"...that [WWK] book and that class really had us explore more about our
intuition...so [intuition] was made a good thing and showed us how to incorporate
it in the classroom in teaching and that was the first time I had really thought
about it [intuition]."

Exploring women's ways of knowing (Belenky et al.) also challenged her preconceived
notions of feminism: "Before I thought [feminism] was women who did not shave their
underarms, just militant women, but that is not what it is about at all. [Feminism is] just
that feminine voice inside and letting it be recognized and really letting it out, [that] is
really what I got from that class." Eurybe's learning experiences increased her awareness
of how being a woman impacted her experiences; thus, validated and framed her role as a
woman educator in terms of strengths while challenging preconceived notions of feminist
stereotypes. Her example demonstrated the benefits of faculty broaching gender through
women's ways of knowing theory (Belenky et al). Namely, Eurybe was encouraged to
embrace her strengths as a woman ("[intuition] was made a good thing"; "letting
[feminine voice] be recognized and really letting it out").

  "**Barriers to being African American."** Eurybe's experiences as an African
American woman presented challenges as a learner:

"But honestly being a woman does not bother me as much as being an African
American. There are so many barriers to being African American for me than
being a woman. People are more willing to accept your womanhood than your
race."

Eurybe's example illustrated how minorities are vulnerable to marginalization in the learning environment (see Chapter Two). Eurybe described challenges for African American students in her doctoral program:

"Not having the same opportunities as presented by my peers. Hearing about opportunities that others received in collaborating with professors on publications, having fees waived for conferences and airfare for individuals who were financially rich, whereas I was broke as a joke and that person didn't really need it [the financial resources]."

Although Eurybe reported diversity in her program, she perceived African American students to have less opportunities: "...even though they admit a lot of Black students, they don't use most of us for those special projects and there's only a certain few who get to work on those special projects all the time." She reflected on how this observation impacted her personally: "At first it was so discouraging that I was depressed and tired that I didn't want to do the program anymore and thought I'll go back to do full-time work and go part-time." Consequently, Eurybe reported she felt excluded ("they don't use most of us") and disconnected ("I didn't want to do the program anymore") based on her race and not her gender.

Honoring culture in the learning environment. Ultimately, Eurybe's doctoral program helped her to coalesce her identity as an African American woman. In reflecting on the doctoral learning environment, she mentioned: "...the teachers really integrate the fact that there are racial differences, gender differences, and cultural differences and we talk about those things openly." Eurybe shared an example of how her culture was supported and seen as a strength in the classroom:

"I remember teachers telling me that I did not have to 'code switch' all the time. [They told me], 'Your unique voice is going to be heard. It's [voice] going to be supportive to other people like you or [who] speak like you, who either want to [pursue higher education] or already are in higher education.'"

She valued her professors connecting her cultural, gender, and professional identities. Specifically, faculty encouraged Eurybe to use her voice, emphasized the power in her voice, and empowered her to offer her opinions. She mused:

"So they would tell me those unique nuances that I have bring something to the table and I never had that before. They would always tell me to be authentic because the moment I try to act like someone else is, that's when it all falls apart."

Eurybe valued a supportive cultural learning environment where faculty encouraged her to connect her learning experiences within the context of her culture. The aforementioned experiences were meaningful for her development as a counselor educator because faculty encouraged her authenticity. This process promoted the integration of her cultural and professional identities and contributed to deeper levels of learning.

Eurybe's learning experiences highlighted the importance of validation of culture in the doctoral learning environment. Learning about women's ways of knowing theory (Belenky et al., 1997) helped Eurybe to view her professional identity in the context of her womanhood. Furthermore, experiencing her African American culture as a strength in the learning environment supported her authenticity and confidence as an educator. Eurybe also explained the inequities in opportunities and resources she experienced as an

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African American student, and the impact that had on her motivation to continue in the program.

Additionally, women's ways of knowing theory (Belenky et al., 1997) served as an undercurrent to Eurybe's experiences with regards to the significance of connectedness in the doctoral learning environment. For example, Eurybe initially felt discouraged when she perceived that she and other African American students were overlooked for opportunities in her program. Being overlooked for opportunities indirectly conveyed the notion that she was not trusted or in some way questioned her competence as an educator or researcher. Conversely, Eurybe experienced validation of her culture in the doctoral learning environment, which strengthened her confidence as an African American woman counselor educator. Accordingly, broaching multiculturalism and diversity strengthened connectedness, thus negated the feelings of discouragement stemming from the program structure.

Introduction to Alkidike

Alkidike, whose name means "Mighty Justice," was a heterosexual, Caucasian female, 25 to 29 years old. She was a full-time third year student (completed four to five semesters of coursework) and had a graduate assistantship. Her path to the doctorate began in undergrad, when she was offered a job in the psychology department to help a female doctoral student with her dissertation. Alkidike had the opportunity to learn how to conduct research by gathering data and presented on her contributions at conferences. Through her involvement in the research process with the female doctoral student, Alkidike began to see herself in that role: "When I started to see all the great things she was doing...that really got me thinking this isn't something that just select people get to

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do. This can be potentially something I can do." Alkidike's goals of working towards her

doctorate were reinforced during enrollment in her master's counseling program.

Alkidike experienced positive interactions with a faculty member who encouraged her

growth as a woman and a counselor: "...all I could do was see myself teaching and being

a part of that experience. Especially with [her] and really wanting to be that person for

other students." The following themes emerged from Alkidike's interviews: Gender

biases and assumptions, "That's what I'm interested in," and Gender socialization.

Gender biases and assumptions. Alkidike mentioned the presence of gender

bias in the doctoral learning environment:

"Now there have been some colleagues that I have worked with that, they will

deny it, but I sense this covert belief or maybe internalized stuff. I'm not sure, but

I sense this belief that 'You're female and I'm male, and really you should listen to

me' or 'You're being too emotional.'"

Alkidike expressed frustration stemming from these experiences: " ...at this point, I feel

like we should have already addressed those biases and assumptions." Alkidike's

example underscored the importance of faculty broaching multiculturalism and diversity

in the learning environment. If faculty assume that doctoral students "have already

addressed those biases and assumptions," then students will remain vulnerable to inequity

in the classroom. Consequently, women learners may remain susceptible to

marginalization in a doctoral learning environment that ignores gender.

"That's what I'm interested in." Alkidike appreciated her faculty ability to

foster equality with students in the doctoral learning environment. Alkidike shared an

example of how her faculty promoted equity in terms of topics they were given to study.

For example, Alkidike questioned her faculty for not listing feminist therapy as one of the presentation options:

"I was in a class that was based on theories in my doc program...I raised my hand and said, 'Feminist therapy is not up there, and that's what I'm interested in,' and he [faculty] countered that with, 'It's not really a theory.' And after, he thought about it a little bit and said, 'Actually if you want to do it, I'll give it to you'...It was just a moment that I'll never forget; honestly, of what an amazing experience that was [to present on feminist therapy]."

Alkidike's example speaks to her agency in asserting her learning needs. Although faculty initially declined her request, he quickly recognized his bias ('It's not really a theory') and supported this process for her. She spoke highly of how this "amazing experience" honored her interests and empowered her as a learner ("I'll never forget"). Alkidike highlighted the importance of faculty empowering students' authority through equality in the learning environment.

Gender socialization. Alkidike's upbringing was in a conservative environment in the mid-west. She mentioned the desire to seek a college degree was "rare" for women:

"[There is] this understanding that women are mothers and wives and that is really all women are ever going to be. If a woman wants to do something else, then 'Okay, she can do it,' but it is almost like there is this resistance to any consideration that a woman can do anything other than those two roles."

Alkidike enjoyed learning and valued equality; however, gender socialization contributed to difficulties in navigating her feminist identity with family relationships. For example, Alkidike shared her parents' reactions to her decision to attain a doctorate:

"I think both positive and negative honestly. They are very, very supportive and... they're very proud of what I'm doing, and they're very understanding for the most part...However, I think that lack of understanding is that I'm trying my best to get a PhD and trying to explain what that actually means, and for them to take that in and understand it and give me a little bit of slack, for them is a little harder than most that I've done. All the other things that I've done, I've been close to home; this has been the first time that I've moved away. I think that they are supportive on one hand yet don't really understand it on the other, and for the most part are still tied to those traditional female roles that I need to fill."

Women learners may need to demystify the process of acquiring a doctorate in counselor education since family and friends may have a "lack of understanding" of "what that actually means." Family are also involved in the transition to the doctorate in being away from their loved ones ("this has been the first time that I've moved away [from home]"). This process may inform family responses as being "supportive on one hand," yet may not "understand it on the other"; they may negatively perceive women learners as sacrificing their family relationships to pursue their professional endeavors. Accordingly, families that endorse gender role stereotyping ("still tied to those traditional female roles") may have greater difficulty with understanding women learners' decision to pursue a doctoral degree. Alkidike's example illustrated the interplay between gender socialization and relationship dynamics for women learners.

Alkidike's experiences with gender shed light on how gender socialization can impact individuals negatively through varying contexts. Alkidike experienced negative gender messages from her social and doctoral learning environment. Conversely, she experienced equality through the actions of doctoral faculty in the classroom in empowering her agency in the learning process. In general, Alkidike provided insights regarding the pervasiveness of gender socialization and the implications of negative gender role stereotyping.

Women's ways of knowing theory (Belenky et al., 1997) relates to the significance of power dynamics and gender socialization in the doctoral learning environment. Specifically, WWK theory (Belenky et al.) discusses the implications of power and women's gender socialization. Faculty who attend to power dynamics in the learning environment are intentional in fostering equity in relationships. With regards to gender socialization, women learners may experience conflict in relationships due to going against their gender norms. Such conflict may erode women's confidence as learners and leaders. Specifically, judgments or adverse responses to their behavior may threaten women's self-efficacy.

Introduction to Euryleia

Euryleia, whose name means "Woman Wanderer," was a heterosexual, Asian American female, 25 to 29 years old. She was a full-time third year student (completed four to five semesters of coursework) and had a graduate research assistantship. Her path to the doctorate began with high expectations that supported her potential:

"...I was told I can do anything and I was expected to do everything. Just being perfect and being able to handle everything. You know, be involved in school,

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volunteering, activities, dance, church, and music, and you still have to be respectful, be home for dinner, have friends. With the expectations, I guess [came] the confidence and support. I just always knew I could do anything I wanted to."

Euryleia was passionate about helping others, which she had recently realized was modeled by her mother who worked as a nurse:

"I think that was a very positive thing for me, just knowing that she worked all the time, but that she volunteered all the time, and she helped train other nurses. And what I am doing in the counseling field, she is doing in the nursing field, and I did not know that until recently. So becoming an adult and learning more things that my Mom has done as a person and as a professional, it makes me proud to be a professional woman even though that is how I was raised to be."

Her passion as a counselor led to her decision to pursue her doctorate: "I have always wanted to teach at the college level. I always had this idea in my head that I was going to do something great." The following themes emerged from Euryleia's interviews: "Being first generation and being American," "Deathly afraid of counseling men," and "We have to prove ourselves as women."

"Being first generation and being American." Euryleia referenced her experiences as first generation status: "I've always been aware of the cultural differences, even coming into kindergarten, [and] even though I was born here." She mentioned aligning with the stereotype of being a "Model Minority"; that is, "If you're good in school, you don't talk back to authority, you're quiet, you don't date a lot of boys or you don't do drugs." Euryleia mentioned she thought being a "Model Minority" was the norm

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until college. Her cultural experiences inspired her research interests: "I can see the frustration I had growing up with it and living like this and the frustrations of my friends even more so because they're not aware of it and bringing that awareness to them." Euryleia's research interests in studying first generation acculturation were later affirmed by a faculty member she met at a conference during her doctoral program:

> "You feel like no one really understands it [acculturation], and when she [faculty] was really excited about my thoughts about acculturation and being first generation and being American, it was really exciting to me because to me, it's really important."

Euryleia was inspired to study the topic of acculturation to advocate for first generation individuals as a result of her previous experiences. The faculty connection that unfolded at a conference validated her cultural and professional identity; thus, affirmed her research interests and supported her efficacy as a counselor educator. Euryleia's example demonstrated the benefits of auxiliary support during her doctoral program; that is, networking and connecting with faculty who share similar interests supports connectedness in the counselor education field.

"Deathly afraid of counseling men." Euryleia shared an example that revealed a gap in gender training during her master's program. A male client at the time responded to her during a counseling session:

> "'You hear me but you don't hear me.' Hand motions and all, and that's haunted me for a long time. I think that maybe was the most impactful gender difference that has happened to me and ever since I've been deathly afraid of counseling men."

Euryleia mentioned this experience in her master's program made her question everything she had learned, which had "burst my confidence in my counseling" and left her feeling "inadequate as a female." She continued to grapple with this gender predicament as a doctoral student:

"You know there are gender differences, but as far as counseling, how do you integrate your differences into the way you think with your interventions and techniques [so] that [it] is beneficial for the client? And I am still trying to figure that out...what does it look like?"

The absence of gender training during her master's program later influenced her training as a supervisor. Euryleia shared an example of how she continued to grapple with gender differences as a doctoral supervisor:

"...when I was teaching group practicum, a male student came up to me after class one day and asked if he could speak with me, and he was thinking about dropping out of the program, and he said to me, 'You're not hearing me.' After the [previous] experience with that other guy [client] and it [repeated experience] was [with] another Black male, so it also might be gender and culture because I just do not get it. But I am sure it is both. I do not know what I am not hearing."

Euryleia stated she wanted to "face my fears" in being open to continuing to work with male clients and male supervisees; however, she lacked training on how to reconcile this gender conundrum. Euryleia genuinely wanted to understand the world from the male perspective but did not have the benefit of a learning environment that broached gender and the therapeutic relationship. Consequently, Euryleia felt inadequate and underprepared in working with male clients and male supervisees during her doctoral

program. The lack of understanding and preparation in gender differences resulted in her internalization of the empathic failures. This experience eroded her confidence in working with males and continued to contribute to her struggle with gender differences in other capacities. Euryleia's example revealed the importance of multicultural training as it pertains to gender.

"**We have to prove ourselves as women."** Euryleia shared insights related to barriers as a professional in the counseling field and as a woman:

"Counseling is such a new profession that we as a counseling profession don't get respected by the other professions, especially the medical people...that my doctorate isn't a real doctorate...A PhD is harder than an MD and so it's very frustrating. So we have to fight [for] our professional identity, and on top of that we have to prove ourselves as women."

Women learners in counselor education may experience inequity as professionals ("don't get respected by other professions"), which has the potential to exacerbate feelings of inferiority as learners ("my doctorate isn't a real doctorate"). Gender socialization may impact women learners in their roles as professionals. Euryleia shared her thoughts after presenting at a conference to an audience of predominantly older white males:

"So I'm here wondering, 'Oh are they impressed because of what I presented,' or 'Are they impressed because I'm a woman,' or 'Are they impressed because I'm young or a minority?'...when men come up to you and you don't know if they're going to chew you out or praise you or even just ask a question, it felt really good to say, 'I'm a young woman, and I gave this presentation, and I'm respected by these people.'"

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Euryleia wondered if her male audience was "impressed" by various characteristics, such as the content of her presentation or demographics ("a woman," "young or a minority?"). Significantly, their responses affirmed her competence as a counselor educator ("I'm respected by these people"), which repudiated her initial self-doubt. Euryleia's example underscored gender socialization as an important consideration for women as they transition to professional roles.

Although Euryleia experienced equality in her home environment, she remained vulnerable to stereotypes that contributed to her need to "fight" for her professional identity and "prove" her ability as a woman. Euryleia's learning experiences underscored the detriment of neglecting discussions on gender and cultural differences in the doctoral learning environment. She was unable to ground her struggles within the context of cultural and gender barriers; thus, missed opportunities to add depth of understanding related to gender issues. Furthermore, the lack of understanding and preparation in gender differences significantly impacted her confidence in working with male populations.

Euryleia's desire for voice and connection regarding the topic of gender and culture align with women's ways of knowing theory (Belenky et al., 1997); however, her experiences with voice and connection were limited. Namely, a learning environment that supported voice and connection may have provided a safe forum for discussion and dialogue on gender in the context of clinical, educational, and personal experiences (connected teaching). This process may have informed her experiences with male populations while affirming her doctoral learning experiences through the lens of being a woman (connected knowing).

Introduction to Pyrgomache

Pyrgomache, whose name means "Fiery Warrior," was an African American female, 25 to 29 years old. Pyrgomache is a fourth year doctoral candidate (i.e., completed all coursework and comprehensive exams) and was completing her dissertation while seeking employment at the time of her interviews. Her path to the doctorate in counselor education began with her passion for helping college students reach their potential, which stemmed from her experience in university residence life: "I think I missed that [experience of] helping another human try to work towards some goal or journey or reach their potential." A close friend, who had just recently graduated from the same doctoral program encouraged Pyrgomache to apply: "...she really encouraged me to go on and to further my education. She also told me about all these different things that I can do, so I had that support and that encouragement from her." Notably, Pyrgomache experienced negative learning experiences from faculty in her master's program in which gender stereotypes were reinforced:

> "...when I think about counselors and the people that taught me, it's kind of like you have to right that system because some of the things they [faculty] said to me were not necessarily appropriate. They [faculty] are teaching others and they are going to be out there in the field. I feel like I can make more change in the position I will be in when I am done. Also, I can serve as a model for other women going through the program."

Pyrgomache experienced microaggressions of sexism during her master's program. Specifically, faculty endorsed stereotypes, which disempowered and deprived women learners of their authority while reinforcing perceptions of inferiority. Pyrgomache

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accentuated the need for counselor education faculty to train doctoral students as culturally competent clinicians and educators. Accordingly, Pyrgomache felt empowered to promote equity as a counselor educator ("I can make more change"; "serve as a model for other women going through the program"). The following themes emerged from Pyrgomache's interviews: "Imposter syndrome," "I need to take initiative," and Mentoring.

"**Imposter syndrome.**" Pyrogomache appreciated how her faculty fostered emotional support in the doctoral learning environment. She shared her reaction to being vulnerable in a doctoral class and how faculty validated her concerns while increasing connectedness to her classmates:

"...somehow I mentioned how I felt like an imposter in this program and we started talking about this imposter syndrome. Once I said that I thought 'What did I just do? I just outed myself to the whole class about me feeling inadequate,' but then he [faculty] asked the class if anyone else felt the same way, and everybody raised their hand saying 'Yeah I felt that way' or 'Yeah I still feel that way.' After that I felt like I wasn't alone."

Pyrgomache asserted her emotional needs as a student. She felt safe to initiate support for emotional concerns in which faculty were able to address her personal well-being. Specifically, Pyrgomache's faculty supported connectedness in the classroom by validating her feelings while empathizing and promoting unity with her peers. Pyrgomache's example demonstrated faculty attending to doctoral students' personal well-being, thus strengthened program connectedness.

"**I need to take more of an initiative.**" Pyrgomache discussed the benefits of faculty support and taking initiative to seek assistance. For instance, Pyrgomache emailed faculty, visited during office hours, asked for feedback, and requested information regarding articles on certain topics. With regards to authority of the learning process, she mentioned:

> "It's [initiative] one of those things that I learned because I can't sit still because things aren't going to be handed to me. So I need to take more of an initiative because some of the professors have said, 'Do not hesitate to contact me if you have any questions,' so they are welcoming that."

Her example characterized active learning as corresponding with asserting one's voice in the learning environment. Pyrgomache shared an example of requesting auxiliary support after experiencing difficulty with reading an assigned text in one of her courses:

> "I just wasn't getting it and the text was very difficult to read, so I went to the professor and asked, 'Do you have any supplementary texts or something else that can help me to understand this better?' So she gave me a couple of books that I could skim through and read, so I could understand the subject matter a little bit better."

Pyrgomache's faculty supported her learning by offering additional resources, providing feedback, and being accessible. Pyrgomache underscored the reciprocal nature of the learning process; that is, students who communicate their needs to professors will increase faculty ability to better support their learning processes.

Mentoring. Pyrgomache valued the mentoring she received during her doctoral program. Pyrgomache mentioned how mentoring was beneficial in connecting with faculty who empowered her process:

> "...someone who knows [what you're going through] and they can really validate and encourage me, 'Yes this is hard, yes I went through this too and this is how I overcame this and this is why I did it' and stuff like that."

Mentoring offered Pyrgomache the opportunity to receive reassurance through informative discussions with faculty related to academic and professional transitions. Pyrgomache also appreciated mentoring that supported her professional success: "My dissertation chair is amazingly supportive, very encouraging, and he's talked to me about these things. He's been a Counselor Educator for years and years and years, so he helps me see things that I need to consider." Pyrgomache valued mentoring through the job search process. Her example demonstrated how mentoring can assist women learners in navigating their first professional appointments, which can sustain their confidence. Pyrgomache added: "...seeing the successful women in the program and even talking with them, so that's been important. Those are the things that didn't necessarily happen in the class, they were just those other experiences that just happened throughout the program." Pyrgomache valued engaging with successful women educators. Access to "successful women in the program" was impactful; that is, access lead to greater resources, opportunities, and support. In general, mentoring fostered Pyrgomache's efficacy as a woman counselor educator. Relationships were crucial in her "overall confidence in my ability and what I can bring to a university."

Pyrgomache delineated the interplay between support in the classroom and beyond the learning environment (e.g., mentoring and connectedness with peers and faculty) in promoting her confidence as a counselor educator. Despite exposure to negative gender stereotypes during her master's program, faculty reframed her perspective as a woman learner by promoting equity in the doctoral learning environment. Accordingly, Pyrgomache felt empowered to take initiative and assert her learning needs.

According to Goldberger, Tarule, Clinchy, and Belenky (1996), the most widely adopted design features from WWK are the concepts of voice and connection, which aligns with women learners' preferences for connected knowing and connected teaching. Faculty-student and peer-to-peer relationships supported Pyrgomache's emotional well-being and strengthened her efficacy as a counselor educator. Her examples confirm that relationships serve as a medium for women in supporting women learners' development and confidence. Accordingly, Pyrgomache felt empowered to initiate her learning needs, thus revealing her agency in the learning process.

Introduction to Areto

Areto, whose name means "Virtuous Rule," was a heterosexual, Caucasian female, 30 to 39 years old. Areto was a full-time fourth year student and had responded to the second solicitation for participants within a month of her graduation. She worked as an adjunct instructor and part-time counselor in private practice. Areto was also interviewing for tenure-track faculty appointments at the time of her interviews. Her path to the doctorate was inspired by her passion for learning:

"Being successful in school and feeling confident about my ability to succeed in school helped with the decision to get my doctorate. It is something I have gotten a lot of confidence from and a lot of my identity is wrapped up in being a good learner and a good student. I feel like I am a lifelong learner, and it is something I enjoy and do well. So pursuing that doctorate is a chance for me to be a lifelong learner and student because then I can continue to be in that academic environment for my career, and that is very appealing."

Positive learning experiences bolstered Areto's "confidence" and "identity" in "being a good learner and a good student." She understood learning as a "lifelong" process that offered gratification as a learner. Her passion for learning also infused her teaching practice. The following themes emerged from Areto's interviews: "It was important for me to feel respected and to feel valued," "Relationships with professors," and "Backed out of the conversation or chose not to participate."

"It was important for me to feel respected and to feel valued." Areto's passion for teaching was highly influenced by her learning experiences in a constructivist learning environment. Areto described how a constructivist learning environment promoted collegial relationships with her faculty:

"I do feel very collegial with my faculty and that they value my input and that they always have since I've been a doctoral student, so I have appreciated the [constructivist] style of learning that I have been able to enjoy."

Faculty honored equality in the doctoral learning environment by implementing constructivist teaching strategies. Specifically, Areto described how a constructivist approach supported student's authority ("feel very collegial with my faculty"). This

process promoted ownership of knowledge ("value my input"), which she "appreciated" as a "style of learning that I have been able to enjoy." In describing a constructivist classroom, Areto emphasized the significance of being valued as a learner:

"It was important for me to feel respected and to feel valued, because...you are expected to teach others in the same way [with value and respect]; so if you are feeling like you are not as good or not as valued as others, and perceived that way by others, then all of a sudden you are expected to be at that level, I cannot see how that would turn out well. [Being valued] is important in building your confidence, building your sense of identity, that 'I can do this and I have a lot to offer,' all of those things."

Areto associated feeling "respected" and "valued" as corresponding to doctoral students' confidence in taking on the role as a counselor educator ("building your confidence, building your sense of identity"). Areto identified constructivist teaching strategies as promoting doctoral students' perception of faculty as colleagues, which supported their transition as leaders.

"Relationships with Professors." Areto attributed relationships with faculty as being crucial to her development as a counselor educator:

"The professional relationships that have most impacted my learning in the doc program would be those relationships with professors. Through those professors, who I have had the opportunity to teach with and those who have been mentors to me, they have had the biggest impact because in getting to know them, I have come to understand more about what life as a professor can look like, what I do

not want it to look like, and I think those professional relationships with my

professors enriched my experiences in the doctoral program."

Interacting with faculty outside of the classroom (e.g., teaching, mentoring) offered

additional opportunities for Areto to get "to know" her faculty. This process provided

"enriched" learning experiences for her to glean knowledge that ensured her personal and

professional success ("understand more about what life as a professor can look like").

Personal attention and mentoring from faculty reinforces students' perceptions of faculty

investment and sustains their professional efficacy, thus bolsters program connectedness.

Areto added:

"I feel like I can always stay in touch with them [faculty] and find out what

they're doing. [I can] tell them what I'm dealing with, at hopefully my job

somewhere, and ask for their advice. I really value those relationships coming out

of the doctoral program."

Areto distinguished the bond students can experience with faculty during doctoral study

("feel like I can always stay in touch with them [faculty]"), which has the potential to

extend into their professional lives ("telling them what I am dealing with" and "ask for

their advice"). Essentially, Areto identified long-term implications of faculty-student

relationships for future counselor educators; that is, relationships can aid graduates as

they transition into their first professional faculty appointments.

"Backed out of the conversation or chose not to participate." Areto explained

how a mixed gender classroom impacted her contributions to discussions in two of her

doctoral courses:

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"As far as how it affected my learning experience in the class, there were many times I backed out of the conversation or chose not to participate because of how strongly the guys [would express themselves]. One of those guys would come across so strongly [in how] he was expressing his opinion that I would just take on that observer role and just take it [the information] in."

Inattention to gender dynamics ("guys would come across so strongly") in the learning environment may drive women learners to digress to passive learning ("observer role"), which disempowers their authority. Specifically, women learners may not feel safe ("backed out of the conversation"), thus disengage from the learning process ("chose not to participate"). Areto also observed how faculty may inadvertently perpetuate inequity in the doctoral learning environment:

"...even though they [faculty] were women, they really liked the guys speaking up to [share their ideas] and encouraged that, and sometimes maybe coddled them a little too. The guys would speak up first [in class] a lot of the time. At times when they didn't [speak], the professor might call on them to ask what they thought."

When faculty reinforce the male voice in the classroom ("call on them [men] if they didn't speak up" or "ask them what they thought"), women learners may perceive the learning environment to favor the male perspective. Areto expressed hesitation about sharing her experiences: "I feel bad saying all this stuff, but that's been my experience and I shouldn't have to apologize." Doctoral learning experiences that encouraged Areto to speak out and express her thoughts and ideas were essential to her learning process. When she felt that she was not heard or that a male's perspective was more valued, she

became less engaged as a learner and felt inhibited in sharing her perspective. Accordingly, Areto demonstrated how negligence of gender dynamics in the doctoral learning environment can be a disservice to women learners.

Areto's experience in a constructivist learning environment had a significant impact on her development as a counselor educator since it promoted collegiality with faculty, supported equality of voice, and promoted connectedness in relationships. Conversely, Areto experienced inequality in the learning environment as a result of negligence of gender dynamics in which she became less engaged and retracted from the learning process. Areto's learning experiences accentuated the need for faculty awareness of gender influences in the classroom. Her examples also illustrated the importance of faculty ability to promote pedagogy that is relevant to multicultural issues and competencies in creating an equitable learning environment.

Areto's experiences emphasized women learners appreciation of connectedness in the learning environment and shed light on how gender differences can disrupt the learning process. Disregarding the influence of gender dynamics in the doctoral learning environment permits the continuation of women being silenced by oppressive circumstances; that is, "driven to a defensive posture of passivity and silence out of fear and threat" (Goldberger et al., 1996, p. 346). The mixed gender learning environment contributed to Areto's disengagement in the learning process because she felt devalued, silenced, and powerless to take action against the inequity. Accordingly, faculty multicultural competence is essential in disestablishing inequity in the doctoral learning environment.

Summary of Individual Case Analysis

The individual case descriptions revealed distinctive characteristics of each participant and common attributes of their learning experiences during doctoral study. Eight participants shared multicultural and diversity influences that anchored their learning experiences, such as age, ethnicity, socioeconomic status, and gender. Moreover, the sample consisted of two second year students, two third year students, and four fourth year students, which offered additional context regarding the distinct nuances that emerged for participants throughout the doctoral learning process.

Overall, each case defined unique learning experiences in terms of attributes and behaviors demonstrated in the doctoral learning environment by faculty, peers, and their program. Participants emphasized opportunities for connection and collaboration as important to their learning. Specifically, participants identified program structures that promoted connectedness (e.g., cohort model; assistantships; mentoring; teaching; faculty modeling), which supported their preferences for a connected learning community. Relationships served as a medium for connected learning and impacted how participants navigated program structures (e.g., initiating support with faculty, initiating involvement in the program, initiating their learning needs in the classroom). Additionally, participants underscored personal and professional relationships as integral to affirming and integrating their multiple identities (e.g., multiculturalism and diversity, gender, professional, academic, parent identities).

Conversely, participants identified that women learners are vulnerable to inequity in the doctoral learning environment. In particular, participants denoted the pervasiveness of gender socialization and the implications of negative gender role stereotyping to their development as counselor educators. Furthermore, participants

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identified gaps in the multicultural and diversity training of faculty and students. However, participants described pedagogical strategies employed by faculty that acknowledged and incorporated the diversity and culture of their doctoral students (e.g., WWK theory, constructivist teaching strategies, honoring culture in the learning environment). Essentially, the individual case descriptions provided an introduction to the different multicultural contexts that warrant attention for the personal and professional development of women learners. The cross-case analysis will further illustrate how women learners experience pedagogy in counselor education and will delineate the nature, scope, and influence that gender has on women's learning experiences.

Cross-Case Analysis

The cross-case analysis section involves examining themes across individual cases to distinguish themes that are common to all cases (Creswell, 2007). In this study, the cross-case analysis involved the integration of data from 24 interviews (three interviews per participant). Themes are representative of the entire sample and address the following research question: "How do women doctoral students describe their learning experiences in counselor education." Altogether, five themes comprised women's learning experiences in counselor education and are presented in the participants' own language. To qualify, each emerging theme had to be present in at least three within-case analyses. Figure 4.1, below, depicts the themes that delineate women's learning experiences in counselor education, each of which will be discussed in further detail.
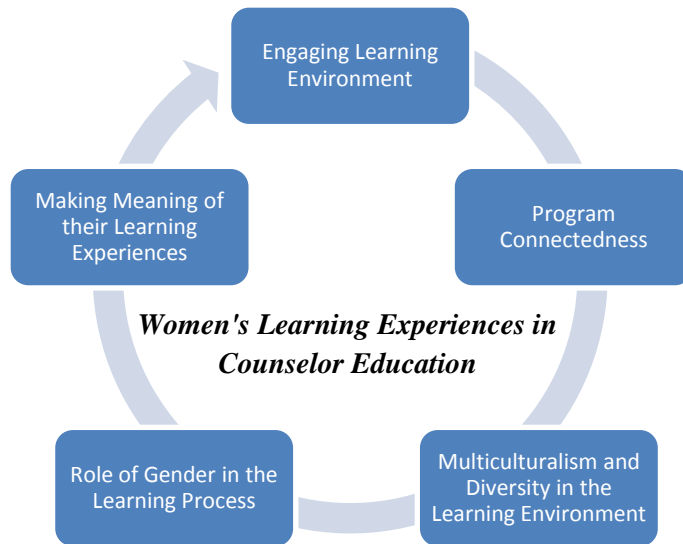
Figure 4.1. Cross-case themes. Continuous cycle of five main themes. Each theme is comprised of specific descriptive thoughts.

Women's Learning Experiences in Counselor Education

All participants discussed what was helpful and what was not helpful to their learning processes while pursuing the doctorate in counselor education. Participants described their learning experiences in terms of attributes and behaviors demonstrated in the learning environment by faculty, peers, and their program. Women's learning experiences in counselor education were represented by the following themes: (a) engaging learning environment, (b) program connectedness, (c) multiculturalism and diversity in the learning environment, (d) role of gender in the learning process, as well as (e) making meaning of their learning experiences. Notably, participants emphasized their learning as a relational process; that is, relationships were integral in gauging and affirming their learning and developmental processes.

Pedagogy Influences Approaches to Learning

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Pedagogy and pedagogical experiences were defined generally in Chapter One as instructional methods implemented in the classroom. Pedagogy emerged from the data as different teaching approaches employed by faculty to convey concepts and facilitate comprehension. Participants referred to the different teaching strategies, which varied from didactic lecture format to group discussions and experiential learning. Overall, participants discussed how a lecture format did not engage them as learners. For example, Areto reflected on one of her courses in doctoral study: "...it was more content driven, so we do all this reading, and she would talk for awhile in class and ask us questions and we would present assignments. So I just wasn't as engaged with it." Thraso added: "Traditional didactic model, especially with [the] research methods courses, [it was] just sort of lecture. It's less clinically focused so not as much group work, more lecture and then group discussion about questions from the readings." Lecture used exclusively as a teaching strategy was not referenced by participants as an ideal approach to learning.

When asked how they learned best, participants referred to different learning approaches, such as auditory, kinesthetic, and visual learning preferences. Specifically, participants described learning approaches in terms of passive and active learning; that is, the extent to which they were engaged in the learning process. Alkidike epitomized a passive learner's approach to knowledge:

"Passive learner, it was really just stepping back and letting people pass knowledge to me as opposed to me evaluating the knowledge that I was taking in and determining where it fit in my life. I was just letting people determine how I

thought about things, and I chipped at it a bit at a time depending on the support that was around me."

By contrast, active learners were agents in the learning process. Eurybe explained: "The teachers were dynamic, meaning they pulled in a lot of different resources for whatever the topic was, they didn't just pull from the textbook ever. They would have articles, internet sites, media clips, use all different types of media or things to integrate into the topics." Areto reflected on engaging teaching strategies in one of her doctoral courses: "Overall it met all that I would really like for a classroom. The experiential stuff, as well as reading and reflecting on what we were reading." Participants appreciated learning through "different types of media or things to integrate into the topics" in helping them to engage with the material ("experiential" and "reading and reflecting"). Accordingly, participants' learning experiences with "dynamic" teachers strengthened their agency as knowers. For example, Pyrgomache exemplified an active learner's approach to seeking knowledge:

> "I really reach out to people, like 'Hey I want to learn about this, do you have any ideas of where I can go or who I need to talk to?' That's always been important to me because I feel comfortable enough to take that initiative to see them [faculty] and seek them out."

Similarly, Euryleia explained that active learning also included seeking support when needed: "But when I do [need support], I ask for it [more help or more attention], which some people don't [ask for support]." The aforementioned examples suggest that pedagogy promoted active learning, thus empowered participants to have agency as knowers in their learning processes. Participants delineated that active learners did not

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hesitate to seek additional support, whereas passive learners experienced "just stepping back" without consideration for their role in the learning process. Overall, participants preferred teaching strategies that promoted active learning.

Pedagogy has implications for how students perceive themselves in relation to authority. Alkidike reflected on an experience in which she challenged authority in the doctoral learning environment. She shared her reaction to asserting herself:

"That's pretty shocking considering that in my undergrad, I would never have imagined raising my hand and said 'Well you don't have something listed on the board.' That would have been questioning an expert and that's how I was back then."

With regards to authority of the learning process, Pyrgomache stated: "It's [initiative is] one of those things that I learned because I can't sit still, because things aren't going to be handed to me. So I need to take more of an initiative." Both examples characterized active learning as corresponding with asserting one's voice in the learning environment.

Notably, participants revealed assumptions made by institutions of higher education regarding the doctoral learning process. For example, participants were expected to assert their learning needs. Euryleia explained: "If I needed mentorship, I went to someone or if I wanted to teach I went up to someone." She denoted her active role in bringing about opportunities in her program. On the other hand, Euryleia observed peers who did not actively initiate or seek program opportunities: "Some people are shy about it [seeking mentoring/professional opportunities] or just don't know I guess." Her example underscored the institutional assumption that all students are active learners. Accordingly, passive learners can be perceived as not needing additional

support, whereas they may struggle with agency in asserting their learning needs. Passive learning coincides with the lack of assertiveness training during women's socialization process (as discussed in Chapter Two), which decreases their ability to communicate their needs; therefore, they do not capitalize on the support they may need during doctoral study. Furthermore, doctoral students in counselor education are expected to assume leadership roles (e.g., supervisor, educator, or researcher), whereas gender inequity may pose greater challenges for women learners in assuming leadership roles. Namely, participants revealed that they have experienced a history of microaggressions in the learning environment and have been communicated messages, such as being a "second class citizen," that they are not "as smart as" males, and that "women shouldn't continue to get their PhD." These experiences may influence women learners hesitation in asserting their learning needs.

In summary, participants delineated differences in pedagogical approaches that provoked active and passive learning. Participants shared a preference for pedagogy that encouraged active learning. Moreover, participants acknowledged the inherent conflict between their gender socialization and expectations that women encounter in higher education institutions. The data revealed ways in which counselor education pedagogy supported or undermined participants' learning experiences during their doctoral study. The following themes provide an overview of pedagogical strategies that distinguished women's learning experiences in counselor education and the subsequent impact on their development as counselor educators.

Theme: Engaging Learning Environment

Participants provided a comprehensive overview of pedagogical strategies in the doctoral learning environment. Namely, participants identified engagement in and outside of the doctoral classroom as contributing to a dynamic learning process. Participants described an engaging learning environment as involving the following: discussions, experiential learning, and constructivist teaching. Furthermore, participants appreciated personal attention from faculty, which enhanced their academic and personal well-being. Pedagogical strategies employed in the doctoral learning environment are encapsulated in the following subthemes: (a) engaging teaching approaches and (b) personal attention. Figure 4.2, below, depicts the subthemes that comprise the Engaging Learning Environment theme, each of which will be discussed in further detail.
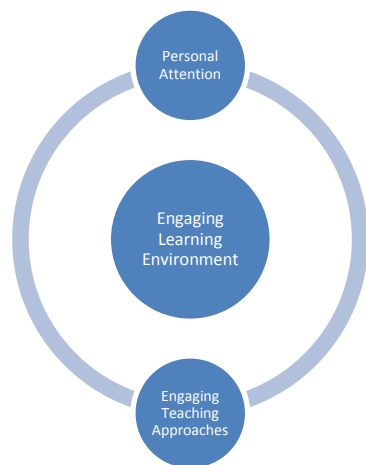
Figure 4.2. Cross-case theme: Engaging Learning Environment. Radial cycle of two subthemes and their relationship to the central theme. Each subtheme is comprised of specific descriptive thoughts.

Engaging Teaching Approaches

Throughout the interviews, participants described engaging teaching approaches as encompassing a "wide variety of components" and "multiple layers of instruction,"

such as lecture, discussions, small group work, and individual projects. Participants attributed engaging teaching approaches, which also include modeling, feedback, and experiential practice, as beneficial to the development of their critical thinking skills. Furthermore, participants valued faculty who welcomed inquiry and those who were available to students in various supportive capacities. Participants defined engaging teaching approaches as involving the following: (a) discussions, (b) experiential learning, and (c) constructivist teaching. Overall, a multifaceted approach was beneficial for participants' learning processes.

Discussions.

Faculty placed emphasis on discussions as a pedagogical strategy in the doctoral learning environment. Euryleia described how the doctoral classroom was different from previous learning experiences: "Doc school was very different than the masters level, whereas there's more discussions and creating knowledge [in the doctoral learning environment] versus learning knowledge." Areto mentioned how the doctoral learning environment placed responsibility on learners to prepare for class discussions: "I would say a lot of class time was spent on having discussions about material. We would be assigned a lot of reading and then come to class prepared to discuss it." A discussion format prompts students' accountability in the learning process through the assignment of knowledge sharing. For example, Eurybe explained how expectations in the doctoral learning environment were different from previous learning experiences: "We were expected to read and talk about it in class for three hours, so that was really interesting and I had to really adjust my mind to learning that way." The aforementioned examples demonstrated students' adjustment as active learners; that is, students were expected to

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contribute substantially to the doctoral learning process. Contributions to the learning process involved review of materials prior to class and sharing knowledge with peers in group discussions. In general, a discussion format offered students the opportunity to share opinions, reflect on the material, and process their learning experiences.

Participants delineated how faculty guided students' learning processes through dialogue. For example, Euryleia expressed how she was encouraged to make meaning of the material through discussions: "...we get to develop our ideas, so it's not so much regurgitating information but its developing concepts and I really like that." She elaborated, "...she [my professor] was really good about helping our processes rather than telling us the answer and explaining things in different ways so that we could understand it." Her example demonstrated intentional efforts by faculty to promote active learning. Specifically, the faculty helped students' "processes" by introducing new concepts in different ways while also encouraging their authority by having students practice ownership of their ideas in a group discussion format. Pyrgomache reflected on a male professor's ability to challenge and support his students: "...he was more of a facilitator of the discussions. He would challenge what we were saying or kind of playing the 'devil's advocate.'" As a facilitator, the faculty encouraged participants' active learning while attending to group process. The faculty was intentional in his efforts to promote active learning through the role as "devil's advocate." He provoked debate and challenged the strength of opposing arguments while giving the authority back to the students for group discussion. Accordingly, he encouraged participants to critically reflect on the course material. By doing so, he strengthened their assertiveness skills in practicing the art of building strong arguments. Both examples illustrated faculty flexibility in supporting

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participants' understanding and connection to the material by means of discourse between faculty and students; thus, faculty encouraged students' authority in the creation of their own ideas and reinforced concepts through dialogue.

Participants also referred to examples of faculty who assigned group projects as a pedagogical strategy to guide the doctoral learning process. Alcinoe described her doctoral program's emphasis on group learning: "We do a lot of team learning in our program, which I really like, and in every course there's some type of group project." Pyrgomache added: "This program catered more to my learning style because it was much more discussion and group work and presenting your assignments." The data revealed that participants appreciated faculty who emphasized group work, as this approach further supported their preferences for active learning. With regards to the purpose of group process, Eurybe explained: "It was more that you construct things and ideas in your mind and you going on those [ideas] and doing research and bringing them back to the group to talk about [them]." She added: "...[This is a] learning style that I respect because not only am I learning, but I'm being pushed to another level of work where I'm understanding deeper concepts." Group process emphasizes dialogue to reinforce learning and promote critical thinking skills. Akantha mentioned the benefit of receiving immediate responses to her ideas:

> "In discussions, you don't stop and reflect as much as you do when you write, but still you get immediate responses from everybody, so it [discussion] [is] also another very enriching way to process your own thoughts and getting immediate feedback on what somebody else has to say, if they agree with you or disagree, or something to add onto what you just learned."

Both examples illustrated preferences for group learning. Specifically, the immediacy of group process strengthened students' ideas in "getting immediate feedback," which served to reinforce or challenge thought processes in the moment. Furthermore, participants noted that group process promoted critical thinking skills by supporting students in "understanding deeper concepts."

Alkidike shared her appreciation for courses that required online engagement via weekly Blackboard posts:

> "...so that meant on my own terms in my own time. I could sit and read and really reflect on it and give my own perspective on Blackboard and other people would respond to my perspective and then I would respond to other people, so it was just nice dialogue between me and my peers."

Expanding group process to an online format indicated faculty flexibility in offering an additional approach for doctoral students to develop and convey their ideas.

Participants valued discussions as a pedagogical strategy that integrated and capitalized on relationships as a medium for participants to develop their authority of the learning process. Emphasis on the faculty-student relationship and the peer-to-peer relationship revealed their potential to serve as catalysts for active learning in the doctoral learning environment. In general, the data suggests that faculty use of engaging teaching approaches that targeted group learning via group discussions and group projects were beneficial to participants.

Experiential learning.

Participants described an "experiential component" to learning as an opportunity to apply knowledge into practice. Participants reported that practical application was

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beneficial for them since this approach reinforced concepts learned in the classroom.

"The experiential component" in the doctoral learning environment was defined as

opportunities that involved teaching, supervision, article writing (e.g., article critique),

and research implementation. Faculty who employed a hands-on approach to guiding

these experiential processes served as a common thread among descriptions provided by

the participants.

Experiential teaching.

Experiential teaching provided an opportunity for doctoral students to hone their

teaching skills and counselor education expertise in the classroom. For example, Eurybe

described the benefit of teaching to her peers: "It was a perfect way of learning because it

was totally experiential, and you had to master it because you had to teach it." She

added: "I thought that was best [way to learn] because not only did I become more of an

expert in the theories we had to present, but I learned so much more about others."

Participants also noted that having the opportunity to discuss teaching experiences in

their classes and hear from their peers was beneficial. For example, Alkidike appreciated

receiving emotional and professional support from her peers during her experiential

teaching course:

> "There were some things that had happened while I was teaching a class that
>
> semester, some of which I would not feel comfortable telling many people, so I
>
> was open to address that [in class] and I really trusted that they would give me
>
> feedback that was in my best interest."

Pyrgomache explained: "It [interactions with peers] was also helpful hearing about their

teaching experience since there were some [peers] who had experiences, and others, like

me, [who] didn't have any teaching experience." The data suggests that experiential teaching was an effective pedagogical strategy in supporting students' development as counselor educators. Specifically, participants appreciated learning experiences that provided opportunities to enact the role of educator while offering a forum for doctoral students to discern pedagogical strategies in the learning environment through group process. Faculty were purposeful by incorporating group process as the foundation for the experiential learning experience, which encouraged students' authority and confidence in the role of educator through connected learning.

Experiential supervision.

Experiential supervision (known as the supervision internship in counselor education) provided doctoral students with the opportunity to hone their supervision skills while supporting practicum students in the master's counseling program. Alcinoe described the supervision training experience: "Multiple layers [of instruction] in that we supervise our master's practicum students, and then we have supervision, and then we conduct a class, and then we have a class with our doctoral students." Akantha explained the supervision course structure:

> "Specifically in the supervision class, we had chapters to read every week, which
> would make us reflect the [supervision] process by having things to do. We
> would have to write a small little half page about what we just read so that we
> would be able to reflect, and write, and think."

Essentially, participants noted the supervision course as a foundation for doctoral students to learn about supervision models, influences on the supervisory relationship, supervision interventions, as well as ethical and legal considerations.

Participants provided insights into their approaches to supervision. Akantha explained: "As a supervisor, there's a lot of caring for the supervisees and wanting them to do well and wanting them to be better counselors and professionals." Alcinoe shared her perspective on viewing master's counseling students through a developmental lens:

"...viewing the supervisees in a developmental way, students [in the classroom] as well, not just their knowledge or experience but as people. [Considering] that even within their own context of lifespan development, that they may be at different life stages from one another and I think that's important to be aware of."

Participants emphasized the importance of caring for their supervisees' personal and professional development. Akantha epitomized a doctoral supervisor's approach to master's counselor development:

"Being direct when it needs to be direct with a supervisee, questioning what students are doing with the clients, their techniques, their conceptualization, going beyond the technique itself, the meaning of being there [with the client], more of having them become better counselors."

Akantha underscored the role of doctoral students as being active ("direct when it needs to be direct") and intentional ("questioning" their supervisees' understanding of the therapeutic process) in promoting the development of their supervisees ("having them become better counselors").

Notably, the data revealed that the supervisor role contributed to disequilibrium for participants. Specifically, being evaluated as supervisors by their peers and faculty was especially "vulnerable." Areto explained: "It [supervision class] felt vulnerable yet oddly supportive; [that is] showing work that I was not yet confident in my ability to do."

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The new role-taking experience as a supervisor may contribute to feeling "vulnerable" since doctoral students are engaging in a new skill set and developing competence as nascent clinical supervisors. Vulnerability may also stem from doctoral students' integral role in the development of master's counseling practicum students and their accountability as gatekeepers in the counseling profession.

Doctoral students may question their clinical expertise in a new role-taking experience, which can impede their confidence as supervisors. For example, Thraso shared her perception of clinical experience:

> "...when I was a master's student, I was supervised by professors because there weren't doc students. So it was new to me to be the doc student supervising because I hadn't been exposed to that model before. When I think about what I want to be as a supervisor, my model was an experienced person. I don't know what it's like to be a master's student supervised by a PhD student, but it's probably nice to be supervised by someone who has been in the field for 30 years."

Thraso did not observe doctoral students supervising master's counseling students during her master's program. Consequently, she may minimize her role as a doctoral supervisor in comparison with faculty supervisors ("it's probably nice to be supervised by someone who has been in the field for 30 years").

Gender may also contribute to vulnerability in the doctoral supervision internship with regards to the multifaceted leadership roles students assume as doctoral supervisors. As discussed in Chapter Two, gender socialization may contribute to women not aligning themselves with authority. Furthermore, women's gender socialization places emphasis

on connection in relationships, and women have historically been averse to assuming power in relationships for fear losing connection with their interactional partner (Miller, 1991). Therefore, gender socialization may exacerbate feelings of vulnerability for women supervisors. Overall, the aforementioned examples highlight different factors that may contribute to students' vulnerability during their supervision internship.

Participants noted group process as beneficial to supporting their roles as supervisors. Areto reflected on her observations of group support during her doctoral supervision class:

> "...that class was really my first experience trying supervision, so I was really uncertain if I was doing it [supervision] well. So it felt vulnerable showing my work [to faculty and peers], and opening it [my work] up for feedback, but I was also yearning for that [feedback] so I could get an idea of how I could improve and build my confidence. It was very supportive feedback, both constructive and positive, it all felt supportive."

Akantha shared her appreciation for feedback during her supervision course: "Having not only feedback for how I was doing, but also being able to give feedback and observe how others were doing as supervisors was also very enriching." She added: "It was great, reassuring and supportive, and vice versa. I would give feedback to them as well and it was good to see how we were on the same boat." Experiential supervision supported doctoral students as active learners, which encouraged their transition to supervisors. Namely, group process facilitated doctoral supervisors' alternation between three different perspectives. Specifically, doctoral supervisors engaged with peers from the perspective as a student in receiving support, engaged in the role as a supervisor in

offering support in return, and finally gleaned knowledge from their peers and faculty through observation.

Group process enhanced participant's learning experiences. Areto described the impact of group process in her supervision class: "...it [supervision] was more in depth and personal interactions...So again, that felt more meaningful to me and more memorable." She also discussed how being supervised in a group format was impactful for her professional identity:

> "...it [the supervision experience] shaped a lot of who I am now as a professional and as a supervisor and counselor educator; that level of personal feedback just really shapes you in a meaningful deep kind of way, so I think that's why it's had a lasting impact."

Notably, participants emphasized group process as supporting their development as nascent supervisors and as having a longstanding impact on their identity and confidence as counselor educators.

Experiential writing.

Faculty integrated experiential writing as an effective pedagogical strategy in the doctoral learning environment to enhance students' scholarly writing skills. For example, Areto described a course that required writing an article as a class exercise: "...we had an assignment each week to come to class and start putting together this article that we basically wrote in class together that semester." Alcinoe explained the process of engaging in a writing experiential project as an entire class: "...being able to practice what we had learned in writing and actually doing the critique, i.e., block by block and taking it into pieces about what needed to happen." Both participants described experiential

writing as faculty facilitation of the writing process through group engagement. Alcinoe described the role of her faculty in supporting students' learning through experiential writing exercises:

> "He demonstrated for one week and talked through it [the writing exercise], then [we] did it [wrote together] as a group. We had small groups and talked through it [the article writing process]. So there were multiple layers of instruction from lecture, to discussion, to small group [work] and then actually writing ourselves. That was really helpful to put that into context and to be able to walk through that process step-by-step on how to do that [write] on a scholarly level."

The aforementioned examples demonstrate the role of faculty in guiding students "step-by-step" through a scholarly writing exercise as opposed to expecting students to develop article writing skills through independent learning.

The data indicated that experiential writing aligned with participants' learning preferences. For example, Areto mentioned her preference for experiential learning: "I feel like I learn best experientially. In terms of actually doing things or doing activities or doing something hands-on or experiencing something first-hand." Visual aids reinforced experiential learning. Alkidike highlighted visual learning as beneficial for greater understanding of concepts: "I really appreciate some diagrams or a way that illustrates what is being taught in the book or what is taught verbally by the professor." Lastly, Pyrgomache commented on faculty who integrated visual and experiential learning strategies in the doctoral learning environment:

"In order for something to make sense to me, it has to be visual and it has to be modeled...visualize and writing it out, like someone modeling this is what I'm supposed to do and me implementing it. That works best."

When faculty "illustrate what is being taught," they offered a "visual" representation that guided students' understanding of the material. Modeling the article critique process provides students the opportunity to glean knowledge from faculty expertise to further enhance their scholarly writing practice. Faculty expand on students' learning processes by facilitating group writing practice; thus, "implementing" and allowing students to experience the writing process "first-hand."

Group process served as an integral part of the experiential writing exercise. For example, Alcinoe shared:

"I never felt like I was being put on the spot, in terms of having a question directed at me. So if I had a meaningful response then I could raise my hand, which was the same for everyone, so I like that it was not a high pressure environment. I was getting feedback in that way during the class. So if I did have some type of contribution, then it was positively reinforced or connected to someone else in the class [and] their responses, so he was acting as a facilitator in the class."

Alcinoe shared how group process encouraged a sense of safety for learners ("never felt like I was being put on the spot"), which helped to reduce perceptions of "a high pressure environment." Alcinoe's example also demonstrated how group process promoted engagement; that is, students' contributions were "positively reinforced or connected" to peers.

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Faculty also employed written feedback as an additional strategy for doctoral students to gauge their writing ability. Alcinoe explained the benefit of written feedback in developing her scholarly writing skills:

"Also, the written feedback is very important to me on writing style or even the mechanics or specifics, such [as] did I miss something in the journal article or the data critique. That's really important for me is to have written feedback that I can go back and look at later because sometimes when I go back and think about it, it's more meaningful whereas if I hear it, it may not be as effective for me."

Participants appreciated written feedback as an additional pedagogical strategy to support their learning processes. Written feedback provides the opportunity for students to revisit specific examples throughout the semester, which can be "more meaningful." Verbal feedback may be beneficial in the moment, yet difficult to recall at a later time, thus not be "as effective."

Notably, participants valued faculty who placed emphasis on modeling scholarly writing strategies and guided students' practical experience through group process. Such pedagogical strategies align with participants' preferences for visual learning, knowledge application, and connected learning.

Experiential research.

Participants shared examples of experiential research while ascribing importance to faculty support throughout the learning process. Alkidike reflected on her experiences in a doctoral research course:

"I think it's the first class that I've ever taken in my academic career where she [faculty] had us actually design and do our own study. She was there [present]

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throughout the process to actually talk to us about what could be improved, what was strong about our studies, and I've never really had that [feedback] before." Alkidike mentioned this was her first experience with implementing her own research throughout her higher education career. The faculty in the example did not assume her students had previous research experience. Instead, faculty provided guidance through constructive feedback, such as "what could be improved" and "what was strong about our studies."

Eurybe shared an experiential research experience specific to implementing a coding procedure: "[Faculty] just making sure we knew the material and [having us] do activities along the way, so that each part of the research project built on top of another research part. So you weren't just expected to go code [independently], she would walk you through it [the coding process]." Alkidike also shared her experiences of the "step-by-step" guidance provided by faculty:

"I've never really had somebody take me step-by-step through [research], if I need to change something [then], 'This is how we would change it.' If I'm not coding the data well then 'This is how you can code the data well; this is what a research team is for; this is what an audit trail is for.' She just really broke it down. At the end of it all, all of us had a pilot study that we could potentially use for further study if we wanted to stay with that topic."

Faculty guided students learning by taking them "step-by-step" through the research process, which reinforced the emphasis on the faculty-student relationship as guiding learning.

Pyrgomache appreciated the benefit of learning from her peers through dialogue: "We would talk about the various articles. There were a couple of articles I just couldn't get into because they were very hard for me to read, and it was helpful asking them what they thought." Alcinoe also mentioned the benefit of discussion: "It was interactive. There were a lot of opportunities to engage the topics of research in a conversational way by breaking down concepts." Again, faculty utilized group process as a means for students to take ownership of their learning processes. Group process promotes connected learning in which students practice their ability to offer support and resources to their peers. For example, Thraso mentioned: "...we were a research team. It was probably a more interactive environment than other classes." Group process supported collaboration amongst the students in being a "research team" and provided an "interactive environment" for learning.

Notably, participants valued faculty who were present throughout the process in taking students "step-by-step" and guided students' practical experience through group process. Such pedagogical strategies align with students' preferences for knowledge application and connected learning.

Overall, faculty provided an engaging learning environment that supported active learning for doctoral students. Faculty incorporated experiential teaching, experiential supervision, experiential writing, and experiential research as pedagogical strategies to develop students' teaching, supervision, scholarly writing, and research skills. Faculty supported active learning through modeling, feedback, and dialogue. Specifically, faculty emphasized faculty-student engagement (through verbal and written feedback) and peer-to-peer engagement (through group process), which promoted an atmosphere of

support as students adapted to their new roles. Notably, the data revealed that the experiential supervision experience contributed to disequilibrium for doctoral students; however, group process served to affirm students' vulnerabilities while strengthening their confidence in the role as supervisor. Collectively, the aforementioned pedagogical strategies' emphasis on connected learning supported an engaging learning environment and enhanced participants' doctoral learning experiences.

Constructivist Teaching.

Areto defined constructivist teaching as follows: "It's where everyone is an equal participant in meaning, and knowledge is co-created by everyone who is involved and everyone who is present in the classroom." She added: "Instead, that process is very interactive and mutual in the co-creation of knowledge." Constructivist teaching is a pedagogical strategy that honors students' authority as contributors in co-creating knowledge in the doctoral learning environment, thus endorses equality of students' voice while bolstering active learning. Euryleia shared her observations of constructivist teaching in her doctoral coursework:

> "One of the first classes I took was something like 'Teaching Counseling from a Constructivist Standpoint,' and pretty much the class was all talking, very much meaning-making. The whole program is pretty much constructivist, so that really helps [my learning] because there was a lot of talking."

She continued: "I really like the constructivist deal. I'm pretty sure the rote learning that we learned growing up set the foundation, like cognitive development and the ability to think more abstractly." Constructivist teaching emphasizes dialogue, which echoes

previously mentioned engaging teaching approaches that valued relationships and recognized students' authority in the learning process.

Constructivist teaching grants students the freedom to pursue topics of their interest. Alcinoe appreciated when faculty gave students the opportunity to pursue topics of their interest:

"I really like when professors give students the opportunity to pursue what interests them. If they [students] can build a rationale for why they are doing it [pursuing their topic] and how it's [the topic] related to the coursework, I think it requires a high level of skill for a student to be able to do that than simply having a course assignment that has very strict guidelines and everyone has to do the same thing. To me at this level, it's just not good teaching. I felt invested in the experience."

Euryleia described constructivist teaching in her theories course:

"Like developing theories, such as theories of change, theories of counseling, or theories of world-view. We're able to take what we think and develop it [our thoughts] more academically. So take what we thought the world to be and do research and develop concepts and other people would take it in too [process and evaluate the information] and [then] it [our ideas] would be stronger or more acceptable in the academic community."

Participants perceived constructivist teaching as active learning by encouraging them to take charge of the direction of one's learning. This pedagogical strategy bolsters students' authority with regards to ownership of knowledge and control of their learning processes.

Akantha shared her observations of faculty encouragement of students' learning and expertise:

> "They're [faculty are] flexible yet they make you work hard, and they make you earn what you're getting. They [faculty] are supportive, but they don't make it easy for you; [this strategy] helps because they give you the tools to help you build what you're building. They [faculty] don't build it for you, but you have to go out on your own."

Akantha's example demonstrated how constructivist teaching encouraged active learning. Specifically, Akantha appreciated faculty balance of support and challenge; that is, they are "supportive" by giving "tools" for students to be successful while decreasing students' dependency on faculty ("you have to go out on your own"). Areto reflected on the influence of constructivist teaching on her faculty relationships:

> "I do feel very collegial with my faculty and that they value my input and that they always have since I've been a doctoral student, so I have appreciated the [constructivist] style of learning that I have been able to enjoy."

In general, participants delineated the benefits of constructivist teaching. Constructivist teaching encouraged participants to have agency in their learning process, which strengthened their authority as knowers. Moreover, participants shared their appreciation for this "style of learning" in supporting equality in the doctoral learning environment.

Personal Attention.

Participants described personal attention as faculty involvement with students in and outside of the classroom. Participants defined personal attention as one-on-one interactions with faculty for academic and personal concerns. Participants reported that

faculty offered personal attention for doctoral students in various ways and different

capacities. Pyrgomache noted: "...some of the professors have said 'Don't hesitate to

contact me if you have any questions,' so they are welcoming that faculty support." Areto

reflected on her faculty presence in the learning environment: "...very present with us in

the class and also just willing to meet or talk with us outside of class." Euryleia added:

"Pretty much everyone in class met with her outside of class and she seemed to really

care about us, like genuinely care about us." Participants noted that faculty welcomed

personal attention through direct communication ("contact me") and indirect

communication ("present with us in class," faculty availability, and "care").

Participants also valued interactions with faculty outside of the parameters of

class. Participants viewed office hours, virtual accessibility, and fulfilling students'

requests for additional support as connections to faculty. Pyrgomache described personal

attention regarding her interactions with faculty during office hours:

> "I'm always stopping by his [faculty] office to say 'Hi' if his door is open and I
>
> will do that with any professor whose door is open. The fact that I'm not afraid of
>
> them, so they're very helpful and open."

Participants noted personal attention promoted confidence in seeking knowledge and

initiating further interaction with faculty. Personal attention supported students' authority

("I'm not afraid of them") and encouraged students to reciprocate the learning process.

Faculty promoted student engagement through personal attention by being "helpful and

open," which bolstered the faculty-student relationship. Initiating personal attention with

students promoted safety, which helped students feel less "afraid" and empowered them

as active learners in their learning processes.

Faculty demonstrated flexibility in supporting students' academic and personal well-being through virtual accessibility (e.g., email). Pyrgomache mentioned: "If I know that a certain professor specializes in a certain area or expertise and it's something I'm really interested in or looking into, I'll email and ask them about articles they can provide about certain topics." Alkidike mentioned her appreciation of access to faculty through email if she did not feel comfortable asking questions in class: "If I had a question about the material that hadn't been answered, I was really reluctant to raise my hand. I would just go to her afterward or email her if I couldn't answer it on my own." Alkidike felt "reluctant" to ask questions in class and yet felt comfortable to approach her faculty "afterward" or though "email." Her example demonstrated how students may feel inhibited to assume authority of their learning in the classroom (e.g., asserting voice in group interactions), yet their willingness to assume authority with faculty (e.g., one-on-one interactions) incites continued learning. On the other hand, doctoral students who feel "reluctant" in class and who are "afraid" of faculty may experience a learning impasse; that is, students who do not feel safe in the doctoral learning environment are likely to rely on independent learning experiences. Specifically, independent learning ("on my own") results in autonomous learning or students' individual understanding of the material. Given that participants' valued relationships as central to their learning, faculty need to consider students' fear of engagement as counteracting the learning process. Encouraging the faculty-student relationship through virtual connectedness illustrated faculty flexibility in offering an additional approach for doctoral students to initiate and receive support. Virtual accessibility furthered students' perception of safety, thus offered students an alternate option to express voice in asserting their learning needs.

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Lastly, faculty strengthened perceptions of care and availability in fulfilling students' requests for additional support. For example, faculty linked participants to additional resources to promote further understanding of the material. Pyrgomache shared an example of having difficulty with reading an assigned text in one of her courses:

> "I just wasn't getting it and the text was very difficult to read, so I went to the professor and asked, 'Do you have any supplementary texts or something else that can help me to understand this better?' So she gave me a couple of books that I could skim through and read, so I could understand the subject matter a little bit better."

Similarly, Alkidike added: "...they [faculty] would send me a ton of resources." Participants attributed supplementary interactions with faculty outside of class as reflective of their care for students. Participants' perception of personal attention enhanced active learning; that is, participants sought faculty for auxiliary support and resources. Additionally, faculty engaged in positive reinforcement of participants' support-seeking behaviors, thus strengthening participants' assertiveness skills in communicating their learning needs.

Moreover, faculty being "present" and "willing" to engage with students in and outside of the classroom reinforced perceptions of promoting an engaging learning environment. The data suggests personal attention as a factor that empowered students to initiate support for their learning needs. Overall, participants' perceived personal attention demonstrated faculty investment in students' learning process.

Personal attention attends to academic well-being.

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Faculty who inquired about students' academic well-being promoted students' perceptions of a caring learning environment. For example, Areto shared how her faculty demonstrated concern for students' needs in class:

> "...very approachable and seemed to care about our needs and our growth and our learning. They [faculty] conveyed that [attention] in class, they would say that [express their care] in class, they would check in with us about how class was going to see if the way the class was going would meet our needs."

Participants indicated that faculty who "care about our needs and our growth" and are "approachable" incite a safe and supportive atmosphere, which may empower learners to a greater degree. Akantha explained: "The better the relationship with the professor, the closer you'll feel to ask questions, and discuss, and [faculty can] disagree with whatever you are doing, and getting feedback." Participants noted the importance of personal attention in contributing to their learning by increasing their ease to "ask questions and discuss."

Participants shared the benefit of personal attention in promoting students' self-efficacy and confidence. For example, Thraso mentioned her advisor encouraged her professional development outside the classroom:

> "...she [faculty] has kind of nurtured that. She'll say 'This isn't exactly in your vein but would you want to get involved in this project?' The notion of 'I think you would be good for this' or 'You should apply for that' promotes that self-efficacy piece."

Personal attention was meaningful to the doctoral students by offering the opportunity for faculty to "nurture" their learning. Furthermore, being "nurtured" through feedback ("you would be good for this") promoted students "self-efficacy," as described by Thraso:

> "I would have never applied [to be a reviewer for a journal] because I didn't think I could do something like that. And for her to say 'Send in your application' and I think it's important to get that feedback in that way."

Faculty who nurtured students through personal attention strengthened students' confidence in their beliefs about their abilities to reach their professional goals. She added: "...so it's even more impactful to be recommended for something to know where you stand and it's like 'Oh, I guess I'm doing okay.'" The aforementioned examples demonstrated the significance of feedback in promoting students' development as counselor educators; that is, the feedback process was important to the students in assessing their skills and competence.

Participants recognized personal attention as vital for valuable networking and connecting to professional development opportunities. Euryleia mentioned how personal attention from faculty supported her connection to professional opportunities: "...she gave me extra attention and extra suggestions because she knew about my topic and told me 'Hey you can talk to this person or this person' and 'I can link you up' for being a teacher." Moreover, faculty who "link" students with other colleagues (who share similar interests and professional aspirations) reinforced students' perceptions faculty care and investment in their professional success.

Personal attention attends to personal well-being.

Participants underscored personal attention as a contributing factor for initiating emotional support with faculty. For example, Alkidike reflected on an experience when she was "really worried" about the data she had collected and reached out to her faculty: "...she had just gotten my email and she had sat with me for about 15 to 20 minutes and put my mind at ease. That's really what I needed was for someone to say 'Hey, it's really okay.'" Euryleia also shared her experience of an emotionally supportive faculty member: "...just having her [present], knowing that she was available to talk and actually listen and care probably was the best learning experience." Both examples demonstrated students' appreciation of emotional support.

Personal attention motivated students to initiate emotional support in the doctoral learning environment. For example, Areto shared her appreciation for personal attention related to peer dynamics that emerged in her advanced group course: "...there were some of us who needed to process something after the class with the professor that was pretty emotional and that [initiation of support] would have never happened in a different class." Notably, Areto described having the "most interaction" with this professor by "sometimes staying after class" or "meeting before class to talk about something that was taking place in the class." The faculty-student dynamic was strengthened by positive interactions with her professor prior to this incident, which led Areto to feel "...really comfortable asking to talk to [her professor] before or after class about something that was going on." Areto's example demonstrated how students may feel inhibited to broach dilemmas in the classroom (e.g., public forum), yet willingness to follow up with faculty (e.g., private forum) incited continued learning. Personal attention promoted an atmosphere of safety; that is, Areto felt inclined to address arising concerns that

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otherwise would have been suppressed. Her "need to process something" would "have never happened" without faculty establishment of care in the faculty-student dynamic.

Pyrgomache shared her reaction to being vulnerable in a doctoral class and how faculty validated her concerns while increasing connectedness to her classmates:

"...somehow I mentioned how I felt like an imposter in this program and we started talking about this imposter syndrome. Once I said that I thought 'What did I just do? I just outed myself to the whole class about me feeling inadequate,' but then he [faculty] asked the class if anyone else felt the same way, and everybody raised their hand saying, 'Yeah I felt that way' or 'Yeah I still feel that way.' After that I felt like I wasn't alone."

The aforementioned examples demonstrated participants' assertion of their emotional needs as students. Students felt safe to initiate support for emotional concerns in which faculty were able to address students' personal well-being. Faculty conceded students' emotional needs while facilitating social support ("I felt like I wasn't alone) in connecting her with peers who also experienced "imposter syndrome." Furthermore, faculty empowered students as active learners in feeling safe to emotionally engage in the learning process. Pyrgomache explained:

"It was bold of me to say it in front of a bunch of people I didn't really know, but having him [faculty] validate that and being like, 'You're not alone in this' and even he said he felt the same way and even how in certain settings he still feels the same way. Just that validation was some of the things I remember him doing."

Faculty who acknowledge and "validate" students' emotional concerns ("you're not alone") normalized students' learning experiences and strengthened their confidence in asserting their emotional needs.

In general, participants defined personal attention as involvement with faculty in and outside the classroom; that is, through virtual accessibility, office hours, and meeting with students after class. Participants also delineated personal attention as faculty availability, attentiveness, and motivation to support students' academic and emotional well-being. Moreover, participants who perceived faculty as approachable were more likely to initiate support for their learning needs.

Summary

Overall, participants provided a well-formed perspective of features in the doctoral learning environment that promoted favorable learning outcomes. An engaging learning environment resulted from faculty efforts that encompassed multiple strategies of instruction. These pedagogical strategies emphasized learning through relationships with peers and faculty (i.e., discussions, collaboration, and experiential learning). An engaging learning environment also extended to personal interactions between faculty and students via personal attention, which involved personal and professional support and guidance. These interactions were supported and enhanced by faculty's accessibility, availability, and their genuine care for students.

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Theme: Program Connectedness

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Program connectedness denotes the extent that participants feel connected to their doctoral program experience. Notably, faculty and peer relationships were integral in gauging and affirming connectedness to their programs. Participants identified different

aspects that contributed to or detracted from program connectedness such as: the program structure of a cohort or a non-cohort model (i.e., full-time versus part-time enrollment), student employment known as assistantships (i.e., funded positions in the department or other campus departments), and mentoring opportunities (i.e., interactions with faculty that promoted professional development). Additionally, participants described connectedness as related to social aspects of their doctoral programs, which included casual interactions with faculty and peers in personal and academic capacities. In general, program connectedness led participants to experience a greater sense of investment in their doctoral experience. Program connectedness includes the following: (a) the structure of the learning environment, (b) relationships in the learning environment, and (c) the structure of the program. Figure 4.3, below, depicts the subthemes that comprise the Program Connectedness theme, each of which will be discussed in further detail.
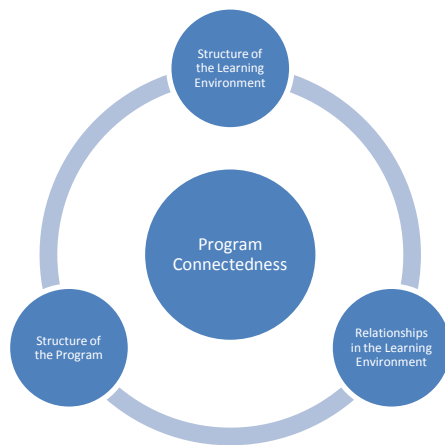
Figure 4.3. Cross-case theme: Program Connectedness. Radial cycle of three subthemes and their relationship to the central theme. Each subtheme is comprised of specific descriptive thoughts.

Structure of the Learning Environment

The learning environment plays an important role in supporting program connectedness. Specifically, the structure of the learning environment may inhibit or enhance classroom dynamics. Classroom structures that increased program connectedness are defined as: class size, course format, and classroom culture (i.e., connected learning). For example, participants mentioned their class sizes ranged from four students, to eight students, to a maximum of 10 students. Areto described her appreciation of a small classroom: "We had very small classes that offered a lot of opportunities to have discussions and interactions with the professors and interactions with each other." A smaller classroom structure supported "a lot of opportunities" for faculty to promote connectedness in the learning environment through "discussions and interactions." Faculty also encouraged an intimate classroom by integrating a "family" atmosphere in the course format. Euryleia explained: "We had to kind of become like a family...I think we're a lot closer than when we started in the class." Eurybe depicted how her faculty structured the learning environment to welcome casual interactions:

> "We had a break 30 minutes between the first and second half of class and we all ate dinner together. It was nice. We would all sit in a circle, eat and talk, and we didn't always talk about school stuff. We would talk about, not personal lives, but what was going on in our program."

Small classroom size encouraged intimate interactions, which accommodated a "family" atmosphere. A "family" atmosphere promoted an informal learning environment for students to connect and become "closer." Faculty structured class breaks as opportunities for informal social interactions, which created a sense of safety for students. Eurybe explained: "[Dinner] felt very supportive and didn't feel necessarily like you were being

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evaluated." Faculty incorporated a relaxed atmosphere for students to feel at ease to

engage in dialogue about their program and other topics aside from school. Informal

social interactions during class breaks allowed students to connect and support one

another. This engagement reduced anxieties in the classroom. Eurybe noted: "You knew

you were being evaluated at other times, but it was okay because you knew people

supported you, and you knew they were just as nervous as you." Informal social

interactions contributed to camaraderie in the learning environment ("they were just as

nervous"), which reduced apprehension during evaluations ("knew people supported

you") and eased the learning process ("it was okay"). This pedagogical strategy

established a unified learning environment, and thus increased connectedness in the

doctoral program.

Faculty emphasis on casual interactions encouraged a connected learning

environment. For example, Euryleia reflected how she felt at ease in her program:

"...with my peers, I feel like I have a more friendly relationship, and I don't feel I have to

speak a certain way or act a certain way or be a certain way." Faculty emphasis on peer-

to-peer interactions reduced inhibitions, which incited greater engagement and

investment in the learning process. Areto highlighted the benefit of "authentic"

interactions in the doctoral learning environment:

> "The interactions were more personal. The fact that they were authentic
>
> interactions just made it more meaningful and connected me personally. It
>
> [authentic interactions] made a deeper impact on who I am, it takes it to a deeper
>
> level beyond the typical academic classroom environment when you're talking
>
> about something you have a distance from."

Faculty strengthened program connectedness by engaging students to personally connect to their learning experiences. Emphasis on "authentic" classroom interactions transforms one-dimensional or superficial learning ("typical academic classroom") into "meaningful" and thoughtful ("takes it to a deeper level") learning experiences, which extends students' self-understanding ("deeper impact on who I am").

Faculty emphasis on relationships strengthened connections and encouraged collaboration in the doctoral learning environment. Participants shared several examples of peer support that stemmed from connections made in the classroom. Pyrgomache reflected on doctoral students' engaging in collaboration:

"... there were doc students who were teaching and taking the [Logistics of Teaching] class, so they were talking about some of their [teaching] experiences and we would brainstorm what they could do differently to help each other out. So it was very supportive and encouraging in helping each other."

Connected learning motivated peers as active learners to "try to help" and "brainstorm" to "help each other out." Students were empowered as active learners to collaborate and support one another beyond the classroom. Eurybe explained: "We try to help other doc students as much as we can, so that [support] was there, it just wasn't official." She added:

"It [peer support] has greatly enriched my learning experiences. Knowing that I have support, knowing that I can ask a dumb/smart question, just knowing they [peers] were there with me in the same boat and usually one of us has more information than another about some topic and we'll give it to everybody else to make sure everybody is on the same page."

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Connected learning stimulated students' motivation to sustain peer support with each other ("help as much as we can") because students felt safe ("knowing I have support") and connected ("with me in the same boat"). Notably, a connected learning environment neutralized a competitive atmosphere and instead promoted unity and cooperation in peer relationships. As a result, students engaged in "very supportive and encouraging" learning experiences. In general, faculty "enriched" students' learning experiences by encouraging personal and casual peer-to-peer interactions, which promoted safety in the learning environment. Accordingly, students felt empowered to support one another, thus leading to greater program connectedness.

Conversely, a competitive learning environment detracted from opportunities to connect. Unlike the informal learning atmosphere mentioned above, a competitive learning environment promoted being-task oriented at the expense of developing relationships. Alkidike shared her observations of competition amongst peers:

> "All of us were so nervous, all of us were so invested in doing well, that we would just cut out the play [humor]. Occasionally someone would say something and we would laugh, but for the most part we were all very focused. Even in our research teams, I can remember us meeting and there was no room for playfulness."

A competitive learning environment brought about a serious learning experience ("no room for playfulness"). Students were "invested in doing well" in class, yet felt it was necessary to "cut out the play" in order to be successful. A competitive learning environment contributed to feeling "nervous" and inhibited interactions (e.g., compartmentalizing "play" detracted from being their genuine selves). Furthermore, a

serious environment without "play" may reduce creativity and interaction, thus lead to superficial learning experiences.

A competitive learning environment is an important consideration in the doctoral classroom, since women value collaborative relationships in lieu of hierarchy (as discussed in Chapter Two). Women may feel alienated in a competitive learning environment that emphasizes power and autonomy, thus disengage from the learning process. A competitive atmosphere is counterproductive to women learners and threatens program connectedness. For example, Eurybe reflected on observing competition amongst other cohorts:

"[With] the other cohorts, it was a 'Dog Eat Dog' world. It was bad. The rumor is the professors intentionally set it up that way so the program could be known. But that died with us because we're supportive of each other."

Notably, students can be empowered to change their learning experiences for the better ("died with us because we're supportive of each other").

On the other hand, faculty emphasis on relationships can sustain program connectedness. Participants valued connected learning in promoting faculty-student and peer-to-peer engagement. Alkidike shared an example of how faculty maintained connectedness in the classroom, even through the end of semester:

"At the end of the class, we all did a mini-presentation of our research and most of our friends and colleagues would come in and actually sit in and support us, which I thought was very nice to have that peer support there."

A connected classroom promoted an inclusive learning environment that encouraged "friends and colleagues" to "sit in and support" students in presenting their research.

Furthermore, nascent interactions in the classroom transitioned into long-term

connections for peers, as described by Alcinoe:

> "For a few of [my] closer peers, we've moved into an academic or research
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> partnership where we are discussing presenting together at conferences, or co-
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> authoring articles, or looking for ways that we can collaborate. So it started out as
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> classroom relationship, moved into personal relationship, but is now moving into
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> a more dynamic professional and personal relationship."

Alcinoe noted that meaningful long-term relationships were facilitated through a

connected learning environment ("started out as a classroom relationship"). These

classroom interactions offered participants the opportunity to develop connections that

supported their efficacy in the program.

Overall, classroom structures, such as class size, course format, and classroom

culture (i.e., connected learning), contributed to participants' perceptions of program

connectedness. A small classroom size allowed for greater interactions and discussions.

The course format structured how students spent time together; that is, casual interactions

were incorporated in supporting a "family" atmosphere. The data indicated that the

aforementioned structures were perceived as positive. Namely, positive learning

experiences were contingent upon connectedness in faculty and peer relationships.

Faculty emphasized relationships through course structure as the foundation for learning,

thus sustained program connectedness.

Relationships in the Learning Environment

Participants acknowledged connecting with peers as they pursued and

accomplished the milestones that comprised doctoral study. Euryleia explained: "I think

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the people getting their PhDs have this understanding [with each other] because we're experiencing the same thing." Alcinoe mentioned: "I am new to this area, so the friendships that I have created have been through the program. Those personal relationships have made a big impact as a student because of friends going through the same thing with me." Alcinoe highlighted the importance of connectedness in the doctoral learning environment. She relocated to pursue her doctorate and had to rebuild her social support system, which stemmed from the friendships she developed in her program. Moreover, connecting with peers undergoing similar doctoral experiences made "a big impact" on her as a student. In general, the nature of a doctoral program provided opportunities for students to relate and connect with one another, thereby increasing connectedness in the learning environment.

Participants also experienced connectedness as a result of their experiences in the field of counseling. Alcinoe elaborated on the bond that accompanied doctoral study:

"In Counselor Education, there are a lot of us who came in as counselors, so that in itself creates some type of bond. Just the nervous anxiety on what the class is about, and walking through that together and sharing it on a humorous level or a joke about a topic has been helpful."

Alcinoe identified a shared experience amongst doctoral students as being their counseling backgrounds. These prior experiences helped Alcinoe to recognize an existing "bond" with her peers, which enhanced perceptions of connectedness.

Furthermore, relocation status contributed to strengthening program connectedness. For example, participants who relocated from out-of-state to join their

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programs found it beneficial to connect with other students who were also non-residents. Alkidike explained:

> "I had a friend who moved from San Diego to here, then we would start talking…and [asking] 'How is our life different here than it would be if we were back home?' So having those experiences have been good and some people had no trouble leaving home and were like 'I'm perfectly fine here' and hearing from them was helpful too."

Students who relocate to pursue their doctorate have to rebuild their social support systems. Notably, students rebuild their social support systems through relationships developed in the program. Alkidike's example demonstrated the value of connecting with other non-resident students in navigating their programs and adjusting to the nuances of their new environment. Being able to check-in with other students throughout their transition offers additional opportunities to support one another. Alkidike described the relocation support in her program:

> "And even as we've gone through the program together, there are times when all of us get a little bit discouraged or get a little home sick, and we can seek each other out and talk about it and it helps."

Alkidike underscored the benefits of non-residents having a support network during their transition. Specifically, seeking support from other non-resident students promoted connectedness ("can seek each other out and talk about it and it helps").

Students also found it beneficial to acknowledge the cultural shifts that accompanied their relocation transitions. For example, Akantha stated: "I am an International student...a lot of culture shock, a lot of learning about American culture."

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Alkidike mentioned her adjustment in moving from the mid-west and connecting with a peer who relocated from San Diego. She found it helpful to discuss the nuances of east coast culture such as local jargon: "...we would start talking about 'Yeah, what does that mean?'" Being able to connect with other students going through similar transitions in navigating a new environment promotes a supportive atmosphere. Alkidike explained how programs can accommodate students' relocation transitions:

"...having more information about the area. That seems like a really simple thing but when you don't have a lot of time, knowing where the closest grocery store helps and an understanding the cultural identity that comes from a rural area and moving into something that's an urban area, that transition can be quite difficult."

Both examples highlight the challenges in moving to a new area for both international and American students. Students who relocate find it beneficial to connect with other students with similar backgrounds in understanding their new environments. Alkidike added: "...like finding people that are at least going through a similar transition and connecting with them. I did that for the most part, but I had to seek that out myself."

Similarly, participants discussed seeking and receiving personal attention from other women in their programs. Personal attention ranged from professional advice and how to network, to emotional and cultural support. Women learners were strengthened through these relationships. Areto explained:

"I have one very close friend in my cohort in the doc program and we've sort of been sidekicks and cheerleaders for each other throughout our program. I have a very strong friendship that I feel helped me get through the doctoral program in a lot of ways just because we could be each other's sounding boards. There was a

lot of encouragement and support for each other in that friendship and it was a

really good thing."

Areto attributed "a very strong friendship" as sustaining her academic efforts ("helped me

get through"). Eurybe added: "I have basically a really tight group of girlfriends from the

program and we do projects together and we do things like that together, not just personal

stuff, but also the professional stuff we do." Eurybe elaborated on the professional

support she received

from a peer encouraging her professional goals:

"I have another friend who is in the doc program, and she's been doing this for

awhile so she showed me how to effectively network. So we would go around

and meet everyone [at a conference] and as soon as we made it back to the hotel

room, we would write down everyone's names again and go online and look at

pictures to make sure we remember and don't forget who we met because

inevitably we would see them at the next conference. People really have been

very instrumental in helping me develop that [professionalism] in specific ways,

such as having business cards and getting my CV [curriculum vitae] together."

Eurybe benefited from the experience of a fellow peer ("she's been doing this for awhile")

in guiding the networking aspect of her professional development. Notably, she

referenced "people" as being "instrumental" in "helping" her professional development.

In essence, both examples demonstrated women's professional development occurring

through the medium of personal attention by their female peers. In turn, participants

returned the kindness of support to their fellow peers. For instance, Pyrgomache shared

advice from a peer that supported her professional endeavors:

"I tell doc students 'Look, what is it you want to do when you graduate? Tailor

your plan to that. If you want to be a practitioner, you may not need all those

research articles and publications on your vitae. You may not have to worry

about continuing to teach unless you want to do adjunct, but it's up to you to do

what you want to do.' That was the advice one of my friends gave me. She told

me, 'Whatever you want to do, tailor what you do towards that.'"

Pyrgomache's example illustrated that students who receive guidance in their doctoral

program in turn motivated them to do the same for other students. She received keen

advice on how to capitalize on her doctoral experiences in aiding her professional goals.

Correspondingly, she passed along that keen advice in offering guidance to her peers.

Alkidike appreciated connecting with women who understood her struggles with

negative gender socialization from the perspective as a doctoral student:

"I have two really close friends in this program who, when I really feel like I need

to vent to someone that I can trust, those are the two people that I go to, and nine

times out of 10 they are feeling the exact same way that I am, and they can tell me

[their experiences] and we all walk away feeling better...those two key people are

the people I feel comfortable talking with, and they have a different perspective

than the other people in my life because they are actually in the middle of it too."

Being able to connect with other women in the program on similar issues ("they are

feeling the exact same way that I am") promoted connectedness ("vent to someone that I

can trust"). Moreover, Alkidike experienced validation and support for her experiences

and in turn was able to reciprocate to her peers ("we all walk away feeling better").

Alkidike appreciated connecting with peers as women and as doctoral students because

"they have a different perspective than the other people in my life because they are actually in the middle of it too."

Eurybe described how connecting as women led to relating through multiple identities. She reflected on a friendship with a fellow student who moved from California to be in the program:

"She's a world traveler and I'm not. She's been all over the place, so that really opened up my worldview to talk to her about things. And even though she's not the same race as me, we connected on being women, and would talk a lot about race issues and feminist issues; our needs as women and our needs as students."

Her example revealed that connecting as women led to further connectedness with peers. Eurybe discovered that honoring their backgrounds increased their ability to learn from and relate to each other. Specifically, acknowledging their backgrounds liberated their discussions by broaching "race" and "feminist issues," as well as their needs as women and as students.

Overall, relationships in the learning environment influenced program connectedness. First, the nature of a doctoral program provided opportunities for students to relate and connect with one another based on similar experiences in working towards milestones indicative of doctoral study. Second, prior experiences in counselor training served as an additional influence in creating bonds as doctoral students and as counseling professionals. Third, participants found it beneficial to connect with other students who experienced the cultural shifts that accompanied their relocation transitions. Lastly, participants underscored the significance of connecting with other women learners. Participants were strengthened through peer relationships that offered personal

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attention (e.g., professional advice and how to network, to emotional and cultural support). Personal attention benefited participants in giving and receiving support, thereby increasing connectedness in the learning environment.

Structure of the Program

The structure of doctoral programs plays an important role in supporting program connectedness. Specifically, certain aspects of program structure were reported to inhibit or enhance relationships in the doctoral learning environment. Participants described structures that enhanced program connectedness to include: cohort models, assistantships, and mentoring. Participants also shared different aspects of the learning environment that detracted from program connectedness such as: taking time off, figuring things out on their own (i.e., transition into the program), community structure deficiencies, and lack of continuity with peers.

Cohort and non-cohort models.

Participants described their programs as being cohort or non-cohort models (i.e., full-time versus part-time enrollment). A cohort or non-cohort structure in the doctoral learning environment may influence perceptions of connectedness; that is, these structures can either inhibit or promote connectedness in the learning environment. Areto explained: "So the [there were] four of us in my cohort and in some classes we would be joined together with a cohort ahead of us to take a course, so at most there would be six or seven students in a class." This structure can promote a connected learning community, as denoted by Euryleia:

"The cohort model lends itself as a value to the program because it forces you to have these relationships with these people because you're going along in the

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program at the same exact time. Whereas we're all close because we're all going

through this doc program and the cohort model takes that to the next level.

You're not only going through this program but you're going through it at the

same time. It adds this community and comradery that adds value to the

program."

Participants identified a cohort model as strengthening peer connectedness ("to the next

level") by providing a structure that reinforced peer-to-peer interactions. Accordingly,

participants observed inclusion ("community and comradery") which increased

perceptions of program connectedness.

Conversely, Akantha discussed how the structure of a cohort model posed

challenges for her re-integration into the program after a hiatus. Akantha reflected on the

disruption to the previous connectedness she experienced within a cohort: "We have a

cohort doc program structure, but for me by taking a semester off, I was already different

from the other students who started with me. You're on your own." Akantha noted that a

cohort model posed challenges for students' program connectedness when taking time

away from the program. As a returning student, she lost her original place in the course

rotation of their program. As a result, Akantha was relegated to courses with subsequent

cohorts ("on your own"), which threatened program connectedness ("already different

from the other students who started with me"). Akantha's example underscored how the

inclusive nature of cohorts can turn exclusive for those students who need to take time off

from their program.

Markedly, participants indicated that a cohort model strengthened relationships in the doctoral program. Alkidike explained how a cohort model enhanced interactions in the classroom:

"I knew everybody in that class, and the majority of the people were in my cohort so I had already built a rapport with them. I already felt comfortable with them. So for me it allowed me to be more open; it allowed me to take a lot more risks, and that was one of the classes where I didn't feel like I couldn't raise my hand or was hesitant to."

A cohort model expedited Alkidike's connectedness with peers in the classroom ("already built a rapport with them"). Essentially, a cohort model added to her perceptions of safety ("already felt comfortable with them"), which strengthened program connectedness ("allowed me to be more open" and "take a lot more risks").

Participants appreciated interactions that mixed cohorts offered in the doctoral learning environment. For example, Eurybe reflected on her interactions with peers in mixed cohorts (i.e., first year students, second year students, third year students in the same classroom):

"It [peer interaction] was interesting because for some people, it was our third semester, and others [students] were at the end of their doc program, so they [third year students] knew more about stuff, so it [interaction] was interesting. "It [the experience] was good because we [first and second year students] benefited from their [third year students] wealth of experience and they [third year students] benefited from our desire to learn as much as they did, so we [all students] all evened out."

Thraso added: "I think everyone did a great job of hearing each other...and [I] felt that everyone respected each others' opinions very much." Participants valued their peers' ideas, their diverse experiences, and appreciated learning from one another. Another example of cohort-to-cohort support involved doctoral programs' incorporation of a student mentorship program in linking fellow cohorts with incoming students. Pyrgomache shared her appreciation for being linked with a doctoral student mentor as an incoming student:

> "There was a mentorship program for incoming students, so she [fellow student] was my mentor. She was in a different place as far as dissertation. She was finishing up her dissertation, but she still managed to say 'Hi' and would invite me to hang out with her. I like to be open, and so I tried to get a feel of other people in the program and just started talking to other people."

Pyrgomache's example illustrated how students can benefit from cohort-to-cohort support through a student mentorship program. Participants benefited from mixed cohort support in the doctoral learning environment. Specifically, participants experienced peer connectedness across cohorts, which promoted a connected learning community.

By contrast, participants found that a non-cohort model had little to no structure in aligning students attending their program at the same time. Thraso explained: "There aren't cohorts, so people take four classes a semester, some people take two, [and] some people take one, it just depends if you're here [on campus] full-time or not." Alcinoe reflected on the impact of a non-cohort structure on her learning experiences:

> "So many students are part-time students taking longer to complete the program, so it fits with their work schedule and family schedule. It's [The program has] not

been as community minded as I was hoping or anticipating, since we technically

are not moving through the program as a cohort....the actual doctoral experience

to me has felt somewhat disconnected."

A non-cohort model created greater flexibility for participants with family and/or work

demands; however, participants experienced a reduced sense of "community" resulting

from less structure for interfacing with other peers and faculty in the learning

environment. For example, Thraso shared her observations of how a non-cohort model

limited program engagement:

"It's a lot different because my doctoral program here doesn't have a cohort, so

you don't have a reason to be here all the time and to be engaged, and there's

quite a few part-time folks, so it's not like I have the same group of people in all

my classes."

She added: "I know a lot of other people who commute and just come here for class and

leave [campus], so it's not quite the most cohesive experience. It wasn't the same people

in every class so there wasn't that continuity." Participants recognized that a non-cohort

model may contribute to fewer opportunities for students to strengthen peer-to-peer

interactions. Thraso described how a non-cohort model impacted her connectedness in

the program:

"But it wasn't until my second year that I felt I could check in with peers outside

of class....I've heard the incoming class has done a lot more activities together but

that is self-initiated. There hasn't been an orientation, so structure was not built in

to have that support through the department."

Thraso's non-cohort experience delayed her connectedness; that is, she didn't feel comfortable until her second year in the program to "check in" with her peers. However, Thraso observed the incoming class as being more involved, but their activities were "self-initiated." Her example identified how a non-cohort structure transfers responsibility to students for initiating and maintaining connectedness.

A non-cohort model posed challenges for participants' integration to the doctoral program. Alcinoe shared her initial impression as a doctoral student:

"I felt completely overwhelmed. It took me well into second semester to figure out what was going on. I was living off-campus and kind of disconnected and trying to figure out what classes I needed to take, what a cognate was, and how does this all fit together...it was kind of mechanical at first, in just creating some type of grid to get through the program, there wasn't a lot of dimension to it."

A non-cohort model rendered Alcinoe's initial doctoral experiences as being "disconnected" without the guidance of fellow students. Her transition to the doctoral program was "mechanical at first" in trying to ascertain program expectations. For Alcinoe, her experiences were "mechanical" in terms of being impersonal and detached from the program experience, since she was not connected to other students to support her understanding of the program. There was no structure in place to orient her to the program as a new student; therefore, her transition to the program was delayed ("well into second semester"). The lack of structure in a non-cohort model prompted Alcinoe to navigate her program without an established support network, which likely exacerbated her feelings of disconnectedness and threatened program connectedness.

Participants identified that a non-cohort model may inhibit personal attention from fellow peers. Thraso explained: "I've connected with some women in [our] program about shared experiences of wanting more mentorship and deciding to get together for lunch and sharing helpful tips because 'I didn't get that and I would like to share this with you.'" Her awareness of structural deficits in supporting social connectedness with peers spurred her initiative to support others. Thraso's example highlighted the importance of women's preferences for connection ("wanting more mentorship") and their value of support ("sharing helpful tips"). Thraso did not receive personal attention by peers; however, the absence of support motivated her to connect with other women who also desired more mentorship in taking steps to rectify this disparity.

In general, participants delineated the extent to which cohort structures influenced program connectedness. The data revealed that participants were more likely to be drawn to a cohort model, which aligned with their preferences for connected learning. Specifically, a cohort model strengthened participants' relationships while encouraging continuity throughout doctoral study. Participants established that a cohort model reinforced peer-to-peer engagement and thereby promoted inclusion in and outside of the learning environment. Conversely, participants indicated that a non-cohort model created greater flexibility for participants with family and/or work demands; however, participants experienced a reduced sense of "community" resulting from less structure for interfacing with other peers and faculty in the learning environment. Nonetheless, the data indicated that even in the absence of a cohort structure, participants were motivated to create opportunities for connection. In general, participants denoted that the structure

of a doctoral program is an important consideration with regards to establishing

connectedness in relationships and maintaining connected learning communities.

Assistantships.

Funding influences the number of assistantships that can be offered by programs,

as mentioned by Thraso: "I don't think it's lack of motivation in our program or by our

faculty, it's a matter of funding." Due to limited resources and greater demand, programs

cannot guarantee assistantships for all students. Alcinoe explained: "...we have very few

assistantships in our program, and they vary from year to year, so it's very difficult for

doc students to fully plug into the experience when we're not funded." Counselor

education programs that lack funding for assistantships relegate their students to

academic appointments in other departments. Specifically, students who do not acquire

assistantships within counselor education departments are displaced to other positions on

campus and are unable to "fully plug into the experience." Participants emphasized the

importance of assistantships in providing additional structure that reinforces interactions

with faculty and peers. Students who did not have an assistantship in the counselor

education department were vulnerable to being isolated from the program. As denoted by

Thraso: "Especially my first year, my first job was not within the counseling department,

so I felt kind of disconnected from our program." However, Thraso noted the changes

from her first year experience and subsequent assistantships within the counselor

education department:

> "I feel really fortunate because of assistantships [that] I've had. I've had the
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> opportunity to know faculty more so than other folks in my department. Being
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> around more, there's a difference between fourth year and first year change by

actually getting to meet people. Every semester you get a little more

comfortable."

Participants perceived assistantships within counselor education departments as essential

in promoting program connectedness. Although Thraso had an assistantship her first

year, she felt "disconnected" from her program because her position was not within her

department. However, subsequent assistantships within the counselor education

department helped her foster relationships with faculty ("to know faculty more so than

other folks in my department") and relationships within the department ("actually getting

to meet people"). Namely, as her relationships developed, Thraso became "a little more

comfortable" as her connectedness progressed each semester ("difference between fourth

year and first year").

Alcinoe reflected on conversations with other counselor education doctoral

students regarding assistantship opportunities:

"I've talked to students in other counselor ed programs or in other departments on

our campus and their experience is completely different because they're on

campus all the time, they're actually working in a lab, they're co-authoring with

an advisor or a team of students, and that's not the case in our program."

Participants expressed feeling "disconnected" from their non-cohort program initially and

discussed the role of assistantships in expediting program connectedness. Alcinoe

explained:

"Once I started my assistantship that made all the difference for me. Just seeing

people around, fellow students and hearing about their lives and about their

research and clinical work that oftentimes doesn't come up in a classroom

environment, because it can be just focused on the class, and that's really

important to me that contextual piece in putting people in contexts."

Alcinoe deduced that assistantships increased visibility in relationships ("seeing people

around"), which led to greater interactions ("hearing about their lives, research, and

clinical work") and improved program satisfaction ("made all the difference for me").

Accordingly, her assistantship promoted student engagement and continuity with peers.

Greater interaction beyond the classroom offered Alcinoe the opportunity for peer

relatedness, which may not otherwise have occurred in the classroom ("often times

doesn't come up in a classroom"). Alcinoe mentioned: "Seeing other students more kind

of normalized the feelings that I was going through." Assistantships offered participants

greater visibility in relationships ("seeing other students more"), which benefited them in

giving and receiving support ("normalized the feelings I was going through").

Participants perceived program assistantships as beneficial in promoting a connected

learning community.

Assistantships also provided participants with structure that supported building

relationships with faculty. Alcinoe mentioned how her assistantship was helpful in

building rapport with faculty in her program:

"...it certainly helped in getting to know our faculty members, and being able to

see them in contexts and not just as instructors, and being able to hear their vision

for our program, and their hopes for where things can move and progress, that

really was very helpful."

Assistantships promoted participants' engagement with faculty ("helped in getting to

know our faculty"). Participants found it "helpful" to observe faculty in a greater context

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("not just as instructors"). Moreover, participants benefited from hearing faculty "vision" and "hopes" for the program, which reinforced perceptions of the faculty's investment in the program and in their students. Euryleia emphasized assistantships as being beneficial to gaining access to faculty: "If you wanted to talk with them you could, and I gained a lot through co-teaching. That's as close as you get to the professors, through co-teaching." Assistantships enhanced participants' rapport with faculty ("that's as close as you get to the professors") and increased their access to professional opportunities ("gained a lot through co-teaching"), thereby bolstering program connectedness.

Furthermore, participants identified assistantships within the counselor education department as being a significant aspect of program connectedness. Alcinoe explained:

"It [being on campus for an assistantship] helps immensely and you hear about what's going on, something that's coming up, a conversation that happens in the office, so there's definitely an exposure to information that can play a significant piece in a doc student's experience."

Alcinoe's example demonstrated the importance of assistantships in contributing to greater program connectedness for students. Particularly, Alcinoe emphasized that students with assistantships have greater access to program information and resources ("hear about what's going on, something that's coming up"), which keeps them well-informed about what is happening in the program. She also noted that the "exposure to information" granted students knowledge of their program infrastructure and also increased their viability in the program by having greater access to opportunities ("significant piece in a doc student's experience"). Assistantships within the counselor

education department offered additional structure that promoted an inclusive learning environment; that is, participants were more likely to be included in program activities.

Assistantships also supported participants' professional development. For example, Pyrgomache described how a teaching assistantship was impactful for her development as an educator:

"When I first started the program, I was intimidated of teaching and I did not want to teach at all. But when I got into teaching my first class, I was like 'Yeah!' Cause when I first got into the program, I either wanted to work in a college counseling center or be the Dean of Students or something like that, but then I started teaching because it was part of my assistantship, and I had to [teach] and I absolutely loved it! So now I'm a professor all the way. I feel more confident. This [teaching] feels right for me. I can see myself doing this [teaching] for years and years and years."

Notably, Pyrgomache did not initially want to teach; however, her TA experience helped her to "feel more confident" and identify as a "professor all the way." Assistantships provided additional opportunities for participants to experience teaching, research, and administrative roles beyond the classroom environment.

Assistantships encouraged participants to take risks ("intimidated of teaching") by exercising new skills ("I had to teach") in a safe and supportive environment. Moreover, assistantships strengthened participants' professional development. For example, Thraso mentioned: "One of my first jobs was as a research assistant, and just that experience gave me more opportunities and built upon itself; once it's [your work is] out there it [creates a] snowball effect." Assistantships offered participants experiential practice to

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reinforce learning. Specifically, they strengthened students' skill sets (e.g., research, teaching, writing, networking), which lead to new and more challenging opportunities ("snowball effect") as participants continue their professional development. Furthermore, visibility with faculty and peers is greatly enhanced by being on campus; thus, encouraging participants' networking skills. In general, assistantships served as an additional structure that fostered participants' professional development, which bolstered program connectedness.

Discordantly, participants indicated that the lack of standardization for assistantships resulted in unequal opportunities in the doctoral learning environment. For example, Euryleia stated: "I wasn't a GTA [graduate teaching assistant], I was a GAA (graduate administrative assistant), so I never had a mentor and I didn't even know that people had mentors and stuff." Euryleia shed light on how the types of assistantships can lead to dissimilar experiences. In particular, she noted that a GAA may not have access to a mentor like their GTA peers (i.e., supervisor that monitors their teaching skills). Consequently, GAAs may fail to benefit from faculty personal attention for academic and personal concerns that their GTA counterparts experience.

Assistantships with inconsistent advising and mentorship experiences also threatened program connectedness. Thraso shared her observations: "...it's a varied experience of how mentored [or] advised people feel." With regards to assistantships and faculty interaction, Thraso mentioned:

"I think of it as being either hit or miss. If you have a reason to be around [campus], the professors are very genuine and they want to help, but they're also extremely busy. So if you don't take initiative to be involved in things and be

around, it's easy to be overlooked in terms of what feedback I've gotten from other students in my program. So the opportunities I've been lucky to have, my peers have asked me 'How did that happen, how did you get that?' because they're feeling like they haven't had that experience."

Inconsistent advising/mentoring experiences may stem from different assistantship foci (teaching, research, administration). Consequently, Thraso observed how other students experienced perceptions of being left out ("I didn't even know that ") and overlooked for valuable opportunities ("How did that happen?"). In general, inconsistent advising/mentoring experiences may contribute to disjointed faculty-student interactions (i.e., some students have personal attention whereas others do not), thus they threaten program connectedness.

Participants demonstrated that acquiring an assistantship does not necessarily contribute to connectedness exclusively (e.g., GAA vs. GTA). Participants also indicated the faculty-student relationship as integral in supporting the assistantship experience. Thraso mentioned: "Maybe if it were more of a programmatic thing built in, everyone has the same forms, checklists, things so it doesn't feel so variable from advisor to advisor; [a] programmatic level of setting that expectation." Programs can take steps to mitigate inconsistencies to promote equality in the learning environment.

Essentially, unequal assistantship experiences accentuated the division between the haves and the have-nots in terms of some students receiving rich professional opportunities (e.g., mentorship, personal attention, "lucky" experiences) and others being deprived of accessing similar opportunities; hence, inequity threatened program connectedness. Furthermore, identity capital may also influence opportunities available

to students. As discussed in Chapter Two, students who align with their programs' valued norms acquire greater identity capital (Corte & Levine, 2002). Specifically, students with greater identity capital often experience greater success and have more advantages than peers whose values do not align with their program (Wortham, 2006). For example, students who have teaching aspirations may have claim to opportunities that may not otherwise be made available to students who have different aspirations.

Overall, assistantships enhanced participants' investment in their program experience. Assistantships promoted student engagement and continuity with peers and faculty. Specifically, assistantships increased visibility in relationships, which led to greater interactions and improved program satisfaction. Participants with assistantships were more likely to have greater "exposure to information" that increased their likelihood of having access to professional opportunities. Lastly, assistantships supported participants' professional development and viability as counselor educators. Alternatively, the data indicated that several factors regarding assistantships threatened program connectedness, such as lack of standardization of support, inconsistent advising/mentoring experiences, and inequitable access to professional opportunities. Accordingly, counselor education programs must consider factors that contribute to the aforementioned discrepancies so that all students are afforded equal opportunities in the doctoral learning environment.

Mentoring.

Mentoring is a purposeful professional faculty-student relationship fostered through counselor education programs. Euryleia defined a mentoring relationship as follows:

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"The faculty member is the mentor, and the doctoral student is the mentee, and the faculty mentor will help with teaching, questions, or professional connections, helping them [student] to get connected with the profession and the person's [mentor's] specific interests and things, [to] help guide them [student] through the process."

Participants' perceived faculty as a personal resource for mentees to ask questions and glean understanding of professional expectations. Furthermore, they noted that faculty support mentees' professional development through offering resources ("help with teaching"), networking ("to get connected with the profession and specific interests"), and guiding them "through the process" in navigating the field as counselor education professionals. Mentees shared an eagerness to learn from their mentors, as described by Areto:

"In particular, the professors that I got to teach with, they treated me as an equal and at the same time they are very experienced and have so much to teach me...I'm getting to absorb and learn so much from them. That's what feels like mentorship to me."

Participants reported that mentoring presents faculty the opportunity to model professional relationships ("treated me as an equal" and "like a colleague") while sharing their expertise ("they are very experienced") as they guide students "through the process" of transitioning to counselor educators ("so much to teach me"). The mentoring relationship also presented participants with opportunities to gain valuable feedback and insights ("getting to absorb and learn so much") from faculty. Notably, mentoring emphasized the faculty-student relationship, which aligned with participating women

learners' preferences for connected learning and personal attention. Mentoring imparted a supportive professional relationship to students and contributed to perceptions of a caring learning environment.

Importantly, mentoring offered opportunities for nascent counselor educators to obtain knowledge and gain personal counsel from experienced faculty. Akantha explained: "They [faculty] are role models. I try to learn from them, ask questions, especially not knowing so many things about what it's like to be a professor, especially in this country." Areto added:

> "They [faculty] have had the biggest impact because in getting to know them, I've come to understand more about what life as a professor can look like [and] what I don't want it to look like, and I think those professional relationships with my professors enriched my experiences in the doctoral program."

Participating doctoral students perceived faculty as "role models." Accordingly, participants valued learning from faculty in order to glean knowledge that will ensure their professional success. Akantha wanted to learn about being a counselor educator ("learn, ask questions") and to understand expectations of being "a professor" in the United States. As an international student, gaining personal counsel from experienced faculty was vital for preparing her as a counselor educator and preparing her to navigate faculty employment in America. Specifically, mentoring conveyed faculty investment in participants' professional success. Mentoring "enriched" their experiences in the doctoral program by offering additional opportunities outside of the classroom to "learn from [faculty], ask questions," and "understand more about what life as a professor can look like." Mentoring reinforced participants' perceptions of faculty investment and sustained

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their professional efficacy, thus bolstering program connectedness. Pyrgomache described how she experienced mentoring during her doctoral program:

"So most of my mentorship had that support that I needed [and] that encouragement or whatever as far as counseling or counselor education. It was just very informal. [Mentorship] provided support and encouragement, [which] could be professional [support] as it relates to my career or what I'm doing, [such as] counseling or research or whatever that I'm doing now."

Mentors provided "support and encouragement" in offering Pyrgomache the support she "needed." Notably, mentors offered support that was relevant to what was happening at the moment in her development ("relates to career" or "research" or "what I'm doing" at the time). Eurybe needed support with networking and shared an example of how her mentor was intentional in connecting her with other professionals in the field:

"…when I go to conferences, she [my faculty advisor] makes it her business to take me by the hand, like a little kid, and introduce me to other professionals and would tell me 'These are good people you want to know' and point out the right people and at every conference. The same people would come up and ask how I am doing in the dissertation process, so it's building my networking [skills], and I learned that [networking] through example."

Eurybe experienced the benefits in establishing new professional relationships ("same people would come up and ask how I am doing") thanks to her mentor's support ("I learned [networking] through example"). Accordingly, Eurybe's mentor prepared her in creating her own professional support network ("it's building my networking [skills]").

Both examples demonstrated the active role mentors had in establishing participants' professional success by accommodating their professional learning needs.

Mentoring strengthened connectedness in the faculty-student relationship. Akantha explained: "Learning from their [faculty] experience and building relationships and connecting with them, [such as] having a chance to present with them [at conferences] and having a chance to present papers here and there." Her example depicted how the mentoring relationship supported her preference for connected learning ("building relationships"). Moreover, mentoring offered Akantha greater opportunities to experience professional interactions with faculty ("present with them [at conferences]"), which reinforced program connectedness.

Mentoring conveyed an understanding of availability and care in the faculty-student relationship. Alkidike shared her appreciation of professional support:

"I've contacted [faculty] if I have questions. They've given me very honest replies, and it's good for me to have that experience because I think it really sets me up for what these relationships will be like once I graduate with a PhD."

Participants appreciated faculty who were responsive and provided feedback ("good for me to have that experience"), which "set" them up for success in professional relationships (understanding "what these relationships will be like once I graduate"). Importantly, mentoring empowered participants' authority in being active learners in their learning process ("I've contacted faculty"). Akantha shared an example of how mentoring encouraged her initiation of support with regards to her scholarly writing skills:

"I had a professor to take a look at a paper. She's not [currently] teaching any class [for me], just [the nature of] our relationship...[that] I asked her to take a look [at my paper] and give me some feedback."

Notably, Akantha initiated feedback from a professor who was in the program, yet was not teaching one of her classes. Her comfort with initiating feedback speaks to the safety and care that her professor fostered through "just [the nature] of our relationship." Considering that Akantha did not have a course with this professor at the time indicates this connection as particularly significant. Specifically, the professor was able to establish a meaningful connection with her that lasted beyond their initial engagement.

Mentoring also granted students personal insight into faculty professional and personal well-being. Areto explained:

"Just getting to know them [faculty] on a more personal level and [understanding] what their life is like and what their work-life balance is like, [such as] 'How much time do they have for their families?' and 'How do they balance all the different roles they are in?' and so just getting a better understanding of all of those things."

Mentoring provided Areto with an first-hand perspective into faculty life. Specifically, Areto's mentoring relationship offered opportunities for observation and dialogue regarding how faculty "balance all the different roles they are in." Pyrgomache mentioned how mentoring was beneficial in connecting with faculty who empowered her process:

"...someone who knows [what you're going through], and they can really validate and encourage me, 'Yes, this is hard Yes, I went through this too, and this is how I overcame this, and this is why I did it' and stuff like that."

Pyrgomache identified mentoring as an opportunity to engage in dialogue with "someone who knows" and understands her experiences, and thus, received support and reassurance related to her professional transition.

As discussed in Chapter Two, Gardner (2009) identified the dissertation experience as being Phase III of doctoral student development. In this phase, doctoral students embark on dissertation work and may be seeking professional positions (Gardner). The support systems identified in the previous phases (peer relationships, advisors, faculty) that occur through close peer relationships in coursework or daily interactions with faculty may give way for students as they transition to Phase III. In Phase III, the support system involves writing groups, advisor, and mentors (Gardner). The lack of structure for engagement during Phase III can present candidates with challenges on maintaining connectedness. Thraso explained:

"I haven't really met with my other committee members very often, and I need to since I'm in the middle of dissertation, but it's a very independent process. It would probably be nice to meet more [often with committee members] and to have that advising/mentoring. The more [support] the better, though I'm starting to realize [that I need to take it] upon myself [to initiate that support] a little more."

Thraso highlighted how dissertation is "a very independent process," yet identified "the more [support] the better" in ensuring her success. Thraso mentioned she would

appreciate continuity of interactions with her committee ("nice to meet more often") and to experience "advising/mentoring" from her committee members. Thraso mentioned she was "starting to realize" her responsibility in "taking it upon myself a little more." Her statement implied that she did not have a prior understanding that she would be the primary initiator for engagement with her committee during the dissertation process.

Mentoring has the potential to transition into long-term connections for faculty and students. As mentioned by Areto:

"I feel like I can always stay in touch with them [faculty] and find out what they're doing. [I can] tell them what I'm dealing with, at hopefully my job somewhere, and ask for their advice. I really value those relationships coming out of the doctoral program."

Furthermore, mentoring has long-term implications for future counselor educators. Thraso mentioned:

"[It is] rare to hear someone say, 'I had this amazing mentor.' When you go to conferences [and] hear [the] President of ACA, of course they talk about their amazing mentor. That's why they're in these amazing leadership positions. [Limited access to quality mentoring opportunities contributes to feeling] lucky that you had [amazing mentor experiences], as opposed to that's just how it works."

Thraso's example identified that "amazing mentor" experiences were the exception and not the rule; that is, students felt "lucky" in having positive mentor experiences since these experiences were perceived as "rare." Her example depicted the connection between mentoring and professional success. Notably, minorities are especially

vulnerable to marginalization, which can manifest in the form of poor mentoring experiences. As discussed in Chapter Two, lack of respect for student differences can result in negative faculty-student interactions (Henfield, Woo, & Washington, 2013).

Participants valued mentoring initiatives in supporting doctoral students' development. Thraso asserted: "I think it's a really important thing in terms of mentoring to give people those opportunities or encourage them to broaden and to be more well-rounded, and I think it's important to be emphasized from a higher up person." She added: "...building the mentoring component; it's probably rare that programs do it really well." Participants observed obstacles that can impede faculty ability to provide quality mentoring experiences for their students. Euryleia explained: "Sometimes it feels like the professors are really busy. It's a research college; they are juggling a lot." Eurybe added: "We tried to do mentoring here, but it's really hard to do with time commitments. Nobody has the time." As discussed previously, mentoring conveyed an understanding of availability and care in the faculty-student relationship. Accordingly, participants who observed faculty as being "really busy" may perceive faculty as not being available to provide care in a mentoring relationship ("hard to do with time commitments").

Overall, the data revealed that mentoring is highly regarded by participants. Mentoring reinforced students' perceptions of faculty investment and sustained their professional efficacy. Participants experienced mentoring as gaining greater access to resources, having a personal guide to networking in the field, and "getting a better understanding" of faculty work-life balance. Participants also identified mentoring as supporting women learners' preference for connected learning; that is, "absorbing and learning so much" from "role models" as they built personal relationships with faculty.

Conversely, the data reveals that "amazing mentor" experiences may be "rare," which perhaps is indicative of the literature regarding minorities' vulnerability to poor mentoring experiences. Furthermore, participants identified "time commitments" as a potential hindrance to quality mentoring experiences.

Summary

Program Connectedness emerged as a theme that described different aspects of relationships that promoted satisfaction and connection to participants' respective counselor education programs. Program connectedness transpired by creating an atmosphere of support that emphasized the importance of faculty-student and student-student relationships (i.e., cohort models/assistantships/mentoring) in the doctoral learning environment. Furthermore, participants revealed that those initial interactions can develop into long-term connections with both faculty and peers and, thus, emphasized the influence of relationships on students' current and long-term professional development. In general, the absence of relationships in the doctoral learning environment threatened program connectedness. Counselor education programs can strengthen program connectedness by encouraging cohort models or by providing auxiliary support for non-cohort models. Programs can advocate for assistantship funding to increase professional development opportunities for their students. Programs can also attend to advisor and mentor training programs to ensure equity for all students. Specifically, training must incorporate an emphasis on multicultural and diversity competencies to avoid the pitfalls of identity capital and marginalization influences on advising/mentoring practices.

Theme: Multiculturalism and Diversity in the Learning Environment

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Multiculturalism and diversity influenced participants' reflections of their own

learning experiences in the doctoral learning environment from a cultural perspective.

CACREP (2016) defined multicultural as "the diversity of racial, ethnic, and cultural

heritage; socioeconomic status; age; gender; sexual orientation; and religious and

spiritual beliefs, as well as physical, emotional, and mental abilities" (p. 60). CACREP

(2009) also defined diversity as the "distinctiveness and uniqueness among and between

human beings" (p. 59). Participants shared examples of multiculturalism and diversity

presented in the doctoral learning environment as follows: (a) the extent of their

multicultural awareness in the classroom, (b) positive and negative influences in the

learning environment, and (c) what was helpful and what was not helpful to their learning

processes while pursuing the doctorate in counselor education. Significantly,

multicultural influences from previous learning experiences pervaded current doctoral

learning experiences. Figure 4.4, below, depicts the subthemes that comprise the

Multiculturalism and Diversity in the Learning Environment theme, each of which will

be discussed in further detail.
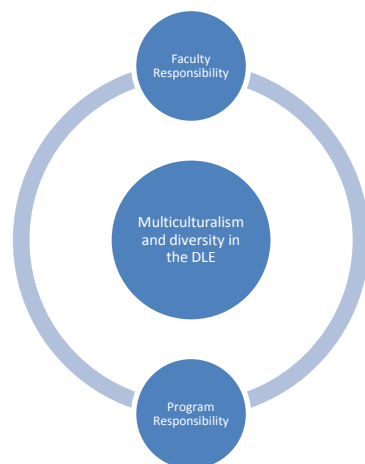
Figure 4.4. Cross-case theme: Multiculturalism and Diversity in the Learning Environment. Radial cycle of two subthemes and their relationship to the central theme. Each subtheme is comprised of specific descriptive thoughts.

Faculty Responsibility

According to the CACREP (2009) doctoral standards for counselor education and supervision, doctoral students are required to have learning experiences beyond the entry level in content areas listed for professional identity (i.e., foundations and knowledge). The knowledge content area specifies students are expected to know: "Pedagogy relevant to multicultural issues and competencies, including social change theory and advocacy action planning" (p. 53).

Eurybe shared her learning experiences with multiculturalism in a doctoral classroom: "For the first time, my multiculturalism was questioned and acknowledged at the same time." She added: "For the first time, I realized that just because I'm Black doesn't mean I'm multicultural. I never thought about that. Before, I thought I was multicultural because I thought, well, I'm a minority myself." Participants' doctoral experiences expanded their understanding about multiculturalism. Akantha spoke to her cultural awareness as an international student in an American doctoral program:

"I had a class that was about subcultures. I always understood multiculturalism as people being from different countries. I had never thought about [multiculturalism with the understanding] that different cultures could exist in one country. At first I wasn't aware of that. I thought we [people of her culture] all shared the same culture [being from the same country], so it was a struggle at the beginning, because I didn't understand that [skin] color would differ one person

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from another [culturally] just because we have a different [skin] color, and I

learned in the US [United States] we do [have different cultures]."

As an international doctoral student, taking a course about subcultures was beneficial in

broadening Akantha's perspective of American culture. Her initial understanding was

that people from the same country "shared the same culture" and that skin color did not

"differ one person from another." However, she learned that having "a different [skin]

color" delineated distinct subcultures within the US. For Akantha, faculty expanded her

knowledge of subcultures in America and broadened her overall understanding of

multiculturalism.

Other doctoral students noted that active learning experiences furthered their

multicultural understanding. Eurybe reflected on realizations about her cultural identity:

"...going to conferences, learning about these [cultural] things, reading about these

things and I learned that just because I'm Black and a member of a minority or

ethnic group doesn't mean that you know how to deal with everybody else."

Through the process of active learning, Eurybe realized that being part of a "minority or

ethnic group" did not determine multicultural competence, thus shifting her outlook

regarding minority status ("doesn't mean you know how to deal with everybody else").

Participants also discussed ways in which faculty contributed to their new perspectives by

identifying disparities in the counselor education literature which reinforced active

learning. Alkidike explained:

"The final paper that we had to write was based on a gap that we felt existed in

counselor education, and that was one of the more exciting things for me because

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I felt like there was a gap in some of the multicultural education, and I started to talk about that."

The final paper served as an opportunity for Alkidike to take authority of her learning process.

Notably, several participants initially expressed challenges with identifying their learning experiences through the lens of gender. When asked: "To what extent has being a woman impacted your learning experiences in counselor education?" Akantha responded:

"I don't know how different it [my learning experiences] would have been if I was a guy. It's hard for me. I'm sure it would have been different because it's [the program is] so female predominant, so if you're a guy, you [might] feel kind of lonely maybe? I don't know, because as a woman I've only seen things through my eyes. I don't know how it [learning experiences] would have been different. I've only had those pairs of lenses."

Akantha acknowledged the minority perspective (males being in a "female predominant" program). However, when reflecting from her learning experiences as a woman, Akantha mentioned: "It's hard for me," "I've only seen things through my eyes," and "I've only had those pairs of lenses". Faculty who ignore gender as an active process (see Chapter Two for gender socialization, gendered language, gendered reasoning, and inequity in the learning environment) may impair their students' ability to navigate gender influences in the learning environment.

For example, Alkidike mentioned the disconnect between gender and her doctoral learning experiences: "With my professors, I don't think me being a female has impacted

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my learning or their ability to teach me or their approach to me. I don't think any of that has changed because of my gender." Thraso also reflected on her lack of awareness regarding how being a woman influenced her doctoral learning experiences:

> "I don't know that it [being a woman] has [impacted my doctoral learning experiences] in its own specific way. It's [Being a woman is] not something that has come up in terms of [the] academic piece [of learning as a doctoral student]. Maybe it's [the extent of being a woman impacting my learning experiences is] something that I'm not aware of, but [also] something that I haven't spent much time thinking about."

The aforementioned examples underscore a gap in multicultural training as it pertains to gender. The data suggests lack of emphasis on gender influences in the learning environment ("I don't think being a female has impacted my learning") and limited awareness of gender biases and assumptions ("It's not something that has come up").

Eurybe explained how her faculty did not examine gender influences in the master's learning environment:

> "Even though there were a lot of male teachers and very few males in class, they never talked about, 'How is it for you all to have two guys in class?' from the women's point of view or the guy's point of view. It just wasn't openly talked about."

Although there were "a lot of male teachers" and very "few males" in her master's program, faculty did not broach gender in the learning environment ("just wasn't openly talked about"). Eurybe mentioned how her doctoral learning experiences modeled openness and encouraged multicultural and diversity discussions:

"In my master's program, it [gender] wasn't really a big focus...in the doctoral

program, the teachers really integrate the fact that there are racial differences,

gender differences, [and] cultural differences, and we talk about those things

openly, but when I was in my masters program, we didn't ever talk about those

things."

Eurybe's example illustrated that faculty in her doctoral program modeled how to "really

integrate" multiculturalism and diversity in the classroom, such as addressing "racial

differences, gender differences, [and] cultural differences" within the doctoral

curriculum. Faculty integration of multiculturalism and diversity in the doctoral

classroom is vital for ensuring students' multicultural competence.

Pyrgomache shared her perspective of males being the minority in counselor

education:

"I've started to open my eyes a little bit about that [perspective]. That even

though men are a part of the dominant culture, they can still experience some type

of oppression, or being in a program where you don't have a lot of male role

models, or working in a program with other men and having to adjust to being

around a lot of women, and in certain classes feel like you have to speak on the

behalf of men. They can be at a disadvantage too, like underrepresented groups,

but for them it's a different setting, such as not having males within the program

they can work with or have that male support that as females we have....I can

understand how they can feel pressure on them."

Pyrgomache mentioned that males being part of the "dominant culture" and transitioning

to minority status in counselor education programs ("adjust to being around a lot of

women") are vulnerable to "oppression" and fewer opportunities as a result of gender ("don't have a lot of male role models"; "not having other males to work with" or access to "male support"). Several other participants also considered the male minority perspective when reflecting on gender in the doctoral learning environment. Gender discussions may be helpful in calling attention to how women learners navigate majority status in the classroom while having minority status in society and determining how both statuses influence their learning experiences.

Some participants described experiences that can be explained as microaggressions in the learning environment; that is, constant and continuing everyday reality of slights, insults, invalidations, and indignities visited upon marginalized groups (i.e., commonly experienced by people of color, women, and LGBTs) by well-intentioned faculty and peers (Sue, 2010). Specifically, "the power of microaggressions lies in their invisibility to the perpetrator who is unaware that he or she has engaged in a behavior that threatens and demeans the recipient of such a communication" (p. XV). Microaggressions are classified under different racial, gender, and sexual-orientation themes which "appear to be a reflection of stereotypes and worldviews of inclusion-exclusion and superiority-inferiority" (p. xvii). Stereotypes were defined and discussed at length in Chapter Two. Stereotypes refer to thoughts or widely shared sets of beliefs about a social group that inaccurately describes everyone in a particular social category (Matlin, 2004).

Participants experienced microaggressions and stereotypes regarding their language. Eurybe identified judgments made against her regarding her dialect:

"It's been a balancing act. I have to realize when I reach that militant mode, I start to be that Black female stereotype. So a lot of times in public or presentations, I'll change the way I speak to be more crisp and clear. I try to make sure I use the right words and tenses, whereas that's not always who I am. It's a balancing act of doing that all the time."

Eurybe illustrated the negative impact of stereotypes ("Black female stereotype") in contributing to her feeling the need to change her approach to avoid being judged ("change the way I speak" or "use the right words and tenses"). Interestingly, she mentioned awareness of being in "militant mode," which triggered her change in dialect. "Militant mode" is likely associated with the negative "Black female stereotype" as opposed to assertiveness. African American/Black women may experience a negative association with assertiveness. Specifically, their assertiveness skills may be attributed to the "Black female stereotype" during their gender socialization process. Accordingly, minority students may change their dialect to increase opportunities for connectedness.

Similarly, women learners may be susceptible to judgments made against them regarding socioeconomic status and its cultural influences on language. Alkidike shared her experiences with microaggressions and stereotypes regarding her rural accent:

"I think about the way that I talk and my accent and how I've gotten mixed responses. I've had people who have been 'Oh my gosh, that's such a sweet accent, I could hear you talk all day,' or I've gotten people that won't mention it, and then I've gotten people who have said 'Did you go to college?' I'm like, actually I'm in a PhD program, and I've been in college a couple of times."

Alkidike indicated mixed reactions to her rural accent as being positive ("sweet accent"), neutral ("won't mention it"), and negative ('Did you go to college?'). The negative reactions to her rural accent implied that she was uneducated. She added:

> "So another piece of this whole puzzle is that there would be people who would say I need to sound intelligent, that I need to take speech classes and learn how to speak differently. I on the other hand am like 'No, this is a symbol of where I'm from; this is a symbol of who I am, and if there's something wrong with that, then there's something wrong with me in your eyes not mine.' It's just understanding who I am [as an individual] and then once I understand it [my individuality], [then accepting that in] really just saying 'And that's okay.'"

Alkidike denoted microaggressions and stereotypes of her rural culture in being told to "take speech classes and learn how to speak differently" in order to "sound intelligent." However, she did not internalize these negative messages and instead embraced her culture and diversity ("this is a symbol of who I am" and "that's okay").

Microaggressions and stereotypes can reinforce alienation for women learners in the doctoral learning environment. For example, Alkidike shared her experiences in a mixed gender classroom:

> "Now there have been some colleagues that I have worked with that will deny it, but I sense this covert belief or maybe internalized stuff, I'm not really sure. I sense this belief that 'You're female and I'm male, and really you should listen to me' or 'You're being too emotional.' I've heard that a couple of times, 'You're being too emotional about this', and those are things that I'm already sensitive to anyway, but then when I hear it from somebody that's supposed to be a colleague

of mine, then I get really upset because at this point I feel like we should have already addressed those biases and assumptions."

Alkidike's example highlighted the importance of faculty broaching multiculturalism and diversity in the learning environment. If faculty assume that doctoral students "have already addressed those biases and assumptions," then students will remain vulnerable to inequity in the classroom. Specifically, students will be made to endure the indignities of microaggressions and stereotypes ("You're being too emotional"). However, faculty can promote discussions related to biases and assumptions to reveal any "covert beliefs" or "internalized stuff" related to gender. Processing biases and assumptions will mitigate conflict and promote connectedness in the doctoral learning environment.

Furthermore, faculty may inadvertently perpetuate microaggressions and stereotypes in the doctoral learning environment. Areto explained:

"...even though they [faculty] were women, they really liked the guys speaking up to [share their ideas] and encouraged that, and sometimes maybe coddled them a little too. The guys would speak up first [in class] a lot of the time. At times when they didn't [speak], the professor might call on them to ask what they thought."

When faculty reinforced the male voice in the classroom ("call on them to ask what they thought"), Areto perceived the learning environment to favor the male perspective. This example illustrates a gender predicament. With regards to gender dynamics, women tend to encourage men to speak in mixed gender groups (Belenky, Clinchy, Goldberger, & Tarule, 1997). Moreover, men often talk more than women and in some instances may

interrupt more (i.e., actions that are influenced by power and status) (Matlin, 2004).

Subsequently, this experience reinforced Areto's perceptions of inferiority:

> "Sometimes I feel like their [male's] ideas would get either validated more so than
> when I would speak up or when other females would speak up or that they
> [males] would not get challenged in the same way. So I guess that's what I mean
> by coddled. Caretaking more of the males a little bit, another word for coddling.
> Just being sensitive to them and valuing their input, [such as] stroking more than
> challenging...I don't know if it's because there were fewer of them [male
> learners], so they were valued because they were the minority."

Areto's example illustrated how gender dynamics have the potential to sustain microaggressions. Specifically, Areto experienced faculty as perpetuating the inferiority of women learners in the classroom as a result of engaging with male learners differently ("caretaking"; "coddling"; valuing their input"). Areto's example underscored the importance of understanding gender in teaching practice.

Additionally, awareness of gender dynamics in the doctoral learning environment can lead to greater insight in classroom interactions. For example, Areto gave specific examples of gender related interactions in the doctoral learning environment:

> "...almost like they had to one up each other. They were having their own little, I
> don't want to say power struggle, but maybe something like that. My experience
> of being in classes with both of these males is that they dominated the
> conversation for the most part."

She explained how the mixed gender classroom impacted her contributions to the discussions:

"As far as how it affected my learning experience in the class, there were many times I backed out of the conversation or chose not to participate because of how strongly the guys [would express themselves]. One of those guys would come across so strongly [in how] he was expressing his opinion that I would just take on that observer role and just take it [the information] in."

Inattention to gender dynamics ("would come across so strongly") in the learning environment may drive women learners to digress to passive learning ("observer role"), which disempowers their authority. Specifically, women learners may not feel safe ("backed out of the conversation"), thus disengage from the learning process ("chose not to participate").

Women may feel overpowered in conversation with male peers due to perceptions of competitive language, as evidenced by Areto: "As a woman, I have experienced hesitating to speak up more than I feel like men do in the classroom." She added: "I don't know if this is being a woman or just my personality, but I think I feel more collaborative and less competitive compared to the males in my program." As discussed in Chapter Two, gender socialization influences individuals' language, thought processes, and behavior. Specifically, Hippel, Wiryakusuma, Bowden, and Shochet (2011) found that women tend to use linguistic features such as hedges, hesitations, tag questions, and verbosity and directness in their communication patterns. Women may engage in passive behavior ("observer role") as a result of their language style; that is, women's language "in both style (hesitant, qualified, question-posing) and content (concern for the everyday, the practical, and interpersonal) is typically devalued by men and women alike" (Belenky, et al., 1997, p. 17). Eurybe shared an example of how her voice was

supported in the doctoral classroom, which counteracted the internalized "Black female stereotype":

> "I remember teachers telling me that I did not have to 'code switch' all the time. [They told me], 'Your unique voice is going to be heard. It's [voice] going to be supportive, especially to other people like you or who speak like you, who either want to [pursue higher education] or already are in higher education.' So they [faculty] would tell me those unique nuances that I have bring something to the table, and I never had before. They [faculty] would always tell me to be authentic, because the moment I try to act like someone else [is] when it all falls apart."

Faculty affirmed students' multicultural identities by encouraging them to be "authentic." Eurybe mentioned her tendency to "code switch" ("change the way I speak") when she feared she was enacting the "Black female stereotype." Notably, the doctoral learning environment may be students' first experience with seeing their "unique nuances" as a strength ("I never had that before") as opposed to feeling shame or disapproval. Supportive feedback related to students' multicultural identities counteracted subconscious or conscious internalizations of negative stereotypes and microaggressions. Alkidike explained:

> "I don't think those pieces of my identity would have emerged had I not had all of the
> learning experiences I've had with either teachers that believed I couldn't do it (because I was a female student) or teachers that thought I could be impactful. Teachers like [her mentor], who was particularly empowering, and teachers who

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make sure that I am a confident professional. All of that combined has really

made me comfortable with saying, 'That's fine and good, and this is who I am at

the end of the day.'"

As mentioned previously, participants emphasized their learning as a relational process; that is, relationships were integral in gauging and affirming their learning and developmental processes. Alkidike mentioned having teachers "that believed I couldn't do it" as a result of being a "female student." Notably, she had positive relationships with teachers that counteracted negative learning experiences attributed to gender. Specifically, Alkidike underscored the importance of faculty relationships in "empowering" her efficacy ("thought I could be impactful"; "make sure I am a confident professional") while developing "those pieces of my identity." Positive faculty relationships and interactions were essential in promoting her confidence as a woman and a professional ("this is who I am at the end of the day").

Overall, multiculturalism and diversity are important considerations in the doctoral learning environment. Participants' examples underscored a gap in multicultural training as it pertains to gender, revealing that graduates may be deficient in understanding the complexity of gender (i.e., how gender presents in different contexts). Participants also shared examples of experiencing microaggressions and stereotypes perpetuated by peers and faculty. Specifically, participants observed faculty disregard for gender dynamics in teaching practice. These experiences reinforced alienation for women learners, and thus caused participants to disengage from the learning process. By contrast, participants experienced affirmation for multiculturalism. Namely, understanding their "unique nuances" in terms of strengths. Their examples draw

attention to the potential for women learners to experience womanhood as a strength in the learning environment, yet microaggressions, stereotypes and faculty disregard for gender dynamics may impede this occurrence.

Program Responsibility

According to the doctoral learning outcomes as specified by CACREP (2016), counselor education programs must provide evidence that doctoral students demonstrate understanding of legal, ethical, and multicultural issues associated with supervision, teaching, research, scholarship, counseling, leadership, and advocacy. However, the CACREP (2016) standards do not specify responsibility in demonstrating or providing evidence of the same considerations of legal, ethical, and multicultural issues associated with program structures for counselor education programs.

Students may perceive minority recruitment efforts as acceptance based on their ethnicity or gender rather than merit. For example, Euryleia denoted her perspective of her doctoral program's recruitment focus: "The people we accept are more diverse...I'm not sure if they're accepting people on merit or based on ethnicity or gender." Students' perceptions of program recruitment warrant attention. Beliefs regarding "focus and retention" efforts in the program may contribute to the uncertainty of students being accepted "on merit or based on ethnicity or gender." As mentioned previously, doctoral students experience an imposter syndrome; hence, perceptions of admittance based on ethnicity or gender may exacerbate student's perceptions of inadequacy in the program. Therefore, counselor education programs must acknowledge their role in supporting multiculturalism and diversity in their program. Specifically, doctoral programs need to

be attentive to the structures that can reinforce negative perceptions of student enrollment.

Recruitment efforts may expose problems at a programmatic level regarding multiculturalism and diversity in counselor education programs. Specifically, counselor education programs may inadvertently reinforce negative messages regarding culture and recruitment. Eurybe explained:

> "[Our program does] a good job of making sure there's a pretty good mix [of diverse doctoral students]. Even though they [the program] admits a lot of Black students, they don't use most of us for those special projects, and there's only a certain few [of us] who get to work on those special projects all the time."

Notably, Eurybe's program achieved diversity in its program; however, opportunities for Black students were perceived as limited (e.g., being overlooked for research projects). Consequently, minorities may attribute position acquisition as a result of their race versus their merit, which threatens their confidence and efficacy. Euryleia denoted: "I would hate to think that just because I'm a girl and I'm a [minority] that's why I am where I am in my life." Accordingly, program structures need to consider minority students' perceptions regarding diversity recruitment. Specifically, structures must not convey that minority students are recruited to meet a diversity requirement versus their viability as counselor educators. With regards to the gender climate in counselor education, Areto explained:

> "...there's a lot of women in the counseling field and the counselor education field. I don't know if that's true or not, because I certainly know a lot of male

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counselor educators. It seems among doctoral students there's still a lot more

women."

Pyrgomache shared her awareness of recruitment efforts in her doctoral program: "I've

been aware that there are not a lot of men in our program, and I know there's this focus

on recruitment and retention of men in counseling." As discussed previously (see

Program Connectedness), counselor education programs need to consider structures that

contribute to inequity in the doctoral learning environment.

Similarly, counselor education programs may inadvertently reinforce

microaggressions and stereotypes; therefore, they must consider multiculturalism and

diversity in different contexts in order to negate marginalization of minority students.

Eurybe explained:

"There are so many barriers to being African American for me than being a

woman. People are more willing to accept your womanhood than your race. It's

been difficult [being an African American woman learner]. There were a lot of

difficult times in the beginning [of my doctoral program]. I felt like I didn't

belong here [in this program] and that I wasn't accepted here [as a doctoral

student], but it just got better."

Students may perceive exclusion ("I didn't belong here"; "wasn't accepted"), which

threatens program connectedness. Eurybe elaborated on "barriers" to being African

American:

"Not having the same opportunities as presented by my peers. Hearing about

opportunities that others received in collaborating with professors on publications,

having fees waived for conferences and airfare for individuals who were

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financially rich, whereas I was broke as a joke and that person didn't really need it [the financial resources]."

As discussed in Chapter Two, minorities are vulnerable to marginalization in the learning environment. Accordingly, counselor education programs that ignore their role in supporting the multiculturalism and diversity of their students through program structures may perpetuate the marginalization of minority students ("not having the same opportunities as presented by my peers"). Limiting minority involvement restricts their access to faculty, thus limits their opportunities, such as "collaborating with professors on publications" or "having fees waived for conferences and airfare." Consequently, minorities may feel excluded and disconnected, which threatens program connectedness. Eurybe explained: "At first it was so discouraging that I was depressed and tired that I didn't want to do the program anymore and thought, I'll go back to work full-time and go [attend the program] part-time." Eurybe internalized messages of exclusion, which led her to question her decision to attend the program full-time. Her example underscores the role of multiculturalism and diversity in program structures and how such structures can influence the efficacy and development of minority students.

Summary

Overall, multiculturalism and diversity matter in the doctoral learning environment. The data revealed different multicultural contexts that warrant attention for the personal and professional development of doctoral students. Significantly, participants denoted a gap in multicultural training as it pertains to gender. Constructive and destructive practices were identified in terms of faculty and program responsibility. Counselor education programs and their faculty must unify their approaches to support

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the multiculturalism and diversity of their students. Specifically, faculty must integrate

multicultural issues and competencies in their teaching practice while counselor

education programs need to examine their policy and procedures to ensure equal

opportunities in the doctoral learning environment. Otherwise, students will remain

susceptible to inequity in the classroom and inequitable access to professional

opportunities in the program. Inequity negatively impacts students' efficacy and

development as counselor educators.

Theme: The Role of Gender in the Learning Process

Participants provided insights into understanding the adversity women overcome

in pursuing their educational endeavors. Specifically, participants delineated internal and

external influences, as well as the struggles and triumphs that accompanied the interplay

of those influences. They described the role of gender in their learning process as

involving the following: (a) gender socialization of women learners, (b) legitimacy as

women learners, and (c) honoring gender in the learning environment. Subthemes

underscore the recursive relationship between the learning environment and participants

as it pertains to the role of gender in the learning process. Figure 4.5, below, depicts the

subthemes that comprise the Role of Gender in the Learning Process theme, each of

which will be discussed in further detail.
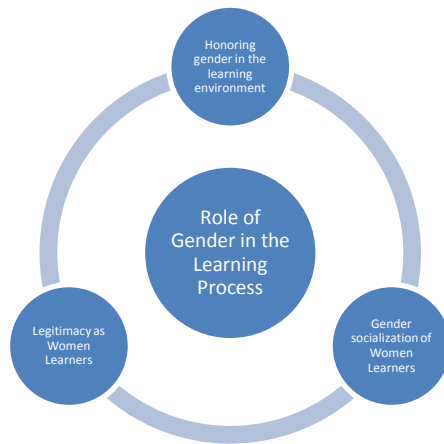
Figure 4.5. Cross-case theme: Role of Gender in the Learning Process. Radial cycle of three subthemes and their relationship to the central theme. Each subtheme is comprised of specific descriptive thoughts.

Gender Socialization of Women Learners

The data revealed that women learners have experienced a history of sexism in their previous learning experiences. Sexism was defined in Chapter Two as a belief that the status of a female is inferior to the status of a male, which occurs as a result of assignment of negative gender stereotypes (Lindsey, 2005). Gender stereotypes (i.e., thoughts/beliefs about a social group) can be reinforced through gender socialization. Gender socialization (also defined in Chapter Two) is a process in which individuals learn how to think and act through family expectations and modeling, as well as the media and other environments (e.g., school) (Wester & Trepal, 2008). Conformity to gender-appropriate behavior is sustained through subtle and overt communications, based on actions and behaviors that are seen as acceptable and appropriate for females or males to engage in within a culture (Wester & Trepal). Importantly, participants revealed that their experiences with gender socialization were maintained through direct relationships.

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Gender socialization played a significant role in the adversity participants experienced in pursuing their educational goals. Alkidike mentioned that she was born and raised in a "conservative environment," and described the role of women in her community:

"Women are typically not the ones that work. They stay at home with the kids. If you want a college education, that's rare. It's not that women don't do it [school], it's really adding on to your workload. It's not like you would expect your partner to share the workload. You would still take care of the kids and go to school at the same time."

Alkidike perceived the role of women in her community as limited to motherhood. She also noted that women who did pursue a college education functioned as single mothers ("it's not like you would expect your partner to share the workload"). Pyrgomache also shared examples related to gender role expectations:

"...the messages that I've been taught about what I should be doing. I should be thinking about marriage and children. I shouldn't be so independent or self-sufficient. If I do get married, [then] I should take my husband's name. Those are the messages that [convey] I'm a second class citizen. Those types of messages, [such as] I can't get my graduate degree, subtle messages like that."

Pyrgomache was told messages that dictated women's behavior ("shouldn't be independent or self-sufficient"). These messages deprived Pyrgomache of her authority ("should be thinking about marriage and children" or "should take my husband's name"). Moreover, these messages reinforced conformity to gender-appropriate behavior for women; thus, they rendered her voiceless and powerless by directing her behavior ("what

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I should be doing"). Consequently, Pyrgomache experienced marginalization ("I'm a second class citizen"). Both examples demonstrated how gender socialization is sustained through subtle and overt messages based on actions and behaviors that are seen as acceptable and appropriate for women.

Gender socialization is pervasive for women learners; that is, society dictates gender-appropriate behaviors throughout the lifespan (Wester & Trepal, 2008). Participants experienced gender messages through a myriad of different ways. Pyrgomache explained:

"I haven't been directly told some of those [messages], but those are messages that you see [and] you read. You see the appeal in the ads in magazines and TV shows. [They communicate] what my role is, and what I'm supposed to look like, and what I'm supposed to do, and basically what my purpose is. I basically go against all of that...that mindset about where my place is."

Participants identified how women are subjected to messages of "what my role is" and "what my purpose is" in everything they see and observe ("ads in magazines, TV shows"). Even though women learners may have the ability to challenge gender messages in the media ("I basically go against all of that"), those messages can be internalized and perpetuated in their relationships (e.g., family, teachers, peers). Alkidike expressed her frustration regarding society's aversion to women in power and by those around her:

"...when Hillary Clinton was thinking about running for President...I thought that would be amazing. What a moment for women across the world to be able to see a woman rise up in power like that. The comments I was hearing from people

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around me at the time were: 'Oh she [Hillary Clinton] might as well be a man,'

and I'm like, 'Whoa, what does that mean? What is it about [a woman being

president] that is so unsettling for people [to accept] that she can be in power?'"

Alkidike perceived Hillary Clinton running for President as empowering for women

("that would be amazing") and impactful in what women can accomplish ("what a

moment for women across the world"). However, she also mentioned a gender

microaggression ("she [Hillary Clinton] might as well be a man"), which implies doubt

regarding women in leadership roles. Although both participants discussed their ability

to distance themselves from these messages, they also underscored how women can

remain susceptible to negative messages through their relationships ("people around

me"). Alkidike reflected on gender differences regarding another woman in leadership:

"...some of the things that were brought up [in the media] were that she [Martha

Stewart] was hard to work with. Is that something that was really looked down

upon because she was a woman? Or if we saw that [characteristic] in a man, we'd

be like, 'Oh yeah, what a go-getter. What a great business man.' I can deal with

the media stuff on my own and decipher how I feel about that, but having all this

reinforcement from family and friends was just not helping the situation at all."

Alkidike highlighted her awareness of gender differences regarding women in business;

that is, she perceived women as scrutinized differently in leadership positions. Namely,

Alkidike identified that if a woman displays the same characteristics as a man, she is

more likely to be criticized, whereas a man is reprieved for the same behaviors. The data

revealed the powerful influences of gender socialization for women's roles in our society

and communities.

Gender socialization that promoted equality did not delimit career options for participants. For example, Alcinoe mentioned:

"Yes, my parents promoted that [equality]. I don't remember at any point of my K-12 schooling where there was ever the idea that I couldn't pursue a particular career, major, or area of life that was off-limits because I was female."

As a result of being socialized within an atmosphere of equality, Alcinoe was seen as being capable of pursuing any career; that is, nothing was "off-limits because I was female." Notably, her gender socialization was consistent in promoting equality in the home and at school. Similarly, Euryleia shared how high expectations developed her potential:

"I was told I can do anything, and I was expected to do everything. Just being perfect and being able to handle everything, [such as] be involved in school, volunteering, activities, dance, church, and music. You still have to be respectful, be home for dinner, and have friends. With the expectations, I guess [came] the confidence and support. I just always knew I could do anything I wanted to."

Euryleia experienced gender socialization that promoted equality, which gave her power as a woman learner ("I just always knew I could do anything I wanted to"). Both participants demonstrated how gender socialization can help women celebrate their gender as powerful rather than restrictive.

However, other participants did not experience such progressive home or learning environments. Alkidike explained:

"I was really restricted to what that [career] would look like. Either being a teacher, a counselor, or something related to home economics. It wasn't going to

be [a different occupation, such as] 'Why don't you be a statistician' or 'Why don't you be a scientist?' I won't say that anyone overtly discouraged me, but [the] signs were there."

Alkidike experienced gender socialization that confined her potential ("restricted to what that would look like") which disempowered her as a woman learner. For example, Alkidike mentioned she loved math in high school but did not receive the "support and encouragement" from her math teacher because of inequities between how he taught male and female students. Following a defeating parent-teacher conference, she reflected on how the inequity decreased her motivation:

"I think then it was just [accepting], 'Okay, this is how it is.' It all kind of made sense with what I had seen at home and the things I had seen with my family. It really seemed to make sense that this [environment] wasn't the place for women. Sadly enough, I just kind of resigned from it [math]. I just decided that I would get through trigonometry and took pre-calculus, and that was as far as I went."

Alkidike's example revealed how she became defeated. Consequently, she disengaged from her goals ("resigned from it") when she constantly encountered barriers ("this wasn't the place for women"). She discussed how her efficacy waned ("was as far as I went") when barriers were emphasized in relationships ("things I had seen with my family"). Participants' examples demonstrated the varying degrees of gender socialization that women can experience.

Overall, gender socialization created barriers or negated barriers for participants in pursuing their educational endeavors. Participants revealed how gender socialization (both positive and negative) influenced gender role expectations and discussed how these

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gender role expectations were sustained through subtle and overt messages. In general, gender socialization played a significant role in how participants perceived themselves as learners and leaders. Therefore, gender socialization is an important consideration in the doctoral learning environment.

Influence of relationships.

Participants suggested that gender socialization had implications for individuals who do not align with expected gender norms. Specifically, individuals who engage in behaviors that are not seen as acceptable within their culture may experience adverse responses in their relationships. For example, participants described how women may be questioned when they opt to continue their education. Alkidike explained:

"A lot of it [questions] would be based around [your situation]. If you're not a wife or mother, then there's a question of [your] worth as a woman. If you were a wife and a mother and you wanted to go to school, then [the question would be], 'Were you really okay taking away that time of being a mother? And then there was this judgment, 'What kind of mother are you? How selfish could you be to deny your children all this time when you're going after all your educational pursuits?' rather than saying, 'Oh, well you're going to go and further your education, and what a great role model you will be for your child.' It was just a very negative view of what women could and could not do, very restrictive."

Alkidike identified barriers for women in pursuing higher education, such as their "worth as a woman" being called into question, "judgment" of being perceived as "selfish" in taking time away from children, and "restrictive" roles of only being allowed to be a wife and a mother.

Participants attributed meaning to how others perceived their decision to continue their educational endeavors. Alcinoe mentioned her family's response to continuing her education: "I don't live near my family. There's not been positive or negative support outside [of the program]. It's not like, 'Oh cool your getting a PhD.'" Notably, Alcinoe was socialized within an atmosphere of equality in the home and school, which potentially informed her family's neutral reaction to her pursuit of the PhD. Alkidike also shared her parents' reactions to her decision to attain a doctorate:

"I think [they reacted] both positive and negative, honestly. They are very very supportive and... they're very proud of what I'm doing. They're very understanding for the most part. However, I think the lack of understanding [is challenging]. I'm trying my best to get a PhD, and trying to explain what that actually means [to them]. For them to take that [information] in and understand it, and give me a little bit of slack, is a little harder than most [things] that I've done. In all the other things that I've done, I've been close to home. This has been the first time that I've moved away. I think that they are supportive on one hand, yet don't really understand it on the other. And for the most part are still tied to those traditional female roles that I need to fill."

Additionally, Alkidike referenced her partner's family's reaction to attaining her doctorate:

"...there was a little bit of resistance initially. Then once I explained what it all was going to mean [to get my doctorate], and once they understood that [my partner] was going to be okay, then they've been nothing but supportive throughout the process."

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Alkidike experienced a lack of understanding for her motivation to pursue the doctorate. Accordingly, Alkidike felt prompted to explain herself ("explained what it all was going to mean") to justify reasons for not following the "traditional female roles that I need to fill." Both participants illustrated how perceptions of gender can influence relationship dynamics for women learners.

Markedly, participants shared examples of empowerment and support for their liberation from gender norms by their significant others. With regards to partner support, Pyrgomache shared her observations:

"It has to do with having a partner who's not egotistical or in a power struggle with their partner. It's [about] equality, [the relationship is] egalitarian. There's no struggle for who has the most power. It's seen as a partnership, and I think that's a good thing too. One of the things I have really noticed with a lot of women in [relationships during] the program. It's different from my perception of men. They [women peers] really have very understanding and supportive partners. That's a paradigm shift for me, because I'm not used to that at all. It was nice to see."

Notably, Pyrgomache observed "a lot of women in the program" as having "very understanding and supportive" partners. Several other participants shared similar sentiments in their significant relationships, which reflected a "paradigm shift" for Pyrgomache; that is, a cultural shift from males rejecting gender norms and embracing equality instead. This process was beneficial for Pyrgomache ("different from my perception of men") in observing males offer emotional support and negotiate roles to support women learners in balancing their professional and personal lives. Pyrgomache's

example demonstrates how egalitarian couples help to reframe distortions of power in significant relationships and affirm the notion that women can experience positive support from their partners in pursuing their professional roles.

Participants identified supportive significant relationships as affirming their self-efficacy. Thraso shared her appreciation of her husband's support for her professional goals: "He's very supportive of doctoral study, so that's helpful." She mentioned an example of his encouragement of her professional development: "I presented at [the] ACES [conference]. The week before I practiced [my presentation] on my husband and he gave me feedback." Her husband's support and encouragement ("practiced [my presentation]"; "gave me feedback") was meaningful for Thraso ("that's helpful") in pursuing her doctorate. Partnerships that value equality sustain women's professional and emotional well-being in the program. Alkidike also shared sentiments related to her partner's support as strengthening her well-being:

> "Honestly, there have been times when I really second-guessed myself. I have
> been able to sit down with him, and he will be able to give me that encouragement
> that I need to take that next step. That's somewhat rare given specific gender
> roles and how accustomed people become to those gender roles. He, for the most
> part, has been wonderful, so that really has made a difference emotionally for
> me....giving me unconditional support with regards to this program."

Partners that provide "encouragement" and "unconditional support" enhanced participants' well-being in their doctoral programs. Alkidike mentioned "times" when she "really second-guessed" herself, in which feedback "made a difference emotionally for me." Her partners' ability to share nurturing roles ("rare given specific gender roles")

uplifted Alkidike as a woman learner by strengthening her motivation in the program ("encouragement that I need to take that next step").

Participants discussed how significant relationships that promoted equality bolstered their success as women learners. Specifically, partners who adapted flexible roles supported participants in balancing their professional and personal lives. For example, Areto appreciated her husband's flexibility:

"He's just been amazing through the whole thing--just incredibly supportive, [and] my biggest cheerleader. [He] just gives me what I need, whether it's helping out with dinner one night or if it's giving me space and time on the weekend to do what I need to do. [He is] understanding and just really accommodating and supportive."

Areto's partner supported her success in the program through encouragement ("my biggest cheerleader") and understanding the stressors of a PhD program ("gives me what I need"). Alcinoe also shared sentiments related to her husband's flexibility:

"I would not be in this program if it were not for my husband. We have a very close partnership. Logistically, I would not be able to do it [this program] if he had not made sacrifices in his own career to be able to take care of children at certain times or to not take on responsibilities or to decline career advancement possibilities, because of what I'm doing at this stage of our life. This is an important life stage for us, and his part has made this possible for me in being a Mom and a student."

Alcinoe's example epitomized an egalitarian relationship; that is, their mutual commitment to make sacrifices in order to accommodate what was needed to accomplish

"an important life stage for us." Alcinoe and her husband conceptualized the transition to her doctoral program as a developmental "stage" in their family. Specifically, Alcinoe emphasized her pursuit of a doctorate as "an important life stage for us," which revealed a broad perspective of her development in the context of her family. This process likely informed their understanding and flexibility with change of their schedules, finances, and responsibilities in order to care for their children. Accordingly, both partners were intentional in balancing her doctoral work with family priorities. Notably, she mentioned her husband's role as being pivotal to her success in the program ("I would not be in this program if it were not for my husband"). His inclination to share roles ("take care of children at certain times or to not take on responsibilities") elevated her self-efficacy in balancing academics and family life ("his part has made this possible for me being a Mom and a student").

Additionally, participants valued connectedness even with being physically separated from their family during doctoral study. These connections were pivotal in sustaining their success in the program. For example, Akantha shared her appreciation for her partner's support throughout their long-distance relationship:

"He's [partner] been great. It's been hard being in a long-distance relationship [while in this program], because you want to be with him [partner] all the time. Not only being together as a family but also [needing his] support. I don't have that [face-to-face support]. My biggest support is through the phone...He's in the [military], and I'm in the PhD program. [We are] working out our schedule and trying to be together."

Notably, Akantha was an international student, which limited her interactions with her family support system overseas. Furthermore, she was a geographically single parent since her partner's occupation limited his options of relocating to the same area as her doctoral program. However, her partners' commitment to maintaining connectedness ("working out our schedule"; "trying to be together") through emotional support ("biggest support is through the phone") mitigated their physical absence. Ultimately, the aforementioned examples demonstrated partners' disregard for gender norms to support participants' goals of pursuing their PhD. Moreover, couples exemplified collaboration and sacrifice in accommodating this goal in their relationship. Partners' emotional support and collaboration strengthened participants' ability to manage multiple identities (e.g., student, mother, partner) and bolstered their professional success.

Additionally, participants drew strength from women in their families during their doctoral program. Pyrgomache mentioned her mother's advice on how to make the most of her resources:

> "My mom has always told me, 'Don't be afraid to ask questions, and don't be afraid to do anything.' She's always said, 'If you don't know something, just ask, especially if they [faculty] are offering to help, because they know what it was like to be a doc student, and they know the material is intense.'"

Pyrgomache's mother empowered her authority ("don't be afraid"). Additionally, her mother provided encouragement ("they know what it was like to be a doc student"), which incited Pyrgomache's motivation to be an active learner by initiating support ("just ask"). Alkidike also garnered strength from women in her family:

"In an environment where the educational dreams of women could be easily

ignored or purposely smothered, [her great aunt and aunt] stood strong and

offered me unconditional support. Feminists in their own right, they reminded me

that I have a plethora of gifts to offer the world."

Alkidike shared examples of family endorsement of gender norms; however, her great

aunt and aunt affirmed her professional pursuits ("stood strong" and offered

"unconditional support"). Furthermore, they confirmed her worth ("plethora of gifts to

offer the world"), and thus negated internalization of negative gender messages. Both

examples emphasized the benefits of empowerment from women in their families in

supporting participants' efficacy as learners and leaders.

Notably, participants reported that gender socialization may continue to influence

women's professional efficacy as they seek their first faculty appointments. Alkidike

shared her struggles with gender expectations in sacrificing her career potential to stay

close to home. Her parents repeatedly asked, "Why don't you get a job that's close to

home?" Her response was as follows:

"This last time that I spoke with them, I was brave enough to say, 'You know, I'm

really sorry. If I don't get this job (which would be the one I am willing to take

because it's close to home), I'm not going to sell myself short just because of

proximity to where you're at. I'm really sorry if that hurts you, but I've worked

my tail off to get this.'"

Alkidike was "brave" in asserting her voice in pursuing a job that she wanted ("I'm not

going to see myself short") versus settling for a position due to "proximity." Her example

underscored the challenges for women in navigating relationships while pursuing their professional endeavors.

Overall, gender socialization is an important consideration with regards to its influences on relationship dynamics. Akantha described relationships and their impact on other areas of functioning during doctoral study:

"[A good relationship is] a major aspect because it makes you feel good about yourself, and it makes you feel happy. If you're personal life is going well, then you're open and at peace to dive into school and the [doctoral] learning process."

She emphasized the importance of harmony in personal relationships and how this contributed to motivation for the learning process. As mentioned previously, other participants also shared sentiments related to family connectedness as being integral to their successes in the doctoral program. Furthermore, participants discussed how conflict in relationships due to going against their gender norms can be counterproductive to their success in the doctoral program. Judgments or adverse responses to their behavior threatened their self-efficacy as women learners. Accordingly, participants shed light on the need for program support, which may be necessary to supplant the absence of emotional support for students in strengthening their social support networks.

Gender issues in the learning environment.

Gender socialization is an important consideration in the learning environment. Alkidike epitomized the need to consider the role of gender and students' learning experiences in saying: "Overall, my experiences as a [female] student are drastically different than my male counterparts. The root of this difference is social injustice." Since gender role stereotypes remain strong influences in society and in the learning

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environment, gender issues continue to promote inequities, as they are often rendered invisible to students and teachers by their pervasiveness in the classrooms (Scantlebury, 2009). Consequently, women remain vulnerable to sexism in the learning environment. Participants emphasized the role of faculty in counteracting negative gender messages in the classroom. Alcinoe described how attending a university that emphasized equality in the learning environment positively influenced her undergraduate experience:

"Because of the decade when I entered higher education, it was definitely a post-feminist era. I think there was an awareness of feminist ideology and what that meant. That awareness also influenced the classroom in a way that almost expected women to feel that they were overlooked or their opinions weren't valued, and I didn't feel that way, but I certainly felt there was that expectation, because that historically had been the case."

Alcinoe underscored the awareness of her faculty in honoring the historical struggles of women learners ("expected to feel overlooked"; "opinions weren't valued"). Notably, she "didn't feel that way" during her undergraduate learning experiences, likely because her learning environment valued feminist ideology ("what that meant, that awareness also influenced the classroom"); thus, faculty were sensitive to the needs of women learners.

Alternatively, participants observed faculty who inadvertently perpetuated inequities. Euryleia shared an example of a male professor who perpetuated sexism in an undergraduate course:

"This professor had a very 'old school,' 'backwoods' way of thinking about rules. The class was Psychology of Sex. Just the way he spoke and the examples he

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would give [made] it seem that he believed that a woman belonged at home or a woman wasn't as smart as a male in the field of psychology."

Euryleia mentioned that it "seemed" that her professor endorsed stereotypes that "women belonged at home" or that a woman "wasn't as smart as a man in the field of psychology." She mentioned that he portrayed these beliefs through "the way he spoke" and "examples" shared in class. As mentioned previously, faculty may engage in microaggressions unknowingly. In this case, Euryleia was vulnerable to covert sexism that threatened her efficacy and belittled her intelligence.

Furthermore, participants shared examples of how microaggressions ostracized and alienated women learners. Pyrgomache shared an example of male faculty in her master's program perpetuating sexism in the classroom: "I do remember one of my male professors telling a whole class of us, all women, [that] we shouldn't get PhDs. It was a waste of time, and I believed it because he knows [since he's the authority]." Remarkably, Pyrgomache and her peers experienced sexism in their master's counseling program in which a faculty was responsible for facilitating students' multicultural competencies. His actions threatened their authority and self-efficacy in the learning process by reinforcing exclusion ("waste of time") while communicating inferiority ("we shouldn't get PhDs") and his superiority ("he knows"). Furthermore, Pyrgomache explained:

> "Some of the messages were [that] women shouldn't continue to get their PhD, [and that] we were obsessed with marriage and babies, [and] that's what we should do. Balancing it all could be difficult. Yeah, those are some of the messages from the men [faculty] in my master's program."

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Pyrgomache's experience of being told by faculty to abandon her PhD goals conveyed the message that women do not belong in the professoriate, thus alienating women learners from goals of pursuing the counselor education doctorate. Ultimately, Pyrgomache's example underscored how sexism maintains perceptions that women do not belong in higher education.

Similarly, participants denoted how the presence of microaggressions diminished perceptions of safety and equality in the learning environment. For example, Eurybe mentioned her experiences of being one of the few Black individuals in her classes:

"...I was put in certain situations where people weren't the most open or flexible towards me [in the classroom], which was pretty discouraging, such as being put in groups where people didn't want to work with me or didn't trust my skills--or not feeling competent enough to speak out about something. And then on top of that, because I'm a Black woman, people automatically expect me to be over opinionated or harsh and direct. So I'm up against that stereotype. So sometimes in class the teacher would talk about the Black population, and they would look at me and say, 'Isn't that right? You're a Black woman.' Then I felt singled out."

Eyrbe experienced judgments made against her regarding her ability ("didn't trust my skills") as a result of stereotypes ("automatically expect me to be over opinionated, harsh, and direct"). Accordingly, she felt unsafe ("people weren't the most open or flexible towards me"), which inhibited her engagement in the learning environment ("not feeling competent enough to speak out about something"). Moreover, faculty blundered attempts to broach multiculturalism ('Isn't that right? You're a Black woman'), thus alienated her as

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a minority learner ("felt singled out"). Pyrgomache also described her experiences as an African American woman in academia prior to doctoral study:

"I have experienced those microaggressions. Those subtle and unsubtle things [comments] that you're not sure if it's racist or prejudiced, but you think that it is, but it's so subtle. So [for example] anybody saying, 'Oh I have a lot of Black friends.' What does that mean? I would say that was a subtle microaggression."

Both examples illustrate how minority students are especially vulnerable to stereotypes and microaggressions in the learning environment.

Participants experienced the disempowerment of women learners through discrimination in the learning environment. Euryleia specified: "...being a girl or being short, that played a major factor in me being discriminated against prior to doc school." She shared an example of discrimination from a male professor in undergrad:

"I'm not upset with getting an A- [in the course]; I'm upset because I got A's on all the tests. I did the extra credit. I did the homework. I was there in class all the time. And then I emailed him [professor] after the semester, and I got no response. I didn't know what to do about it. I just wanted to know why because I didn't think it was fair...I know I earned an A in [that class]. To get that A- was kind of a slap in the face...I don't understand.'"

As discussed earlier, Euryleia already felt inferior in this class due to faculty microaggressions that perpetuated sexism. She then experienced sexism reinforced through evaluations ("I didn't think it was fair"). Although she contacted the professor to understand her final grade, he did not respond, which furthered her suspicions regarding the merit of the grade ("I don't understand"). By faculty not responding to her inquiry,

she was rendered voiceless of authority in her learning process. Furthermore, faculty did

not provide her with feedback to help her identify what needed to be improved upon.

Ultimately, her perceptions of sexism in class were affirmed by the grading process.

Similarly, Eurybe shared her perspective of gender discrimination prior to doctoral study:

> "On a negative side, being a woman at times felt like a disadvantage. Some of the
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> more competitive placements in the internship would go to the eager, bright
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> young men, especially because in the field of counseling there are so few men.
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> They automatically got the good stuff because they were in need. That was often
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> something I resented, because I felt that maybe sometimes I was very capable of
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> doing something that went to somebody on the basis of gender."

Similar to Areto's experience with perceiving the learning environment to favor the male

perspective, Eurybe "resented" a program structure that favored males in being given

"competitive placements" because they were in demand. Her resentment was likely

attributed to experiencing barriers as a minority in society only for similar barriers to

coexist in the learning environment. Discrimination threatened Eurybe's efficacy ("I was

very capable") and diminished her perceptions of an equitable learning environment

("went to somebody because of the basis of gender"). Eurybe reflected on how being

overlooked impacted her identity as an African American woman: "It made me feel like

once again, I'm a double minority. Being an African American and being a woman--two

hits against where I want to go and what I want to be." Pyrgomache, a fellow African

American woman, reflected on her experiences with discrimination: "...discrimination in

not being able to have access to resources because of who I am and things of that nature

on a daily basis." Importantly, participants indicated that women can become defeated in facing barriers in a learning environment that perpetuates inequity.

Participants identified the pervasiveness of sexism or other types of microaggressions for minority learners. Alkidike explained:

"There's so much internalized oppression for people of minority status that is not in one's awareness. I think that for me that was very true. I didn't know really the messages that were being sent to me throughout my life, about what was acceptable and what wasn't acceptable for me to do. It's [internalized oppression is] very unconscious. It's buried beneath the surface. It really takes something happening [to realize it]. It's not necessarily that it [internalized oppression] has to be a person doing it [internalized oppression] or that you're doing it [internalized oppression], but something has to happen to chip away at it [internalized oppression] a little bit for some of it [internalized oppression] to come up and for you to realize what's happening."

Alkidike underscored how "internalized oppression" is not intentional but "unconscious" and "buried beneath the surface" for minorities. She also noted that "something has to happen" for individuals to "realize what's happening," likely due to the covert nature of microaggressions. Moreover, the disempowerment of women learners can lead them to accept negative gender messages ("internalized oppression"). Alkidike explained: "So for me, all of this appeared normal, all this sexist talk. That really appeared normal to me until I started to consider maybe it wasn't." Pyrgomache also accepted sexist messages and did not realize they were detrimental to women learners at the time: "There were some comments that were made in some classes that some of the male teachers had made.

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At the time, I did not know anything about it [sexism], but in hindsight I know that wasn't cool." Both participants were unaware that sexist messages limited their potential. For example, Pyrgomache's exposure to sexist messages delayed her motivation to pursue doctoral study: "The thing is, I accepted those [messages]. I accepted the idea that I wasn't going to get my PhD until years later after I had graduated [my master's program]. I [had] just accepted it." Such messages restricted participants' potential and ultimately disempowered their authority while strengthening perceptions of inferiority ("appeared normal to me"). Moreover, participants demonstrated how women learners may internalize these pervasive messages, which can impact their perceptions of self ("I accepted those messages") and their behaviors ("I wasn't going to get my PhD").

Conversely, women can feel empowered in learning environments that acknowledge gender and honor the historical struggles of women learners. For example, Alcinoe minored in women's studies. Her learning environment gave women learners' freedom to make choices for themselves rather than directing them to pursue majors that were traditionally filled by women. She explained:

> "...I was in a psychology major in women studies, so I think there was a greater
> level of awareness in those disciplines. I think the promotion of egalitarian
> relationships and exploring dual careers, exploring [the] option of having children
> or not having children, keeping one's own surname, and all those things were
> issues that were discussed."

Alcinoe's learning environment counteracted negative gender messages while encouraging women learners to make their own choices. Specifically, her faculty displayed "a greater level of awareness" in discussing "issues" of gender socialization

while promoting an "egalitarian" approach to relationships, careers, and motherhood. Alkidike reflected on how a gender-inclusive learning environment may have impacted her potential as a woman:

> "If that hadn't been the case, then my path in life might have changed a little bit. Not that I'm not happy with the way it is now, but it [my life] might have changed a bit had I been more open to opportunities."

Both examples suggest the benefits of a gender-inclusive learning environment; that is, an "egalitarian" approach has the potential to expand women's potential ("might have change a bit had I been more open to opportunities").

Participants identified strengths of their gender socialization and its influence on current learning experiences in doctoral study. When asked to what extent being a woman had impacted her learning experiences in counselor education, Alcinoe responded:

> "Maybe the socialization process of being a girl and then a woman. Learning how to be relationally focused and empathic, even in friendships, and supportive socialization. Those types of skills have been very useful for creating relationships, not just in counseling or relationships with supervisees. Being able to cultivate friendships within the program and mentoring relationships with different professors, or instructors, or clinical faculty has been really important in being comfortable in initiating that [relationships] and making an assumption that that's okay."

Alcinoe drew parallels between her gender socialization process and its influence in the doctoral learning environment with regards to developing relationships. She mentioned

skills, such as being "relationally focused and empathic" being useful in her personal and academic roles. Specifically, she was able to parlay her skills into "creating relationships," such as "being able to cultivate friendships" and "mentoring relationships." Notably, she mentioned having that relational skill set contributed to being "comfortable in initiating" relationships and making an "assumption that that's okay." Alkidike reflected on her perceptions of gender:

> "...For me, I think there's a certain amount of sensitivity that comes with being a woman that really aids me in being in this profession and not just as a counselor but also as an educator and as a supervisor."

Alkidike also drew parallels between her gender socialization process ("certain amount of sensitivity that comes with being a woman") and its positive influence ("aids me in this profession") on her professional relationships ("a counselor, educator, and supervisor").

In general, participants shared examples from learning experiences that illustrated the ubiquity of gender socialization in the learning environment. Their examples underscored that gender inequality is systematic; that is, social messages are conveyed by the media masses, then internalized by the public and maintained in our homes and our classrooms through relationships. Overall, gender socialization is an important consideration in the doctoral learning environment. Participants demonstrated the extent of gender socialization's influence on women learners. Their examples depicted the adversity women encounter with overcoming barriers to their education and the structures that contribute to those barriers (society, family, schools). Women learners' exposure to inequities that minimize their reasoning, impede their potential, and question their behavior may erode their confidence as learners and leaders.

Legitimacy as Women Learners

Participants perceived the need to establish their legitimacy in the doctoral learning environment. They described several dispositions that include: (a) the need to "prove" themselves, (b) imposter syndrome, and (c) peer comparisons. Significantly, gender socialization served as the crux of the aforementioned dispositions.

Participants who had been subjected to negative stereotypes perceived the need to "prove" their standing in the doctoral learning environment. Alkidike explained:

"...it's always seemed like in my educational pursuits that initially I have to prove myself. Then once I've proven myself, if it's an instructor or a professor, they will meet me at that point and then help guide me. But that initial having to prove myself. I'm not really sure what that's about. I don't want to make any assumptions about it, but it does sometimes feel like 'Come on and throw me a bone.'"

Previous exposure to inequity in the learning environment rendered Alkidike vulnerable to internalized oppression. Specifically, Alkidike believed that she needed to "prove" her worth as a woman learner. This belief contributed to her perception of needing to earn support from faculty ("then help guide me"). Alkidike added:

"In my experience as a female student, and especially as a female doctoral student, I did not really know what to expect from this program. I did not really know what to expect from this experience overall. I came in [to this environment] with this, 'I have to prove something' [mindset], and it was really proving it to everybody else instead of myself."

Previous learning experiences played an important role in how Alkidike perceived the doctoral learning environment. In "not really knowing what to expect," she had to draw from previous learning experiences ("I have to prove something"). As a result of being subjected to microaggressions that disputed their role in higher education, women learners may question their place in the doctoral learning environment. Areto clarified:

> "I think [it is] just the nature of pursuing a doctorate. When you first start the program, there's a little bit of imposter syndrome…where you question whether you are really going to cut the mustard. [You question] whether somehow you've snuck your way in there, or whether you're not worthy of being there, and it happens again when you go on the job market!"

Participants characterized imposter syndrome as students who "question" their ability and their presence in the doctoral program. Eurybe added: "...one of my biggest fears is that I'm not competent, [or] that I'm a phony, and that I'm in a PhD program and I'm a phony; so I've had to overcome that [fear], and sometimes it creeps back up." Participants were especially vulnerable to imposter syndrome ("you're not worthy of being there" and "fear of being a phony"), which likely stems from previous experiences with inequity in the learning environment ("going to have to prove myself"). The aforementioned examples underscore the influence of negative gender socialization on participants' current perceptions of their legitimacy in the doctoral learning environment.

Participants also discussed the role of peer comparison amongst doctoral students. Social comparison is a phenomenon in which students tend to choose someone with a close level of performance to compare themselves to (Mechi & Sanchez-Mazas, 2012). Individuals can be chosen by a student for different reasons, either to feel better (self-

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enhancement) or perform better (self-improvement) (Mechi & Sanchez-Mazas).

Participants shared examples of peer comparisons related to self-improvement. Eurybe explained: "... I was comparing myself to all the other doctoral students, especially a select few who are doing really well. It was discouraging because sometimes I don't feel like I'm doing as well as they are." Pyrgomache also discussed peer comparison during doctoral study:

> "...I have this issue where I compare myself to others. It always felt like I was trying to catch up, but then I realized what I wanted to do. So I stopped comparing myself to other people because it was really driving me crazy, and then people compared themselves to me. I felt like I couldn't keep up and, no matter what I did, it felt like it wasn't enough."

Both participants mentioned how peer comparisons were detrimental to their confidence ("don't feel like I'm doing as well"; "trying to catch up"; "it wasn't enough"). Accordingly, peer comparison may be detrimental to women learners; that is, peer comparison may exacerbate imposter syndrome and further erode students' confidence and efficacy. Alkidike denoted doctoral learners' inclination for peer comparisons:

> "Most of us, when we come to PhD programs, are here because there's a little overachiever in us or a little perfectionist person in us that wants to do well and wants to get to that next level. I think it's very easy to look at other people and be like, 'Oh they're doing so much more than me, and I really need to step up my game.' Eventually if you keep doing that, it feels like you're on a treadmill chasing a carrot that you're never really going to get."

Alkidike highlighted how doctoral learners are ambitious ("wants to do well" and "wants to go to that next level"), which may influence choosing someone with a level of performance that they desire to compare themselves to. Alkidike also recognized that peer comparison may motivate students initially ("I really need to step up my game"); however, they can get caught up with chasing a goal that seems unattainable ("chasing a carrot that you're never going to get"). Eurybe shared insights into the drawbacks of peer comparison during her doctoral program:

> "I was able to let go of dreams that were basically other people's dreams and not my own. Yeah, I want a publication or two, but I'm not going to kill myself to get six publications out this year. I'm not wired like that, and I had to be okay with that. Previously, there was another student in the program who had 14 publications, eight already done with six pending. I told myself I wanted to be just like her. She had all these different accolades, and it took a long time for me to let that dream go. Not to say I wouldn't mind being acknowledged or want to do something great during my doctoral program, but at what cost?"

Participants revealed that women learners' may engage in peer comparisons in an effort to attain legitimacy in the doctoral learning environment ("wouldn't mind being acknowledged" or "do something great during my doctoral program"). Accordingly, participants indicated that women learners may lose sight of their personal motivations ("other people's dreams and not my own").

Women learners may question their place in a professional environment as a result of gender socialization. Euryleia shared her thoughts after presenting at a conference to an audience of predominantly older white males:

"So I'm wondering, 'Oh are they impressed because of what I presented', or 'Are they impressed because I'm a woman', or 'Are they impressed because I'm young or a minority?'...when men [counselor educators] come up to you, and you don't know if they're going to chew you out or praise you or even just ask a question, it felt really good to say, 'I'm a young woman. I gave this presentation. I'm respected by these people.'"

Euryleia wondered if her male counselor educator audience was "impressed" by various characteristics, such as the content of her presentation or demographics ("a woman, young or a minority?") as opposed to her competence as a counselor educator (e.g., knowledge and presentation skills). Euryleia also discussed barriers as a professional in the counseling field and as a woman:

"Counseling is such a new profession that we as a counseling profession don't get respected by the other professions, especially the medical people...[perceptions] that my doctorate isn't a real doctorate...A PhD is harder than an MD. It's very frustrating. We have to fight [for] our professional identity, and on top of that, we have to prove ourselves as women."

Euryleia indicated the need to defend her doctorate ("don't get respected by other professions"), which likely exacerbates feelings of inferiority they experience as women learners. Moreover, those feelings of inferiority can be carried by women learners into their roles as counselor educators ("fight for our professional identity, and on top of that, we have to prove ourselves as women"), which can threaten their perceptions of legitimacy.

Overall, previous learning experiences played an important role in how women perceive the doctoral learning environment. Participants felt compelled to establish their legitimacy as a result of gender socialization that disputed their role in higher education. Accordingly, participants inadvertently endorsed certain dispositions (e.g., the need to "prove" themselves, imposter syndrome, and peer comparisons) that threaten perceptions of legitimacy in the doctoral learning environment. In general, women learners can benefit from understanding how their learning and professional experiences are deep-seated in gender socialization. The doctoral learning environment can bring about this awareness to bolster women learner's confidence and efficacy as learners and as counselor educators.

Honoring Gender in the Learning Environment

Participants appreciated faculty who were intentional in honoring gender by creating an atmosphere of equality in the doctoral learning environment. Specifically, participants described faculty efforts to promote equality amongst doctoral students as balancing attention in the classroom, integrating constructivist teaching strategies, and encouraging an accepting atmosphere for multiple identities. Furthermore, participants indicated that faculty modeled gender equity in balancing their multiple personal and professional roles. Faculty also supported gender equity of participants through the job seeking process.

Participants noted that faculty were intentional in establishing equity in the doctoral learning environment through balancing attention in the classroom. Euryleia mentioned: "...she [faculty] pretty much gave us the same amount of attention and challenged us." Notably, there is an awareness that informs faculty intentions of

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providing the "same amount of attention" to students. Alkidike explained faculty intent of establishing equity in the classroom:

"For some professors that are interested in making sure there is an equal playing field for male and female students, I do get the sense that they try really hard to make sure that we are being attended to as female students, and I really appreciate that. It's not like they are saying, 'Oh you're a woman let me help you.' It's more like, 'I just want you to understand that I'm seeing you as a female student in this classroom,' and 'I want you to feel valued,' and 'Are you getting the help that you need or do you need anything else from me?' And doing that the same for male students as well--making it transparent enough to where I can see it as opposed to something that is happening behind the scenes."

Participants observed faculty providing the same support to male and female students ("doing that the same for male students as well") to ensure an equitable learning environment ("equal playing field"). Faculty acknowledgement of gender ("I'm seeing you as a female student") and honoring the historical struggles of women learners ("I want you to feel valued") conveyed their commitment to supporting participants' learning needs ("Are you getting the help that you need"). Namely, faculty efforts to be "transparent" introduced participants to the lens of gender as a component of the learning process as opposed to gender being relegated to "happening behind the scenes."

Participants also discussed pedagogical strategies that promoted equality in the doctoral learning environment. Eurybe described how her faculty established equality in the classroom:

"He [faculty] was just like a [role] model. He modeled what he expected from us, and gave us a lot of freedom as far as stepping out of those lines. He talked to us. He was very supportive and humorous. He was always democratic...he would always ask, 'Are you sure you all want to do this' or 'Let's take a vote. We have to make sure everyone is together.'"

Eurybe's faculty "modeled" expectations of equality for the group, which established connectedness in the learning environment. Specifically, faculty conveyed a "democratic" classroom in demonstrating gender equality. Faculty supported students' voice ("you all want to do this") and encouraged their authority ("gave us a lot of freedom" or "let's take a vote"). Moreover, faculty promoted connectedness ("make sure everyone is together") through equity, which strengthened relationships in the learning environment. The aforementioned strategies are reminiscent of constructivist teaching (see Engaging Teaching Approaches). Specifically, Eurybe's faculty honored students' authority as contributors in co-creating the classroom experience; thereby, faculty endorsed equality of students' voice while bolstering active learning.

Participants identified valuing students' voice during the learning process as another strategy to promote equality in the doctoral learning environment. Akantha shared an example of faculty encouragement of students' voice in the classroom: "She [faculty]...would question rather than just accept our responses, and make us get to the expectations and the meanings of each question and comment." Akantha appreciated being challenged ("question rather than just accept our responses") and having the opportunity to learn through dialogue ("discuss the expectations and the meanings of

each question and comment"). Akantha's example demonstrated intentional efforts by faculty to promote active learning through encouragement of critical reflection.

Importantly, feedback was another way that faculty enhanced equity for participants in the doctoral learning environment. Participants valued feedback, as this helped them to gauge their strengths while identifying areas for improvement. Notably, feedback occurred in the context of the faculty-student relationship. This relationship afforded participants the ability to glean insights into their development as counselor educators. For example, Akantha mentioned: "She [faculty] was very honest with her feedback...she would also start with positive feedback [and] say something constructive; [she provided] very helpful and effective feedback, always." Akantha valued "constructive" feedback as being "helpful and effective" for her learning process. Moreover, faculty feedback encouraged Akantha's voice and ideas. Alkidike appreciated feedback that infused confidence in sharing her ideas in the classroom:

> "It [one-on-one interaction] was so different really from any of the other interactions I've had with professors, because I would say something to her [faculty] outside of class, and she would say, 'That's a really good point. I bet other people are wondering about it [Alkidike's idea]. Can I bring it up in class?' So in her asking my permission, I was like, 'Of course you can.' When she would bring it up [in class], I would feel fine discussing it [Alkidike's idea] with the rest of the class."

Alkidike recognized that faculty feedback promoted her self-efficacy by affirming her ideas ('That's a really good point. I bet other people are wondering about it [Alkidike's idea]'). Feedback also empowered Alkidike to practice sharing her ideas in a public

forum ("discussing [Alkidike's idea] with the rest of the class") which strengthened connectedness. Moreover, faculty diminished power dynamics in the faculty-student relationship by honoring Alkidike's authority in "asking my permission" to discuss her idea in class. As discussed previously (see Engaging Teaching Approaches), participants appreciated feedback as an additional pedagogical strategy to support their learning process. In general, faculty feedback helped participants to gauge and refine their learning processes.

Participants found that equity enhanced perceptions of safety in the doctoral learning environment, thereby reducing perceived barriers in the classroom. Eurybe mentioned her ease in asking questions and sharing ideas in class: "If we had questions, we weren't afraid...so it was two-way open communication." Areto shared her perception of faculty who promoted equality with students: "It felt like they [faculty] were more on our playing field." Faculty who attend to power dynamics in the learning environment are intentional in fostering equity in relationships. Areto explained: "...I was an equal contributor to the relationship, [which] made me feel valued for my perspective and for who I was. I had valuable contributions." Equity neutralized power dynamics in the classroom ("[faculty] were more on our playing field"), thus supporting participants' preferences for connected learning ("two-way open communication"). Equity also promoted participants' authority ("an equal contributor") and their self-efficacy ("I had valuable contributions"). Importantly, equity affirmed participants' legitimacy in the doctoral learning environment ("made me feel valued for my perspective").

Faculty promoted equality in the doctoral learning environment by employing constructivist teaching strategies (see Engaging Teaching Approaches) that supported

participants' authority in the learning process. Namely, faculty granted participants the freedom to pursue topics of their interest, which provoked their agency in directing their learning process. Alkidike shared an example related to gender in terms of topics they were given to study:

"This was one of those moments where I saw a shift in myself that was unbelievable. I was in a class that was based on theories in my doc program...I raised my hand and said, 'Feminist therapy is not up there, and that's what I'm interested in.' He [faculty] countered that [comment] with, 'It's not really a theory.' And after he thought about it a little bit, he said, 'Actually if you want to do it [feminist therapy], I'll give it to you'...It was just a moment that I'll never forget. Honestly, of what an amazing experience that was [to present on feminist therapy]."

Alkidike's example represented her agency in asserting her learning needs. Although faculty initially declined her request, he quickly recognized his bias ('It's not really a theory') and supported this process for her. She spoke highly of how this "amazing experience" honored her interests and empowered her as a learner ("I'll never forget"). Alkidike added, "...so I think that [example] really illustrates that you have professors that give you knowledge, and thankfully they're here to do that, but...you have this responsibility to make sure [that] you get the knowledge you need as well." Faculty honoring students' voice in the learning process bolsters active learning ("you have this responsibility"), which corresponds with asserting one's voice in the learning environment. Alkidike's example highlighted the importance of faculty empowering students' authority through equality in the learning environment.

Similarly, faculty also promoted equality in the doctoral learning environment by integrating feminist scholarship. Eurybe shared her reflections on faculty broaching gender through women's ways of knowing theory (Belenky et al., 1986, 1997) in her coursework and its impact on her awareness, knowledge, and practice as a counselor educator:

"The first time it [intuition] came up was in a counselor ed class in talking about women's ways of knowing. That really validated me as being a woman. I had never really thought about it before. I realized it was there, but that [WWK] book and that class really had us explore more about our intuition--things that we talk about all the time, like my grandmother's grandmothers [experiences that they] talked about. So it [intuition] was made a good thing, and [faculty] showed us how to incorporate it in the classroom in teaching [practice]. That was the first time I had really thought about it [intuition]."

Eurybe appreciated exploring the lens of being a woman ("intuition" and "things we talk about all the time"). Faculty integrated feminist literature in honoring the gender lens, which authenticated Eurybe's personal experiences. Specifically, reviewing literature that speaks to gender socialization "validated me as being a woman" and strengthened Eurybe's ability to identify its influence on current learning experiences. Discussing women's ways of knowing provoked Eurybe's awareness of knowledge passed down through the generations ("grandmother's grandmothers [experiences that they] talked about") and her ability to draw parallels with how women approach knowledge. Furthermore, faculty integration of feminist literature supported a strengths-based multicultural approach to learning; that is, knowledge from a woman's perspective was

"made a good thing." Faculty encouraged Eurybe to draw parallels between women's knowledge and their professional roles ("showed us how to incorporate it in the classroom in teaching"). In general, faculty helped women learners to recognize their strengths as women, as evidenced by Eurybe:

"Intuition, using that in the classroom, and using it as a tool to teach. Our ability to communicate well with others, [and] growing and building that ability more and more. Just [honoring] that feminine voice inside and letting it be recognized and really letting it out. That is really what I got from that class."

Faculty broached gender through women's ways of knowing theory. This process encouraged Eurybe to embrace her strengths as a woman ("intuition" and "ability to communicate well with others") through her role as a counselor educator ("using it as a tool to teach").

Broaching gender also increased participants' initiative to address gender-sensitive topics. Alkidike appreciated discussing women issues with faculty: "...a very strong feminist woman, and she [faculty] and I had talks about how this [gender biases and assumptions] comes out sometimes, and how there's such a struggle to appropriately deal with these things." Broaching gender was impactful for Alkidike in grappling with gender predicaments in the learning environment ("such a struggle to appropriately deal with these things"); that is, critical evaluation of gender dynamics strengthened her capacity to promote equality as a counselor educator. Notably, this faculty member served in several capacities, such as being Alkidike's instructor, her supervisor, and her mentor: "Her [faculty] advocacy for women in general is breathtaking... [she] single-handedly changed my educational experience. I would not be the student, educator, or

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supervisor I am now without her strong feminist influence." Essentially, broaching

gender strengthened Alkidike's perceptions of "advocacy for women," which empowered

her agency as a counselor educator.

Incorporating gender also promoted an accepting environment for participants to

integrate multiple identities. Alcinoe described how broaching gender led to supportive

relationships for women learners in their roles as mothers, as students, and as colleagues.

She elaborated on the extent of being a woman and its impact on her learning experiences

in counselor education:

"...being able to make relationships and friendships with other female students

and female professors. I think that sometimes there are topics that come up that

may bond women, whether students or professors, in being able to talk about our

children. That seems to be a big one--that I can relate to other students or

professors in the role of Mom in addition to being a student or a colleague."

Alcinoe's ability to "relate to other students or professors in the role of Mom in addition

to being a student or a colleague" increased connectedness with other individuals who

understood her experiences. Alcinoe found it helpful for students and faculty to connect

through similarities of parenthood, which promoted cohesiveness in the learning

environment. Broaching gender also validated Alcinoe's role as a mother and

professional. Alcinoe valued the relationships with faculty in validating her role as a

mother:

"When I was in undergrad, I worked with [a] professor who had a baby in the

spring term. I think there was more [work-life] separation [for that professor] at

that time, so that shaped my own view of keeping family at home and keeping

work at work and separate. What I've seen in our program with our female

professors is not so much the case...so I think I've connected with that, and felt

comfortable in that I didn't feel the need to shy away from the Mom role or be

open about needing to bring [my child] in [the office] because of baby sitter

trouble, and I've had a lot of support with that."

Faculty openness to integrating roles as parents in the doctoral learning environment

reframed Alcinoe's perception of "keeping family at home and keeping work at work."

Therefore, Alcinoe did not "feel the need to shy away from the Mom role" and could be

open about asking for support as needed ("I've had a lot of support with that"). Faculty

connecting with students through their roles as mothers promoted an atmosphere of safety

and support, thus negating perceptions of keeping one's identity as a mother "separate"

from the classroom.

Equity in the doctoral learning environment offered participants greater

opportunities to experience personal interactions with faculty. For example, Alcinoe

emphasized the benefits of connecting with faculty as parents:

"I've had fantastic opportunities to get to know some of my professors' children,

where they've [faculty children] been to work, and I've brought my [child], and

they've been able to play together. And it's wonderful exposure for my [child] to

see Moms being Moms and professors, and that they're [faculty children] still a

part of what's going on."

Alcinoe perceived children having the opportunity to observe the integration of their

parent's work and family life as a positive experience ("wonderful exposure for my

[child] to see that"). For children to "see professors and see that they're still a part of

what's going on" models for children a healthy dynamic between work and family life; that is, parents do not have to compartmentalize their personal and professional lives. Additionally, faculty promoting connection with students through families was especially impactful for Alcinoe:

"...I just have great memories of my [child] playing with children of professors. Those kids are older and they've been able to offer something that [my child] may not have from peers [my child's] own age. And that's been very meaningful."

Alcinoe identified the benefits for children of women learners to connect with children of faculty as "meaningful." Essentially, honoring equity in the doctoral learning environment through integration of personal and professional roles has the potential to transcend the learning environment and impact future women learners; that is, children observing mothers as professionals and parents supports a new narrative for their gender socialization.

Equity between faculty and students invited greater personal interactions that benefited participants. Specifically, participants valued personal insight into faculty professional and personal well-being. For example, Pyrgomache shared her observations of faculty and friends in balancing professional and personal lives: "When I think about the women, not only in counselor education but also in the human services program, I see them doing a lot of stuff." She added:

"A lot of research, and a lot of grant writing, and maintaining their families. I think about my friends who have graduated from this program, and they are basically doing the same thing, [such as] doing all this research and teaching courses. They are still able to balance everything."

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Participants appreciated faculty modeling how to balance multiple roles; that is, being successful as professionals ("research and a lot of grant writing") while also "maintaining their families." Participants also appreciated faculty guidance on how to navigate personal and professional responsibilities. Thraso mentioned:

> "My advisor being a woman, I definitely feel supported in that way. She is a good role model, and has two kids. It's been helpful working with her closely and seeing work-life balance challenges that everyone has [as counselor educators] but especially women."

Observing faculty in multiple roles (e.g., parent, supervisor, educator, etc.) was beneficial for participants since faculty demonstrated that balance was possible, which counteracts negative gender messages. Furthermore, faculty openness with discussing balance between their personal and professional lives revealed their investment in participants' well-being. In essence, equity in the doctoral learning environment empowered participants and sustained their professional efficacy, thus bolstering program connectedness.

Gender equality espoused integration of mother and professional identities for participants. For example, gender equality in the doctoral learning environment was beneficial for Alcinoe in conceptualizing her identity as a mother and a professional:

> "I can be just as much of a scholar, and be a Mom, and be able to multitask right in the office. I can have my [child] there, and [my child] can watch a video, and I can be doing research at the same time. So it's not like it's lowering my quality of work by having a child which I perceive to be a stereotype."

Alcinoe underscored how mothers may be susceptible to judgments or stereotypes made against them regarding their capability in the doctoral learning environment ("lowering my quality of work by having a child"). Notably, Alcinoe had affirming experiences from faculty that challenged negative gender messages (e.g., engaging with faculty as parents; faculty modeling balance between professional and personal lives). Faculty modeling a holistic perspective of family life that included parenthood affirmed the mother identity of Alcinoe while promoting integration of multiple identities. Furthermore, supportive feedback related to her identity as a mother offset subconscious or conscious internalizations of negative stereotypes and microaggressions and instead empowered Alcinoe's efficacy as a counselor educator ("I can be just as much of a scholar and be a Mom"). In general, personal interactions with faculty promoted Alcinoe's perceptions of safety in the learning environment, which reinforced program connectedness.

An atmosphere of gender equality also promoted confidence for participants. Pyrgomache added: "...seeing the successful women in the program and even talking with them …that's been important. Those are the things that didn't necessarily happen in the classroom. They were just those other experiences that happened throughout the program." Participants valued engaging with successful women educators. Access to "successful women in the program" is impactful for women learners; that is, access leads to greater resources, opportunities, and support. Moreover, gender equality in the learning environment bolsters women learners' confidence and efficacy as counselor educators. Pyrgomache mentioned relationships as being crucial in her "overall confidence in my ability and what I can bring to a university." With regards to

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navigating job interviews and negotiating her first faculty appointment, Pyrgomache appreciated faculty that supported her professional success: "My dissertation chair is amazingly supportive, very encouraging, and he's talked to me about these things. He's been a Counselor Educator for years and years and years, so he helps me see things that I need to consider." Pyrgomache also mentioned support from another faculty member who gave her pointers on negotiation:

> "One of the professors (who was recently hired) said she didn't know that she could negotiate to get an iPad, because another professor (who just happens to be male) started at the same time she did, and he had negotiated to get the iPad. She didn't know she could do that. So if you want it, ask for it and the worst they can say is no."

Pyrgomache accentuated the value of mentoring through the job search process. The aforementioned examples demonstrated how relationships with faculty that promoted gender equality enhanced connectedness and gave participants greater assurance in their roles as counselor educators.

Essentially, faculty enhanced confidence for participants by modeling gender equality as counselor education professionals. Alkidike explained:

> "I think for women who are students, there's this power that comes along with that--we have the power to change things. If it weren't for women like that in the past, we wouldn't be able to be in PhD programs now."

Participants perceived equity in the doctoral learning environment as conveying the notion that women learners have "power" as students "to change things." Alkidike highlighted the significance of previous generations of women who overcame obstacles

for following generations of women to have such opportunities as pursuing doctoral study. Essentially, advocacy for gender equality strengthened participants' perceptions of women's legitimacy as learners and leaders.

Overall, participants discussed how faculty honored gender in the doctoral learning environment through pedagogical strategies that promoted their advocacy for women learners as counselor educators. Participants identified faculty intentional efforts to promote equity, such as balancing attention in the classroom, encouraging students' authority as contributors in co-creating the classroom experience, and valuing students' voice in the learning process. Participants appreciated faculty engagement through feedback, which strengthened their ability to gauge and refine their learning processes. Broaching gender through feminist literature affirmed participants' development and informed their experiences as learners and leaders. Furthermore, gender equality in the doctoral learning environment encouraged integration of multiple identities and empowered participants' agency as women learners. The aforementioned strategies supported women learners' preferences for connected learning and enhanced connections in the doctoral learning environment.

Summary

The Role of Gender in the Learning Process emerged as a theme that described different aspects of gender socialization and its impact on women learners. Participants provided insights regarding the pervasiveness of gender socialization and the implications of negative gender role stereotyping. Specifically, participants identified women learners' exposure to inequities that minimize their reasoning, impede their potential, and question their behavior as having the potential to erode their confidence as learners and

leaders. Participants also described structures (e.g., society, home, schools) and

relationships (e.g., family, friends, faculty, and colleagues) that sustain or counteract

inequity in the learning environment. Notably, equity in the doctoral learning

environment improved participants' learning processes, enhanced program

connectedness, and encouraged integration of multiple identities; thus, strengthening their

efficacy as counselor educators.

Importantly, previous learning experiences played a pivotal role in how

participants perceived the doctoral learning environment. Participants defined their

adversity in guarding themselves against the sexist messages that limit their potential.

Accordingly, counselor education programs must consider the importance of gender in

the learning process. Women learners can benefit from understanding how their learning

and professional experiences are deep-seated in gender socialization. The doctoral

learning environment can bring about this awareness to bolster women learner's

confidence and efficacy as learners and as counselor educators.

Theme: Making Meaning of their Learning Experiences

This theme reflects the meaning that participants derived from their learning

experiences; that is, how women learners conceptualized their personal and professional

development. The culmination of participants' learning experiences promoted confidence

in their abilities and influenced their lens as educators. Specifically, participants shared

examples of how they learned to embrace their strengths and accept their limitations

through their doctoral learning experiences. They reflected on the changes in perspective

of themselves in terms of their values and motivations. Participants also described their

development through the lens of gender, and they incorporated their strengths as women

in the learning environment. Overall, their doctoral learning experiences served as: (a) the catalyst for balance in their lives, (b) the foundation for their teaching practice, and (c) the inspiration for their development as counselor educators. Participants shared a holistic perspective on life and learning, which influenced the following subthemes: (a) balance and well-being, (b) integration of teaching approaches, and (c) development as counselor educators. Figure 4.6, below, depicts the subthemes that comprise the Making Meaning of their Learning Experiences theme, each of which will be discussed in further detail.
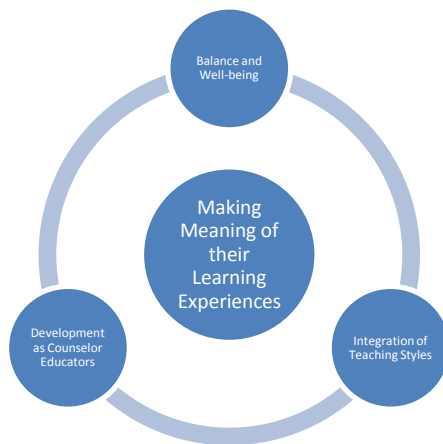
Figure 4.6. Cross-case theme: Making Meaning of their Learning Experiences. Radial cycle of three subthemes and their relationship to the central theme. Each subtheme is comprised of specific descriptive thoughts.

Balance and Well-being

The importance of balance in a doctoral program emerged as a value that participants learned was necessary in maintaining their overall well-being. Specifically, transitions and responsibilities in a doctoral program created challenges for participants with regards to time management and intentionality in their various roles. Pyrgomache mentioned the nature of transitions in a doctoral program: "It was just adjusting to the

financial piece, school work, and all these other responsibilities that I had." Participants

provided insights regarding the different demanding roles in their lives during their

doctoral program. Alkidike denoted:

>"So you're a supervisor, an educator, a GA [graduate assistant], and a student, and
>
>then you're a wife or a partner and/or mother. There's just so much that goes into
>
>that and really trying to be intentional about giving all of that equal time or at
>
>least the time that it deserves to thrive."

Participants provided insights related to doctoral students "adjusting" to the various

responsibilities in achieving work-life balance, as well as the importance of being

"intentional" in different roles. Doctoral students' intentional efforts in their various roles

required "giving all of that equal time." However, participants recognized that the ability

to be "intentional" in their various roles can prove challenging, especially considering the

responsibilities that accompany those roles. Euryleia mentioned: "...you have to juggle

your supervision responsibilities, and your student responsibilities, and your internship

responsibilities, and your GA responsibilities." Essentially, participants delineated

academic and professional responsibilities as broad in scope in a doctoral program.

Pyrgomache shared additional duties indicative of doctoral study:

>"I was also teaching, co-teaching, supervising, and working at our clinic, and I
>
>had a conference presentation sometime that semester, and my work as a graduate
>
>student committee member and regional newsletter editor. I had a lot of stuff
>
>going on and that was a very difficult semester for me."

Participants defined the multifaceted responsibilities students encounter during doctoral

study to include: supervision, teaching, clinical work, and research. Furthermore,

participants indicated additional responsibilities, such as presenting their research at conferences, acquiring newsletter editor roles, and serving on committees as strengthening their efficacy as counselor educators.

Participants found balance to be an important consideration in a doctoral program. With all the demands required of doctoral students, participants identified that stress can have a negative impact on their health and well-being if not handled effectively. Alkidike reflected on one particular semester that brought her well-being into focus:

"Especially last semester, it being so tough for me, [that semester] was one of those times when I was able to see personally where my threshold was as a woman, as a partner, [and] as a daughter. There were so many things that I learned personally. A lot of that caused me to step back and re-evaluate, 'Where are my points of exhaustion?' Where [do] I just say, 'I can't do any more', and 'Where am I able to push myself enough to know that I can do this regardless?' In our doc program, we have so many roles, and navigating around all those roles plus the roles you bring in as a person really pushes you to evaluate all that."

Alkidike's previous semester revealed the discord between her academic life and her personal well-being ("see personally where my threshold as a woman, as a partner, [and] as a daughter"). At this point, Alkidike was able to "step back and "re-evaluate" her boundaries in being mindful about her self-care ('Where are my points of exhaustion?'). She underscored the importance of self-care awareness in knowing the difference between being at the point where "I can't do any more" or knowing "to push myself enough to know I can do this regardless."

Participants suffered repercussions to their health and well-being as they struggled to find balance in their lives. Eurybe explained how the lack of balance impacted her overall well-being:

> "...lack of time for myself, lack of time for my family, [being] stressed out, not managing my weight better, [and] not managing my health better. These last two years have been hell. My health has gone downhill, and now I'm forced to work out and eat right. I'm focusing on that and making it a priority, but before, [my health] was the last thing on my list."

Eurybe's example highlights the risks for students who do not pay attention to their health; that is, they are vulnerable to being "stressed out" and suffer physically ("not managing my health better"). Notably, her health was not a major focus initially ("last thing on my list"). Alkidike denoted the changes to her physical health as a result of being in doctoral study:

> "Physically, I came in feeling very healthy. I came in being someone who exercises every day, and that fell by the wayside. I had to step back and say, 'OMG, this is my body. I can't trade my health for all of this.' So I think having enough awareness to know, 'This is what is happening [to my health]. You might want to make some changes,' and then also being aware and honest with myself that I'm a busy person."

Alkidike noticed a major change in her physical health from being "very healthy" in exercising daily to her routine falling "by the wayside," which motivated her to "make some changes." Both participants underscored the consequences for students in not maintaining balance during doctoral study.

Participants discussed the benefits of attending to their emotional and spiritual well-being. Euryleia mentioned the benefit of utilizing the campus counseling center as an outlet for emotional support:

"So I started doc school, and I had to go to counseling [for a family crisis]. I couldn't deal with my family stuff, so I had to stay in check. I had to. As a counselor, I knew I couldn't do it on my own or by myself. It was just too hard or just too stressful."

Euryleia emphasized the importance of attending to one's emotional well-being ("I had to stay in check"). Euryleia mentioned taking advantage of the campus counseling center in honoring her emotional wellness ("I had to go to counseling"). In managing a family crisis, she expressed self-awareness that she needed help to "deal with family," because to do so alone would be "too hard or too stressful." Similarly, Eurybe underscored the importance of spirituality for her well-being: "God helped me. Praying makes me feel better because then I have some hope. Just a little hope, that's all I need." Eurybe provided insight on how her spirituality promoted her emotional well-being during the program ("makes me feel better"). Both examples illustrated how doctoral students can benefit from resources that support their emotional and spiritual well-being.

Participants acknowledged that doctoral students may be vulnerable to exhaustion if they do not balance their academic well-being with activities that honor their personal well-being. Akantha explained:

"You need an escape. You can't just be 100 percent in the program. You have to have those moments where you can just get out of there and do other things, and

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talk about other things [besides] studying, writing, and supervising. It's very

important for me as a person."

Akantha emphasized the significance of attending to one's holistic well-being ("get out

there and do other things") as being essential to honoring multiple identities ("very

important for me as a person"). Her capacity to sustain work-life balance mitigated stress

("You need an escape"). Furthermore, her ability to establish boundaries supported

balance ("You can't just be 100 percent in the program").

Notably, participants identified self-care as an important consideration for women

learners. Areto underscored the value of self-care: "I think that's [self-care is] valuable

both personally and professionally. Those two things go hand in hand when it comes to

wellness." Eurybe shed light on gender socialization with regards to the role of stress and

women:

"For me, the biggest part is the role of caregiver and the caretaker...and I just

wonder how much burden men really face when it comes to those roles. When it

comes to stressors, being a woman becomes difficult, because we take it all. I

take it all on, and I know my girlfriends do to. Even if there are men in our life,

we still take it all on. It's very difficult...it wasn't really talked about--'What's the

woman's role in taking on stressors and also maintaining school and work

obligations?' You just did it. It [the role of caretaker] was pretty much self-

initiated based on a need. There was nobody else that was going to do it. There

wasn't anybody else available."

Eurybe mentioned that the caretaker role was never talked about openly and how women

assume the role based on a need ("self-initiated"), since there is uncertainty in "how much

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burden men really face when it comes to those roles." Alkidike described burnout and its

impact on her well-being:

> "There was a point where I was just exhausted. I think it happened at the end of
> my second semester. I was exhausted, and didn't know what I was doing or where
> I was going and who I was really trying to please."

The aforementioned examples underscore self-care as an important consideration for

women learners while featuring gender socialization as a potential factor contributing to

burnout.

Participants also described circumstances associated with balancing family and

professional responsibilities. Alcinoe underscored scheduling as a major factor for

mothers pursuing the doctorate:

> "The biggest issue has been scheduling, [such as] trying to schedule around
> coursework and my husband, and figuring out where children will go during
> classes. I have been a GA [graduate assistant] [during my program] and [figuring
> out] how that was going to work. [From] negotiating doing part of [GA] work at
> home, to finding the time to think and write, and attending conferences. [That]
> has been challenging in a way that wasn't present before. So there's a lot of
> issues around making the schedule work."

Notably, Alcinoe was able to negotiate doing part of her GA work from home, which

reflected her departments' flexibility in supporting students' academic and personal well-

being. Faculty honored her authority, which strengthened Alcinoe's agency in asserting

her need for work-life balance. Faculty offering Alcinoe flexibility with her GA work

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honored gender by creating an atmosphere of equality in the doctoral learning environment.

Akantha distinguished gender differences in parenting responsibilities for parents pursuing the doctorate in counselor education. For example, as a newly geographically single parent, Akantha shared the challenges of acting as a single parent and how this transition impacted her doctoral studies: "...a lot of nights without sleep. Sometimes [I] would have to call the babysitter to come to the house, so I could go to the coffee house and work. So that's how it's [being a parent is] affecting my learning process." Akantha also shared observable differences between her experiences and another parent's experiences in their doctoral program: "He [peer] can stay the whole day at the university because his wife is at home taking care of the baby. So he had no major interferences having children." Akantha's examples reveal that parents who have the immediate support of their partners (versus long-distance partnership) are availed greater resources to focus on their studies ("he can stay the whole day at the university") than geographically single parents in the program.

Participants identified that their role as parents influenced their decision-making process. Alcinoe expressed her concerns related to balancing parenthood and doctoral coursework in asking herself: "'Did I make the right decision? How am I going to balance having kids?' That was a huge piece of coming back to school." Akantha also echoed sentiments of decision-making with regards to balancing family and attaining her academic goals: "...you have freedom and choices and a lot of responsibilities, so you have to make the right choices, because you want your diploma." Participants

experienced great stress related to their decision-making process ("you have to make the right choices").

Balancing motherhood in achieving work-life balance emerged as a priority for participants beyond doctoral study. Thraso explained: "I really do love teaching, so maybe not [deciding on] being in a Research I institution [would support work-life balance]. Although, I understand career-wise [that] being [in a Research I institution is] really good. [I'm] just thinking about overall balance. At some point I would like to have kids." Areto also shared her hopes for work-life balance: "...like having time with your family for one. I'm coming out of a Research I doctoral program. In getting a better look of what their [faculty] work-life balance is like, I know [that] I don't want that for myself, because there's not as much balance as I hope to achieve." Both participants underscored the importance of decision-making in balancing parenting while pursuing their professional endeavors. Moreover, Thraso pondered the uncertainty regarding work-life balance:

> "...you see women who have kids [and] who are professors--what that looks like
> with tenure. I think I'll know more once I begin interviews. That's the scary part.
> How do you do those things altogether? I don't know [and] I'm curious to see
> how that goes."

She also mentioned that her university women's center focused on the topic of parenting and academics:

> "There's a lot of workshops these days about that [parenting and academia]. I've
> noticed that's definitely a focus. [The] traditional age of a professor seeking
> tenure is also the age that people have kids. So [understanding] what that looks

like and how those challenges may be different for women. Certainly, men have

kids. It's an issue."

Thraso highlighted the need for women learners to understand how to balance parenting

in higher education ("how do you know those things?"). Notably, her university

addressed this need by offering workshops that supported work-life balance for parents

("a lot of workshops") with consideration for gender differences ("how those challenges

may be different for women").

Participants identified steps that were beneficial in supporting their well-being.

Eurybe mentioned:

"Slowing it [my pace] down a little bit and making sure I'm not overwhelming

myself...[I] had to give myself permission not to do work and relax, and

constantly tell myself that, 'It was okay.' I wasn't used to relaxing. I haven't done

that in two years."

Eurybe recognized the importance of pacing herself ("slowing it down") by prioritizing

her goals ("not overwhelming myself") and developing boundaries in support of self-care

("give myself permission not to do work and relax"). Alcinoe epitomized the ability to

discern opportunities based on her priority of family:

"In any professional consideration that I have, there is a big emphasis on what that

means for my family. So whatever type of role I take on, they are a really big part

of the decision making [process]. I want to do things where I can maximize time

with my kids and my spouse."

Alcinoe honored her well-being in discerning professional opportunities that would

"maximize time with my kids and my spouse." Specifically, Alcinoe demonstrated

exercising greater control in deciding how the situation will work to her advantage

("there is a big emphasis on what that means for my family"). For example, she

mentioned earlier how she negotiated doing GA work from home in order to support her

desire for work-life balance. Importantly, Alcinoe displayed active learning that

integrated both her professional and personal well-being; that is, she felt empowered to

negotiate her professional responsibilities in order to accommodate her value of work-life

balance.

In addition to "slowing down," participants also found their relationships were

beneficial in sustaining their well-being. Areto explained:

"Having that constant source of support…it grounded me in who I am, and it

helped balance what I was pursuing so rigorously with the doc program. It helped

me keep a sense of life balance, because I had this relationship that I was also

giving myself to and committed to."

Relationships were vital to participants' well-being ("Having that constant source of

support...grounded me in who I am"). Specifically, social support networks that attend to

students' well-being aligns with women learners' preference for connected learning.

Overall, balance and well-being are important considerations in the doctoral

learning environment. Participants discussed difficulty in managing the many roles

indicative of doctoral study. Participants also discussed challenges parents face when

balancing work-life roles. Lack of balance negatively affected participants' health and

well-being, which threatened their efficacy in the program. Participants underscored self-

care as an important consideration for women learners. Namely, gender socialization

plays a large part in how women manage their roles and the stress that accompanies those responsibilities.

Integration of Teaching Approaches

Participants discussed aspects from their previous learning experiences that influenced their current teaching approaches. Participants also denoted pedagogical strategies they adopted in their classrooms, as well as their teaching goals and philosophies. Notably, participants demonstrated integration of pedagogical strategies from their previous learning experiences into their subsequent teaching practice.

Participants described different aspects of previous learning experiences that influenced their current teaching approaches. Mainly, participants depicted how learning by example impacted their teaching practice. Eurybe mentioned:

> "I started to really tune in and tap into how other teachers I admired taught, like faculty in the doc program. They [faculty] will usually have us sit in [to observe classes] or TA [teaching assistant] a masters level course. I just watched those professors, and watched how the students interacted with them, and tried to model that in my own teaching."

Eurybe mentioned that learning from "teachers I admired" contributed to how she wanted to "model" similar characteristics in her teaching style. Thraso taught a course about teaching in the educational psychology department. Thraso expressed her desire to promote meaningful learning experiences for her counseling students:

> "I will want my students to feel engaged and impacted. My experiences in that department have helped me think about when I am a Counselor Educator. How I can give this information and create learning experiences that are long-lasting?"

Thraso emphasized the importance of wanting her students to "feel engaged and impacted" by their learning experiences. She mentioned segueing her skills from the course she taught to her practice as a counselor educator with the intention of creating "learning experiences that are long-lasting." Accordingly, participants adapted teaching approaches based on a combination of previous learning experiences with faculty and their experiences from previous teaching assignments.

Faculty-student dynamics greatly influenced participants' approaches to teaching in the learning environment. Pyrgomache explained the interplay between her learning experiences and her approach to teaching: "I took examples from that [teaching] class and implemented them in my course." She added, "...like [approaches that support] how I learn [best], I'll try to do that in my classes." Akantha also shared similar sentiments related to previous learning experiences and subsequent influences on her current teaching practice:

> "Learning from the professors and supervisors that I've had, there are good things
> I want to take with me and certain things I want to filter. Depending on which
> class I'll be teaching, I plan on incorporating some ideas from some professors,
> [such as] put them [students] in a circle (depending on the class obviously), be
> accessible, [encourage students in] being comfortable asking questions, and
> discuss and disagree [on the course material]. Depending on the type of class, I
> think that doing quizzes and small papers would be better [in] having more
> frequency than just having one final paper or one final exam. I think it could be
> very helpful to keep them [students] on track with their studies throughout the

semester. I will always somehow remember...ideas from previous professors and supervisors, especially the meaningful ones that somehow marked my path."

Akantha identified pedagogical strategies that promoted an engaging learning environment, such as being "accessible" and promoting an environment where students feel "comfortable asking questions" and safe to "discuss and disagree." These strategies align with favorable learning outcomes as discussed in Engaging Teaching Approaches. Moreover, being able to "filter" strategies ("quizzes and small papers" versus "one final paper or one final exam") demonstrated her agency as an educator in discerning structure that will better support her students ("helpful to keep them on track with their studies throughout the semester"). This shift reflects confidence in her development as an educator in developing her own teaching style. Specifically, Akantha's learning experiences with faculty influenced her teaching style ("will always remember...ideas from previous professors" that "marked my path"). Essentially, participants encapsulated faculty modeling as influential for future educators. Thraso denoted: "If that's the model you get as a student, when you're the teacher, you're more likely to do that." The aforementioned examples demonstrated faculty modeling as an influential factor in participants' teaching practice.

Experiential teaching.

Participants favored experiential learning strategies to scaffold their students' comprehension of the course material. Notably, the pedagogical strategies they adopted within their own teaching approaches echoed the pedagogical strategies employed by their faculty (see Engaging Learning Environment theme). Several participants gave

examples of experiential teaching in their classrooms. For example, Eurybe discussed

how she wanted to incorporate experiential teaching in her classroom:

> "[Including] small group activities, [and] I also want to weave a narrative in
> teaching about multiculturalism and diversity. I want to create a personalized
> story about that. For example, a young girl from Bali--just something where it
> personalizes the learning experience for them [students]. And then we [can] take
> her story [as a young girl from Bali] from the beginning of the semester and
> weave the information throughout, so that whatever we learn has practical
> implications."

Eurybe featured connected learning in her classroom; that is, she wanted to encourage her

students to connect to concepts through a "narrative." Engaging her students through a

"personalized story" will help students identify with the material, since this approach

"personalizes the learning experience for them." Eurybe wanted to engage her students in

a "narrative" approach in learning about "multiculturalism and diversity," thus

encouraging active learning. Namely, Eurybe wanted to encourage her students to enact

the role of clinician while offering a forum for them to discern clinical techniques in the

learning environment. Additionally, Eurybe's approach aimed to facilitate continuity in

her students' learning process ("take her story from the beginning of the semester and

weave the information throughout"), which replicated connected learning. Specifically,

the use of a "narrative" of "a young girl from Bali" serves as an anchor in the learning

process with which to integrate and further develop concepts into the narrative. Eurybe's

approach to experiential teaching also reflected connected learning through dialogue and

discussion ("small group activities"). Eurybe's example demonstrated her purposeful use

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of experiential strategies to encourage active learning, engagement with the course material, and connected learning for her students.

Experiential teaching also included strategies such as technology, group work, observation, and reflection. Pyrgomache discussed her experiential teaching strategies for reinforcing concepts in a family dynamic course: "I showed them [students] a clip of a family doing something, and I had them get into groups and discuss the different roles that each person played." Pyrgomache then had her students engage in group work; that is, students researched online video clips that went along with Piaget's theory, followed by a class discussion. Pyrgomache's example promoted active learning. Her teaching strategies helped students apply knowledge into practice. Specifically, she modeled the learning process for her students, which enhanced their understanding of the assignment. By showing her students "a clip of a family" and engaging students in group discussion, her students were then prepared to independently research online video clips that went along with Piaget's theory. Pyrgomache's experiential teaching strategies promoted engagement (e.g., students applied concepts to video examples), encouraged her students' authority as learners (e.g., independently researched video clips followed by discussion), and reinforced learning. Pyrgomache also strengthened critical thinking through observation papers:

> "…they [students] were required to observe a child from that [life] span (niece, nephew, friend's child), and apply their observations to the text relating to what we were discussing. My main purpose in doing that was because most of them [students] wanted to be teachers. They really needed to have an understanding of

these different types of developmental stages, and to be able to recognize signs when someone may be delayed, and may need to be referred to other resources." Pyrgomache's approach facilitated her students' experiencing knowledge in the moment; that is, understanding different types of "developmental stages" through live observation. This process honed students' ability to "recognize signs" of developmental delays while expanding their knowledge-base of referral resources. Notably, Pyrgomache's "main purpose" for this experiential activity was to strengthen her students' child development skill set, which reflected her efforts for intentional teaching. Essentially, Pyrgomache employed pedagogical strategies that facilitated observation, applied knowledge, and reinforced practice of concepts which supported students' knowledge acquisition. Her example echoed similar concepts employed by faculty in the Engaging Teaching Approaches subtheme.

Additionally, participants utilized experiential teaching as a strategy to challenge their students to engage in activities that were outside their comfort level. Euryleia mentioned giving her students exposure to different techniques to expand their counseling repertoire:

"…Some of my classes hate art and expressive techniques, so I'll still expose them to it. One of my classes now loves art and expressive interventions. I come from the mindset that you shouldn't try something in counseling that you haven't tried yourself. So I'm trying to expose them [students] to different techniques while teaching the class, and to make it a more meaningful experience by being very specific and tailored to each class."

Euryleia's example exhibited intentional teaching; that is, she wanted to "expose" her students to non-traditional techniques to increase their knowledge of different types of counseling strategies. Specifically, she generated "meaningful" learning experiences by creating an individualized approach for each class ("specific and tailored to each class"). Furthermore, Euryleia promoted a safe environment to challenge students to try new things ("you shouldn't try something in counseling that you haven't tried yourself"). Her example demonstrated that although students may have blocks to learning certain concepts initially ("some of my classes hate art and expressive techniques"), exposure to new concepts was beneficial in expanding students' knowledge-base. Namely, her students learned about different types of counseling techniques while gaining practice with such techniques ("One of my classes now loves art and expressive techniques"). Euryleia integrated pedagogical strategies that enhanced her students' knowledge-base regarding expressive techniques and encouraged their practice of this new skill set, thus Euryleia supported their counseling efficacy.

Essentially, participants valued pedagogical strategies that promoted "meaningful" learning experiences for their students. Pyrgomache explained:

"There has to be some type of interaction, some type of movement, some type of presentation, some type of discussion, or something to keep them engaged, and make it applicable to whatever they are doing or whatever they want to do, because I think that's when it becomes most meaningful."

Pyrgomache underscored the role of an engaging learning environment in being "meaningful" for learners. Pedagogical strategies, such as "interaction," "movement," discussion," and providing information that was "applicable" created dynamic learning

experiences for her students. Participants also valued establishing a strong knowledge-base to further their students' connection and understanding of the material. Alcinoe explained: "It's really important for me, when I'm in the classroom or even a small group presentation, [that] I always give the contextual information. I'm assuming that's important to other people as well." Alcinoe enhanced critical thinking skills by providing "contextual information" to her students, which promoted deeper-thought structures and expanded their conceptualization skills. Such pedagogical strategies supported active learning for their students through modeling and dialogue. Importantly, participants emphasized faculty-student engagement (modeling) and peer-to-peer engagement (discussions, group work) in their teaching approaches, which aligns with their preferences for connected learning. Alcinoe denoted her emphasis on connected learning strategies: "I think that creating a rapport, and establishing relationships with the people who are in the class, and helping to promote that among students or the people in the group is important." Alcinoe upheld "creating rapport and establishing relationships" with students as being pivotal to the learning experience.

Overall, participants adopted experiential learning strategies to scaffold their students' learning experiences. Participants integrated experiential learning as an approach to promoting students' engagement with the course material. The pedagogical strategies delineated by participants encouraged modeling and dialogue and active and connected learning and supported their students' counseling efficacy. Participants demonstrated intentional teaching by implementing strategies that were individualized for each class and that were purposeful in terms of creating "meaningful" learning experiences. Specifically, participants encouraged pedagogical strategies, such as

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"interaction," "observation," and "discussion," which created dynamic learning

experiences for students. The aforementioned pedagogical strategies were derived from

similar concepts employed by faculty in the Engaging Teaching Approaches subtheme.

Constructivist teaching.

Participants favored constructivist teaching strategies in supporting equity in the

learning environment. Moreover, participants adopted similar pedagogical strategies

employed by their faculty (see Engaging Learning Environment theme). Eurybe

explained her approach to espousing equity in the classroom:

> "So if somebody isn't great with testing, I'd like to give them the opportunity to
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> work on a project and work with other students on that, and have that [project
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> counted] as a final grade. I don't want to be so black and white. I want to be
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> accepting of my students' various learning styles and their challenges."

Eurybe's example demonstrated how constructivist teaching goes a step further by

empowering students to actively direct their own learning processes. Her approach

displayed flexibility ("don't want to be so black and white") in accommodating student's

learning needs ("give them the opportunity to work on a project" versus "testing").

Moreover, Eurybe's approach encouraged students' voices by advocating for approaches

that aligned with their students' learning style ("accepting of my students various learning

styles and their challenges"). Similarly, Alkidike promoted equity in the classroom by

encouraging her students' voices in the learning process:

> "I try to present it [material] in a way that it's engaging and it's also fair.
>
> Students are very concerned about their grade, and I will usually say in class,
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> 'You should be, it's your GPA. So if there's something about the grading that

seems unfair to you, then you should speak up for yourself--you should advocate

for something different.' So with the empowering piece, I really try to give them

back the power that 'This is your education, and I will do my best to make sure

you have every opportunity to learn these concepts. But if you don't take me up

on that challenge, then there's nothing that I can really do, and if you want more,

then I'll be willing to help you and meet you there.'"

Alkidike honored students' authority by promoting their agency with evaluation

procedures ("try to give them back that power"; "This is your education"). Specifically,

she invited students to exercise their assertiveness skills with regards to grading policy

("if there's something about the grading that seems unfair to you, then you should speak

up for yourself"). She also portrayed learning as mutual involvement between faculty

and students ("if you don't take me up on that challenge, then there's nothing I can do")

while reinforcing a supportive learning environment ("if you want more, then I'll be

willing to help you and meet you there").

Additionally, participants honored students' authority as contributors in co-

creating knowledge in their classrooms, which also aligns with constructivist teaching.

Eurybe mentioned: "The key is to get feedback about how they [students] felt about the

process." Eurybe shared an example from an interpersonal communication course that

she taught:

"I did a communication assessment with them [students] that questioned how they

communicate. We didn't focus on the scores at the end, but [instead] we focused

on which one [assessment] that they rated themselves lower on...and then we

talked about why they rated themselves low. It was good to hear from them [to

understand] why they felt like they were not good communicators."

Eurybe elicited her students' feedback regarding their perceptions of communication,

which established a baseline for communication skills they wanted to develop during the

course. Her example illustrated the benefits of facilitating students' self-reflection

process ("how they communicate") while increasing her ability to accommodate her

students' learning processes ("good to hear from them"). Pyrgomache also elicited her

students' feedback in the learning process: "For example, when I'm teaching, I want my

student's feedback on what is not working. I consider how I can tailor my lectures to

help facilitate discussion and meet their needs." Pyrgomache endorsed equality of her

students' voices while bolstering active learning. Both examples depicted learning as

relationally driven; that is, students' feedback impacted how participants tailored their

teaching strategies to accommodate their students' learning needs.

In general, participants integrated constructivist teaching strategies in supporting

equity in the learning environment. Participants displayed flexibility in accommodating

student's learning needs. Specifically, participants encouraged their students' voices by

advocating for approaches that aligned with their students' learning style. Essentially,

participants utilized constructivist teaching strategies in promoting their students' agency

in the learning process. Like experiential teaching, participants integrated constructivist

teaching practices similar to pedagogical strategies employed by faculty in the Engaging

Teaching Approaches subtheme.

Goals for teaching practice.

Participants shared their teaching goals and philosophies on learning. Specifically, participants focused on their students' developmental needs. For example, Eurybe explained: "…students are going to learn differently, and that's okay. I also want to tailor my teaching style to the different learning styles in the classroom." Thraso added: "…how [I can] be more creative with it [teaching] and try to accommodate the different learning styles of my students. I will want my students to feel engaged and impacted." Both participants considered diverse instructive methods to enhance their ability to "accommodate different learning styles." Alcinoe delineated students' diverse developmental needs:

> "I'm more aware that people learn differently. Some people are visual learners [while] others benefit from discussion. Some people need to create something. There may be [a] framework for a particular course syllabus, but [I would emphasize] having input that collectively works for the group. Some of the specifics can be tweaked so that the students are invested in the process."

Alcinoe valued "student input" in her ability to develop a pedagogical strategy that "collectively works for the group." Students' agency in the learning process ensures that they are "invested in the process." Specifically, "student input" provides an opportunity for students to assert their learning needs, which greatly enables faculty ability to accommodate their learning processes. Euryleia also acknowledged the reciprocal nature of learning:

> "When I supervise or when I teach, I try to gauge where my students are developmentally with their professional development, and then ask them about their learning styles and try to accommodate accordingly."

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A developmental focus aided Euryleia's ability to "gauge" her students' professional development and then "accommodate accordingly." Namely, Euryleia adjusted her pedagogical strategies to accommodate her students' learning needs, which promoted an individualized learning experience. Both examples demonstrated participants' value of the faculty-student dynamic; that is, both participants and students had agency in contributing to positive learning outcomes.

Participants valued teaching that emphasized understanding and comprehension rather than grades. Participants discussed how intrinsic motivation to learn and understand outweighed the extrinsic motivation of a letter grade. Pyrgomache explained: "Simply passing a test is just setting you up for failure in your career. You won't be prepared because you'll get out there and be totally shocked." Pyrgomache asserted that rote memorization ("simply passing a test") does not adequately prepare students. She believed emphasis on testing would be a disservice to her students ("setting you up for failure in your career"). Instead, Pyrgomache accentuated the need for learning that is focused on comprehension to better prepare graduates for mental health counseling careers. Thraso also shared similar sentiments in how she would address knowledge with her students: "So it's not just take a test, hope I did okay, and never thing about it again. It was, 'This is information you need to learn how to do, and we'll go back as many times as you need.'" She added, "Instead of a performance goal, it is a mastery goal. It's not about the grade, it's about having mastered the materials." Thraso introduced the importance of students getting the "information you need to learn" rather than taking a test and "never think about it again." She also exhibited faculty flexibility in ensuring students get the information they need from the class ("we'll go back as many times as

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you need"). Participants delineated teaching approaches that incited their students' mastery of the material rather than teaching for grades ("it's not about the grade").

Conversely, there are limitations to meeting every student's needs in the learning environment, as acknowledged by Pyrgomache: "I can't accommodate everyone's needs because that's impossible, but considering 'How can I make this more productive,' and 'How can I make it more applicable for my students when they go and start their career as a counselor?'" Pyrgomache recognized faculty limitations ("can't accommodate everyone's needs because that's impossible"); however, she denoted the importance of intentional teaching ("How can I make it more applicable"). She also connoted the importance of faculty ability to bend and flex to adapt to challenges in the learning environment ("How can I make this more productive"). Essentially, participants conveyed accountability in the role as faculty in the learning environment, the purpose of intentional teaching, and their flexibility in accommodating diverse learning needs.

Participants valued understanding their students' background in the learning process and drew connections to their teaching practice. For example, Alkidike mentioned:

> "There are people that go to college, but not everybody does. To me, it [college] was a privilege. It [college] wasn't something that you had the right to. When I teach, I really try to keep that in mind."

She added: "I think each student comes in with a story, and each student has a very unique background. To really educate [students], I think you have to be open to understanding where that student is at that particular time." Alkidike mentioned the importance of valuing students' backgrounds ("each student comes in with a story and

each student has a very unique background") and how their backgrounds influence their learning processes ("open to understanding where that student is at that particular time"). Her examples correspond with pedagogical strategies discussed in the Multiculturalism and Diversity in the Learning Environment theme.

Participants also adopted empathy with students to promote better learning experiences. Pyrgomache explained: "I really try to put myself in the situation of the student." This perspective reveals a student-focused approach; that is, understanding learning from students' perspectives honors their authority in the learning process. Moreover, empathy ("put myself in the situation of the student") corresponds with a relational focus, which strengthens the faculty-student dynamic. Alcinoe also echoed sentiments of pedagogical strategies that are student-focused: "…being aware [that] there are developmental needs other than my own is important, and that's definitely something I have learned through my own process." Alcinoe accentuated the importance of broadening faculty perspective of the learning process ("developmental needs other than my own"). Participants emphasized a relational focus to teaching, which aligns with women's preferences for connected learning.

Participants also underscored the importance of negating power differentials in the learning environment. Areto explained:

> "I'm willing to relate and get down on the same level like the master's students that we would supervise. I don't feel the need to have any kind of hierarchy or 'I'm better than you' sense going on in the room, and I work well that way. [I foster] collaboration and a feeling of equality or mutuality in the work that I'm doing."

As a doctoral student in a faculty role, Areto upheld equity in the learning environment by her motivation to "relate" to her master's students while being "on the same level" in lieu of "hierarchy." Notably, Areto fostered "collaboration and a feeling of equality or mutuality" with her own students. Thraso also underscored the importance of promoting equity in the learning environment: "High expectations coupled with mentoring and scaffolding, and providing support so that everyone feels like they can reach those high expectations and engagement…[are] ways to make a more interactive learning environment." Participants considered students' backgrounds, developmental needs, and the importance of equity in the learning environment to promote their students' counseling efficacy.

Collectively, participants denoted teaching goals that aligned with their teaching philosophies. Participants shared a developmental, student-focused lens in guiding their teaching practice. Specifically, participants discussed their ability to create individualized learning experiences for their students by accommodating different learning styles. Participants also incorporated a relational approach to teaching, which aligns with women's preferences for connected learning. Participants valued the faculty-student dynamic and discussed how both faculty and students have agency in contributing to positive learning outcomes. Through intentional teaching, participants chose pedagogical strategies that aimed to enhance their students' learning experiences to include: (a) understanding their students' background in the learning process, (b) attending to students' developmental needs, (c) inciting their mastery of the material rather than teaching for grades, and (d) the importance of equity in the learning environment to promote their students' counseling efficacy. Participants' choice of

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pedagogical strategies echoed similar concepts employed by faculty in the doctoral

learning environment.

Overall, participants provided a well-formed perspective of their current teaching

practice. This section discussed aspects from participants' previous learning experiences

that influenced their current teaching practice. Specifically, participants demonstrated the

influence of faculty modeling with regards to the integration of pedagogical strategies

from their previous learning experiences, which participants parlayed into their own

teaching practice. Participants shared many examples of experiential and constructivist

teaching strategies, which also mirrored learning experiences by faculty in the doctoral

learning environment. All strategies were connected to promoting active learning,

connected learning, and equality in the learning process. Moreover, participants shared

examples of their goals for teaching, such as an emphasis on comprehension rather than

test scores, meeting students' developmental needs, and demonstrating flexibility in

accommodating diverse learning needs. Significantly, participants underscored the

importance of learners' backgrounds in informing the learning process. In general, this

subtheme draws connections with participants' previous learning experiences and

subsequent teaching approaches. Women learners' preferences for connected learning

were infused in their teaching approaches.

Development as Counselor Educators

Participants discussed learning experiences that influenced their efficacy as

counselor educators. Participants also identified relationships as catalysts for their

personal and professional development. For example, Pyrgomache shared her

appreciation of doctoral learning experiences: "So my learning experiences have

definitely influenced my teaching and research as well. I'm grateful for those experiences, because they're definitely going to help my students." Alcinoe added:

> "...it's been those things outside of class, [such as] the advising or mentoring or collaborative relationships that I've had with professors or other students. Those are the experiences that have shaped me more than anything that happened in the classroom."

Both examples exemplified the collective influences of participants' development as counselor educators; that is, previous learning experiences, faculty modeling, and personal attention and engagement through relationships inspired their current teaching practices.

Participants provided insights on their development as educators in the doctoral program. Namely, participants shared their perspectives on enhanced confidence in their roles as counselor educators. Eurybe discussed her experiences as a burgeoning educator:

> "My first semester, I was so nervous teaching, but then I got better and better and better. I'm way more confident now than I was when I first taught...basically, it just got better over time. The more I watched other people teach, [and] the more I taught, it [the experience of teaching] got better and better."

Eurybe epitomized the process of becoming a counselor educator. First semester began with initially being "nervous" teaching, but as she progressed in the program through observation ("the more I watched other people teach") and experience ("the more I taught"), she became more comfortable with the process ("I'm way more confident now than I was when I first taught"). Eurybe continued:

"For me, I think it's [this process is] a growing pain. I'm getting more professional and more mature--just a part of this cycle of growth that I'm going through, and I'm not supposed to be there yet, and that's okay."

Her response was indicative of a flexible outlook on her role as an educator ("just a part of this cycle of growth"), which heartened her self-efficacy ("I'm not supposed to be there yet, and that's okay"). This outlook typified positive emotional wellness; that is, understanding her development as "a growing pain" negated her imposter syndrome ("I got better and better") and improved positive self-perspective ("I'm getting more professional and more mature"). Essentially, doctoral learning experiences supported her emotional well-being and strengthened her efficacy as a counselor educator.

Doctoral learning experiences supported students' confidence in their roles as researchers. Pyrgomache shared insights related to her development as a researcher:

"I'm still working on the confidence a little bit, but I'm much more competent and more comfortable in my abilities now than I was my first semester. I'm much more comfortable with research and explaining it--actually feeling that I know this [information], and I can explain it, and support [reasons] for why I did something as opposed to why I didn't."

Comparable to Eurybe, Pyrgomache recognized the process of her development ("I'm much more competent and more comfortable in my abilities now than first semester"). She also exuded a flexible perspective on her self-efficacy ("I'm still working on the confidence") and identified with a positive self-perspective ("I know this [information] and can explain it"). Alkidike echoed similar sentiments:

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"[I] honestly think that the qualitative research class was the most beneficial for me. After taking that class, I feel very comfortable with it [research]. I can do a qualitative study well, but it also taught me about research in general, not just qualitative research. It [Research class] taught me about doing IRB proposals and taught me a lot about how you want to be ethical. It really taught me about the basics of research, [such as] informed consent and all of that stuff we know whether or not it's [a] qualitative or quantitative study."

The qualitative research class bolstered Alkidike's confidence with doing "research in general." By establishing her knowledge-base in "the basics of research" methods ("doing IRB proposals"; "ethical" practices), faculty strengthened her efficacy as a researcher ("I feel very comfortable with it [research]. I can do a qualitative study well"). Significantly, the aforementioned examples delineated a shift in participants' perspectives as researchers; that is, they exuded a realistic self-concept ("more confident now"; "more competent and more comfortable in my abilities now"). Participants also demonstrated flexible perspectives on their self-efficacy ("I'm still working on the confidence a little bit"; "I feel very comfortable with it [research]"). Essentially, participants displayed appreciation for their current research abilities while recognizing their strides in growth as counselor educators. The shift to embracing flexible perspectives of their self-efficacy supported participants' progress towards a realistic self-concept, which sustained their emotional well-being.

Doctoral learning experiences also strengthened students' confidence in their roles as supervisors. Akantha explained:

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"I've learned a lot...I tend to incorporate some of her [faculty] characteristics and her [supervisory] style. Being direct with it [approach] when I need to be direct with a supervisee. Questioning what students are doing with the clients, [such as] their techniques, their conceptualization and going beyond the technique itself, [and] the meaning of being there [with the client] in having them become better counselors."

The faculty-student relationship encouraged participants' confidence as supervisors ("I've learned a lot"). Importantly, faculty modeling emerged as an influential factor in their supervision practice ("I tend to incorporate some of her [faculty] characteristics and her [supervisory] style"). Akantha's purpose as a supervisor was "having them become better counselors," which reflected her vision for intentional supervision. Specifically, Akantha described her approach to intentional supervision practice, such as "Being direct when it [approach] needs to direct" and "questioning" supervisees approach with clients while facilitating their understanding of "the meaning of being there" for the client. Alcinoe also shared influences of her supervisory style:

"My preference towards developmental theories has really shaped how I view my role in supervision. In viewing the supervisees in a developmental way--[in viewing them as] students as well--not just their knowledge or experience, but as people. That even within their own context of lifespan development, [understanding] they may be at different life stages from one another. I think that's important to be aware of."

Alcinoe demonstrated her agency as a supervisor in conceptualizing her supervisees through a developmental lens to better support her students ("they may be at different life

stages from one another"). This shift reflected confidence in her development as a

supervisor in establishing her own supervisory style ("my preference towards

developmental theories has really shaped how I view my role in supervision"). Notably,

both participants emphasized a relational focus to supervision, which aligns with

women's preferences for connected learning. Moreover, both examples displayed their

efficacy as supervisors in establishing their own supervisory styles. Essentially, a

culmination of the pedagogical strategies discussed in previous themes were pertinent to

participants' confidence and efficacy as counselor educators.

Additionally, doctoral learning experiences led participants to develop greater

flexibility in adapting to challenges in the program. The doctoral program emboldened

Eurybe's process of becoming an "effective" teacher and supervisor:

"I pushed myself and challenged myself in ways that I would not normally [have]

done under any other circumstances. Teaching and supervising, trusting myself

enough during the process, and trusting that I'm an effective teacher and an

effective supervisor...I find that they [students] are very curious and interested.

They [students] are really learning by example, and that's really enjoyable."

Eurybe discussed how her doctoral program motivated her ("I pushed myself and

challenged myself") in ways that may not have occurred "under any other

circumstances." This process strengthened trust in her ability ("trusting myself enough

during the process"). Trusting her ability allowed her to enjoy the process of teaching

and supervising ("They are really learning by example, and that's really enjoyable"),

which affirmed her efficacy as a counselor educator.   Ultimately, participants

appreciated the challenges of their doctoral program in hindsight. Euryleia explained:

"Just being aware and appreciative that these [learning] moments happen. I'm pretty resilient…now I can go with the flow if something bad happens, or if something out of the norm happens--I'm able to go with the flow." Euryleia established a connection between her doctoral learning experiences ("being aware and appreciative that these moments happen") and being resilient ("now I can go with the flow"). Her example revealed positive emotional well-being in keeping things in perspective ("if something bad happens" or "out of the norm happens, I'm able to go with the flow"), which bolstered flexibility in adapting to change. In retrospect, participants understood the challenges of their doctoral program as being intentional in developing their confidence and efficacy as counselor educators. Through this process, participants developed greater flexibility ("resilient") to adapt to new challenges by "trusting" their abilities.

Areto reflected on how her learning experiences supported integration of multiple identities, which encouraged flexibility to adapt to transitions in the program:

"It's certainly helped me to become more integrated as a person and professional...there's no distinctive separation between the two for me. I feel like I have to be integrated as a person, because that is the nature of our profession. I can't just be one type of person in one setting and be different in another. Maybe some people are able to do that, but it would be too exhausting to try and do that, to be different in different settings. That could be why I am drawn to this profession as well."

Areto identified the importance of being "integrated as a person" in supporting overall well-being ("it would be too exhausting" to "be different in different settings").

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Specifically, she discerned that "there's no distinctive separation" between being "a person and a professional." Alkidike described her integration process:

> "I go back and forth to the quintessential female professional with the high heels and the very professional suit, and then that pendulum sways over all the way to the other side, and I see this earthy, laid back, casual individual, and somewhere between those two [identities] is me. Sometimes I sway more to one than the other depending on what environment I'm in or what's expected of me. But for the most part, day to day, I'm right in the middle. That will continue to be a lifelong process--feeling comfortable with myself and confident with my identity, but also understanding the worth in all of that. When students come to me as an educator, that laid back side might really benefit them."

Alkidike portrayed her identity as a continuum ("quintessential female professional" to an "earthy, laid back, casual individual") and expressed her modus operandi as "day to day, I'm right in the middle." Alkidike's example signified a deeper level concept of learning; that is, she perceived learning as a personal journey ("feeling comfortable with myself and confident with my identity" is a "lifelong process"). Moreover, Alkidike recognized the importance of "understanding the worth in all of that," and viewed this process as a strength that can benefit her students. Eurybe shared similar sentiments related to learning and personal development: "It really helped me to learn that learning is a process of self-exploration and self-development, and that is what I want to instill in my students." The aforementioned examples demonstrated the extent of doctoral learning experiences' impact on promoting integration of participants' professional and personal identities.

Doctoral learning experiences enhanced participants' perspectives on learning. For example, Pyrgomache shared how her doctoral program promoted learning as an intrinsic process:

"It got to a point where the grades weren't everything to me--so an A or a B, whatever. Instead, I started asking myself, 'What did I learn in that class?' and 'Can I apply it or remember it when I have to defend or present and present my research at conferences?' and 'Can I teach other graduate students about this?' That's one of the things [that] I learned during my program."

Pyrgomache's doctoral learning experiences emphasized learning that was motivated by understanding and comprehension ("started asking myself what did I learn in that class?") rather than grades ("grades weren't everything to me"). Pyrgomache's example revealed how pedagogical strategies employed by faculty promoted shifts in perspectives of learning; that is, learning can be intrinsic and fulfilling.

Accordingly, doctoral learning experiences influenced participants' outlook on the learning process. Alkidike shed light on the role of learning experiences and personal development: "Honestly, my learning experiences have taught me that about myself...it's empowering in and of itself to say, 'At the end of the day, this is who I am.'" Alkidike aligned her learning experiences with her identity ("taught me about myself"). Eurybe also depicted the relationship between learning and the development of her counselor educator identity:

"My learning needs to be my own. Although my role model has 14 publications, that's not me…so learning self-acceptance through this whole [doctoral learning]

process. Being okay with who I am and where I am, and also having goals for my

continued learning."

Doctoral learning experiences influenced Eurybe's perspective on learning as a personal

journey ("My learning needs to be my own") and a lifelong process ("having goals for my

continued learning"). Participants' identities and personal journeys were intertwined. As

discussed in Chapter Two, women develop their sense of self (identity) in the context of

relationships. Women experience a process of personal change and development

(journey) through learning experiences that are situated in relationships. Eurybe learned

"self-acceptance" through her learning experiences with her role model. Those learning

experiences, along with impactful learning experiences in the doctoral classroom, and

supportive relationships with peers and faculty, collectively served as the impetus for

Eurybe's shift to "Being okay with who I am and where I am." Eurybe continued:

> "...I have to always remember that it's not a race. Even when I am a counselor
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> educator and I'm with strong faculty who have been there for 15 to 20 years, and I
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> have to prove myself as a new person [on staff]. I have to remember that it's all
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> about the journey, and we're all going to get there, and I can't put too much
>
> pressure on myself."

Eurybe's learning experiences contributed to a realistic self-concept ("I have to always

remember that it's not a race"). Eurybe also endorsed a flexible perspective of her self-

efficacy ("we're all going to get there, and I can't put too much pressure on myself").

Doctoral learning experiences promoted empowerment for women learners.

Pyrgomache reflected on the increase in her confidence as she surpassed milestones in

her doctoral program:

"I've learned to feel more confident in myself and my ability...once I passed my

oral exams I thought, 'I really can do this. This is really becoming more of a

reality.' Then when I successfully defended my proposal, I thought, 'Okay there's

one more step and then it's basically over after that.' It's very surreal."

As discussed previously, the dissertation phase for doctoral students can be particularly

isolating; however, Pyrgomache described her experience of the final phase of her

program as an empowering experience ('I really can do this'). Her confidence increased

with each major accomplishment ("oral exams"; "successfully defended my proposal").

Pyrgomache portrayed a momentum of self-efficacy ("confident in myself and my

ability") through this phase in her program. Alkidike shared similar sentiments of

garnering strength from her doctoral program:

"I think this experience of getting a PhD has been a very empowering one for me.

As a woman, it's given me a lot more confidence and knowledge [that] I never

really thought I would ever get, and not just academically, professionally as a

counselor, and an educator, but also as a person."

Alkidike identified her doctoral program as an "empowering" experience; not only as a

student but "as a woman." Notably, Alkidike indicated that faculty promoted

pedagogical strategies that supported her holistic development ("academically,

professionally," "educator," and "as a person"). Alkidike's learning experiences in the

doctoral program honored and affirmed her multiple identities. This process strengthened

her efficacy as a counselor educator and resulted in "more confidence and knowledge

[that] I never really thought I would ever get."

Doctoral learning experiences also promoted gender appreciation for participants. Eurybe expressed her appreciation of gender equality, which was facilitated by faculty in the doctoral learning environment:

"I just see my feminism being more of an asset now. Women are caretakers, and that's okay--that women do see the feeling side more often than the logical side-- [which] to me that's very boring--that it's okay to believe in equality and all those good things."

Eurybe's doctoral learning experiences empowered her agency as an advocate for equality ("feminism as being more of an asset now"). Notably, Eurybe's faculty integrated feminist literature in the doctoral program, which empowered women as counselor educators (see Honoring Gender in the Learning Environment). Broaching gender encouraged Eurybe to embrace her strengths as a woman ("women are caretakers, and that's okay") through her role as a counselor educator ("it's okay to believe in equality and all those good things"). Additionally, Eurybe recognized gender influences on cognitive development ("women do see the feeling side more than the logical side"). Alkidike added:

"At the end of the day, I make no apologies for being female. I make no apologies for being a female student in a doc program. And I make no apologies for standing up for the rights of women as far as education is concerned."

Alkidike epitomized the empowerment of women learners ("I make no apologies for being female" for "being a female student in a doc program" or "for standing up for the rights of women"). Broaching gender (see Honoring Gender in the Learning Environment) encouraged participants to embrace their strengths as women ("it's okay to

believe in equality and all those good things") through their roles as counselor educators ("standing up for the rights of women as far as education is concerned"). Alkidike summarized the plight of women counselor educators:

> "...we, as educators, carry a heavy burden. The burden is striving for equality among the genders in education. To say that there is no difference between the female and male learning experience would be similar to adopting the colorblind perspective in regards to race and ethnicity. The difference matters. To deny that there is a difference would be to deny female students a solution. One's lived experience is her/his own and unique. The struggle for equality among the genders will continue for years to come, but we have an opportunity at this moment to change the educational experience of women. As educators, the classroom can be our platform to change the lives of our female students, and that is powerful!"

Alkidike underscored the role of being a counselor educator as "striving for equality among the genders in education." She asserted that faculty must attend to gender differences, and that "adopting the colorblind perspective" is a disservice to women learners ("deny female students a solution"). Alkidike emphasized the faculty role of advocacy in creating equity in the learning environment ("we have an opportunity at this moment to change the educational experience of women"). Specifically, Alkidike underscored the role of counselor educators in being change agents in promoting equality for future students ("the classroom can be our platform to change the lives of our female students, and that is powerful!"). Overall, the aforementioned examples exemplified the empowerment of participants in their roles as counselor educators.

Correspondingly, participants discussed the extent to which their doctoral learning experiences prepared them for their role as counselor educators. Notably, participants exuded confidence with regards to impending employment as counselor educators. Alkidike reflected on her program's influence on her outlook:

"It's [doctoral program] been really good, and it's been challenging. At the end of the day, [and] at the end of all of this, after I defend my dissertation, and after I walk across the stage, I will feel confident enough to go in to educate other people, and also serve on their dissertation committees."

Alkidike shared an appreciation of her doctoral learning experiences in retrospect ("It's been really good, it's been challenging"). Similar to the momentum that Pyrgomache discussed previously regarding each milestone of the final phase of the doctoral program, Alkidike underscored the culmination of her doctoral experiences as when "I defend my dissertation." Alkidike mentioned feeling "confident enough" to fulfill the professional requirements as a counselor educator ("educate other people"; "serve on their dissertation committees"). Accordingly, doctoral learning experiences supported participants' empowerment by preparing them for their roles as counselor educators. Thraso explained: "I definitely feel prepared. Overall, I feel more confident in those areas [research methods and statistics], and I have a strong counselor educator identity." Participants feeling "prepared" coincides with their confidence as counselor educators ("strong counselor educator identity"). Pyrgomache also asserted, "[I have] much more confidence in myself. I can do this. I'm able to do this, and I will be successful wherever I end up." Faculty supported participants' confidence by employing pedagogical strategies that bolstered active and connected learning. This process strengthened their

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engagement in the doctoral learning environment; that is, engagement created opportunities for participants to strengthen their professional experiences. Accordingly, participants felt prepared as a result of developing their skill sets.

Doctoral learning experiences fostered participants' confidence in their roles as educators, researchers, and supervisors. Participants exemplified their developmental process as educators, which revealed shifts in self-concept and self-acceptance. Accordingly, flexible perspectives denoted shifts in cognitive development. A culmination of pedagogical strategies discussed in previous themes were integral to participants' confidence and efficacy as counselor educators. Importantly, participants identified relationships as essential for their personal and professional development. Furthermore, doctoral learning experiences promoted empowerment for participants, as evidenced by their sentiments of gender appreciation, preparedness, and confidence with regards to their roles as counselor educators.

Summary

Making Meaning of their Learning Experiences encompassed the purpose of participants' learning experiences in counselor education; that is, to develop their confidence and efficacy as counselor educators. Participants conceptualized their personal and professional development as a "journey," which influenced their understanding of learning in their lives. Specifically, participants denoted personal and professional challenges as women learners (e.g., self-care and competence as new educators). However, flexible perspectives denoted shifts in cognitive development in terms of self-concept and self-acceptance. Participants also delineated collective influences, such as previous learning experiences, faculty modeling, personal attention,

and engagement through relationships which inspired their current teaching practice. Relationships were identified as being central to their personal and professional development. Accordingly, participants' preference for connected learning were infused in their teaching approaches. Participants benefited from the empowerment of their doctoral learning experiences as learners and leaders, which inspired their advocacy for equity in the learning environment. In general, participants attributed meaning to their learning experiences as being integral to their personal and professional development.

Cross-Case Summary

This qualitative study represents the learning experiences of eight women from three CACREP accredited counselor education programs. Participants discussed their learning experiences in terms of attributes and behaviors demonstrated in the doctoral learning environment by faculty, peers, and their program. Overall, participants provided a comprehensive overview of their learning experiences in counselor education, the role of gender and relationships to their learning processes, and how those experiences influenced their development as counselor educators. The data also featured the role of previous learning experiences in how women perceived the doctoral learning environment. Specifically, the data revealed different multicultural contexts that warrant attention for the personal and professional development of doctoral students.

Significantly, participants emphasized the reciprocal nature of learning; that is, their personal and professional development occurred in the framework of relationships. Accordingly, the absence of relationships in the doctoral learning environment threatened program connectedness. Participants appreciated aspects in the doctoral learning environment that facilitated faculty-student and peer-to-peer relationships. In particular,

participants valued pedagogical strategies (e.g., discussions, experiential learning, constructivist teaching, personal attention) and program structures (e.g., cohort models, assistantships, mentoring) that underscored active learning, connectedness, and equality in the learning process. The aforementioned examples aligned with participants' preferences for connected learning, thus strengthened their engagement in the doctoral learning environment. Notably, participants' infused connected learning within their own teaching approaches. In general, the themes discussed in this chapter provided an overview of pedagogical strategies that distinguished women's learning experiences in counselor education and the subsequent impact on their development as counselor educators.

Chapter Five: Discussion

Introduction

This chapter will address how conceptualizing women learners' development through the lens of women's ways of knowing theory (Belenky, Clinchy, Goldberger, & Tarule, 1997) has the potential to strengthen pedagogical strategies in the counselor education doctorate. Specifically, the researcher will ground participants' learning experiences in the professional literature while examining the role of relationships concerning their development as counselor educators. The researcher will also discuss implications of these reported experiences for pedagogical practices with doctoral students. This chapter includes a review of the limitations of this study and recommendations for future research.

Purpose of the Study

The purpose of this study was to facilitate our understanding of the nature, scope, and influence that gender has on women doctoral students' learning experiences. This study intended to fill the gap on gender and counselor education pedagogy in order to inform the discussion of gender inclusive instruction. Data collection and analysis were guided by the following research questions:

- Research Question One: How do women doctoral students describe their learning experiences in counselor education?

- Research Question Two: How are the educational experiences of women doctoral students reflective of the women's ways of knowing (Belenky, Clinchy, Tarule, & Goldberger, 1997) framework?

- Research Question Three: What are the implications of these reported experiences for pedagogical practice with doctoral students?

The researcher conducted 24 semi-structured qualitative interviews with eight women from three counselor education programs. Second, third, and fourth year students were purposefully selected since they were likely to be familiar with pedagogical concepts introduced during coursework in the program. Additionally, second, third, and fourth year doctoral students presumably had experience with implementing pedagogical strategies as teaching assistants, which added another dimension to their understanding of pedagogy. Themes were generated directly from the participants' interviews and culminated in cross-case analysis, as discussed in Chapter Four.

Research Question One:

How do women doctoral students describe their learning experiences in counselor education?

The literature that focuses on doctoral students in counselor education offers little data to support or contradict the findings in this study. The body of literature related to counselor education pedagogy has historically focused on pedagogy that promoted students' development as mental health counselors (i.e., master's program). Accordingly, counselor education pedagogy has tended to focus on graduate students in general or master's students specifically rather than on doctoral students (Barrio Minton, Wachter

Morris, & Yaites, 2014). To date, no research has recognized gender as a lens for pedagogical training in the counselor education doctorate.

In the present study, participants provided a comprehensive overview of their learning experiences as doctoral students in counselor education. The doctoral learning environment aligned with participants' preferences for engaging teaching approaches. Participants preferred teaching approaches that encouraged active learning. Pedagogy that promoted active learning (i.e., discussions, experiential learning, and constructivist teaching) empowered participants to have agency as knowers in their learning processes. Faculty supported active learning through modeling, feedback, and dialogue. Experiential learning encouraged students to be active contributors to the learning process. Likewise, constructivist teaching honored participants' authority as contributors in co-creating knowledge in the doctoral learning environment, thus endorsed equality of students' voice while bolstering active learning.

Importantly, active learning corresponded with asserting one's voice in the learning environment. As discussed in Chapter Four, participants' examples revealed an institutional assumption that all students are active learners. This assumption was confirmed by Carlson, Portman, and Bartlett (2006), who introduced a conceptual model for the self-management of professional preparation through student's intentionality in pursing the doctorate in counselor education. The authors noted that it was the doctoral students' responsibility to: (a) know and learn their program expectations and requirements, (b) invest energy toward orientation to the campus and to the community, (c) actively seek opportunities, such as professional development workshops, scholarly discussion with peers and counseling professionals, publication, teaching, grant research,

and leadership, (d) seek to establish and maintain a relationship with a research mentor, (e) seek out faculty with skills, expertise, or interests that are appealing, (f) be selective in service endeavors, and (g) develop a local peer support system (Carlson et al.). In creating their matrix for students' intentionality in pursuing the doctorate in counselor education, Carlson et al. did not consider the role of gender differences and its impact on how students navigate the doctoral learning environment. Del Rio and Mieling (2012) also wrote an article for doctoral students offering a blueprint on what to expect in the counselor education doctorate and how to navigate such tasks as doctoral internship, comprehensive examinations, doctoral prospectus, dissertation writing, and the dissertation defense. Similar to Carlson et al., Del Rio and Mieling made the assumption of active learning without consideration of gender; however, they did offer specific strategies and resources on how to support doctoral learners in navigating the aforementioned tasks.

Assertiveness is an important consideration regarding active learning, since assertiveness training during women's socialization process is often discouraged, and as such, is potentially underutilized. Scantlebury (2009) purported that girls whose socialization encourages assertive behavior (e.g., African American girls), are often at odds with teachers who perceive behavior (such as asking questions before being acknowledged) as nonconformity and unfeminine. Instead, girls are rewarded for being compliant, quiet, and helpful (Scantlebury). Similarly, the presence of microaggressions and stereotypes in the classroom perpetuate academic inferiority for minority students. Consequently, the experiences minority students bring with them and the internal conflict that stems from attributed stereotypes can distract and hinder student engagement in the

learning process (Museus, 2008). The assumption that all students are active learners reflects an academic culture that is insensitive to differences of ethnic practices and identities.

Women's socialization process may confine their motivation for asserting their learning needs, thus contributing to a passive learning approach. Passive learners can be perceived as not needing additional support, whereas they may actually struggle with agency in asserting their learning needs. Consequently, women learners may not capitalize on the support needed during doctoral study. Notably, gender differences in communication influenced perceptions of competition in the doctoral learning environment which contributed to participants' digression from active to passive learning ("observer role"). Women learners may not feel safe to engage ("backed out of the conversation") in environments they perceive as competitive ("Dog eat Dog") rather than collaborative, and, thus, they disengage from the learning process ("chose not to participate"). Notably, participants did not feel compelled to address such issues with faculty or peers. Competitive learning environments may aim to encourage active learning; however, they can inadvertently reinforce passive learning for women learners. Additionally, participants revealed that they have experienced a history of microaggressions that contributed to perceptions of the doctoral learning environment, such as the need to "prove" themselves, their struggles with imposter syndrome, and their tendency to compare themselves to their peers (see Legitimacy as Women Learners). This data coincides with Zeligman, Prescod, and Greene's (2015) findings, in which women of color encountered experiences of racism as doctoral students in counselor education. Henfield, Woo, and Washington's (2013) study of African American doctoral

students in counselor education also speaks to faculty misunderstandings and disrespect during their program experiences. These experiences may contribute to women learners' reluctance in adopting an active learning approach.

Notably, the data revealed that the supervisor role contributed to disequilibrium for participants with regards to being evaluated in their roles as supervisors and their confidence in being doctoral supervisors. Gender inequity may pose greater challenges for women learners in assuming the supervisory role. Granello, Beamish, and Davis (1997) examined gender and the supervisory relationship in counseling. The authors found that supervisors were less directive with male supervisees than their female counterparts; thus, "male supervisees were encouraged to develop healthy internal supervisors by making more decisions on their own" (p. 314). The authors suggested that female supervisees did not follow the developmental progression suggested by the developmental models of supervision and, that the developmental models were inappropriate for female supervisees, or that their experiences "did not allow for their natural development to occur" (p. 314). A follow up study by Granello (2003) found that supervisors of both genders asked more opinions or evaluations from male supervisees (more than twice as often) than from female supervisees. Accordingly, female supervisees (at the master's level) may not develop their "internal" supervisor, thus later contributing to uncertainty in their roles as doctoral supervisors.

The institutional assumption that all students are active learners also implies that all students view themselves as equal to authority. This assumption can prove detrimental to women's development. Men often perceive their relationship with authority as "Authority-right-we" indicating a tendency to align themselves with

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authority (Belenky et al., 1997, p. 44). Conversely, women's perceptions of authority in the WWK study were revealed as "Authority-right-they"; thus, reflecting their inclination not to align themselves with authority (Belenky et al., p. 44). Women learners who do not align themselves with authority, who are discouraged as active learners, and who are exposed to inequity in the learning environment may likely experience inhibition in asserting their learning needs.

Overall, the data indicated that the doctoral learning environment aligned with participants' preferences for engaging teaching approaches that encouraged active learning.

However, perceptions of microaggressions, stereotypes, competition, and inferiority were more likely to cause participants to disengage from the learning process. Moreover, assumptions regarding doctoral students' assertiveness without consideration of gender differences were confirmed in the literature. Such institutional assumptions do not consider the role of gender differences and its impact on how students navigate the doctoral learning environment and, thus, reveal an oversight in safeguarding equality in the counselor education doctorate.

Research Question Two:

How are the educational experiences of women doctoral students reflective of the women's ways of knowing framework?

Relationships were integral in gauging and affirming participants' learning and developmental processes. Participants' preferences for connectedness were supported by women's ways of knowing theory (Belenky et al., 1997), since women's cognitive development is situated in the context of relationships. Belenky et al. emphasized that

representational thought is developed by two-way reflection; that is, oral and written forms of language must be reciprocated between persons who speak and listen or read and write. Interchanges that involve sharing, expanding, and reflecting on each other's experiences lead to ways of knowing that enable individuals to enter into the social and intellectual life of their community (Belenky et al.). Otherwise, individuals remain isolated from others and without the tools for representing their experiences, and as such, they also remain isolated from the self (Belenky et al.). Participants underscored how relationships supported their development and confidence as women learners and counselor educators. The following theoretical elements of women's ways of knowing (WWK) theory (Belenky et al.) inform the interpretation of women doctoral students' learning experiences in counselor education: (a) connected teaching, (b) ways of knowing, and (c) connected learning communities.

Connected Teaching

According to Belenky et al. (1997), connected teaching involves "experts" who do not try to assert dominance over less knowledgeable individuals (by barraging them with information or withholding information); instead, they are experts who want to help others on their own terms (p. 194). Specifically, connected teachers examine the needs and capacities of the learner and communicate in a supportive manner to the learner (Belenky et al.). Connected teachers convey trust in their students; that is, students are seen as already possessing latent knowledge and can be trusted to know and learn (Belenky et al.). Unlike the "banker-teacher" who deposits knowledge in the learner's mind, the "midwife-teacher" draws out the information, assisting students in "giving birth

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to their own ideas in making their own tacit knowledge explicit and elaborating it"

(Belenky et al. p. 217).

Participants distinguished engaging teaching approaches as discussions, experiential learning, and constructivist teaching. Notably, an underlying premise attributing to the success of engaging teaching approaches with women learners is the emphasis on connected teaching through group process. Group process served as an effective pedagogical strategy in facilitating feedback through faculty-student and peer-to-peer interactions, which helped participants to gauge their learning processes while strengthening their confidence in various roles. Dollarhide, Gibson, and Moss (2013) found that first year doctoral students in counselor education relied on professors as the primary source of feedback regarding their performance. External validation gave participants (who struggled with their confidence) a sense of legitimacy and influenced the way doctoral students perceived their work (Dollarhide et al.). Additionally, the authors found that as doctoral students transitioned to the dissertation stage, they expressed greater awareness that both peers and faculty served as sources of legitimacy rather than placing the sole focus on the feedback of professors (as was the case with first year doctoral students) (Dollarhide et al.). Participants denoted that group process emphasized dialogue that reinforced learning and promoted critical thinking skills. Faculty provided participants with "the tools to help you;" however, students "have to go out on your own." In connected teaching, faculty support their students' thinking processes; however, they do not do the students' thinking for them or expect the students to think as they do (Belenky et al., 1997). As group facilitators, faculty help students deliver their words to the classroom, and they use their own knowledge to connect

students through conversations in promoting a "confirmation-evocation-confirmation" cycle (Belenky et al., p. 219). This process strengthened participants' knowledge-base and expertise, which honed their identities as counselor educators.

Jazvac-Martek (2009) underscored the relational context as an important factor in promoting doctoral students' identity development. Specifically, PhD students' identity as scholars and researchers is strengthened through conversations, interactions and exchanges of ideas and feedback that occur through dialogue (Jazvac-Martek). Their role identity as a PhD student is "interactive, based on continuous reflexive dialogue and relations with significant others, and remains a dialogic process throughout the doctorate" (p. 261-262). For example, connected teaching was evident in participants' experiences in classes that encouraged their role as educators, and the supervision internship. Both experiences included interpersonal processes along with practical application. Faculty implemented group process as a foundation for experiential learning. Faculty encouraged participants' authority and confidence in the role of teacher and supervisor by focusing on participants' knowledge rather than their own knowledge as lecturers (Belenky et al.). Participants appreciated learning experiences that provided opportunities to enact the role of educator while offering a forum for doctoral students to discern pedagogical strategies in the learning environment through group process. Similarly, practical application of their supervision skills offered participants the opportunity to encourage the development of their supervisees and exercise their evaluation skills as supervisors. Faculty were purposeful by incorporating group process as the foundation for the experiential learning experience, which encouraged participants' authority and confidence in the roles of educators and supervisors through connected learning. The supervision training process

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in counselor education encouraged doctoral students in developing a sense of self as a supervisor; reflection promoted realizations about specific aspects of themselves, awareness about the process of becoming a supervisor, and clarification of personal and professional identities (Nelson, Oliver, & Capps, 2006). Moreover, Nelson et al. found that participants identified relationships as crucial to the experience of becoming a supervisor. The integration of both interpersonal and practical approaches within a relational context honored WWK; that is, students synthesized procedural (scholarly knowledge) and subjective knowledge (knowledge from personal experience) through the medium of relationships.

Participants also experienced connected teaching with regards to developing their scholarly writing skills. Faculty incorporated multiple pedagogical strategies, such as "lecture, discussion, group work, and independent writing." The multiple layers of instruction emphasized reciprocal learning (i.e., strategies that fostered exchanges through faculty-student and peer-peer relationships) as a method to integrate concepts and develop students' scholarly writing abilities. Similarly, faculty advanced participants' development as researchers by providing structure that included interpersonal processes along with practical application. Group process allowed for immediacy of learning; that is, participants' ideas were reinforced through "immediate feedback" and their thought processes were challenged in the moment. Furthermore, having their ideas "positively reinforced" or "connected to others" promoted an atmosphere of safety and support for participants and, thus, detracted from perceptions of "a high pressure environment." Again, the integration of both interpersonal and practical approaches aligns with connected teaching. Belenky et al. (1997) maintained that connected teaching "...can be

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simultaneously objective and personal. There is no inherent contradiction, so long as objectivity is not defined as self-extrication" (p. 224). Connected teachers use a similar technique to the participant-observer method in maintaining "a dynamic tension" between the objective stance of an observer (procedural knowledge) and subjective stance of a participant (subjective knowledge) (Belenky et al., p. 224). The data indicates that in developing doctoral students' professional identities, connected teaching encouraged students to coalesce different ways of knowing rather than prioritizing one way of knowing at the expense of the other epistemological categories.

Correspondingly, constructivist teaching encouraged an atmosphere of equality in supporting voice and the co-creation of knowledge. Likewise, connected teaching encourages students to construct truth, not through conflict, but through "consensus" (Belenky et al., 1997, p. 223). Similar to connected teachers' perception of students as knowers in drawing out the information and assisting students in bearing their own ideas and elaborating on them (Belenky et al.); the constructivist educator provides students with opportunities to determine, question, revise, or extend existing knowledge base through engagement in tasks that are structured for this purpose (Richardson, 2003). Connected teachers promote collaboration and meaningful learning experiences by connecting with students' experiences and procedures for constructing knowledge (Tarule, 1996), while constructivist teachers also facilitate group dialogue that explores an element of the domain with the purpose of leading to the creation and shared understanding of a topic (Richardson). McAuliffe and Eriksen (2011) asserted that constructivist teaching "...can serve as a guide for counselor education faculty members to assess students' thinking and to stretch students toward self-authorized knowing" (p.

11). Faculty who modeled collegial relationships encouraged participants' changing view of themselves in relation to authority (student-faculty to colleagues), and, thus, reinforced their confidence and identity as counselor educators. Specifically, faculty did not promote equality by acting as "an impartial referee, assuring air time to all"; instead, faculty made intentional efforts to connect by entering into each student's perspective (Belenky et al., p. 227). The data revealed that constructivist teaching strengthened engagement in the doctoral learning environment by encouraging participants to lead a more active and productive role in their learning processes. Overall, the aforementioned pedagogical strategies promoted connected teaching and furthered students' investment and satisfaction of the doctoral learning process.

Ways of Knowing

For the purposes of this study, the researcher did not classify participants according to ways of knowing. Doing so would have been problematic, considering that the WWK epistemological categories are "not necessarily fixed, exhaustive, or universal categories" (Belenky et al., 1997, p. 15). Instead, the researcher focused on participants' descriptions of how the doctoral learning environment supported or inhibited their ways of knowing. The following epistemological categories will delineate examples of participants' learning experiences that illustrated ways of knowing.

Silenced. Silenced is a perspective in which women experience themselves as "driven to a defensive posture of passivity and silence out of fear and threat" (Goldberger, Tarule, Clinchy, & Belenky, 1996, p. 346). The silenced position manifested in the doctoral learning environment as a result of microaggressions, stereotypes, and gender dynamics that perpetuated the inferiority of women learners. Participants shared their

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experiences with stereotypes and microaggressions, such as the Black female stereotype, having a rural accent, sexism, and faculty disregard for gender dynamics in teaching practice (see Multiculturalism and Diversity in the Learning Environment). These experiences reinforced alienation for women learners, thus increasing the likelihood of disengagement from the learning process.

Received knowing. Received knowing is a perspective in which women learners consider themselves as capable of receiving and reproducing knowledge given by authorities; however, they are incapable of creating knowledge on their own (Belenky et al., 1997). Clinchy (2002) noted a distinction between lowercase "received" knowing as a strategy to deploy in a particular situation (receiving knowledge during a lecture) vs. uppercase "Received" knowing as a position from which authorities are viewed as the sole source of knowledge that is assumed to be absolutely true without awareness of active processing (Clinchy, p. 69). Individuals who engage in Received knowing lack confidence in their own ability to speak, likely exacerbated by an inability to convey their ideas in order to feel understood and validated (Belenky et al.).

Participants provided examples in which they employed "received" knowing as a strategy to glean additional information from faculty (e.g., seeking additional resources, requesting feedback or advice related to professional development and employment). Notably, participants did not share examples of Received knowing in doctoral study. The lack of data related to Received knowing is likely attributed to the nature of doctoral study and doctoral students being prepared to produce original research by their candidacy phase (Gardner, 2009). First year students may have expressed internal conflict with creating knowledge on their own, since the new role taking experiences as a

doctoral student can cause great dissonance in being challenged to think differently with regards to their coursework and viewing themselves differently with regards to knowledge (Gardner). Furthermore, the researcher may have uncovered Received knowing experiences if she had included questions pertaining to participants' candidacy and dissertation phases that aimed to elicit data specific to producing their own research.

      Subjective knowing. Subjective knowing is a perspective in which women perceive truth and knowledge as personal and instinctive; knowledge is based on immediate understanding of reality and is not based on words or inferences (Belenky et al., 1997). Subjective knowing incorporates the strengths of intuition and self-knowing (Belenky et al.). The data revealed that faculty affirmed subjective knowledge by reviewing the Women's Ways of Knowing text with doctoral students. This approach demonstrated faculty support for inner knowing by encouraging doctoral students to incorporate intuition in their roles as educators. The subjective voice of feelings has historically been relegated to the "personal and private" in favor of the analytical voice (Belenky et al., p. 124). Notably, participants described experiences in which their feelings were affirmed, thus strengthening perceptions of connectedness in the doctoral learning environment (e.g., Pyrgomache's example of imposter syndrome; Areto's example of processing group conflict with faculty; Alkidike's example of being "really worried" about her data). Faculty attended to participants' academic and personal well-being, and in doing so, honored both subjective and analytical voices in the doctoral learning environment. Subjective knowing was also supported in the aforementioned discussion related to connected teaching; that is, faculty integrated participants' self-

knowing in their roles as supervisors, teachers, writers, and researchers through practical experience.

The WWK authors also indicated that Subjective Knowers are suspicious of information dispensed by authorities and have difficulty dealing with a phenomenon that does not pertain to them personally (Clinchy, 2002). Being inclined to operate from a self-perspective, Subjective Knowers only acknowledge existence and validity in other realities when their own reality is real to them; they cannot transcend it or detach themselves from subjective reality (Clinchy). The data did not reveal examples of this aspect of subjective knowing from any of the participants. The researcher may have discovered Subjective knowing examples related to mistrust of information given by authorities had she inquired of participants' experiences related to intuition or instinctual predilections during doctoral study.

Procedural knowing. Procedural knowing incorporates a systematic, deliberate procedure for developing new ideas or for testing the validity of ideas (Clinchy, 2002). Separate knowing and Connected knowing are subsumed under Procedural knowing. Separate Knowers base authority on mastery of relevant knowledge and methodology and endorse an argumentative discourse (Clinchy). Pyrgomache's example of a male professor's ability to challenge and support his students illustrated separate knowing in the doctoral classroom (see Discussions). The faculty member was intentional in his efforts to promote active learning through the role as "devil's advocate." Specifically, he provoked debate and challenged the strength of opposing arguments while giving the authority back to the students for group discussion. Accordingly, he encouraged participants to critically reflect on the course material. By doing so, he strengthened their

assertiveness skills in practicing the art of building strong arguments. Discordantly, the argumentative discourse of separate knowing can be perceived as combative rather than collaborative or supportive. For example, Areto shared an example in which she often "backed out of the conversation or chose not to participate" due to males expressing their opinions "so strongly" that she would "just take on that observer role and just take it in." Women may feel alienated and disengage from a learning environment that emphasizes procedural knowing; that is, being detached, impersonal, objective, critical, and primarily oriented towards exploration of validity (Clinchy).

Conversely, Connected Knowers use empathy in an attempt to understand the experience from the viewpoint of another individual (Clinchy, 2002). Alcinoe shared an example that exemplified connected knowing:

> " ...we learned the 'personal back story,' behind why she [faculty] had chosen this [research] and how the funding worked. We were very connected with the participants. So the process felt more alive to me rather than being detached and reading journal articles. For me it's important to have the context and the rationale, such as 'What is this in response to?' or 'Why did this person right an article?' That was important to me."

Connected Knowers focus on understanding the object of attention and adopt the perspective of the other; that is, Connected Knowers achieve understanding by connecting with others' subjectivity while attending to their own feelings as sources of insight (Clinchy). Moreover, Connected Knowers also have the ability to validate the subjective reality of another and develop techniques for entering into other's experiences such as incorporating vicarious experience (Clinchy). Notably, participants endorsed

connected knowing in their approaches as supervisors and educators with the purpose of creating meaningful learning experiences for their students (see Integration of Teaching Approaches). For example, Pyrgomache epitomized connected knowing in her role as an educator, "I really try to put myself in the situation of the student." Other participants echoed similar sentiments with regards to consideration of student's backgrounds in the learning process, awareness that students' developmental needs are different than one's own, and willingness "to relate and get down on the same level" as their supervisees. Participants also shared examples of integrating connected knowing in their teaching approaches, such as weaving a narrative in the learning process to personalize the learning experience for students, requiring observation in understanding "developmental stages" through live observation, and providing "contextual information" to provoke deeper thought structures and expand supervisees' conceptualization skills. Connected knowing aligned with participants' preferences for engaging teaching approaches and connectedness in the doctoral learning environment.

Constructed knowing. Constructed knowing is a perspective in which women learners view knowledge as "contextual" and they perceive themselves as "creators of knowledge"; subjective and objective strategies for knowing are coalesced (Belenky et al., 1997, p. 15). The data revealed that constructed knowing coincided with pedagogical strategies that integrated multiple identities in the doctoral learning environment. Specifically, constructed knowing emerged when faculty honored participants' multiple identities in the doctoral learning environment. For example, faculty honored constructed knowing by integrating feminist literature into bringing a private voice into public discourse. Providing context for women's learning experiences increased awareness of

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how being a woman impacted their experiences and validated and framed their roles as women educators in terms of strengths while challenging preconceived notions of feminist stereotypes. Moreover, faculty acknowledgement of gender ("I'm seeing you as a female student") and honoring the historical struggles of women learners ("I want you to feel valued") conveyed their commitment to incorporating the lens of gender as a component of the learning process as opposed to gender being relegated to "happening behind the scenes." Participants valued professors who encouraged connecting their learning experiences within the context of students' cultural, gender, and professional identities.

Importantly, constructed knowing avoids compartmentalization of thought and feeling, home and work, self and other (Belenky et al.). Jazvac-Martek's study (2009) found that doctoral students take on various "role identities" during doctoral study, and that students oscillate between these roles frequently over time; that is, "continuous oscillation is evidenced in constantly shifting perceptions of roles in relation to others, sometimes passively accepted, independently projected or actively enacted" (p. 258-259). Faculty honored constructed knowing in the doctoral environment by encouraging participants as holistic individuals. Specifically, faculty promoted vacillation of participants' identities by connecting with them in different contexts. For example, connecting through their roles as parents negated perceptions of keeping one's identity as a mother "separate" from the classroom. Moreover, participants appreciated faculty modeling how to balance multiple roles; that is, being successful as professionals ("research and a lot of grant writing") while also "maintaining their families." Faculty guidance on how to navigate personal and professional responsibilities encouraged

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constructed knowing. Furthermore, observing faculty in multiple roles (e.g., parent, supervisor, educator, etc.) was beneficial for participants, since faculty demonstrated that such a balance was possible which counteracts negative gender messages.

Participants demonstrated constructed knowing in their desire to "embrace all the pieces of the self in some ultimate sense of the whole" (Belenky et al., 1997, p. 137). Constructed knowers "no longer want to suppress or deny aspects of the self in order to avoid conflict or simplify their lives" (Belenky et al., p. 137). Constructed knowing emerged from participants reflections on their development as counselor educators, such as perceiving personal development as a "growth cycle," endorsing flexible perspectives on their roles as educators, and being "integrated as a person and professional." Through this process, participants revealed greater self-efficacy and confidence in their roles. Integration of multiple identities emerged as an important aspect for participants' realistic self-concept. Participants perceived learning as a personal journey; that is, "learning is a process of self-exploration and self-development." In general, participants' holistic perspectives reflected constructed knowing.

Essentially, connected teaching encouraged participants to integrate different knowing strategies. The aforementioned examples illustrated participants' shifting perspectives of the learning process, perceptions of authority, and self-knowing. Accordingly, the data suggests that connected teaching enhanced cognitive development for women learners. Conversely, participants also shared examples of being "silenced" which ultimately led to their disengagement in the learning process. The extent to which ways of knowing emerged in the data gives credence to connected teaching approaches in supporting cognitive development from a cultural perspective.

Connected Learning Communities

Belenky et al. (1997) contended that women's development was different from men's "natural" course of development in traditional, hierarchical institutions; instead, confirmation and community are prerequisites for learning rather than consequences of development (p. 194). Correspondingly, participants' ways of knowing were supported in connected learning communities (e.g., academic, professional, family). Tarule (1996) defined "interpretive communities" as sites in which knowledge is produced, reproduced, and contested, thus revealing knowledge as a shifting and unstable process (p. 286). Accordingly, connected learning communities served as interpretive communities for participants; that is, they served as groups in which members can nurture each other's thoughts to maturity, respect and enter into each other's unique perspectives, and find acceptance for their ideas in the public domain (Belenky et al.). Participants' preferences for learning in community are illuminated in the literature that speaks to doctoral students in counselor education. That literature addresses the importance of community for doctoral students, such as department culture (Protivnak & Foss, 2009), support systems (Protivnak & Foss; Carlson et al., 2006; Zeligman et al.; Henfield et al.; Hinkle, Iarussi, Schermer, & Yensel, 2014; Dollarhide et al., 2013; Hoskins & Goldberg, 2005), mentoring (Protivnak & Foss; Zeligman et al., 2015; Henfield et al., 2013; Bruce, 1995), and attending to the diverse needs of minority students in relationships (Henfield et al.; Zeligman et al.). The following interpretive communities emerged from the essence of participants' learning experiences in the counselor education doctorate: (a) collaborative learning communities, (b) structured learning communities, (c) professional learning communities, and (d) personal learning communities.

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Collaborative learning communities. In an exploration of themes that influenced the counselor education doctoral student experience, Protivnak and Foss (2009) found that a collaborative department culture was an important factor in participants successfully completing their programs. Namely, participants valued collaborative relationships between faculty and students and emphasized faculty responsiveness to students' requests (Protivnak & Foss). Participants from this study echoed similar sentiments with regards to personal attention. As discussed in Chapter Four, faculty enacted personal attention with their students through availability, care, and accessibility. Essentially, personal attention extended connected teaching beyond the classroom. Faculty being "present" with students and "willing" to interact with students beyond the classroom conveyed their attentiveness and motivation to support students' needs. Faculty demonstration of care and availability advanced interactions with students, thus offering additional opportunities to reiterate learning.

Protivnak and Foss (2009) further delineated a collaborative department culture as being characterized by co-authorship, co-presenting, service projects, and having an inclusive culture in which faculty and veteran doctoral students sought opportunities to connect with new students. Participants from this study also valued opportunities to collaborate with faculty in co-presenting or engaging in research. Moreover, participants appreciated student-mentoring programs that strengthened connectedness with peers and eased their transition process.

Notably, participants identified assistantships in counselor education as essential in promoting perceptions of a collaborative learning community; that is, assistantships reinforced faculty-student interactions beyond the classroom. Assistantships enabled

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participants to gain greater access to faculty and professional opportunities ("gained a lot

through co-teaching"), thereby bolstering perceptions of a collaborative learning

community. Participants also denoted that assistantships increased visibility in

relationships ("seeing people around"), which led to greater interactions ("hearing about

their lives, research, and clinical work") and improved program satisfaction ("made all

the difference for me"). Additionally, participants identified that assistantships offered

"exposure to information that can play a significant piece in a doc student's experience."

In general, program assistantships supported a collaborative learning community, which

diminished perceived barriers in the program and negated perceived threats to student

engagement.

Conversely, diversity issues appeared to cause contention in participants'

perceptions of a collaborative learning community. Protivnak and Foss (2009)

underscored behaviors and procedures that were problematic for doctoral students, such

as department politics (e.g., lack of cohesiveness between faculty), adjustment from a

collectivist orientation to an individualistic orientation (e.g., learning to "self-advocate"),

and "negative attitudes, fear, secrecy, and coalition building" (p. 246). As discussed in

Program Responsibility, the data revealed that participants' perceptions of program

recruitment warrant attention. Beliefs regarding "focus and retention" efforts in the

program may contribute to the uncertainty of students being accepted "on merit or based

on ethnicity or gender." These beliefs were reinforced for minority students in perceiving

they were "overlooked for research projects" or observing competitive internship

placements "go to the eager, bright young men" in their programs. Restricted access to

faculty limited their opportunities, such as "collaborating with professors on

publications." Consequently, minorities may feel excluded and disconnected, which threatens perceptions of a collaborative learning community.

Perceptions of exclusion can be exacerbated by unequal assistantship experiences that accentuate the division between the haves and the have-nots in terms of some students receiving rich professional opportunities (e.g., mentorship, personal attention, "lucky" experiences) and others being deprived of access to similar opportunities. Identity capital may influence opportunities available to students. Students who align with their programs' valued norms acquire greater identity capital (Corte & Levine, 2002). Specifically, students with greater identity capital often experience greater success and have more advantages than peers whose values do not align with their program (Worthan, 2006). In general, diversity issues and inequity in the doctoral learning environment threaten perceptions of collaborative learning communities.

Structured learning communities. Participants discussed program structures that promoted or inhibited perceptions of a connected learning community. Specifically, participants delineated the strengths and weakness of cohort and non-cohort models. Notably, the data related to social support for doctoral students in counselor education are referred to broadly in the literature and do not discuss support in the context of such structures. To date, data related to cohort models and doctoral students in counselor education is scarce. One article by Burnett (1999) suggested a collaborative cohort model in supporting doctoral students in ABD (All But Dissertation) status. Steele, J., Murry, Steele, D., Romero, Kamau, Wall, and Plunkett (2006) were doctoral students in counselor education who shared their experiences in a publication by the American Counseling Association regarding the benefits of the cohort model in adopting to a new

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environment, overcoming feelings of isolation, and maintaining commitments. They emphasized the power of the cohort model in leading to "collective ownership of our development" (p. 38). Dollarhide et al. (2013) recommended that a cohort or group format could provide a "developmentally grounded doctoral support program" (p. 147). Essentially, doctoral programs in counselor education can offer cohort models to encourage connected learning communities within the program.

Cohorts embody perceptions of a connected learning community, as demonstrated by Euryleia: "The cohort model lends itself as a value to the program. It [cohort] forces you to have these relationships with these people, because you're going along in the program at the same exact time." The data revealed that participants highly regarded their peer relationships and appreciated the benefits of a cohort structure ("It adds this community and comradery that adds value to the program"). Cohort models provided structure that aligned participants with other students attending their program at the same time ("we're all close because we're all going through this doc program, and the cohort model takes that to the next level"). Participants had the opportunity to share power in an "agency within community"; that is, rather than increasing separation, new configurations and understandings of relationship emerge, and maintaining those main relationships becomes a priority (Miller, 1991, p. 16). Participants shared examples of how students felt empowered to support one another, thus leading to greater connectedness in relationships and a greater propensity for active learning. The data aligns with feminist literature that emphasizes women's development in the context of relationships; namely, women "often feel a sense of effectiveness or competence as arising out of emotional connections and as bound up with feeding back into them" (Miller, p. 16).

Additionally, cohort models served to strengthen connectedness across social dimensions in doctoral study. For example, participants discussed how faculty made use of previously established connectedness in each cohort by extending peer connectedness across cohorts, which supported faculty efforts in creating a connected learning community. Furthermore, participants illustrated how a cohort model served as a catalyst for doctoral students in developing their social support networks. Participants also mentioned that cohorts met outside of class and, thus, had additional opportunities to receive and provide social support to one another. Namely, participants discussed sharing cultural experiences and seeking cultural support, which reduced perceptions of isolation. Their sentiments were echoed by Steele et al. (2006), who maintained that experiencing a diverse cohort promoted "increased levels of comfort, trust, inspiration, power, and accessibility" that sustained them through their doctoral program (p. 46).

Unlike a cohort model that provides structure in aligning students navigating their programs at the same time, participants described a non-cohort model as void of structure which contributed to disjointed learning experiences. Namely, participants delineated that students who do not have the "same group of people" in the majority of the courses experience lack of "continuity" in relationships. Accordingly, a non-cohort model may require greater effort by faculty to develop peer connections in the classroom (since connections are not already established). The data revealed that non-cohort models may hinder relationships in the learning environment, and may, thus, interfere with student engagement. Considering that women develop competence and agency in the context of important relationships, and that "dynamic relationships are the motivating force that propels psychological growth" (Surrey, 1991, p. 37), a non-cohort model that lacks

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additional structures to promote connectedness may detract from women learners' developmental needs.

Professional learning communities. Carlson et al. (2006) advocated for doctoral students involvement in professional organizations and activities to include: attending conferences, attending professional development workshops, and developing networks of colleagues in the field. Involvement in professional organizations offers channels of discourse in which "knowledge is produced and modified in community and communication" (Tarule, 1996, p. 286); that is, the progress of meaning making occurs through spoken conversation among scholars or written text (Tarule).

Notably, participants described mentoring as an introduction to professional learning communities. Faculty served as "role models" who were invested in participants' personal and professional development. Participants delineated faculty mentoring during doctoral study as support for their professional development through offering resources, networking, and guiding them through navigating the field as counselor education professionals. Mentoring also offered participants the opportunity to observe faculty model collegial professional relationships. Through a mentoring relationship, participants gleaned understanding of faculty professional and personal well-being (i.e., a holistic perspective of faculty life). Participants also discussed the benefits of receiving feedback in gaining insights that strengthened their efficacy and their confidence in their ideas and empowered their potential. Protivnak and Foss' (2009) study found that mentoring was identified as "the most helpful experience" and a supportive factor in facilitating doctoral student's success in counselor education. Similarly, Nelson et al. (2006) found that their participants "intensely valued" the

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mentoring-supervisory process whether that support was received by faculty supervisors or peers during class (p. 29). Bruce (1995) found that women doctoral students identified role modeling by women faculty, peer interactions, and encouragement and support for personal awareness and growth as significant. Essentially, mentoring supported participants' preferences for connected learning; that is, "absorbing and learning so much" from "role models" strengthened perceptions of a connected professional learning community.

Conversely, participants underscored how inconsistent advising and mentorship experiences threatened perceptions of a connected professional learning community. For example, participants observed other students' perceptions of being left out ("I didn't even know that ") or being overlooked for valuable opportunities ("How did that happen?"). Participants identified barriers to quality advising/mentoring experiences, such as availability ("it's really hard to do with time commitments" or "Nobody has the time") or inconsistent mentoring practices (feeling "lucky" in having positive mentor experiences since these experiences were perceived as "rare"). This data aligns with Protivnak and Foss' (2009) findings of doctoral students who experienced dissatisfaction in relationships with faculty mentors or regretted not having mentors during doctoral study. The literature also revealed minorities as vulnerable to poor mentoring experiences. For example, lack of respect for student differences can result in negative faculty-student interactions (Henfield et al., 2013). Zeligman et al. (2015) underscored the importance of mentoring for women of color in supporting their self-confidence, yet underrepresentation of faculty women of color provides few role models for their mentoring needs. Moreover, Bruce (1995) identified that gender differences between

men and women were salient issues of concern for doctoral students in cross-gender mentoring (communication patterns; mentoring approaches [achievement oriented vs. nurturing]; and leadership styles). The data revealed that participants valued mentoring initiatives in supporting doctoral students' development; however, the aforementioned examples depict obstacles that can impede perceptions of a connected professional learning community.

Personal learning communities. Considering that women's development and their need for connectedness is "crucial for self-acceptance and fundamental to the feeling of existing as part of a unit or network larger than the individual" (Surrey, 1991, p. 37), participants' perceptions of a connected personal learning community were important in sustaining their academic and personal well-being during doctoral study. For example, participants' examples of partner support exemplified collaboration and sacrifice in accommodating this goal in their relationship. Partners' emotional support and collaboration strengthened participants' ability to manage multiple identities (e.g., student, mother, partner) and bolstered their professional success. Specifically, participants identified that partners who were "accommodating and supportive" bolstered equality for women learners; that is, participants were able to focus on their studies without fear of judgment in taking attention away from other roles in the relationship. Additionally, participants drew strength from women in their families during their doctoral program and shared examples that emphasized the benefits of empowerment from women in their families in supporting their efficacy as learners and leaders. Protivnak and Foss' (2009) study confirmed the importance of friends and family involvement in the life of doctoral students. Likewise, Hinkle et al. (2014) identified

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several minority doctoral students' motivation to pursue doctoral study as being related to their desire to uphold family values of pursuing higher education and a desire to give back to their communities.

Participants also denoted challenges to maintaining connectedness in personal relationships. For example, participants identified the challenge of separation from partners and family, such as being of international student status or relocating out of state to pursue their doctoral program. Participants also indicated that maintaining connectedness with peers proved challenging due to commuter status, demanding program responsibilities, and strains on work-life balance. Zeligman et al.'s (2014) study identified "Sacrifices/Challenges of a PhD" as difficulties participants faced and things they gave up to the pursue the doctorate. Difficulties and sacrifices included: decreased time with family members and friends, and personal relationships that led to frustrations due to other's lack of understanding participants' experiences in the doctoral program. Notably, the women doctoral students in Zeligman et al.'s (2014) study also found it challenging to explain why they were returning to school for a counselor education doctorate.

Research Question Three:
What are the implications of these reported experiences for pedagogical practice with doctoral students?

As the push for excellence in counselor education continues with recent revisions delineated in the CACREP 2016 standards, the urgency for dialogue related to doctoral student development remains critical. The following implications will inform the need to

re-conceptualize counselor education pedagogy at the doctoral level with consideration of barriers to learning and recommendations for counselor education doctoral programs.

Barriers to Learning

Participants illustrated how conceptualizing doctoral students' development in counselor education with an emphasis on autonomy is detrimental for women learners' development as counselor educators. The data confirmed that connected teaching and connected learning communities aligned with women's learning needs in creating, understanding, and re-conceptualizing knowledge in developing greater depths of meaning making. However, the data also revealed structures that were positioned in social support initially, but then transitioned to less structure for social support by the time doctoral students reached dissertation phase ("a very independent process"). The developmental trajectory from connectedness to independence parallels with Granello and Hazler's (1998) recommendations of specific developmental models to inform counselor educators' teaching approaches and course content despite their tendency to be male normative, over simplified, and sequential. Instead, women learners' developmental trajectory suggests an emphasis on connectedness throughout the duration of doctoral study, which is affirmed by Dollarhide et al.'s (2013) study. The authors discovered shifts in doctoral students' legitimacy in relationships (i.e., first year doctoral students perceived faculty as the primary source of feedback about performance, whereas doctoral candidates perceived faculty, peers, and colleagues alike as sources of legitimacy). Moreover, doctoral students' emphasis on relationships for the duration of the program remained consistent. Dollarhide et al. found that doctoral candidates expressed the desire

to be more autonomous; however, autonomy was in the context of responsibility and creation of their work rather than sacrificing connectedness in relationships.

The data revealed that gender differences were salient issues of concern for doctoral students in mixed gender classrooms. Moreover, the data indicated that participants were vulnerable to the indignities of microaggressions and stereotypes. Consequently, women learners remain vulnerable to marginalization and perceptions of inferiority in the doctoral learning environment. The data highlighted the need for counselor education programs to consider their role in supporting the multiculturalism and diversity of their students through program structures. Programs that focus solely on minority recruitment efforts without consideration for how to support multiculturalism and diversity perpetuate a tremendous oversight and dereliction of duty in creating an atmosphere of equality.

Recommendations for Counselor Education Doctoral Programs

The data defined women's trajectory of cognitive development in terms of integration of multiple identities, connectedness in personal and professional relationships, and synthesis of knowledge. The data also revealed the interplay amongst these concepts. Therefore, faculty emphasis on holistic development may encourage women learners' well-being, enhance confidence and self-efficacy in their roles as counselor educators, and strengthen perceptions of a connected learning environment. A connected classroom encouraged an inclusive, informal, and supportive learning environment. Furthermore, connections were drawn between connected teaching and constructivist teaching. Although McAuliffe and Eriksen's (2002, 2011) texts provided a guide to incorporate constructivist teaching as a method to encourage master's students'

epistemological development, the data suggests that constructivist teaching has similar merit in supporting women's learning needs in the doctoral learning environment.

Faculty need to model integration of multiculturalism and diversity throughout the doctoral curriculum. Specifically, counselor education programs can follow through with Hoffman's (1996) recommendations to integrate gender into all aspects of a counselor education program, including faculty and staff, organization, administration, clinical training, and supervision. Ongoing multicultural and diversity discussions in the doctoral classroom offer opportunities for students and faculty to examine how they are impacted by the influences of culture and diversity, to recognize the existence and implications of microaggressions and stereotypes, and to identify how multiculturalism manifests in their roles as educators. Broaching multiculturalism and diversity will likely promote authentic interactions and contribute to deeper levels of learning. Furthermore, broaching the different ways that multiculturalism and diversity manifests for doctoral students presents faculty and students with greater understanding of multicultural concepts. Faculty and students can work collaboratively on developing strategies to negate the perpetuation of microaggressions and stereotypes in the doctoral learning environment and in future teaching appointments.

Furthermore, counselor education programs can sustain efforts that ensure equity for all students through faculty and program evaluations. Henfield et al. (2013) suggested that faculty can encourage students to provide anonymous written feedback during orientation regarding their expectations of faculty. Henfield et al. recommended that such practices may negate the potential for a "hierarchical atmosphere" by demonstrating faculty motivation to understand the needs of their students while

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respecting their need for privacy (p. 133). Programs can implement ongoing evaluations of current program structures to assess deficiencies and strengths to ensure equity for their students' personal and professional development. Hoffman (1996) recommended student participation in the development and review of program objectives to ensure gender inclusivity and evaluative feedback on training may contribute to the effectiveness of gender-related counselor education. Faculty evaluations that include questions related to how students experienced multicultural and diversity support in the classroom promote students' authority in their learning process. Soliciting students' feedback values their voice in the learning process while strengthening faculty and program strategies for multicultural and diversity support.

Programs can sustain efforts that ensure equity for all students through multicultural and diversity training for faculty and staff. Henfield et al. (2013) stressed the importance of counselor education faculty awareness of historical oppression and its subsequent impact on minority students' perceptions of authority. The authors recommended that faculty "create a culture of respect for differences by explicitly communicating the value they place on individuality" (p. 134). Training can emphasize reflective practice and increase knowledge of cultural influences in the learning environment to avoid the pitfalls of identity capital (i.e., cultural influences), microaggressions, and marginalization influences on policy and procedures, advising, mentoring, and teaching practices. Additionally, training may serve as an opportunity to review students' feedback regarding strengths and weakness of multicultural support in the program.

Markedly, participants identified that assistantships offered within the department greatly influenced their perceptions of a connected learning environment. Program assistantships provided structure that aligned participants with other students and promoted a connected learning community for non-cohort and cohort structures. Therefore, counselor education programs that advocate for student funding bolster their efforts for program connectedness. Moreover, counselor education programs can enhance program connectedness by ensuring their assistantship experiences are consistent for all students employed by counselor education programs.

Participants also referred to teaching assistantships as impactful for their development as educators, yet participants did not delineate structures of experiential teaching or teaching assistantships to the extent of the supervision internship in counselor education. Participants responded positively to experiential learning experiences. Therefore, a structured teaching internship may offer similar benefits of broadening perspectives of teaching practices, developing own teaching styles, and increasing confidence in practical application of techniques. Specifically, doctoral students can benefit from an opportunity to "systematically reflect and receive feedback about their teaching and discuss questions regarding their experiences as instructors" (Orr, Hall, & Hulse-Killacky, 2008, p. 148-149). Dollarhide et al. (2013) recommended that an opportunity for doctoral students to process teaching experiences can enhance their responsibilities as educators, increase legitimacy, and promote integration of their experiences into their identities toward fostering overall growth. Furthermore, Malott et al. (2014) recommended experiential teaching opportunities (e.g., co-teaching courses or practice in a course dedicated to pedagogical development) for doctoral students, with

emphasis on designing and implementing syllabi and specific lesson plans that are based on best practices. Accordingly, structured teaching experiences for doctoral students would be suitable to increase their competency and identity as educators. Orr et al. (2008) suggested a model for collaborative teaching teams (CTT) to bolster preparation for teaching practice in counselor education. This model provides each doctoral student with the opportunity to be lead instructor under the supervision of faculty (Orr et al.). The CTT model approach to teaching aligns with women's preferences for learning with an emphasis on relationships (e.g., structured faculty supervisor interactions and collaboration between faculty supervisor, coaches, and lead instructors) and learning through dialogue (e.g., teaching consultations and weekly supervisory sessions) (Orr et al.). Structured teaching experiences (such as the CTT model suggested by Orr et al.) would likely ensure equal access to teaching opportunities and consistent supervision of doctoral student educators.

The data emphasized the importance of connected learning communities in supporting women learners' development. Participants indicated that program orientations can provide structure for doctoral students to initiate connections with peers and faculty. Program orientations may include an overview of Del Rio and Meiling's (2012) article to demystify expectations of the counselor education doctorate. Henfield et al. (2013) recommended that counselor education programs adopt "a culture of intentionality" by offering orientations that clarify program expectations and establish strong bonds with peers (p. 133). Notably, a program orientation process may provide structure to expedite connections in a non-cohort model.

Additionally, participants valued relationships that attended to their academic and personal well-being, thus honoring both subjective and analytical voices in the doctoral learning environment. Therefore, integrating peer support groups and peer mentoring programs within the counselor education doctorate may prove beneficial for women learners. Dollarhide et al. (2013) established that professional and peer mentoring opportunities (especially in non-cohort programs) were important to participants' validation process during transitions throughout the doctorate. Dollarhide et al. (2013) also recommended that programs implement a doctoral support group for students to provide ongoing support throughout the program. The authors recommended that a forum to engage in personal reflections related to their transitions in the program, to share academic resources, and to provide feedback to each other on dissertations would add a holistic identity-focused experience found to be important in their study (Dollarhide et al). Similarly, Hinkle et al. (2014) underscored the value of a doctoral forum such as giving students an opportunity to verbalize their motivations and identify their needs which supports perceptions of feeling heard and that their goals are valued. Burnett (1999) developed a collaborative cohort model in supporting doctoral students in ABD (All But Dissertation) status in response to concerns about completion rates and the quality of research supervision. The benefits of Burnett's model include: a rolling cohort membership with a "buddy system" upon joining the research cohort, continued interfacing with peers and the research faculty through the dissertation process (mitigates isolation), and students strengthening their research knowledge and identity in the context of relationships. Essentially, peer support groups and peer mentoring programs align

with women's learning preferences and are recommended to sustain connected learning communities throughout the counselor education doctorate.

The data also underscored the importance of faculty mentoring in supporting participants' personal and professional development. Mentoring can assist candidates with what to expect during the final phase in their program, normalize the transition to being a professional, and reinforce empowerment for students as active learners in taking charge of their dissertation learning experience. Moreover, mentoring can also serve as an opportunity for faculty to broach diversity in validating doctoral students' experiences, integrating a multicultural lens as context for experiences in the program while strengthening perceptions of connectedness and contributing to deeper levels of learning. Zeligman et al. (2015) noted the significance of mentorship and the important role faculty have in supporting women of color. The authors recommended creating mentorship programs that provided faculty mentors for women of color the entire duration of doctoral study as being beneficial for minority student recruitment and retention efforts. Importantly, faculty training that attends to mentoring initiatives may negate inconsistent advising/mentoring experiences by establishing evidence based practices and may promote discourse on ways to enhance the advising/mentoring experiences of their students.

Counselor education programs can broaden perceptions of a connected learning community by encouraging students' connection with their campus at large. For example, linking students to campus resources (e.g., campus child care center, women's center, international student support services) will bolster support for international or non-local students, as well as parents in the program. Programs can also encourage

students to make use of campus resources that are available to help ease their transitions to the program (e.g., financial aid department, student health services, recreation center, counseling services). Connecting students with campus organizations that coalesce their hobbies and interests (e.g., cultural, spiritual, recreational clubs) and advertising campus events that serve students' cultural and entertainment needs may serve as an additional outlet to enhance connectedness on campus. Furthermore, faculty can invite guest speakers to present on topics relevant for doctoral students in the program, such as coping skills for students of color in higher education (as recommended by Zeligman et al., 2015) or workshops related to work-life balance (as recommended by Protivnak and Foss, 2009). In general, counselor education programs can encourage doctoral students' involvement with campus resources to enhance their connectedness to campus while expanding their social support networks.

Limitations of the Study

The purpose of this study was to examine women's learning experiences in counselor education in order to understand how pedagogy supports or inhibits women's development as counselor educators. The aim of this study was to elevate awareness of gender influences in the doctoral learning environment to inform the dialogue regarding developmentally and culturally appropriate pedagogy in the counselor education doctorate.

Including students who identified as lesbian, gay, bisexual, or transgender would have broadened the developmental scope of this study in terms of gender socialization, historical oppression, and experiences of the doctoral learning environment. Likewise, male perspectives could have informed the appropriateness of WWK in the doctoral

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learning environment for male learners. Nevertheless, the diverse nature of the sample

offered multidimensional perspectives that contributed to the dynamic rich description of

the phenomenon. Moreover, the findings succeeded in portraying a comprehensive

overview of women's learning experiences in counselor education.

Significantly, all the participants in this study overall conveyed satisfaction with

their doctoral learning experiences (see Counselor Educator Development), which may

reflect a biased sample of the target population. Participants may have feared peer

judgment or heightened anxiety regarding disclosure due to the researcher's status as a

doctoral student. Accordingly, participants' perceptions of the researcher's status may

have resulted in researcher effects. The researcher chose to solicit participants from

different doctoral programs to reduce the potential of dual relationships to mitigate

researcher effects. Moreover, soliciting participants through a general listserv rather than

through their program directors may have increased their comfort with recruitment for the

study. One participant reported that her anonymity for participation in this study was

compromised as a result of faculty overhearing her efforts to assist the researcher reserve

an interview room. The inclusion of Skype technology within the original data collection

design and recruiting participants through a general listserv would have further secured

anonymity.

Although the researcher took precautions to reduce potential bias in

interpretations of data, alternative interpretations are characteristic of interpretive inquiry

and, thus, are possible from the results. However, the researcher gave meticulous effort

to maintain the essence of participants' experiences through: (a) member-checking with

participants to optimize accurate understanding of the phenomena being studied (during

interview process and reviewed transcripts with participants), (b) bracketing to document the researcher's critical self-reflection process of her own biases, theoretical predispositions, and assumptions throughout the study, and (c) ongoing consultation with her qualitative consultant, which ensured that she succeeded in meeting the quality and validity standards of qualitative research.

Recommendations for Future Research

The lack of empirical research on counselor education pedagogy at the doctoral level highlights the need for investigative inquiry. Since 1998, articles pertaining to counselor education pedagogy have amassed into a growing body of literature. However, counselor education pedagogy for doctoral students has only recently garnered attention in the last decade. Emphasis on connected learning approaches were emphasized in the following articles: Nelson et al.'s (2006) article pertaining to supervision training, Orr et al.'s (2008) model for collaborative teaching teams for teacher preparation, and Burnett's (1999) article on a collaborative cohort model in supporting supervision of doctoral dissertation completion. However, there is no research to date that focuses on pedagogical interventions within the counselor education doctorate. For that reason, this study will be useful in generating further research projects.

The limitations identified in this study can inform future research inquiry. For example, recruiting participants from the counselor education and supervision listserv can prove beneficial in expanding access to doctoral students from multiple counselor education programs; thus enhancing perspectives of doctoral students' learning experiences in the doctorate. Future research can aspire to recruit diverse samples of individuals who identify as lesbian, gay, bisexual, and transgender (LGBT) in order to

understand their learning experiences in the counselor education doctorate and to broaden understanding of the scope of gender socialization; historical oppression; and miseducative experiences related to mentoring, advising, and access to opportunities. Research may unveil LGBT students' experiences related to microaggressions and stereotypes and to influences on their development as educators. Similarly, research that examines diverse samples of men learners' perceptions of the doctoral learning environment can reveal their experiences with mentoring, advising, and access to opportunities in the counselor education doctorate. Research can explore men learners' experiences with connected teaching strategies to ascertain the appropriateness of WWK to their cognitive development. Research can also examine doctoral men learners' experiences with consideration of gender. Future research would also benefit from acquiring faculty perspectives in teaching doctoral students in counselor education. This study might have benefited from observation tapes of instruction at the participants' respective institutions by allowing for comparison of participants' perceptions of learning in relation to faculty perceptions of teaching. Furthermore, interviews or focus groups with counselor education faculty would offer opportunities to glean their perspectives on learning, their experiences with training in pedagogy during doctoral study, and the extent of professional development opportunities and trainings offered by their respective counselor education programs and national associations (e.g., Association for Counselor Education and Supervision) that encourage maximum efforts to capitalize on doctoral students' development while ensuring ethical teaching practices.

Moreover, expanding the study of women's learning experiences to include online doctoral programs in counselor education may be beneficial in understanding how ways

of knowing are supported through online teaching formats. In general, the aforementioned suggestions align with Henfield et al.'s (2013) recommendation that "future research investigations could provide a more in-depth focus on specific structural and cultural challenges and longitudinal studies related to overall experiences" (p.134).

Future research can implement collaborative teaching teams in counselor education for teaching preparation (as recommended by Orr et al., 2008) with a specific focus on developing multicultural sensitivity and developmentally appropriate teaching practices. Instruments that assess multicultural competencies in teaching practices would prove advantageous in pretest and posttest measurements of collaborative teaching teams. An empirical investigation of the efficacy of constructivist teaching interventions with doctoral students would prove beneficial in understanding the extent to which such strategies enhance learning in the doctoral learning environment. Research aimed at evaluating multicultural efforts in the counselor education doctorate has the potential to influence subsequent teaching practices and outcomes. Moreover, future research can analyze the effectiveness of a collaborative cohort model for doctoral candidates (as recommended by Burnett, 1999) or doctoral support groups (as recommended by Dollarhide et al. 2013) in sustaining connectedness throughout the duration of the doctorate. Similarly, the data from this study and counselor education literature (e.g., Protivnak & Foss; Zeligman et al., 2015; Henfield et al., 2013; Bruce, 1995) confirm mentoring practices to be integral to doctoral students' development; therefore, empirical mentoring initiatives would prove beneficial in remedying inconsistent advising and mentorship practices.

Conclusion

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The data revealed that connectedness in relationships served as a precursor for women learners' propensity to initiate opportunities in the doctoral learning environment. Participants delineated structures that supported perceptions of connectedness in the doctoral learning environment. Importantly, the literature reinforced the findings that relationships were integral in gauging and affirming participants' learning and developmental processes. However, participants revealed potential conflict between their gender socialization and experiences that women encounter in higher education institutions. Accordingly, the data underscored the need for counselor education programs to consider gender and cultural differences in the doctoral learning environment in promoting the development of women learners.

Appendix A: Comparison of Key Elements of Developmental Models

Comparison of Key Elements of Developmental Models

Items	Adult Development Models	College Student Development Models	Counseling Development Models	Novice-to-Expert Models
Who directs learning	Learner-directed from the beginning	Initially, instructor, then gradually student directed Move from conformity to autonomy	Move from trust in others to trust in self	Move from needing more outside direction to increasing ability to choose appropriateness of self-direction
Style of learning	Flexible, to accommodate many roles and previous learning	Move from didactic instruction-based to experiential, to autonomous learning	Move from high structure and supervisor instruction to supervisor support and consultive role	Move from providing or ignoring professional context to using current professional context
What information is to be learned	Must be immediately applicable to the outside world Bring up ambiguities and challenge assumptions	Move student to understanding of complexities, then to understanding how to make decisions despite complexity	Move from focus on skills to intentionality, to problem conceptualization, to understanding of client-counselor relationships	Move from more isolated information to information in larger contexts
Who evaluates learning	Learner quickly evaluates own learning	Initially, instructor--then gradually student	Supervisees assume more and more responsibility for self-evaluation	Increasing ability to evaluate a wider variety of issues effectively
Role of previous experiences	Must be incorporated into learning from the beginning	Difficulty integrating past with present and future	First abandon pre-training selves and later incorporate knowledge	Movement toward greater awareness of social and interpersonal complexity
Thinking styles of the learner	Flexible, because of demands of many roles	Move from dualistic to multiplistic to relativistic	Move from reliance on techniques to a trust in the process	Move from fear of error and vagueness to vagueness as opportunity

Reference:

Granello, D. H., & Hazler, R. J. (1998). A developmental rationale for curriculum order and teaching styles in counselor education programs. *Counselor Education & Supervision, 38* (2), 89-105.

Appendix B: Overview of Women's Ways of Knowing

Women's Ways of Knowing

Silence (knowing-in-action)
Knowledge: Gets knowledge through concrete experience, not words
Mind: Sees self as "deaf and dumb" with little ability to think
Mode: Survives by obedience to powerful, punitive Authority
Voice: Little awareness of power of language for sharing thoughts, insights, and so on

Received knowing
Knowledge: Knowledge received from Authorities
Mind: Sees self as capable/efficient learner; soaks up information
Mode: Good listener; remembers and reproduces knowledge; seeks/invents strategies for
        remembering
Voice: Intent on listening; seldom speaks up or gives opinion

Subjective knowing
Knowledge: Springs from inner sources; legitimate ideas need to feel right; analysis may
        destroy knowledge
Mind: Own opinions are unique, valued; fascinated with exploring different points of
        view; not concerned about correspondence between own truth and external reality
Mode: Listens to inner voice for the truth that's right for her
Voice: Speaks from her feelings/experience with heart; journals; listens and needs others
        to listen, without judging

Procedural knowing
Knowledge: Recognizes different frameworks, realms of knowledge; realizes positive
        role of analysis, other procedures for evaluating, creating knowledge
Mind: Aims to see world as it "really is" – suspicious of unexamined subjective
        knowledge
Mode: (Separate): logic, analysis, debate.
        (Connected): empathy, collaboration, careful listening
Voice: (Separate): aims for accuracy, precision; modulates voice to fit standards of logic
        or discipline
        (Connected): aims for dialogue where self and others are clearly and accurately understood, even
        where different

Constructed knowing
Knowledge: Integrates strengths of previous positions; systems of thought can be
        examined, shaped, and shared
Mind: Full two-way dialogue with both heart and mind; seeks truth through questioning
        and dialogue
Mode: Integration of separate and connected modes
Voice: Adept at marshaling/critiquing arguments as well as empathic listening and
        understanding; speaks/listens with confidence, balance, and care

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Note. Copyright 1996, N. Goldberger, J. Tarule, B. Clinchy, and M. Belenky, *Knowledge, Difference, and Power: Essays inspired by Women's Ways of Knowing* (p. 31). Reprinted by permission of Basic Books, a member of the Perseus Books Group.

Reference:

Goldberger, N. R., Tarule, J. M., Clinchy, B. M., & Belenky, M. F. (1996). *Knowledge, difference, and power: Essays inspired by women's ways of knowing*. New York: Basic Books.

Appendix C: Informed Consent to Participate

I_____ agree to participate in a phenomenological study involving doctoral students in counselor education. The purpose of this study is to assess how women describe their pedagogical experiences in counselor education. A sample of volunteer participants to include second, third, and fourth year doctoral students will be solicited. I understand that I was selected for participation because I am a current doctoral student in the counselor education program. The researcher is conducting this study as part of a dissertation project at The College of William and Mary.

As a participant, I agree to participate in a series of one hour interviews with the researcher who will ask me a series of questions related to instructional experiences. I am aware that this interview will be audio recorded. These tapes will be destroyed upon completion of the project and will no longer be available. I have been informed that I will also be sent a summary of my audio recorded answers from the interview to verify the accuracy of the information I provided. I agree to review this summary and confirm the accuracy of the researcher's reflection of my responses or ask for the necessary changes to increase accuracy. I also agree to complete a reflective journal entry after the third and final interview. I agree to submit this journal entry to my researcher within a week of completing the interview via email.

I understand that my name will not be used in any way throughout the project unless I choose otherwise. I will be asked to select a code name for the purposes of compiling data. My name and my email address will be cross referenced with this code name only once. My contact information will be kept in a security coded computer file, which will be destroyed upon completion of the project. This computer file will be

accessible only to the researcher during the project. All efforts will be made to conceal my identity in the studies reports of results and to keep my personal information confidential.

I understand that there is minimal risk of psychological discomfort with regard to my participation in this study. I understand that I may withdraw from the study at any time by notifying the researchers by phone or by email. I also understand that I am not required to answer any or all questions if I so chose. My participation is completely voluntary. I understand that I will be compensated 10 dollars in cash at the end of each interview (for a total of 30 dollars) as incentive for my participation. My participation or refusal to participate will in NO way impact my relationships with faculty and/or staff at William and Mary or that of my current program. However, I will not continue to receive compensation after I withdraw from the study.

Involvement in this study will benefit participants in helping to assess pedagogy in counselor education and contribute to possible changes in pedagogical instruction in the future. My participation may further awareness of this topic by adding personal reflections regarding this process and its impact on women doctoral students in Counselor Education.

If I have any questions that arise in connection with this study, I should contact Dr. Charles McAdams, the dissertation chair at 757-221-2338 or crmcad@wm.edu. I understand that I may report any problems or dissatisfaction to Dr. Thomas Ward, chair of the School of Education Internal Review Committee, at 757-221-2358 or tjward@wm.edu or Dr. Michael Deshenes, chair of the Protection of Human Subjects Committee at The College of William and Mary at 757-221-2778 or mrdesc@wm.edu.

My signature below signifies the following;

- I am at least 18 years of age

- I have received a copy of this consent form

- I consent to participate in this phenomenological study

- I will allow the researcher to interview me and compile data, including my responses from the interview and the reflective journal entry

_____   _____

Date   Participant Signature

_____   _____

Date   Researcher Signature

THIS PROJECT WAS FOUND TO COMPLY WITH APPROPRIATE ETHICAL STANDARDS AND WAS EXEMPTED FROM THE NEED FOR FORMAL REVIEW BY THE COLLEGE OF WILLIAM AND MARY PROTECTION OF HUMAN SUBJECTS COMMITTEE (Phone: 757-221-3966) ON 2011-10-14 AND EXPIRES ON 2012-10-14.

Appendix D: Demographic Questionnaire

Gender:

____ Female   ____ Male

Age:

___ (1) 18-24   ___ (4) 40-49   ___ (7) 70-79

___ (2) 25-29   ___ (5) 50-59   ___ (8) 80-89

___ (3) 30-39   ___ (6) 60-69   ___ (9) 90+

Race:

___ (1) Asian, Asian American   ___ (5) White, Caucasian, European

___ (2) Black, African American   American

___ (3) Latino, Hispanic, Mexican   ___ (6) Other (please specify)

American   _____

___ (4) Native American, American Indian

First Language:

___ (1) English   ___ (2) Spanish   ___ (3) Italian

___ (4) French   ___ (5) Other

Second Language:

_____

Sexual Orientation:

___ (1) Heterosexual   ___ (2) Homosexual   ___ (3) Bisexual

Employment Status:

___ (1) Currently Employed   ___ (2) Seeking Employment ___ (3) Retired

Occupation (current or most recent):

_____

_____

Education: PhD program in Counselor Education

___ full-time or ___ part-time or ___ both (specify)

_____

_____

___ (1) Second Year (completed 2 semesters of coursework)

___ (2) Third Year (completed 4-5 semesters of coursework)

___ (3) Fourth Year (completed all coursework and comprehensives; PhD Candidate)

___ (4) Beyond Fourth Year

List any courses that focused specifically on teaching instruction (e.g., Seminar in Counselor Education, Theory and Process of Counselor Supervision and Internship):

Teaching Experience

What courses did you teach your first year of doctoral study, if any? What were your responsibilities? Describe supervision provided, if any.

What courses did you teach your second year of doctoral study, if any? What were your

responsibilities? Describe supervision provided, if any.

What courses did you teach your third year of doctoral study, if any? What were your

responsibilities? Describe supervision provided, if any.

What courses did you teach your fourth year of doctoral study, if any? What were your

responsibilities? Describe supervision provided, if any.

Describe any previous teaching experiences.

Appendix E: Introductory Letter to Participants

From: Lindsay P Meyers <lpmeyers@email.wm.edu>

Subject: Soliciting Women Doctoral Student Volunteers for a Qualitative Study;

Women's Perceptions of Pedagogy in Counselor Education

Dear Potential Participant,

I am a doctoral candidate at The College of William and Mary conducting a qualitative study on women's perceptions of pedagogy in an effort to understand how pedagogy impacts women's development as counselor educators. To conduct my dissertation research, I am interested in interviewing both second and third year doctoral students/candidates in counselor education. This study has been approved by the College of William and Mary Institutional Review Board. I am appreciative of your consideration in this study as it will shed important light on women's experiences with pedagogy and will extend the literature on women's development as counselor educators.

Participants will participate in three consecutive face-to-face interviews with the researcher (Monday, Tuesday, and Wednesday) on campus. Interviews will occur preferably between 10am and 6pm, but ultimately depends on your course scheduling. Following the interviews, the researcher will prepare a brief summary for each participant to check for accuracy of content and meaning. Interviews will take approximately one hour to complete. Participants will be compensated 10 dollars in cash at the end of each interview (for a total of 30 dollars) as incentive for their participation. Following the third interview, participants will be asked to complete a short journal reflection regarding their interview process and additional thoughts regarding pedagogy. Reflections can be submitted within a week of the interviews and sent via email to the researcher. Your

participation in this research is completely voluntary and your responses will remain completely anonymous. Participation in this study will in NO way impact your relationships with faculty or staff at William and Mary or that of your current program. If you have any questions or concerns about the project, or would like to volunteer, please contact Lindsay P. Meyers at lpmeyers@email.wm.edu by October 5, 2011 to schedule an interview. I will begin interviewing by the week of October 10, 2011. I greatly appreciate your consideration.

Sincerely,

Lindsay P. Meyers

PhD Candidate, NCC

The College of William and Mary

lpmeyers@email.wm.edu

Appendix F: Descriptive Flyer

Dissertation Research

Three *(one hour interviews) over a week time span*

Dates: MWF starting the week of 01/23/12

Time: Your Convenience

A Phenomenological Investigation of Women's Experiences in Counselor Education

Qualitative Study

This phenomenological study will focus on women's learning experiences in Counselor Education and how the classroom supports or inhibits women's development as counselor educators. The body of research that addresses gender in counselor education refers to incorporating gender in the classroom as a topic of discussion rather than considering gender as a component in the learning process. Furthermore, the body of literature on pedagogy in counselor education is sparse. This research will break through the silence surrounding doctoral students' experiences in the learning environment to inform discussion of gender inclusive instruction.

- Must be willing to interview in person on ODU campus
- Must have more than 2 semesters of coursework in Counselor Ed program
- Willingness to schedule one hour interviews on all three days (MWF) on the week of your choosing
- $10 compensation per interview for a total of $30 for participation
- Two spots available, so reserve your interview time now!

IRB Approved Research

The College of William and Mary
For more information contact:
Lindsay P Meyers, PhD Candidate

E-mail: lpmeyers@email.wm.edu
Phone: 757-635-2835

Available dates for interviews:
MWF: 01/23/12— 01/27/12
MWF: 01/30/12— 02/03/12

Appendix G: First Set of Interview Questions

1. How do you learn best?

2. How have your previous educational experiences supported your learning?

3. Describe a teacher you really learned from.

4. What did your teacher do that was so effective?

5. What were you expected to learn?

6. How did you interact with the teacher?

7. How did the teacher interact with you?

8. What did the learning environment look like?

9. To what extent has being a woman influenced your past educational experiences?

10. How has being a woman influenced your past educational experiences?

11. What role has your past learning experiences played in your decision to apply for doctoral study?

Note: The first interview will focus on the participant's life history relative to the topic and focus on past experiences up to the present (see phenomenology section).

Appendix H: Second Set of Interview Questions

1. Overall, how would you describe your learning experiences in your doctoral program?

2. To what extent are your instructional experiences consistent with how you learn best?

3. Describe a class that has been the most beneficial to your learning in counselor education.

4. What were your interactions with the professor?

5. What were your interactions with peers?

6. How did the professor interact with you?

7. How prepared did you feel for doctoral study once you started your classes?

8. What made you feel so prepared?

9. What would have made you feel more prepared?

10. To what extent has being a woman impacted your learning experiences in counselor education?

11. How has being a woman impacted your learning experiences in counselor education?

12. How have your personal relationships influenced your learning process?

13. How have your professional relationships influenced your learning process?

Note: The second interview will bring the participants narrative into the present with a focus on specific details of participants experiences related to the topic (see phenomenology section). The researcher will summarize information gleaned from initial interview with the purpose to member-check and set the tone for the interview.

Appendix I: Final Set of Interview Questions

1. Given what you have said about your previous pedagogical experiences and given what you have said about your current learning experiences in doctoral study, how do you understand learning in your life? How does it make sense to you?

2. How have your learning experiences influenced your development as a counselor educator?

3. Given what you have reconstructed in these interviews, where do you see yourself going in the future?

4. How will your learning experiences impact your implementation practices as a counselor educator?

5. What recommendations do you suggest to improve learning experiences at the doctoral level?

Note: The final interview will encourage participant's reflection of meaning, i.e., the intellectual and emotional connections between the participant's work and life (Seidman, 1991). The researcher will summarize information gleaned from the initial and second interview with the purpose to member check, to encourage continuity in the interview process, and to set the tone for the final interview.

Appendix J: Personal Biography

What were the most important experiences that you have had in contexts similar or related to the ones that you will be exploring? The most important teaching experiences that I have had with pedagogy in doctoral education involved courses that encouraged taking on leadership roles (supervision course and practicum) or courses that were formatted in an argumentative style (advanced theories). Interestingly enough, these courses were taken during my first year of doctoral study and I find them to have been the most challenging educational experiences with the exception of the comprehensive process.

In reflecting on my supervision experience, at the beginning of the course we were asked during class to write up a resume if you will, of characteristics of our previous supervisors. I paid particular attention to gender and ethnicity, which I found to be well rounded in that my former supervisor's characteristics included both male and female supervisors who were Asian, African American, and Caucasian. However, there was one exception in that I did not have an Asian/pacific islander female supervisor so I did not have someone to look up to as a supervisor who shared my likeness. Furthermore my clinical supervisors had been male. Throughout the course, my anxiety continued to increase at the thought of being in a supervisory role. Our class examined the plethora of supervisory literature; class discussions explored the many facets we would soon encounter and we were even introduced to engaging in supervision with one master's level intern volunteer to get a feel for the role before we became supervisors of practicum students in the spring. I continued to feel apprehensive, struggling with emotions of inadequacy, not feeling that I had enough experience to take on such a role, and not

feeling competent in the midst of my accomplished peers. When time came in the spring

to take on the supervisory role, those emotions were exacerbated when teaching the

practicum course and facilitating group and individual supervision. I struggled with

imposter syndrome in which I felt uncomfortable in the role as supervisor because I did

not feel that I was good enough and I felt I was shortchanging the supervisees who

worked with me. This self defeating attitude infiltrated my confidence and although I

received positive feedback from my practicum supervisor and my peers, I often

discounted my efforts which inhibited my ability to feel grounded in my new role. At

one point I burst into tears during a presentation of one of my supervisory tapings. My

supervisor and peers were extremely supportive, even highlighting my courage to be

vulnerable and sharing my emotional struggles from this challenging role. At that point I

felt so overwhelmed that I channeled my emotion in a poem, which I shared with my

supervisor and my cohort. Writing poetry was a cathartic experience and having a poem

reflecting my process helped me to put things into perspective in a concrete way, which

served to alleviate my anxiety for the time being until the next disequilibriating

experience! My instructional experiences in supervision a) focused on fundamentals in

our preparation as supervisors, b) emphasized the experiential component of our process

in conducting supervision, and c) encouraged our leadership ability in taking on roles of

instructor and supervisor. I believe my instructors were attuned to the support and

challenge components of our development as supervisors, but I believe my major struggle

was readiness, as this was the one component that underlined my struggles throughout

my supervisory experience.

As for my instructional experiences in advanced theories, my main fear was the "defense" at the end of the semester. I had never experienced a defense situation in which I orally defended my position on any given topic. This course was designed to prepare students for the oral comprehensives as well as the dissertation defense. I felt the experience was relevant to my development but was also terrified at the prospect of defending my position in front of faculty and peers. Each week we had class discussions on the pros and cons of theories as well as writing position papers. I remember thinking that I had a strong grasp on theories from my master's program only to learn that I did not have a clue! Realizing that I had false confidence in my knowledge decreased my motivation to engage in the oral battles that ensued in class. I felt intimidated by peers, who I viewed as extremely articulate and felt they grasped the material in a way in which I could not understand. During class I felt on edge, uncertain, and fearful of being called on to express my views on a given topic. As the end of the semester approached, I became overwhelmed with anxiety about the final project and quickly volunteered to take on the first defense because I knew my nerves could not take waiting in turn! My biggest fear was looking like a fool in front of my peers and faculty and I even considered quitting the program. I told myself I could not do the defense because how could I defend something that I barely understood? I experienced extreme discomfort with the thought of being challenged and struggled to defend myself orally to the point of wanting to withdraw from the course rather than defending my final project! Fortunately a meeting with my instructor helped to answer my questions so that I felt confident in my presentation and I was able to defend successfully.

As for my other courses, I felt the same apprehension, uncertainty, and decreased confidence. My fearfulness inhibited my ability to fully engage so I did not feel connected with the material or class discussions. Towards the end of my second year I felt like I was shrinking away and I struggled to find my sense of self.

What are your beliefs about these contexts and actions, and the people who are/were involved with them? At the time, I struggled with imposter syndrome because I did not believe I had enough experience and therefore did not feel that I was competent to take on such roles indicative of a doctoral program. Contributing to my imposter syndrome was the notion that I did not feel confident as a knower (the knowledge that I brought to the table). I always second guessed myself, felt that other's ideas were better, and I did not have a strong sense of voice. After reviewing the literature on gender, there is research to suggest that women do not experience being validated as knowers in the classroom (Belenky et al., 1997). I believe validating students as knowers in the classroom will serve as an anchor to support their footing as they begin to grasp concepts on a more advanced level.

Although my professors encouraged collaboration and leadership, I did not view the faculty as being my equal. I viewed myself as being subordinate and faculty was seen as the experts and all knowing. My upbringing in a military family contributes to my heavy emphasis on hierarchy and my value of being respectful to others; therefore, I viewed faculty as authority and I experienced discomfort with taking on the roles of faculty (e.g., teaching and supervising) because I did not align myself with authority.

I believe a component missing at the doctoral level is the lack of attention to doctoral student process which can be detrimental to our identity development as

counselor educators. I was fortunate to have peers who initiated a doctoral student process group which met for three sessions. We were able to process our experiences, our fears, and also provide feedback to each other. Having the process group encouraged me to reflect on my experiences at an emotional level which I often did not get the opportunity to do otherwise because of the hectic lifestyle of a doctoral program. Students in the master's counseling program are encouraged to engage in self reflection activities throughout their coursework with the opportunity for feedback whereas doctoral students are not. Even though I keep a journal, my thoughts are kept private without the guidance of feedback. I believe encouraging doctoral students reflect on their process and receiving feedback will help to promote their development as counselor educators as much as doing the same for master's students enhances their development as clinicians.

What values do you hold that are related to the context (s), informants, and topics that you will be investigating? I value feedback since I believe that it fosters growth and it is helpful to hear feedback to know where I stand. Positive feedback from faculty assists with motivation and confidence. Feedback needs to be supportive in addition to being constructive. Feedback must be specific so that students are aware of examples of how to improve rather than vague feedback which leaves students to their own devices. The feedback process also needs to be collaborative to reduce power differentials.

I believe faculty emphasis on doctoral student process will encourage doctoral students to be open with faculty and peers thus providing a greater support network for them. I also believe a commitment by faculty to explore the topic of power may assist students, especially women, in exploring how they view themselves as leaders, examining their blind spots, as well as exploring one's readiness for leadership roles.

Faculty support is important outside of the learning environment as well. I have struggled with the milestones in my program (comprehensive process) and I have my chair to thank for pushing me past my insecurities. I have even broken down emotionally in front of my chair, in supervision, and in class and I remember feeling very supported during my most vulnerable moments in my program. At times that I had difficulty looking at my strengths, hearing the support from faculty and others helped me to overcome my critical lens.

What do you expect that you will find when you explore these contexts, actions, objects (if applicable) and actors? I expect to find similar perspectives regarding the doctoral experience: imposter syndrome, feelings of incompetence, and loss of sense of self. I expect women to fear success for fear of failure or disappointing others or themselves. I suspect my own experiences of this topic will influence my perspectives of how others perceive their doctoral experience. I expect that I will feel an emotional connection with the data i.e., since this topic is relevant to my personal experiences. I expect that in pursuit of understanding how other women's experience their counselor education programs that I will have a greater understanding of my experiences and will conclude my dissertation with a greater sense of self and understanding of my own personal and professional development as a counselor educator.

What are you willing to discover in this investigation? What, if anything, are you not willing to discover? I am willing to discover student perspectives regarding their instructional experiences and the impact on their development as counselor educators. I am willing to learn new ideas to better support women so that they can transition smoothly into their leadership roles. I am willing to discover how ways of knowing

influences transitions in a doctoral program and how programs are or are not

incorporating the different ways of knowing in their pedagogy. I will be disappointed to

discover the presence of sexual harassment, faculty abuse of power (e.g., taking credit for

student's work), or discrimination because of their unethical and debilitating nature.

What would you hope to be the outcomes of other people learning of the results of

your research? How might they use these results? I want faculty to gain a greater

gender perspective in order to better support doctoral student development. I hope

faculty will engage in gender discussions with doctoral students to examine the impact of

gender socialization on the success of women and men as well as explore power

differentials and the implications for developing counselor educators. I also hope

counselor educators will make an effort to incorporate gender sensitive pedagogy in their

coursework with doctoral students as well as training doctoral students to teach in a

gender sensitive manner. I want the results to empower women doctoral students to take

initiatives that will enhance their personal and professional development such as

requesting support groups from the department or university counseling center or

suggesting feedback to faculty which can better support their process in class.

Appendix K: Reflexive Journal Sample

"Learning Style vs. Teaching Style"

Reflections after coding participant6_interview3

What is going on within the interview accounts?

Created a table of different types of learning and teaching styles that are liked/disliked or preferred: preferred learning/teaching style noted in pink highlight, liked learning/teaching style noted in green highlight, and disliked learning/teaching style noted in yellow highlight.

As far as the difference between learning style and teaching style, learning style is how participants describe how they learn best while teaching style is how they describe the teacher's approach to learning in the classroom.

Participants reflections on different aspects of their learning styles	
Learning-action	Includes reading, asking questions, practice; engaging in lofty topics; doing presentations; speaking in front of people; "actually implementing the process, we were writing the IRB, we were doing the actual research so that's helpful"; reflection; writing
Active Learner	do your reading, show up to class; sharing opinion, raising hand in class
Passive learner- (speaks to WWK category of silence; blind obedience to authorities of utmost importance for keeping out of trouble, speaking of self was almost impossible)	just stepping back and letting people pass knowledge to me as opposed to me evaluating the knowledge that I was taking in and determining where it fit in my life. I was just letting people determine how I thought about things
Independent learner (maybe combine independent learner with autonomy)	I started to see that my viewpoint was really my viewpoint and while we can't help but be shaped by the things that are outside of us
Learning-auditory (only liked solely by one participant, others participants equated learning-auditory with lecture alone which was not favored, however; they did appreciate discussions)	Absorb information when hearing it
Discussions (in terms of auditory learning, discussions differ from passive learning of lecture to active learning in actively engaging in discussion with peers/faculty)	we would have discussions in class: discuss with our peers, if we agreed or disagreed, there was always a topic that would be brought up, so that was very effective for my learning style
Learning-visual	Reading about theory/practice; observation-that really started to click for me of what that looked like and really what that meant as opposed to just reading it in the book and trying to make sense of it on my own
Learning-understanding	Those" aha" moments of the subject; an understanding of learning in one's life, learning in a greater context; If I read a theory or some type of interesting journal article, I want to know who it is that's writing it; Life is a constant school; best way to learn is by teaching others; connecting concepts, using analogies, expressing creativity
Learning-self understanding (deemed preferred learning style b/c participants	Understanding that learning is a process and it's personalized; learning self acceptance and self

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equated greater self-understanding with positive traits such as greater confidence in one's competence)	understanding of learning in life
Learning-lack of understanding (recently created this code for one participant who alluded to gender-related dilemmas by not understanding a male client and later a male supervisee; deemed lack of understanding as being disliked b/c she wanted to understand what was happening but had no guidance or support- speaks to WWK in how women learn in the context of relationships and in this case without it resulted in " I still don't get what I'm not getting"). A missed learning opportunity for development as a Counselor Educator	Expressing lack of understanding with the learning process; gender impasse (talked about by Twohey and Volker (1993) in how the differences in voice of care and voice of justice in supervision can result in gender-related dilemmas, in this example, the counseling relationship: "The reason why I depicted white tall skinny kid but maybe this is my bias, but I didn't think he could connect to this tall hardcore black guy. Maybe that's why I related it so much to gender b/c even though he was gay, they were both male and they get each other and I didn't at all. Even those hand movements to this day "you hear me but you don't hear me" I was just like, I don't get guys."
Learning-applicable (seems participants favor learning experiences that are applicable or relevant in their life, which creates greater understanding)-WWK Subjective knowing	the best way for me to learn is when it's actually applicable to my life; life lessons

Participants reflections on different aspects of teaching style experiences	
Teaching style- encouraging (seems this was impactful for participants to have faculty who saw their potential and encouraged them to take chances and challenge themselves)	Encouraged students to work hard; scaffolding mentality
Teaching style-engaging (deemed as preferred since participants expressed this type of teaching style was flexible with various types of learning styles)	Hands on, introduced topics in an engaging way and provided tools for us to dig deeper with it; encouraged a lot of student participation and acted more as a facilitator rather than an expert; there was a lot of questions, a lot of discussions, and she was also interested in our personal lives, anything going on that would be affecting us, she was close enough to see how we were doing and if there was anything big going on in our lives at the moment; making us reflect, think and discuss, not only observe but question and relate that to client's real life and ourselves.
Teaching style- knowledge in action (deemed as preferred since participants appreciated bringing the knowledge to life via personal experiences-also speaks to WWK connected knowing (hope to understand another person's ideas by trying to share the experience that has led them to forming the idea-attitude of trust)	Learning through other's personal experience; bring info to life; knowledge as applicable; brought it into your actual life; so it wasn't just "read this book about this group of people, "it was "in Egypt this is what happening with our politics and religion," so there was kind of that more authentic piece of it. "personal back story"; experiential; real life examples
Teaching style- didactic	Not as much application, intellectual exercise, lecture

Teaching style- synthesizing	kind of synthesizing our psychology experience and what was the next steps; There was a process to learning in the class, you started off with information at the top of the cycle, then you go into an experiential or activity or a story and then you come back to the information, so it's a cycle of how they are delivering information and that's the learning style in how we remember everything and remember that information. Putting what we're learning into practice or in talking about it with the discussion; that cycle of a little bit of info, make it experiential or discussion or more info and making sure we get and retain the information.; making sure we knew the material and doing activities along the way. So that each part of the research project built on top of another research part. So you weren't just expected to go code, she would walk you through it.
Teaching style-intentional	they were intentional questions to further the discussion about whatever religion we were talking about in that class. The questions had a purpose to open us up more and more and more; she made us explore why we were resistant as opposed to ignoring it and saying oh it's okay, and encouraging us to do something that we were more comfortable with.
Teaching style-enhancing perspective	to make us have appreciation of how important we all are, she had the 1st and 2nd violins switch and then the cello, viola, and the base player all switch so for a day or a week we had to play a different part that we don't usually play; Perspective wise, that gave everyone a greater appreciation of what everyone else does.
Teaching style-enhancing perspective_culture (speaks to developmental theory)	it was the first time I stepped out of my own bubble of Baptists and Christians to really look outside and see what everybody else was doing; you're supposed to be absolute and you're supposed to stay and be good, be a good lil Christian, so when I did that, I started looking at other religions, I really got interested in other religions, which scared me a little bit b/c you're not supposed to do that; the professor was male and I remember him saying "male clients like to be task-oriented" and he's like "yeah I gave this one client a book to read and he read it and we discussed it and that helped to change his life vs. just talking about his life the whole time."

Can you turn it into a pithy category? Not sure

What are people doing? What is the person saying? Comparing their learning style and the congruence of teaching style to their preferred way of learning. Many participants reflected on how these different types of teaching styles were impactful, especially teaching-encouraging b/c participants perceived faculty as encouraging their potential thus motivating them to take chances and challenge themselves.

How do structure and context serve to support, maintain, impede or change their actions and statements? Teaching style really has an impact on how students grasp the material and if the teaching style is mismatched according to the student's preferred learning style,

the student's may disengage or perceive a negative learning experience. Teaching styles may vary depending on gender and ethnicity of students. Cannot recall any differences in learning/teaching styles based on ethnicity; however, can examine code "negative learning experiences" for more information regarding perceptions that may differ based on ethnicity.

What connections can you make? Can see the connection to WWK from codes such as: (a) passive learner, speaks to WWK category of silence; blind obedience to authorities of utmost importance for keeping out of trouble, speaking of self was almost impossible), (b) learning-lack of understanding ; speaks to WWK in how women learn in the context of relationships and in this case without it resulted in a missed learning opportunity for development as a Counselor Educator b/c she wanted to understand what was happening but had no guidance or support, (c) discussions being seen as positive- speaks to WWK connectedness in learning, i.e., women's development in the context of relationships, and (d) Learning-applicable, speaks to WWK subjective knowing since participants favor learning experiences that are applicable or relevant in their life, which creates greater understanding (first hand experience is seen as valuable source of knowledge.

Which ones do you need to check? Probably need to further explore learning-self understanding and evaluations-self evaluations, as well as negative learning experiences to examine differences in perception of learning experiences based on being a white woman or AA woman.

What process is at issue here? Learning experiences

Under what conditions does this process develop? Both in and outside of the classroom, the learning environment and faculty approach to teaching; teaching style can impact students learning experiences as being positive or negative

How do participants think, feel, and act while involved in this process? When, why, and how does the process change? Increased motivation, shift from passive to active/independent learner, stronger sense of academic/professional/personal identity and integration, increased connection to doc experiences

What are the consequences of the process? Passive learner, decreased motivation, loss of opportunities to promote one's growth and weak self-evaluation of one's competence, decrease connection to doc experiences

Appendix L: Coding System

Coding System			
			2622
reinforcement			0
	positive reinforcement		7
	lack of positive reinforcement		2
autonomy			13
Awareness of CoEd/professional identity			36
	CoEd path		45
	professional goals		41
	flexibility		5
awareness of feminism			29
	integrating motherhood with professional identity		9
	moms being moms and professors		2
	having children		19
	feminism-partner		8
	feminism-support		23
	motivation-feminism		15
	socialization		4
	relational skills		5
	feminine identity		26
	caretaker		20
		disservice to self	4
	WWK		2
balancing professional and personal life			33
Classroom			0
	inequality-classroom		11
	equality-classroom		35
	learning environment-negative		3
	small learning environment-positive		10
	small learning environment		22
	close proximity		1
demographics			0
	demographics-age/faculty		6
	demographics-ethnicity/faculty		13
	demographics-gender/faculty		22
	demographics-class size		10
	demographics-doc student body		5
	demographics-ethnicity		27
	demographics-gender		21

different lens			2
dissertation			9
evaluations			14
	evaluations-self evaluation		48
expert			18
faculty			0
	modeling		12
	faculty support		36
		personal attention	61
		faculty support-multicultural	7
		lack of faculty support	13
		faculty support-mentoring	20
		faculty support-feedback	25
	faculty characteristics		20
faculty training			2
gender and the learning environment			21
	gender and the doc learning environment		13
	gender-lack of understanding		11
	gender matters		6
giving knowledge			3
health			8
	coping		2
impactful			31
impactful-hope			7
incongruence			2
integrated			3
job seeking			17
	negotiating worth		9
	job seeking-support		3
language			4
learning cycle			0
learning experiences			0
	doc learning experience-positive		35
	doc learning experience-negative		14
	learning experiences-positive		29
	learning experiences-negative		14
		voicing concerns	6
		not voicing concerns	2
Learning Styles			0
	learning-lack of understanding		10
	observation/gradually engage		9
	discussions		36

		discussions-outside of class	5
	learning-applicable		5
	learning-self understanding		15
	learning-understanding		52
	learning-auditory		9
	independent learner		7
	passive learner		6
	active learner		20
	learning-action		38
	learning-visual		15
life stressors			6
	culture		8
	life stressors-relationship		2
Minority			0
	marginalization		32
	reversing marginalization		4
	internalized oppression		7
	multicultural identity		9
	multicultural awareness		25
	model minority		2
	double minority		4
networking			24
orientation			3
Peer			0
	peer interactions-connected		94
	peer interactions-disconnected		21
perception of learning environment			50
	conditional support		5
	academic expectations		9
	high expectations		21
Perception of self			0
	Perception of ability		60
		competent	1
	perception of ability-others		7
power differential			42
	boundaries		10
Preparedness			38
	preparedness-self care		2
	preparedness-professionalism		17
	preparedness-research		16
	preparedness-clinical		16
	motivation		27
privilege			11
professional			0

	teaching goals		12
	teaching style-own/integration of skills		52
	mentorship-own		9
	teaching style-own-feedback		3
	teaching-own-safe environment		7
	teaching experience-own		23
	professional identity		29
	professional identity-repercussions		2
program changes			0
	program changes-opportunity for reflection		5
	program changes-teaching philosophy		11
	program changes-gatekeeping		6
	program changes-incorporating gender		7
	program changes-supervision		2
	program changes-mentoring		18
		program changes-publishing	5
	program changes-support		26
	program changes-teaching		24
Program Information			0
	program structure-undergrad		2
	doc program experience-disconnected		19
	doc program experience-connected		13
	Doc program structure		27
		doc program structure-perception of admissions	10
		doc program structure-faculty	33
		doc program structure-financial support	7
reflection of participation			41
	ROP-feminine identity		3
	ROP-feedback		3
	ROP-gender		16
Relationships			1
	spiritual support		1
	parent support-independence		5
	parent support-helicopter parents		3
	family support		8
	friend support		17
	partner support		12
	personal relationships-positive		2

separate			3
supervision			0
	supervision approach		7
	supervision expectations		1
	supervision experience-discussions		8
	supervision experience-negative		6
	supervision experience-doc positive		11
	supervision experience		13
	preparedness-supervision		10
teaching style			0
	broaching diversity		5
	constructivist		9
	teaching style-intentional/enhancing		24
	teaching style-synthesizing		10
	teaching style-didactic		20
	teaching style-knowledge in action		32
	teaching style-engaging/enhancing perspective		93
	teaching style-encouraging		38
tunnel vision			1
validation			6

Appendix M: Coding Sample

Participants reflections on culture and their learning experiences	
Double minority	It made me feel like once again I'm a double minority, being an African American and being a woman, two hits against where I want to go and what I want to be; stereotype, singled out, skills not trusted
Model minority	If you're good in school, you don't talk back to authority, you're quiet, you don't date a lot of boys or you don't do drugs. Growing up, I thought everyone was like that, and I didn't know what the "model minority" was until college
Multicultural awareness	For the first time I realized that just because I'm black doesn't mean I'm multicultural; I never thought about that before I thought I was multicultural b/c I thought well I'm a minority myself. But going to conferences, learning about these things, reading about these things and I learned that just b/c I'm black and a member of a minority or ethnic group doesn't mean that you know how to deal with everybody else
Multicultural identity	So it was challenging and on the other hand it was also supportive because I haven't felt put on the spot here, if anything it's a strength, they see it as a strength and they treat me that way most of the time; It's been a balancing act, I have to realize when I reach that militant mode, I start to be that black female stereotype so a lot of times in public or presentations I'll change the way I speak to be more crisp and clear, I try to make sure I use the right words and tenses, whereas that's not always who I am. It's a balancing act of doing that all the time
Broaching diversity (regarding being female)	we didn't ever talk about those things. Even though there were a lot of male teachers and very few males in class, they never talked about well "how is it for you all to have two guys in class" from the women's point of view or the guy's point of view. It just wasn't openly talked about; Supervisor/faculty did not broach topic with participant who experienced gender conflict with male client and male supervisee and missed opportunity to support and explore her experiences.

Participants reflections of ethnicity/gender impacting their opportunities in the program	
Marginalization	Not having the same opportunities as presented by my peers. Hearing about opportunities that others received in collaborating with professors on publications, having fees waived for conferences and airfare for individuals who were financially rich where as I was broke as a joke and that person didn't really need it; So hearing about these other opportunities that were extended to me and although the other person was a woman usually, but what else is there; At first it was so discouraging that I was depressed and tired that I didn't want to do the program anymore and thought I'll go back to work full-time and go part-time; I think then it was just okay this is how it is, and it all kind of made sense with what I had seen at home and the things I had seen with my family, it really seemed to make sense that this wasn't the place for women; there would be people who would take that and say I need to sound intelligent so I need to take speech classes and learn how to speak differently.
Internalized oppression (regarding being female)	Sadly enough I just kind of resigned from it, I just decided that I would get through trigonometry and took pre-calculus and that was as far as I went; There's so much internalized oppression for people of minority status that is not in one's awareness and I think that for me that was very very true.
Conditional support (regarding being	it's always seemed like in my educational pursuits that initially I'm going to have to prove myself and then once I've proven myself, if it's an instructor or a

female)	professor, they will meet me at that point and then help guide me; that really was "am I going to have to spend this extra time on this student or is she really going to be able to do the work?"; So I think he pulled back a little and then I came in with papers that I felt were of substance and at the very least it showed that I was willing to put forth the effort and when he saw that, it was smooth sailing after that. It was "let me help you with your writing abilities."
Inequality-classroom	there was definitely an inequality b/t teaching male and female students and I was certainly the minority in the class

Participants reflections of support for their gender/ethnicity	
Reversing marginalization (regarding being female)	the professors I've had have undone, they've worked to undo a lot of what happened to me then so it's changed and it can change
Broaching diversity	For the first time, my multiculturalism was questioned and acknowledged at the same time
Faculty support-multicultural	I remember teachers telling me that I didn't have to "cold switch" all the time, your unique voice is going to be heard and it's going to be supportive to other people like you or speak like you who either want to or already are in higher education; So they would tell me those unique nuances that I have bring something to the table and I never had before
Equality-classroom	She never played favorites and that was something that I really valued. I think her stance toward equality, she had both men and women in her class, there wasn't a sway towards one or the other; I had male professors do the same and I really think that's a big piece of having a positive experience is that you feel like you're on an even playing field with your peers and the rest of the students in the class; he would supplement assignments that would allow me to do that as opposed to just writing a reflection on Dantes Inferno.

Appendix N: Transcript Sample with Member-Checking

How do you learn best? I feel like I learn best experientially. In terms of actually doing things or doing activities or doing something hands on or experiencing something first hand. I think I also learn best when the teacher, or whoever I'm learning from, is really engaging or facilitating lively discussion or is just lively in their delivery of the material. Lecture doesn't suit my needs very well unless the professor is really energetic and engaging and then I can engage with the material mentally better I think. What do you mean by engaging? The way I think of engaging is a 2 way process so the professor is able to connect with me as a student and I in turn am able to connect with the material so it makes more sense to me in my mind or I'm able to think more critically about it, that's another way for me to engage with the material.

How have your previous educational experiences supported your learning?
I think my master's program was very experiential in nature. There was constant dialogue and discussion going on with peers. There were a lot of experiential aspects to the course work, like the projects that we did; we participated in counseling with each other, groups with each other, and the whole program felt that way to me. I remember very few classes where there was a lecture component or even a test or exam. Tell me more about the experiential aspects of the course work that you mentioned regarding the projects you did. In the master's program, we counseled each other from the very first semester and beyond the first year of the program so all of that to me is experiential b/c you're doing counseling from the very first class that you have together, so we got to know each other as peers very well and in depth from that first counseling techniques class, we were doing 10 minute sessions with each other within the first couple of weeks of the program and we were practicing up to 1 hour sessions with each other into the second semester and all of that was before we even started practicum. Practicum is obviously experiential b/c you're doing it with real clients and everything up to that point was also gaining real counseling experience and even other classes and assignments, like one assignment in particular that stands out to me was in my theories class. It was our final project, we wrote a phenomenological paper which was essentially about our life experience and how we had made meaning of our lives up until this point so really everything I remember about that program was about my personal experiences about the past and what I'm dealing with and experiencing now so it was all very real to my life at that moment. [sounds like it really fit with your learning style of engagement and putting it into practice] umhmm. [sounds like you were able to get a lot of practice before that practicum experience] oh yeah, a lot of practice. [I know sometimes the anxiety of OMG, I'm going to be seeing real clients in practicum and the fact that you all had these experiences integrated into your learning prior to that practicum probably was able to support that transition you know?] Yeah, it did and now that I'm experiencing other programs, it feels like my training in the masters program, I did feel more prepared and less anxious compared to students going into practicum in other programs but there were a lot of anxiety producing situations with my peers in counseling each other so that all kind of got out of the way and we worked through that the first couple of semesters before practicum.

Describe a teacher that you really learned from. I learned so much from all of them but the ones that stand out in my mind the most utilized a lot of activities with us in the class and did in-vivo counseling sessions and used reflective teams that really made material come to life right there in the class and really helped me to really integrate the material and techniques I was learning, it just made sense to me in a really good way. What do you mean by reflective teams? We would do these exercises in the class where someone would volunteer to the counselor and someone would volunteer to be the client. For example in our crisis course, we tried to avoid role plays in the masters program as much as possible but for a course like crisis you kind of had to role play a little bit so what would happen is the counselor and client would be up in front of class

and 3 people would volunteer to be on the reflecting team, so I guess it's more reflecting team instead of reflective. So 3 people on the reflecting team and the rest of the class observed so they would do 10 minutes of the role play and the counselor would get into the techniques we were learning and then we would take a break and the reflecting team would then communicate to the counselor what they saw happening and thoughts/ideas on where the counselor could go. Then we would time back in and the roleplay would go for another 10 minutes using that feedback from the reflecting team. So it was a really cool way to get more people involved and to have a more focus and involved session where even the people observing the process could learn a lot from it b/c it's right there.

I remember another teacher from undergrad who was extremely lively and energetic in his teaching style. Even though he would talk a bit more and IDK if I would call it lecture, I guess you would, but the way that he was able to engage students in his demeanor and energy level, he made a big impact on me as well. [tell me more about that professors teaching style] It was a social psychology class, and I was so fascinated with the subject matter and IDK which one contributed to my fascination, if this teacher made me fascinated about social psychology or that I was so fascinated with social psychology that I liked the teacher, one or the other. I was so excited about it, I ended up doing my honors research project with him and did social psychology research as my capstone experience in undergrad. IDK how else to describe him other than passionate about material and very lively in his delivery of it in class.

What did your teacher do that was so effective? I think he made assignments and material relevant to us and he was really good at that. [how so?] The articles he would choose for us to read and the way he would engage us in talking about them. The articles were applicable to things we were already thinking about or going through. I don't know how to describe it; it was a long time ago, like 2002 or 2003. [How did that help with regards to your learning style?] It felt like I was experiencing the material in my life or I already felt invested in the material b/c whatever material he was presenting was so relevant. [what else did that professor do that was so effective for you?] He was much more personally engaging. He was pretty non-traditional and still appropriate, in that he invited our class to his house on a couple of different occasions for dinner to get people together outside of class to interact socially. That meant a lot because he seemed to be invested in us and to be interested in us as students and just interested in us as people. Not just as a class in that he would show up and lecture too and give us a grade. [getting to know the professor not only on an academic level but on a personal level as well and he helped to facilitate that by inviting the class to come out to his house for social events and along those lines] right, yeah he'd have us over for dinner so yeah.

What were you expected to learn? We were expected to learn about the nature of social interactions and theories of social behavior and a variety of topics that were so interesting; it's all a blur b/c it was so long ago but we talked about gossip, flirtation, and all kinds of interesting human social behavior. [which would really lend itself to the discussion in the classroom b/c how often do you talk about flirtation?] right, it's true.

How did you interact with the teacher? In the classroom, I was a good student in all my classes, so I would speak up and engage in the discussions. I made all As in that class b/c I was really motivated b/c I thought it was a fascinating class and the material was interesting, but I was also a pretty good student anyway. Outside of class, this professor's name was Dr. Young, he came to my volleyball games and other sporting events the other students were into; that meant a lot that he would show up and cheer for our volleyball team. [that really speaks to that personal component in that he has a personal investment in us] yeah. It really meant a lot and you know, going to his house a couple of times during the semester meant a lot too b/c how may professors do you get to see where they live? To see their kitchen or living area where they hang out and

watch tv, like you said, it brought a more personal aspect to the relationship, it was enjoyable and for that reason it felt that we were meaningful to him too. [In the classroom and knowing he had that personal investment in you all as students, do you feel like that impacted your interactions in the classroom at all?] Yeah, it felt like we had a stronger sense of rapport and we could make jokes and it didn't feel cold, like we had to have knowledge imparted on us as students, it felt more interactive, more relaxed b/c the rapport was greater than with other professors as a result of social interactions with the professor outside of class.

How did the teacher interact with you? IDK, he liked me, he was very positive and encouraging towards me. He really gave me a sense of confidence about my intelligence and what I had to offer and that I could really make a great social psychologist or social psychology researcher. I ended up applying to a graduate program in social psychology my senior year of undergrad and I didn't get in, but he was definitely a big influence in that b/c for one, he made me so interested in the subject matter but also b/c he helped me to have lot of confidence in my abilities. [Sounds like he was affirming with your strengths] absolutely [and encouraging, how did he accomplish this?] Like you said he was very affirming and interested in me as a person and as an individual. He was as curious about us as students and as people as we were about him and the class. It felt very mutual.

What did the learning environment look like? There were about 15 of us in the class. I also had a 2nd class with him that was a 3 week seminar during the winter term and there were only 7 students in that class. For the first class, he was in the front of the room with four rows of desks, so it was pretty traditional in that sense. He had a white board and used lots of videos and articles and different kinds of media. In three week seminar class, that was the class that was on gossip and flirtation, in that class we sat at a long oval table, so we sat in more of a circle facing each other, which was nice. What do you mean by nice? It felt comfortable, it was refreshing and kind of a nice change from the typical classroom set up, it allowed us to, I keep using the word engaging but it felt like it created an environment where we could engage with each other more rather than just looking at the professor; it was more discussion oriented in that way and I enjoyed that.
[Was this the capstone class you were referring to that was research based?] No, the capstone project was an individual research, just working with him, whereas the seminar class was during the winter term (January), I guess you could say it was an elective in that field. Logistics- there was a mix of gender and ethnicity in the first class, although there were predominantly Caucasian students. In the seminar class, I remember it being mostly women students, there may have been 1 or 2 male students and 5 females; in the psychology major overall there's more women taking those classes. [you mentioned feeling very comfortable asking questions and interacting in class, was that in both of those classes?] oh yeah definitely, I probably felt more comfortable interacting and talking in the seminar style class that was around the round table b/c there were fewer students and it just felt a little more safe and intimate. He had our class over for dinner during that seminar as well, so we really got to know each other, and being a smaller group increased the comfort level, the comfort level was higher. [Safer, how so?] Because it was smaller and I think sitting around that table also made the environment feel more comfortable and we were all looking at each other than looking ahead in front of you in the classroom; so all those things create a more interactive and a more engaging type of atmosphere.

To what extent has being a woman influenced your past educational experiences? As a woman, I have experienced hesitating to speak up more than I feel like men do in the classroom. It's hard to separate all those educational experiences and recent experiences is that okay? [oh yeah that's fine] but sometimes I feel like I sit back and take in what's happening and I've noticed that men tend to speak up more. Not that I don't have things I want to speak up, I'm trying to be

careful about my words b/c I don't want to say that I've been oppressed in the classroom, but I do feel like I've shied away or stayed out of the discussion at times when there are more vocal students speaking up and sometimes those are males and sometimes those are women too. [Tell me more about the hesitation you've experienced] I think questioning whether what I have to say has a lot of value enough to speak up speak up and share it. Also questioning whether I will be judged or evaluated poorly for what I have to say. So I think there's some internal sort of weighing of the odds of what is valuable enough to put out there, am I going to be judged in a way that I don't want to be judged if I put this out there? So it feels like the things I would speak up more readily are things that I would feel less vulnerable to share. [How have past learning experiences contributed to that hesitancy and tendency to self evaluate before you share?] I wish I knew, I honestly don't know, I don't recall a time in a classroom where I was outspoken and regretted it, I don't recall anything like that. [So no specific experience but still experiencing that internal evaluation piece and tending to taking on more of an observer role around those who are outspoken] yes, taking it in rather than jumping right into it with whoever is speaking up a lot, not that I won't speak up, but I take my time and I'm very careful about what I do say when I speak up. [What is about those who are more vocal at first that makes you feel maybe I'll take on more of an observer role?] I think the ones who speak up and are more vocal are really opinionated often times. It's either that or they just like to hear themselves talk. Don't you have those people in your class who just talk for the sake of talking? That's annoying for one, so I observe b/c sometimes I'm annoyed too. But for the ones who are speaking up and being sort of opinionated and loud about what they think, I think it affects me in a way that I feel like I need to be more thoughtful and calculated about what it is that I want to communicate so that I do so accurately.

How has being a woman influenced your past educational experiences? It's hard to separate those two things to think about how they're different. I don't really know what it's like through the lens of a man so it's hard to say how my lens is different from someone else's lens. Now I feel like I'm pulling from stereotypes [how so?]; my inclination is to say that through my woman lens that I might deal with things in a more emotionally in tune or emotionally charged b/c I'm a woman, but that's a stereotype I think so IDK if that's true. I feel real hesitant to answer this one, IDK. [you got it, and for you personally, how do you think your lens as a woman has influenced your perception in the classroom?] But I really don't know and I don't want to force it. [I've had students say they want to revisit this question, so we can do that] so maybe we can come back to it. [Sure, and I want you to feel that your voice is being honored and I understand if you don't want to force anything right now, so we can definitely come back to it] Agree to revisit this question in the journal reflection.

What role has your past learning experiences played in your decision to apply for doctoral study? I have always gotten a lot of positive feedback about my academic ability and my ability to be accomplished and be successful in academia, so I feel confident about being in school and being in that environment. Being successful in school and feeling confident about my ability to succeed in school helped with the decision to get my doctorate. It's something I've gotten a lot of confidence from and a lot of my identity is wrapped up in being a good learner and a good student. I feel like I'm a lifelong learner and it's something I enjoy and do well, so pursuing that doctorate is a chance for me to be a lifelong learner and student b/c then I can continue to be in that academic environment for my career and that's very appealing. [seems like that one professor in undergrad really helped to hone that identity to reinforce and affirm your strengths to motivate you] Yeah, I did and I still keep in touch with that professor and he's the only one from undergrad career that I still keep in touch with, which is kind of interesting now that I think about it. [How about anything else you would like to share before we wrap things up?] I'm thinking ahead to the next interview (giggles). It was neat to reflect on what teachers have been most influential and I

hadn't put all of that together in that way before, so it was neat to reflect on that a little bit. [and seeing that one professor being especially influential, not only in classes but also the independent study and he really helped to hone that researcher identity in you as well] Yeah, and actually before this interview, I had recently been thinking back on that honors research project and what a good, well done study it was; it was a mixed-methods study and it was on attraction and flirtation in observing gender pairs of friends and it was fascinating and I got these really cool results! It was a well done study and now that I have a better understanding of what research is about, I think back on that experience and think that was really cool stuff that he helped me to devise and put together and encouraged me to present those results at the VA APA conference and I had my poster presentation accepted, it was pretty cool and that was in undergrad. None of that would have happened had it not been for him, b/c the other psychology professors were completely different and I didn't feel like they invested in me on the same level. It was neat to put all that in perspective.

Appendix O: Personal Reflections

This research topic emerged from my own personal challenges while pursuing the doctorate in counselor education. I felt like an imposter and struggled with finding my voice. Although my grades and feedback from faculty denoted my competence, I continued to question my abilities. At the end of my first year, I channeled my thoughts into the following poem:

Overall anticipation

But underlying fear

My fate as a Counselor Educator

Drawing imminently near

Sheer doubt and uncertainty underlie my tears

With the weight of expectations set beyond my nascent years

Chagrin befalls me with every presentation I make

I turn on my inner critic eventually, realizing these are lessons learned and not mistakes

Equanimity as my goal

Shoulders back with my head held high

A hidden box of tissues gives comfort

In case a cathartic moment prompts me to cry

A battle of sorts takes place from within

Dissonance oscillates my sanguine disposition

"I'm here for a reason" my inner voice needs to yell

To drown out the self-loathing that seems to prevail

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A rollercoaster of sorts

My family, friends, mentors, and cohort just as eager to ride

Will make my experience the more memorable

Their support and encouragement by my side

Tenacity lights the fire in my belly

Hope and faith flank my sides, bolstering my longevity

Challenged to see a never-ending pier

I dip my feet into the water, my hesitation sincere

It was not until Women's Ways of Knowing (Belenky et al., 1997) and Knowledge, Difference, and Power (Goldberger et al., 1996) were introduced in cognitive class (second year of my program) that I began to conceptualize my challenges through the lens of being a woman. I was already familiar with gender issues as a result of taking a Psychology of Women course in undergrad. This class opened my eyes to awareness of gender messages in the media, the invisibility of women in power, and overall pervasiveness of sexism. However, I had never considered gender in terms of cognitive development or the influence of gender socialization and the academic environment. Little did I know that my passion for college student development would evolve into a passion for women's doctoral student development.

Notably, I became aware of the extent that I operated from a received knowing perspective as my comprehensive process unfolded. For example, my written comprehensive paper was described as "scholarly" but the significant feedback was something to the effect of "Where's your voice?" Within the same timeframe, I was completing my clinical internship and received the same feedback on a case

conceptualization paper (i.e., "Where are you?"). I remember feeling so ungrounded, overwhelmed with disequilibrium, and frustrated at my lack of confidence. My disposition for received knowing reached its turning point when I had shut down and unsuccessfully defended my oral comprehensives. My committee refused to let me give up on myself and my Dissertation Chair was my ultimate supporter ("If we didn't think you could do it, we would be advising you differently"). My committee rallied around me and were my preeminent allies through this process. Connectedness was vital to my success in this program. It took my committee seeing my potential for me to eventually see the potential within myself.

Naturally, operating from a received knowing perspective influenced my fears of the dissertation process. However, being privy to the reflections of my participants reinforced my confidence in doing this research. I expected to discover imposter syndrome, feelings of incompetence, and loss of sense of self. Although these sentiments were revealed, I did not expect the extensive nature of the expected and unexpected findings in this study. Their passion for being counselor educators and making their mark on the counselor education field was awe-inspiring. I remember feeling energetic with each interview. When I could finally disclose my topic in further detail at the end of the third interview, I felt affirmation and encouragement in pursuing this topic which emboldened my confidence in going forward. I depicted one of the experiences in a reflection note:

> "At the end when I was finally able to tell her [participant] more about my
> research, the conversation was invigorating because we connected on feminist
> literature and shared similar experiences with WWK. It was motivating to be told

how my research is important and how one day she hopes that we can all sit at a

round table discussion and talk openly about pedagogy and development."

I was especially impacted by constructed knowing examples that emphasized holism and

an integrated sense of self. I denoted the impact in a reflection note:

"...her [participant] metaphor of the pendulum swinging from the professional

woman wearing a power suit to the earthy, relaxed woman was a powerful

metaphor. In this way, she was reflecting on her identity being a continuum and

finding value in each role no matter which way the pendulum would swing. This

resonated with me because in hearing students' responses of having to "fit in" or

change to meet the status quo, it was impactful to see how this individual finds

strength in herself in not only honoring herself, but embracing her uniqueness."

I remember thinking how beneficial it would be for other doctoral students to experience

what I was experiencing at that time of data collection. Each connection was meaningful.

In the pursuit of understanding other women's experiences in the counselor education

doctorate, I experienced a greater understanding of my own experiences as a doctoral

student.

I did not anticipate that this research process would be so helpful for participants

in terms of processing and reflecting on their doctoral experiences, as demonstrated by

my observation in a reflection note:

"It also felt validating to hear her [participant] express how these interviews were

helpful for her in having the opportunity to reflect on her experiences, and how it

was helpful for her to voice and hear her convictions out loud."

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I also did not anticipate the empowerment that I felt as a researcher to share the voice of my participants which kept me motivated through the years of going back and forth between a full-time clinical position and doing the bulk of dissertation work during the summer months. Again, I noted this sentiment in a reflection note: "I think it's important to recognize their strength in coming forward and sharing their experiences and the impact that will have on the future of counselor education." The dissertation process gave my development the push needed to overcome my insecurities and shift my perspectives of authority. This sentiment in a reflection note encapsulated my learning experience with this dissertation process:

"One of the things that I didn't expect was for my participants to be more than women that I'm interviewing for my study. They are my colleagues and that the learning experience is mutual. I'm learning about their strength and resilience in tackling the challenges of their doc programs in the context of their ethnicity and of being a woman."

In essence, my participants played a role in my personal transformation in viewing others as authority to acknowledging the authority within myself. It was through their voices that I found my own voice.

For example, I was initially intimidated by the writing process and wasn't quite sure how I was going to accomplish this monumental task. I was out of practice in writing scholarly papers since relegating dissertation work to part-time. I noted my concerns in a memo:

"The cross-case section is very overwhelming because my first theme (Engaging Learning Environment) took me 13 hours to write. Furthermore, my themes are

not linear but circular in nature, so there is a lot of overlap and I have to speak to the nuance of each topic while tying back to the main idea, that women learn in the context of relationships."

Fortunately, support from my writing consultant at the university writing center helped me to navigate this task and increased my confidence in the writing process, as depicted below from a memo:

"There's just something about sitting down with someone face-to-face for an hour and being asked questions for clarification and hearing feedback in the moment that has been incredibly beneficial for me through this writing process. I definitely identify with the personal attention theme in having 1:1 interactions to practice conveying my ideas while strengthening my writing practice."

My confidence as a researcher and a writer was in full swing towards the end of writing Chapter Four. That confidence was illustrated in the following poem that I wrote to commemorate this point in the writing process:

Another great writing consultation today

I'll be starting Theme 5 happily on Monday

It's not a humble opinion but what I'm gripping is gold

These themes are impressive and my ideas are bold

I've found my voice and my writing's on fleek

God has given me strength to power through each week

To push through the blocks without a tissue to spare

Developing fortitude cause I've got something special to share

Keeping up the pace, one day at a time

God will see me through it, I WILL cross that finish line!

Through this process, I gained a greater appreciation for research and advocacy. Moreover, I have so much gratitude for the relationships that encouraged and guided me through to this final milestone in my doctoral process. Importantly, I have developed a greater sense of self and understanding of my own personal and professional development as a counselor educator.

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Vita

Lindsay Pennell Meyers

Birthdate: May 9, 1981

Birthplace: Olangapo City, Philippines

Education:	2008-2016	The College of William & Mary Williamsburg, Virginia Counselor Education and Supervision, Ph.D.
	2006-2008	Old Dominion University Norfolk, Virginia Counseling, M.S.Ed
	2003-2005	Old Dominion University Norfolk, Virginia Psychology, B.S.
	2000-2002	Tidewater Community College Portsmouth, Virginia Science, A.S.