

2003

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**A CRITICAL ANALYSIS OF FEMALE DOCTORAL STUDENT ADVISEMENT:
IMPLICATIONS FOR PROGRAM SATISFACTION**

A Dissertation

Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy

in

The Department of Educational Leadership, Research, and Counseling

by

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May 2003

DEDICATION

I dedicate this manuscript to my beautiful daughter, Jenée Angéle for generously allowing me the opportunity to pursue this endeavor throughout her early childhood years. Mommy is finally finished!

I also dedicate this manuscript to my mother, Anne H. Thibodeaux for extending countless measures of selfless support to me to free my time and mind to accomplish this goal.

ACKNOWLEDGEMENTS

This doctoral journey has been a unique experience of academic learning and personal growth. This journey could not have been completed without the unwavering support of my major chairperson and academic advisor, Dr. Eugene Kennedy. Dr. Kennedy has supported me throughout academic, professional, and personal challenges, all of which impacted my experience as a doctoral student. Thank you for seeing me through until the end.

I would also like to thank the other members of my dissertation committee: Dr. Earl Cheek, Dr. Marietta Del Favero, Dr. Janice Hinson, and Dr. Pamela Monroe. These professors have supported me throughout the peaks and valleys of this dissertation experience. I appreciate your willingness to embrace and value this research.

Dr. Cheek, an academic scholar, advisor, and advocate for doctoral students. Thank you for allowing me to see all roles can be synonymous with professorship.

Dr. Monroe, a real advocate for students. The positive impact of your academic and professional strength and support has truly been appreciated.

Appreciation is also extended to my dear friend and classmate, Linda Broussard Tolbert. She was able to relate, support, listen, and care when no one else had a clue. Thanks girl!

Ms. Valerie Holliday, a professional, new friend, and editor, I want to recognize her for her expertise and insight. Ms. Teresa Bergen, a professional, advocate, and transcriber, her talents have increased my understanding and appreciation of particular qualitative techniques.

Additional thanks are extended to Ms. Melonee Wicker, her academic and personal support as a departmental advocate and friend have truly been a blessing throughout the many changes in my doctoral experience. Thank you for being there from the very beginning to the successful end.

I would like to acknowledge Dr. Kofi Lomotey for his support throughout the early years of my doctoral studies.

Finally, I would like to thank the participants of this study for their honesty and candor.

TABLE OF CONTENTS

DEDICATION.....	ii
ACKNOWLEDGEMENTS.....	iii
LIST OF TABLES.....	ix
ABSTRACT.....	x
CHAPTER ONE: INTRODUCTION.....	1
Positioning the Study.....	3
Significance of the Study.....	4
The Research.....	5
The Research Questions.....	7
Overview of the Methodology.....	9
Organization of the Dissertation.....	10
CHAPTER TWO: LITERATURE REVIEW.....	11
Introduction.....	11
The Selection Process of a Doctoral Advisor.....	11
Doctoral Pursuit and Gender Distinctions.....	11
Selection of a Doctoral Advisor/Major Professor and Gender Related Consequences... 13	
The Quality and Characteristics of the Advisor/Advisee Relationship.....	14
Power Relationships Between Female Doctoral Students and Male Advisors.....	14
Power Relationships Between Female Doctoral Students and Female Advisors..	15
Dual Jeopardy/Dual Minority Status.....	18
The Impact of the Advisor/Advisee Relationships on Program Satisfaction.....	19
The Importance of Student-Faculty Interaction.....	21
Power and Doctoral Advisement.....	21
Research Supported Explanations for Advisor/Advisee Disparities Among Women and Minority Doctoral Students.....	24
Other Contributing Factors to the Female Doctoral Experience.....	25
Summary.....	26
CHAPTER THREE: METHODOLOGY.....	28
Purpose.....	28
Qualitative Methodology.....	28
The Research Design.....	29
Phenomenology.....	30
Instrumentation-Quality and Credibility.....	30
The Researcher.....	31
Trustworthiness.....	34
Credibility.....	34
Transferability.....	35
Dependability.....	35
Confirmability.....	36

Selection of Participants.....	36
Participant Criteria.....	37
Design of the Study.....	37
Informal Conversational Interviews.....	37
Standardized Open-Ended Interview Design.....	38
Individual Interviews.....	39
Qualitative Data Collection.....	39
Credibility Check-Member Check.....	40
Data Analysis Procedures.....	41
Implementation Issues-Limitations of the Study.....	42
Conclusions.....	42

CHAPTER FOUR: PRESENTATION OF PARTICIPANTS AND THE INTERVIEW

PROCESS.....	43
Participant #1.....	43
Academic Experiences.....	43
Professional Experiences.....	44
Personal Experiences.....	44
Interview Process.....	45
Participant #2.....	46
Academic Experiences.....	46
Professional Experiences.....	47
Personal Experiences.....	48
Interview Process.....	48
Participant #3.....	49
Academic Experiences.....	49
Professional Experiences.....	49
Personal Experiences.....	50
Interview Process.....	50
Participant #4.....	51
Academic Experiences.....	51
Professional Experiences.....	52
Personal Experiences.....	52
Interview Process.....	53
Participant #5.....	54
Academic Experiences.....	54
Professional Experiences.....	55
Personal Experiences.....	55
Interview Process.....	56
Participant #6.....	57
Academic Experiences.....	57
Professional Experiences.....	58
Personal Experiences.....	58
Interview Process.....	60

CHAPTER FIVE: DISCUSSION OF DATA.....

Introduction.....	63
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Collection of Research Data.....	63
Research Question #1 Data.....	64
Research Question #2 Data.....	70
Research Question #3 Data.....	104
Research Question #4 Data.....	117
Procedures and Analysis of Data.....	138
Research Question #1 Analysis.....	139
Research Question #2 Analysis.....	145
Research Question #3 Analysis.....	155
Research Question #4 Analysis.....	160
Summary.....	165
Female Doctoral Students and The Doctoral Advisor Selection Process.....	165
Female Doctoral Students and The Quality and Characteristics of Their Relationship With Their Advisors.....	166
Female Doctoral Students and The Impact of the Advisor/Advisee Relationship On Program Satisfaction.....	168
Other Contributing Factors to The Female Doctoral Advisement Experiences and Their Impact on Program Satisfaction.....	169
The Phenomenon of This Study.....	170
The Phenomenon and Its Contribution to Related Literature.....	171
Grounded Theory.....	171
Student Motivation.....	171
Satisfaction Detractors and Distracters.....	172
Satisfaction.....	174
Program Satisfaction Model.....	174
Theory Into Practice.....	178
CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS.....	180
Common Themes and Differences.....	180
Research Question One: Advisor Selection.....	180
Research Question Two: Quality of the Advisor/Advisee Relationship.....	180
Research Question Three: Impact of Advisement on Program Satisfaction.....	181
Research Question Four: Impact of External Factors on Advisement and Program Satisfaction.....	181
Limitations of This Study.....	182
Recommendations for Future Research.....	183
Implications of This Study.....	183
Female Doctoral Students.....	183
Doctoral Advisors.....	185
Graduate School Administrators.....	187
Summary.....	189
REFERENCES.....	190
APPENDIX A: CONSENT FORM.....	199
APPENDIX B: BACKGROUND INFORMATION SURVEY.....	201

APPENDIX C: OPEN-ENDED INTERVIEW QUESTIONS	202
VITA.....	204

LIST OF TABLES

A.	Female Doctoral Participant Demographic Information at a Glance I.....	61
B.	Female Doctoral Participant Demographic Information at a Glance II.....	62
C.	Female Doctoral Student Advisement Satisfaction.....	137
D.	Program Satisfaction Model.....	175
E.	Participant Detractors and Distracters.....	175

ABSTRACT

The purpose of this study was to seek a greater understanding of the female doctoral student experience. In particular, the emphasis of this study is on exploring the dynamics and consequences of the advisor/advisee relationships that female doctoral students experience.

This study was designed to address the role of ethnicity and gender in: (a) the selection of an advisor; (b) the quality and characteristics of the advisor/advisee relationship; (c) the impact of the advisor/advisee relationships on program satisfaction; and (d) the impact of external factors on the advisor/advisee relationship and academic experience of female doctoral students.

To accomplish this goal, qualitative methods were utilized to study the advisor/advisee relationship experiences of six doctoral students.

Results of this study suggest female doctoral students may become disillusioned with their progress or feel the weight of external factors bearing down on their progress. Students managing effective relationships with their advisors shared these feelings with their advisors. It appears open communication can make a tremendous difference in the type of advisement experience a female doctoral student shares with her advisor.

The participants of this study suggest graduate advisors should expect the most from female doctoral students, but refrain from exerting their values and beliefs academically, professionally, or personally upon them. These female doctoral student participants hold their advisors in high esteem and regard. All study participants seem to subscribe to the belief that advisors can make or break them. This study suggests the ultimate advisement goal these female doctoral student participants have with regard to their advisee/advisee relationship is that their advisors not break them, while they are making them or help to put them back together if they do break their spirits during the doctoral process.

This study also suggests that graduate school and academic departmental administrators have a unique responsibility with regard to doctoral student advisement. Participants suggest it would be beneficial to have a systematic opportunity for doctoral students to acquire an appropriate advisor.

These experiences though singularly unique are collectively powerful in providing an increased understanding of the shared essence of female doctoral students existing within academia today.

CHAPTER ONE: INTRODUCTION

The purpose of this study was to seek a greater understanding of the female doctoral student experience within a college of education. The emphasis of this study was on exploring the dynamics and consequences of the advisor/advisee relationships that these female doctoral students experienced.

Traditionally, in the United States, white male students and professors have dominated most graduate programs (Digest of Educational Statistics, 1999). Over the past few decades, however, the enrollment of women and ethnic minorities in doctoral programs has grown steadily with the result being a significant increase in the diversity of graduate student populations (Hamilton, 1998; Kerlin, 1997). In contrast, the faculties of most graduate programs, especially senior and tenured faculty, continue to consist largely of European American males. This observation suggests that women and ethnic minority graduate students are unlikely to find a major advisor with demographic characteristics similar to their own. Because there is evidence that graduate students, as well as faculty, seek advisor/advisee relationships based on likenesses (e.g., shared interests, gender, ethnicity, social background, etc.), the absence of diversity in the faculty ranks suggests that women and ethnic minorities may have more difficulty establishing meaningful advisor/advisee relationships than do their European American male counterparts (Clark, 1999; Ulku-Steiner, Kurtz-Costes, & Kinlaw, 2000).

The increasing demographic diversity of graduate students throughout the United States is such that in many social science programs, female graduate students now outnumber their male counterparts (Blackwell, 1989; Digest of Educational Statistics, 1995; Hamilton, 1998). These trends have opened new paths of research regarding doctoral students and graduate school

experiences. There is evidence, for example, that gender alone is an important factor in determining the likelihood that a graduate student will achieve an advanced degree. (Guillemin, Holmstrom, & Garvin, 1979; Hall & Sandler, 1984; Hite, 1985; Holmstrom & Holmstrom, 1974; Kerlin, 1997). Further, these studies suggest that gender is related to the depth of student involvement in an academic department; that there are gender differences in student perceptions of social acceptance; and, that there are significant gender differences in graduate students' beliefs regarding advisor support (Clark, 1999; Hall & Sandler, 1982; Harrison & Wright, 1996; Lees, 1996; Turner & Thompson, 1993).

Research on the advisor/advisee relationship suggests that the effectiveness of good advising and the evolution of a strong positive advisor/advisee relationship between the major professor and the doctoral student greatly increases the student's likelihood for success (Barger & Mayo-Chamberlain, 1983; Heinrich, 1995; Rose, 1999; Shapiro, Briggs-Kenney, Robinson, & DeJarenette, 1997; Turner & Thompson, 1992; White, 1997). This success includes expedient full-time doctoral course work completion, a successful general examination defense, co-authored papers with faculty and instructors, conference presentations, completion of the dissertation, and ultimately, a strong bridge to career opportunities (Shapiro, et al., 1997; Turner & Thompson, 1992).

After reviewing relevant doctoral advisor/advisee literature, cited in Chapter Two, the research questions this researcher wished to investigate include the following:

- (1) How successful are female doctoral students in securing an advisee/advisor relationship with desired faculty?
- (2) What types of relationships do female doctoral students maintain with their advisors and why?

- (3) What is the impact of the advisor on the female doctoral student's program satisfaction?
- (4) Are there external factors that impact the female doctoral student experience?

Positioning The Study

This research is of particular interest to me because I have personally dedicated a significant amount of time, energy and resources to the completion of my doctorate degree requirements. As I have continued to navigate through the doctoral process I have often pondered whether fellow doctoral students have experienced the same journey that I have. Higher education policies and procedures have always been of interest to me, while the pursuit and completion of the doctorate has long been a personal and professional goal. Collectively, my educational and professional interests and goals have led me to the question: "What are the experiences of other doctoral candidates?" In particular I have questioned the experience of women. "What are the actual lived experiences of other female doctoral candidates in the college of education?" "Could they have made it with or without their selected advisor?" "Would they have finished sooner or later had it not been for the personality, strategies, or competencies of their advisor?" In reflecting upon my own experience, I entered my doctoral program in Spring 1995, as a young teacher, wife, and mother of a two-year old daughter. By spring 1997, I had completed all required coursework and passed all general written and oral examinations. There were a few turbulent procedural moments, but I suspected it was all part of the process. Despite this optimism, my experience has been riddled with adversity. My first advisor/committee chair, who was also the chairperson of the academic department of which I was enrolled, left to work at another university. Therefore, I selected another advisor and

doctoral committee chair. I was pleased with both the first and subsequent selections. Nevertheless, four of my other committee members have dropped off of my dissertation committee, no longer employed at the university. Other updates include divorcing my husband and relocating to another city for a new and more lucrative employment. My new job has provided increased financial comfort for my daughter and myself. But, the accelerated level of travel associated with this position has made the final phase of the doctorate pursuit an even more cumbersome task.

Since the spring of 1995, every decision that I have made both personally and professionally has been a direct or indirect result of where I have been logistically in the doctoral degree process. Even future personal and professional advances are waiting in the shadows of my dissertation completion. This endeavor has become a significant factor in my life. I really believe my commitment to this goal and the role of my doctoral advisor/committee chair have been the backbone of my persistence. Throughout this process, my relationship with my doctoral advisor can be described in terms of feelings ranging from elation to frustration.

I believe each student's experience is unique, but I also believe today's female doctoral students, who are saturated with tremendous academic, professional, and personal responsibilities and obligations have an interesting and valuable story to tell.

Significance of the Study

Pursuit of the doctorate degree can be one of the most challenging and exhaustive endeavors in the academic life of a student. The doctoral experience reaches beyond the mere transmittal of knowledge and entails the internalization of norms and values which impact the personal, as well as the professional, life of a student. For many, the academic and personal socialization which occurs during the doctoral experience foreshadows program satisfaction,

future professional success, career opportunities, and personal growth and outcomes (Dinham & Scott, 1999). Although each doctoral student may have a story that is unique to his or her academic experience, there may exist common threads which are important to graduate socialization and overall program satisfaction. Research suggests (Cummins-Collier, 1998; Heinrich, 1991) that one of the most important determinants of a positive experience in graduate school is the strength and depth of the relationship a doctoral student maintains with his or her academic advisor. While a strong relationship may presage success, a negative or weak relationship can delay completion of graduate studies, increase frustration and stress, and can be a significant factor in withdrawal from graduate education (Kenty, 2000; Lees, 1996; Schwarz, 1997). Research also suggests that the quality of the advisor/advisee relationship is related to the gender and ethnicity of both the student and the faculty advisor (Bowman, Hatley, & Bowman, 1995; Bruce, 1995; Gilbert, 1985; Gilbert, et al., 1983). More specifically, some studies report that female and ethnic minority students frequently experience greater difficulty establishing positive and productive relationships with their advisors than do European American male students (Heinrich, 1991; Heinrich, 1995; Terenzini, 1997). Hence the questions arise, “who do female doctoral students select as their advisors?,” “What are some of the actual lived experiences of female doctoral students with respect to advisor selection and interaction? What are the outcomes of these selections and interactions?” and “Are there other external factors that effect this relationship and student success?”

The Research

Over the past two decades many of the more obvious disparities (e.g. admissions, financial support, etc.) between male and female students in doctoral programs have decreased (Gilbert, 1985; Schuckman, 1987; Schroeder & Mynatt, 1993). Also, according to research,

many female doctoral students report overall feelings of adjustment and comfort with university life and departmental doctoral programs, especially with regard to academic issues (Gilbert, 1985; Gilbert, et al., 1983). Currently, primary concerns for many women in doctoral programs appear to be related to professional socialization and overall program satisfaction. Both of these issues have an intricate link to the advisor/advisee relationship (Lees, 1996). Professional socialization is defined as the manner in which a student interacts, either positively or negatively, with others (fellow students and faculty) within the academic realm in which the student exists. Overall program satisfaction can be described as feelings the student has about the doctoral program in which s/he is enrolled (Sayrs, 1999). Many students attribute positive professional socialization and overall program satisfaction to the relationship they maintain with their advisors/major professors (Barger & Mayo-Chamberlain, 1983; Goldstein, 1979; Kjerulff & Blood, 1973; Schroeder & Mynatt, 1993).

Studies have also shown that when given the opportunity, most doctoral students select advisors and major professors with whom they feel comfortable interacting (Allen, Jacobson, & Lomotey, 1995; King, 1995; Turner & Thompson, 1992; Ulku-Steiner, et al., 2000). Many students find comfort among individuals who reflect their own identities (Blackwell, 1989; Hall & Sandler, 1982; Levinson, Darrow, Klwin, Levinson & McKee, 1976; Moore, 1982). This way of thinking also seems to hold true for professors and doctoral advisors (Blackwell, 1983; Levinson, et al., 1976). Most professors, it is argued, want to reproduce themselves through students they respect, admire, and hope to mentor (Blackwell, 1983). As a result of this thinking, professors tend to select appropriate protégés (Blackwell, 1989). While these selections are likely based on shared interests, they may also reflect similarities in gender and/or socio-cultural attributes such as race, ethnicity, religion, and social class (Blackwell, 1989; Turner &

Thompson, 1993). Because females and ethnic minorities are underrepresented as faculty members, female and ethnic minority students may find difficulty obtaining an enthusiastic advisor, which results in a reduced number of them being selected as protégés (Blackwell, 1983; Allen, et al., 1995). On the other hand, because of the changing demographics among some college faculties, there may be an increasing chance that female and ethnic minority students will find faculty with whom they share social backgrounds, as well as academic interests. The dynamics of these relationships are only recently beginning to be explored.

The Research Questions

The overall question of this study is as follows: “What is the lived experience of female doctoral students in a college of education?” This exploration was pursued by examining the following sub-level categories: (1) the selection of an advisor; (2) the quality and characteristics of the advisor/advisee relationship; (3) the impact of the advisor/advisee relationships on program satisfaction; and (4) the impact of external factors on the advisor/advisee relationship and academic experience of female doctoral students.

The sub-level categories will further explore these specific female doctoral advisement questions:

(1) The research questions related to the selection of an advisor are as follows:

(a) What are the characteristics of faculty that female doctoral students consider when identifying an academic advisor?

(b) What are the strategies female graduate students utilize to establish an advisee/advisor relationship with desired faculty?

(c) How successful are female doctoral students in securing an advisee/advisor relationship with desired faculty?

(2) The research questions related to the quality of the advisor/advisee relationship are as follows:

(a) What types of relationships do female graduate students maintain with their advisors and why?

(b) How satisfied are female graduate students with the relationships they maintain with their academic advisors?

(c) What factors are common sources of stress in the relationship between female graduate students and their advisors?

(3) The research questions related to the impact of the advisor on program satisfaction are as follows:

(a) To what extent do female graduate students perceive that the advisor is a key determinant of a successful graduate experience?

(b) To what extent do female graduate students perceive that the advisor is a key factor in a student's level of satisfaction with a graduate program?

(c) Is the level of satisfaction of female graduate students with their doctoral programs related to the level of satisfaction they have with their academic advisor?

(d) What types of advisee/advisor relationships are most significantly related to the overall satisfaction of female graduate students with their doctoral programs?

(4) The research questions related to external factors that have contributed to advisor and program satisfaction are as follows:

(a) To what extent has marital status or change in status contributed to the quality of the relationship with advisor and program satisfaction?

- (b) To what extent has responsibility to raise children contributed to the quality of relationship with advisor and program satisfaction?
- (c) To what extent has responsibility to other family members contributed to the quality of relationship with advisor and program satisfaction?
- (d) To what extent has employment responsibilities contributed to the quality of relationship with advisor and program satisfaction?
- (e) To what extent has financial responsibilities contributed to the quality of relationship with advisor and program satisfaction?
- (f) To what extent has social or civic responsibilities contributed to the quality of relationship with advisor and program satisfaction?

Overview of the Methodology

Qualitative methodology was used to study the impact of the relationship of the advisors in the lives of female doctoral students. Semi-structured interviews were conducted as the data gathering technique. This is a technique in which the interviewer asks a series of structured questions and then probes more deeply with open-ended questions to obtain additional information (Gall, Borg, & Gall, 1996). The major goal of this study was to provide a forum for the experiences of less often voiced students to be heard. Six female doctoral students, enrolled within a college of education were selected to share their experiences through providing responses to open-ended questions within the context of semi-structured interviews.

The participants of this study were selected by method of purposeful and snowball sampling. The logic of purposeful sampling was to select information rich cases whose stories explored the questions of the study. Snowball sampling allowed the researcher to identify appropriate cases from informants that know individuals that may provide information rich,

interview subjects (Patton, 1990). All participants were female doctoral candidates within a college of education. This means all participants completed all doctoral coursework and passed all written and oral general examinations to be considered a 'doctoral candidate'. Participants represented diverse ethnicities. This study used purposefully selected European and African American female participants.

Organization of the Dissertation

The following chapter provides a summarized review of the literature, which relates to the research questions. The key components of this review are: (1) The significance of the advisor and selection of a doctoral advisor; (2) Descriptions of the relationships of doctoral advisors/advisees; (3) Doctoral student satisfaction and outcomes relative to the advisor/advisee relationship; and, (4) Discussion of external factors and their impact on female doctoral advisor interactions and program satisfaction.

Chapter Three describes the qualitative method that was used to conduct this study. This chapter provides a discussion of general qualitative methods and procedures, and then discusses the particular qualitative strategies of this study. In addition, measures and procedures to provide the most accurate findings are presented.

Chapter Four presents the participants and the interview process.

Chapter Five presents the findings and an analysis of the data.

Chapter Six concludes with a discussion of the results, conclusions, implications of findings, and suggestions for future research studies.

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this study was to identify the factors which affect female doctoral student advisor selection in a college of education and to determine how this selection affects overall program satisfaction. This research examines how the advisor/advisee relationship affects graduate student experiences, professional socialization, overall graduate program satisfaction and how other external factors that may also affect the advisor/advisee relationship and program satisfaction.

The four components of research literature that were reviewed relative to female doctoral students and their advisement is presented as follows: (a) the selection process of a doctoral advisor, (b) the quality and characteristics of the advisor/advisee relationship, (c) the impact of the advisor/advisee relationships on program satisfaction, and (d) external factors affecting female doctoral student experiences. Relevant articles, manuals, papers, abstracts, periodicals, dissertations, and books were retrieved using online searches at multiple research libraries.

The Selection Process of a Doctoral Advisor

Doctoral pursuit and Gender Distinctions

Nationally, women have begun entering doctoral programs at an increased rate compared to previous years (Digest of Education Statistics, 1996). In addition, the proportion of women completing doctoral programs has increased each year since 1960 (Digest of Educational Statistics, 1995). Nevertheless, this completion rate is minimized by that of male doctoral students' greater and more expedient matriculation success (Digest of Educational Statistics, 1999; Wiemers, 1998). Despite greater numbers of

women entering doctoral programs, many take a longer time to complete their program or they simply dropout (Bair, 1999; Fordon, 1996; Wiemer, 1998).

Many doctoral degree programs are generally dominated by male students and male faculty, despite the increased presence of females in graduate school (Digest of Educational Statistics, 1999). Among these limited numbers of female doctoral students, many report feelings of stress, dissatisfaction, frustration, and overwhelming feelings of dismay (Dinham & Scott, 1999; Fordon, 1996; Lees, 1996).

Unfortunately, little is known about women doctoral students' experiences (Carter, 1983; Heinrich, 1995; Jenkins, 1985; Vartuli, 1982). Much of what is known does not seem to be understood across all universities, departments, and doctoral degree programs (Clark, 1999). Many female doctoral students feel their academic departments are not supportive of their efforts. (Fordon, 1996). One of the essential components of female doctoral students' academic experiences seems to center around the selection of an advisor (Brier, 1997; Cummins-Collier, 1998; Lyons-Hunter, 1999; Sayrs, 1999). Research, which explores the outcomes of various male or female advisors and female advisee relationships, is limited. The presence of power or control, which drive these inter-relationships, have only recently been examined (Damrosch, 2000; Lees, 1996). Valid issues of cross-gender attraction and how it is handled in both effective and ineffective ways has also moderately been explored in doctoral advisor/advisee literature (Heinrich, 1995; Lees, 1996; Ulku-Steiner, et al., 2000).

Though sparse, related research literature provides important distinctions between male and female doctoral student experiences and relationships with faculty. Many female doctoral students select less rigorous programs and take longer to graduate than

their male counterparts (Kerlin, 1997). Interestingly, female students consistently enter graduate school with higher GPA's than their male counterparts, yet they are more likely to drop out of doctoral programs, only to complete their masters degree (Berg & Ferber, 1983; Holstrom & Holstrom, 1974; Schroeder & Mynatt, 1993; Solomon, 1976). Many female doctoral students report feeling isolated, stressed, or alienated, that their academic abilities are not respected or that they are negatively stereotyped by faculty. (Clark, 1999; Fordon, 1996). Research studies also suggest that those female doctoral students that do not dropout continue to consider this option more often than male students throughout their doctoral pursuits (Holstrom & Holstrom, 1974). The difference in the persistence of male and female doctoral students lends itself for serious review.

Selection of a Doctoral Advisor/Major Professor and Gender Related Consequences

Studies have shown that female and male doctoral students, when provided the opportunity, select advisors who reflect their own gender and/or ethnicity (Allen, et al., 1995; Levinson, et al., 1976; Schroeder & Mynatt, 1993, 1997). In one study, female graduate students who had female advisors viewed themselves as more self-assured and career driven than female students who had male advisors (Levinson, et al., 1976). Female students with female advisors ranked their relationship with this faculty member higher than male students ranked similar relationships with male professors. Despite a desire to select a female advisor many female doctoral students continue, surprisingly, to select male advisors. Research has attributed this phenomenon to students' perceived association of power with males in higher education (Heinrich, 1995; Clabaugh, 1986). Female students believe these professors will more advantageously support their goals because of their departmental status or professorship rank.

The Quality and Characteristics of the Advisor/Advisee Relationship

Women, as previously mentioned, are entering doctoral programs at an increased rate. In some departments more female doctoral students are enrolled than males (Digest of Education Statistics, 1996). Despite these statistics, studies show masculine characteristics are still valued in education more than female attributes (Heinrich, 1991, 1995; Martin, 1986). Therefore, gender continues to maintain a significant role in educational research. Men in higher education have been characterized with possessing more power than women faculty. This power can often be expressed in gender related terms (Heinrich, 1991). Therefore, it seems valuable to understand the implications of male advisor/female advisee relationships. Despite the growing number of women in doctoral programs little is known about their graduate study experiences with their male advisors. (Anderson, 1986; Carter, 1983; Heinrich, 1991; Jenkins, 1985; Vartuli, 1982).

Power Relationships Between Female Doctoral Students and Male Advisors

Related literature describes the range of cross gender advisement relationships between male advisors and female advisees from masculine approaches/feminine approaches to androgynous (Heinrich, 1991; Lees, 1996). Advisors that were able to balance the task and interpersonal aspects of the advisor/advisee relationship created a relationship that was comfortable for both parties. These advisors were perceived as caring about their advisees' well being as well as their "topic" (Dziecht & Weiner, 1984). If gender related attractions emerged these advisors were able to deal with these issues in a sensitive manner. Female students described these relationships as "Father Advisor/Daughter Advisee or Colleague Advisor/Colleague Advisee" relationships (Heinrich, 1991). Male advisors who were unable to master these desirable qualities

were described by female doctoral students as fostering negative advisor/advisee relationships (O'Neil & Wrightman, 1992). These relationships were categorized in one study as Guru Advisor/Harem Advisees, Casanova Advisor/Sex Object Advisee, or Inadequate Advisor/Overly Competent Advisee relationships (Heinrich, 1991; Lees, 1996). Literature which explores the outcomes of these relationships, has been significant, yet minimal.

The "Cinderella Complex" is also a phenomenon, which may develop between a male advisor and female advisee (Wolfgang & Dowling, 1981). In these scenarios, the female students become personally and/or psychologically dependent upon the advisor. These students develop a fear of failure and having to work alone. These women can acquire successful program satisfaction and professional socialization if they are advised by professors who can influence their behavior from dependency to independence through the power of positive expectations (Anderson & Swazey, 1998). More research on these doctoral student advisor/advisee experiences is warranted.

Power Relationships Between Female Doctoral Students and Female Advisors

Relevant literature also suggests that women that have selected female advisors deal with different power issues other than their peers who have male advisors (Heinrich, 1995). These students experience different relationships with their female major professors. The diversity of these relationships extends from what has been described as professional friendships to a "silent betrayal". These experiences are expressed through the use of power. In a related study participants described two kinds of power, personal power and legitimate power. Personal power is described as power from within the individual (Heinrich, 1995). Advisors and advisees both maintain this kind of intrinsic

power. Only advisors possess legitimate power, which is acquired through affiliation with a university. Some professors possess more legitimate power than others, exemplified by their professional status and rank. For the purposes of this research it will be important to discuss personal and legitimate power to understand how they affect female advisor/female advisee relationships, professional socialization, and program satisfaction.

Research studies involving female doctoral students and female advisors suggests that three types of power relationships exist for female doctoral students (Heinrich, 1995): “power with” relationships between professional friend advisors and colleague advisees; “power over” relationships are found between uncompromising advisors and unquestioning advisees; and finally “power disowned” relationships evolve between negatively demanding advisors and advisees that want to satisfy/please or between inadequate advisors and over adequate advisees (Damrosch, 2000). Heinrich’s research (1995) has shown female doctoral students who maintain personal power were able to effectively select a female advisor and maintain a “power with” relationship. These advisor/advisee partnerships demonstrated shared professional relationships. These students were able to learn and grow from their relationships with their advisors. These advisors in turn shared decision-making and were able to negotiate conflicts. This type of relationship can be characterized as gender sensitive. The advisor uses her legitimate power in the best interest of the advisee. This promotes the academic and professional success of the student. These “power with” relationships foster lifelong collegial and professional friendships. Heinrich (1995) also found some female advisor/female advisee relationships as exhibiting “power over”. Female students that found themselves

in advising scenarios described as iron maiden/hand maiden relationships had given up their personal power. These advisors systematically used their legitimate power to establish a hierarchical and task oriented relationship. Conflicts were addressed by direct confrontation. This advising style requires that the female advisee always remain self-motivated and survive on her own, despite hardships. Because this advisor is strong, she expects her female advisees to respond and produce as effectively. The advisee must fight her way to the top, as her advisor has done.

Heinrich's research (1995) reveals yet another relationship found between female advisors and female advisees. "Power disowned" relationships occur when the female advisor hands her legitimate power over to the student. A relationship described as "the negative mother advisor-good daughter advisee" develops (Heinrich, 1995). These advisors initially appear to be very supportive and interested. Yet, if red tape or confrontation were to emerge, this advisor would consistently choose not to use her legitimate power to protect the rights and interests of her advisee. This empathy can be just as detrimental to the student as an advisor who was not interested at all. Nevertheless, the student continues to rely on this advisor and has faith in her. Unfortunately, personal or professional deficiencies or self-doubt have made this advisor unmotivated to take a stand when needed. The kindness the advisor initially extended makes it difficult for the advisee to confront the advisor about these issues. Usually the advisee opts to remain silent (Kram, 1985).

Power disowned relationships have also been exhibited in the phenomenon research describes as an inadequate advisor/over adequate advisee. Inadequate advisors often focused most of their attention on the inter-relationship between herself and her

female advisees. These advisors were unable to provide the criticism and constructive advising most advisees need. This female advisor was more interested in the personal relationships she maintains with her students. The advisees in many instances were silent about their frustrations and sought out more direct advice and essential strong criticism elsewhere (Heinrich, 1995).

Research has shown that doctoral success is higher for female students that interact with female faculty during their doctoral studies. Goldstein (1979) found increased same gender interaction correlated with increased student publications. Other studies have conflicted with these conclusions. Schuckman (1987) found no difference in this area, while Sugar and Tracy (1989) suggest that interactions with male professors is positively correlated with male student publications. These conflicting results warrant continued research in this area.

Double Jeopardy/Dual Minority Status

A careful research examination of female doctoral advisement relationships would not be complete without a review of a unique population of female doctoral students, women of color. Women of color in doctoral degree programs represent a dual minority status, representing both minority gender and ethnicity. Research suggests that this combined minority status affects these students' perceptions of their graduate school experience, advisor/advisee relationships, and degree attainment success (Levinson, et al., 1976; Matthews, 1992; Weaver, 1999). Researchers purport that higher education institutions are organized to perpetuate "self containment" and "marginalization" (Turner & Thompson, 1993). Several researchers assert that race and gender are interlocking sources of this marginalization in higher education (Aisenberg & Harrington, 1988;

Aronson & Swanson 1991; Carter, Pearson, & Shavlik, 1988; Collins, 1989; Hooks, 1989; Turner & Thompson, 1993). Though reported as a subtle influence, a critical source of this marginalization is a professional environment that fails to support or encourage women (Clark, 1999; Clark & Corcoran, 1986; Ewing, 1999). Relevant literature (Clark, 1999; Weaver, 1999), suggests this marginalization is high for double minorities of gender and race.

The largest group of doctoral students affected by this predicament is African American women. Ironically, studies have suggested that many African American doctoral female students believe their greatest barrier is their gender, despite the reported findings that they are not as satisfied with the socialization and academic experiences as majority female doctoral students. In one study, 80% of African American women did not have an African American advisor. Fifty percent of these students believed African American professors benefited African American students. Yet, only 30% believed African American advisors were only beneficial under some circumstances (Turner & Thompson, 1993). Another study surveyed African American doctoral students at a predominantly European American institution. Many described their experience as devaluing of their culture, alienating, and inhospitable (Clark, 1999; Terenzini, 1997).

The Impact of the Advisor/Advisee Relationships on Program Satisfaction

The following literature suggests an ability to engage in positive socialization experiences within one's department of study may be an important quality. Socialization is described as a process by which a person learns the ways of a group or society in order to become a functioning participant (Kopera, 1998; Turner & Thompson, 1992; Allen, et al., 1995; Shakeshaft, 1987). Many graduate students consider this socialization to be

one of the most important factors in determining the quality of their graduate experience (Barger & Mayo-Chamberlain, 1983; Becker & Carper, 1956; Bogat & Redner, 1985; Bova & Phillips, 1982; Cronan-Hillix, Gensheimer, Cronan-Hillix, & Davidson, 1986; Kjerulff & Blood, 1973; Schroeder & Mynatt, 1997). The graduate student's advisor most often provides these opportunities (Barger & Mayo-Chamberlain, 1983; Allen, et al., 1995). Therefore, the relationship, which is developed between the student and his or her advisor/major professor is a very important one (Takizawa, 1998). This relationship can be described as advisor/advisee interaction. Advisors can be the key in advancing the academic and professional careers of advisees (Brier, 1997; Cameron & Blackburn, 1981; Damrosch, 2000).

Women in doctoral programs often report feeling overlooked, neglected, unsupported, and even dismissed by faculty (Hite, 1985; Schroeder & Mynatt, 1993). Males in similar programs perceived more faculty support and an increased accessibility to professors as compared to their female counterparts (Schroeder & Mynatt, 1993, 1995). Holstrom & Holstrom (1974) found women believed faculty take them seriously as graduate students at a rate of 21%, while men found themselves accepted at a rate of 31%. Research also found that fewer women are offered co-authorships with faculty, that they receive limited opportunities to accompany a professor on a professional conference trip, and that they were seldom asked to meet with scholars from other departments for collegial and scholarly exchanges (Schroeder & Mynatt, 1993; Shapiro, et al., 1997; Turner & Thompson, 1992). The literature on advisement and graduate school success suggests that these interactions are central to a student's research training, development of a positive identity, commitment to the profession, and socialization into the profession

(Bronstein, Black, & Caucasian, 1986; Hartnett, 1976; Hite, 1985; Holmstrom & Holstrom, 1974; Kjerulff & Blood, 1973; Schroeder & Mynatt, 1993).

The Importance of Student-Faculty Interaction

Many graduate students believe the relationships they maintain with members of the faculty are the most important contributing aspects to the quality of their graduate education success and satisfaction with a graduate program (Acquinis, Nesler, Quigley, Lee, Tedeschi, 1996; Benassi & Ferland, 1993; Hartnett & Katz, 1977; Hartnett, 1976; Rodgers, 1980). Doctoral degree attainment has been referred to as a student's ability to socialize successfully as a developmental process mainly influenced by student-faculty interrelationship (Acquinis, et al., 1996; Braxton, Brier & Hossler, 1988; Harnett & Katz, 1977; Turner & Thompson, 1993). Without this interaction the student's graduate socialization outcomes maybe compromised (Cameron & Blackburn, 1981).

The degree to which faculty can influence students and the power of relationships between graduate students and their faculty supervisors is often described as one of the most critical determinants of graduate students' program satisfaction, professional socialization, and ultimately, degree attainment. According to Levinson, et al. (1976), advisors support their advisees' dreams and are willing to sacrifice to have these dreams realized.

Power and Doctoral Advisement

The advisor can ultimately provide the stability a doctoral student needs to graduate (Levinson, et al., 1976). This stability seems to transfer into a type of power or control. French and Raven (1959) have developed a taxonomy for power, which has been widely accepted throughout various areas of research study. Their definition of

power is described as the ability or potential of an agent to alter a target's behavior, intentions, attitudes, beliefs, emotions, or values. Under this taxonomy there are five bases of power: referent, coercive, expert, legitimate, and reward.

Referent power has been defined as the student's desire to be associated with a particular professor or advisor. Coercive power is based on the student's belief that the advisor has the ability to punish him or her. Expert power is defined as the student's belief that the advisor can provide him or her with special knowledge. Legitimate power is based on the student's perception that the advisor has the legitimate right to influence him or her and that he or she is obligated to comply. The last, reward power, is the student's belief that the major professor has the ability to provide him or her with desired tangible or intangible benefits. Aquinis and colleagues (1996) explain, based on this taxonomy, that the advisor's power is a function of the perceptions of the advisee. Students that subscribe to particular power bases may be aligning themselves, knowing or unknowingly, for success or failure. Lees (1996) explains that many female doctoral students who have selected advisors based on perceived power later become unhappy and find difficulty discussing these concerns with their advisor.

Studies (Aquinis, et al., 1996) which tested these premises of power found that expert power is positively associated with perceptions of the quality of the relationship with supervising professors. Students were more likely to select professors of perceived expert power to serve on their dissertation committee and/or work collaboratively. Professors who were perceived to maintain reward power were desired dissertation committee members or potential co-authors of professional papers. Legitimate power is associated with trustworthiness and compliance. Yet, when coercive power was also

associated with the professor the legitimate power decreased accordingly. Referent power is related to trustworthiness and compliance. The highest compliance levels were reported when students reported a combined perception of reward and referent power. This study found students who perceived their academic supervisors as exerting coercive power were more likely to exhibit poor student-professor relationships, untrustworthiness, and low credibility. Therefore, the students were much less likely to select this supervising professor to serve on his/her dissertation committee (Aquinis, et al., 1996). This literature suggests that perceptions of power within advisor/advisee relationships should be further discussed.

Advisor/advisee literature is also limited in its discussion of the relationships between doctoral student socialization, satisfaction within an academic program, and the issue of power in relationships between the advisor and the advisee. Related literature (Cronan-Hillix, et al, 1986; Heinrich,1991,1995; Kram, 1985) suggests that these power bases are important variables to graduate student program satisfaction and professional socialization.

Mentioned previously in this literature review was the significant research findings related to the role of socialization in the doctoral experience for all students. Included in this socialization process were opportunities to co-author articles with professors, travel with professors to professional conferences, invitations to present with professors at academic meetings, and offers for graduate assistantships or apprenticeships. Turner and Thompson (1993) found European American women, though less than European American male students, had more apprentice and mentoring experiences and better support networks than any ethnic minority women in the same

doctoral programs. Interestingly, ethnic minority women still reported feeling little racial discrimination (Clark, 1999). Yet these same women have reported experiencing gender discrimination (Ulku-Steiner, et.al., 2000).

Other studies have revealed, despite the ethnic minority women's minimal reports of racial discrimination, that European American women consistently reported having more apprenticeship opportunities, increased graduate teaching assistantships, more opportunities to co-author papers with faculty, more opportunities to deliver presentations at professional conferences and strongly nurtured networks for future job opportunities (Turner & Thompson, 1993). These findings were also supported by the 60% of European American women holding teaching assistantships and the 27% of ethnic minority women maintaining similar positions (Shapiro, et al., 1997; Turner & Thompson, 1993). Researchers have attributed this disparity to overt and unconscious sexism towards European American women and increased dual racism and sexism from European American professors in higher education directed towards women of color (Aisenberg & Harrington, 1988; Aronson & Swanson, 1991; Carter, et al., 1988; Collins, 1989; Harrison, 1996; Hooks, 1989; Turner & Thompson, 1993).

Research Supported Explanations for Advisor/Advisee Disparities Among Women and Minority Doctoral Students

Women and ethnic minorities frequently enter doctoral programs with backgrounds very different from the majority culture (Hamilton, 1998). In fact, according to several researchers (Collins, 1989; Hall, Mays, & Allen, 1984; Hooks, 1989; Levinson, et al., 1976; Sandler, 1986; Turner & Thompson, 1993), their values may actually conflict with those of the academic culture, which has traditionally been dominated by European American males (Blackwell, 1987). Also, racism and sexism are frequently offered as

explanations for the marginalization of ethnic minorities and women in higher education (McClelland & Auster, 1990; Menges & Exum, 1983; Turner & Thompson, 1993; Weaver, 1999). In fact, ethnic minority and majority women enrolled in the same academic departments often describe the departments in very different terms (Clark, 1999). Ethnic majority women are likely to report feelings of cooperativeness and a sense of academic community. In contrast, ethnic minority women describe the same departments as settings which promote competitiveness, detachment, and isolation (Turner & Thompson, 1993).

Other Contributing Factors to the Female Doctoral Experience

Interestingly, stress seems to be a contributing factor, unique to the female doctoral experience (Choi, 1998; Dinham & Scott, 1999; Fox, 1984). It is not that stress did not previously exist for doctoral students, particularly females, rather that it is now being researched and evaluated for its impact on the doctoral experience. There are many stress contributors and success inhibitors put forth as barriers for doctoral completion. Some literature suggests that students waste too much time on teaching and research assistantships, in addition to family, work or domestic responsibilities (Bauer, 1997). Others research (Myers, 1999) suggests that the key to program satisfaction is a reduced doctoral student population. The idea is faculty working with fewer students more intimately will consistently increase completion rates (Magner, 1997; Myers, 1999). Other suggestions for increased satisfaction and completion rates include advisors understanding and valuing the diverse needs of a diverse doctoral student population. Ewing (1999) explains, professors must value and respect female doctoral students' systems of meanings in order to promote themselves and ability to utilize academic,

social, and personal support networks. Other research findings conclude mentoring programs in all doctoral departments are essential with enhanced focus on retaining “at-risk” students, women and ethnic minorities (Wiemers, 1998).

Another important component for female doctoral students is time dedicated to complete the doctoral degree. Schwarz (1997) found four major areas of advisement that impact time to complete the degree: advisor’s values, frequency of meetings with the advisor, advisor’s communication style and advisor’s dedication to help the student graduate on time. Lyons-Hunter (1999) suggests that positive mentoring by advisors made a significant contribution to the likelihood of academic success. Equally as important, Schwarz (1997) has identified four major areas of student characteristics that affect the time it takes to complete the degree: student’s intent to graduate, student’s work style, student’s expectations for the scope of the dissertation, and the student’s individual characteristics. These variables can affect the fit of the relationship between the advisor and advisee (Williams, 1997). Other crucial factors are described as student-related extra-institutional variables and institutional variables (Fordon, 1996; King & Baxter Magolda, 1996; Williams, 1997).

Summary

The growing population of female doctoral students across the country has only recently started to generate interest among researchers. Despite the increasing evidence that the many experiences of female doctoral students have been negative, and there are changing demographics of graduate programs, the literature remains insufficient in research that intricately examines the factors that effect female doctoral students’ advisor selections and the outcomes of these decisions. Relevant literature (Gilbert, et al., 1983;

Goldstein, 1979; Hall & Sandler, 1982, 1984; Kram, 1985; Schroeder & Mynatt, 1993, 1997) implies a relationship between gender, ethnicity, advisor/advisee relationships, professional socialization and graduate program satisfaction. This proposed research intends to qualitatively examine these relationships.

In an effort to explore more closely the lived experience of doctoral advisor selection and its effects on professional socialization and graduate program satisfaction for female doctoral students, a qualitative research study was conducted. Gall, Borg, & Borg (1996) explain that a sound plan for selecting a sample, collecting data, and analyzing data must be developed. In order to answer the questions: 1. Who do female doctoral students select to be their advisors? 2. What are the personal and academic experiences and outcomes of these decisions? 3. Does the selection of doctoral advisor predict graduate program satisfaction? 4. Are there external factors that impact female doctoral student experiences? A research study has been developed, conducted and data gathered and analyzed, and finally conclusions drawn. In addition, techniques were used to cross check whether data gathering techniques and procedures yield accurate data and trustworthy interpretation of results.

CHAPTER THREE: METHODOLOGY

Purpose

The research referenced in the Literature Review suggests that the advisor/advisee relationship plays a key role in the success of doctoral students. There has also been considerable evidence presented that suggests that this relationship may vary by the ethnicity and gender of the advisor and advisee in ways which have yet to be comprehensively explored. This study was designed to address this issue. Specifically, this study was designed to address the role of ethnicity and gender in: (a) the process of advisor selection by students; (b) the quality and characteristics of the advisor/advisee relationship; (c) the association of the advisor/advisee relationship with program satisfaction; and, (d) the effect of external factors on advisor relationship and program satisfaction. To accomplish this goal, qualitative methods were utilized to study the advisor/advisee relationship experiences of six doctoral students who are enrolled in a large research one university located in the southeastern region of the United States.

Qualitative Methodology

Qualitative methods used in this research consist of three kinds of data collection techniques: open-ended interviews, direct observation, and written documents. The data for qualitative analysis usually derives from fieldwork (Patton, 1990). The validity and reliability of qualitative data greatly depends on the skill of the researcher and these measures are usually reflected in the credibility, transferability, dependability, and confirmability of the qualitative study. Qualitative methods typically produce a wealth of detailed information about a small but critical group of people or cases. This intimate

population size can greatly increase understanding of the cases, situations, or experiences studied. The most significant weakness is reduced generalizability.

Despite reduced generalizability, qualitative methods of inquiry were well suited for this study because the goal was to understand the actual lived experiences of female doctoral student advisement. Once given the opportunity, each student explained in her own words experiences that may be in many ways similar to and different from the experiences of other students. Opportunities for open-ended responses and elaborations were best to capture the essence of the female doctoral student advisement experience. It was the researcher's intent that the information provided in the individual words of the participants would produce content rich information that would positively contribute to the existing body of related research.

The Research Design

The design of this research study was focused on exploring the experiences of female doctoral students. The literature review suggested that some common advisor/advisee experiences could possibly exist for female doctoral students. Qualitative methods, in particular phenomenology, were used to determine if commonalities are observed amongst the shared experience of female doctoral advisement. A phenomenological inquiry approach seeks to understand, "What is the structure and essence of experience of this phenomenon for these people?"(Patton, 1990). Husserl (1962) explains that phenomenology is meant to study how people describe things and experiences through their own observations. He further explains that the most basic philosophical assumptions are that we can only know what we experience. This

research, as explained by Patton (1990), therefore focuses on what people experience and how they interpret their world.

Phenomenology

Phenomenology assumes that there is an essence, or essences, to shared experiences (Patton, 1990). This means that there is an assumption that culture exists and is important, becoming the defining characteristic of a purely phenomenological study (Eichelberger, 1989). In this exploration of the doctoral advisement experience, the common culture that exists is gender. The strategy is to explore the advisement experiences of different female doctoral students through the process of bracketing, analyzing, and comparing the essences of these different experiences. The goal of this phenomenology study was to focus on descriptions of what participants experienced and how it is that they experienced what they experienced. The phenomenology explored in terms of this study are as follows: focus on the personal accounts of six female doctoral students' experiences with respect to (a) the selection process of a doctoral advisor, (b) the quality and characteristics of the advisor/advisee relationship, (c) the impact of the advisor/advisee relationship on program satisfaction and (d) external factors that affected their experiences.

Instrumentation – Quality and Credibility

The degree of reliability, quality, and the credibility of this proposed research study was increased by the existence of three elements: (1) The techniques and methods for gathering high quality data were carefully analyzed. (2) The credibility of the researcher were increased by sound training, experience, track record, status, and presentation of one's self. (3) The qualitative researcher maintained the philosophical

belief in the phenomenological paradigm of a fundamental appreciation of naturalistic inquiry, qualitative methods, inductive analysis, and holistic thinking (Patton, 1990).

A large degree of qualitative credibility is dependent upon the credibility of the researcher because the researcher is the instrument of data collection and the center of the analytic process. Therefore, the research must also ask herself: (1) Will the techniques and methods used ensure the integrity, validity and accuracy of the findings? (2) What do I bring to the study in terms of qualifications, experience, and perspective? (3) What paradigm orientation and assumptions drive this study? (Miles and Huberman, 1984)

The qualitative data collection of this study was strengthened by the examination of the suggested measures of the credibility, transferability, dependability, and confirmability. In addition, this study has increased depth and additional strength provided by multiple analysts.

The Researcher

The validity of qualitative research rests on the skill, competence, and rigor of the person doing the fieldwork (Patton, 1990). Hence, the researcher is the research instrument. Because the role of the researcher is so important, she must clearly outline her qualifications, purpose for conducting the study, and relationship to the participants.

I am a female doctoral candidate, enrolled in a college of education to work on my dissertation. I began my doctoral studies in the spring of 1995. Throughout the course of doctoral studies I have had two different advisors and several members of my dissertation committee to come and go. By the spring of 1997, I had completed all doctoral coursework and had successfully defended the written and oral general examinations. Since that time I have struggled to complete the final phase of my doctoral

program, the dissertation. My interest is drawn to this topic for two reasons: (a) I seek to find understanding of my advisement experience, as a female doctoral student; and, (b) I seek to broaden my scope of academic and personal knowledge of higher education graduate recruitment and persistence policies and procedures. Therefore, I approach this study from three aspects, as a fellow female doctoral student, participant and as an observer. As a participant, I bring my own experiences and values to the study, which are presented below.

Doctoral degree pursuit has been a tremendous feat to complete, for me, now as a single parent of a fourth grader, while employed full-time in a position that requires frequent travel. I have felt the emotional support of many friends and family members. Yet, my doctoral experience has revealed to me that the support of a strong, competent, committed advisor is key to doctoral completion. My experience has been that no matter how many people support and cheer on my doctoral degree efforts, without the support of my advisor, I am doomed for failure.

The dissertation has seemed to give me the most heartache. I have felt myself become excited about what I was reading or writing, believing that it was all finally coming together. Many times I felt enthused about my work, until I received it back from my advisor. Several times it appeared as though the entire proposal was all wrong and I would probably be better off starting all over again. The thought of starting all over or making significant changes became very depressing. Many times I edited, taking out and putting back in, until it seemed that I was back where I started two years before. This feeling often made me turn away from the dissertation and turn to other aspects of my life that had for quite some time been slighted or ignored; my daughter, my job, housework,

friends, personal relationships or even physical exercise. I believe the guilt of not attending to people or other responsibilities in my life has been the most frustrating. Every morning that I wake up and I am still not finished, I feel as though I have failed myself and those that believe in me. This doctoral student experience has of course not been all negative, but much of it has been very nerve-racking.

Reflecting upon my own doctoral experiences, including interactions with my advisor and many conversations with fellow female doctoral students, has prepared me to conduct this study. This preparation includes the processes of bracketing my experiences to better understand those of the six participants. Bracketing seriously explores a phenomenon. This exploration is a process of taking apart and examining the elements and essential structures of the phenomenon, searching for reoccurring meaning (Patton, 1990).

As the researcher, I understand that my assumptions about the female doctoral experience and advisement include: (a) that completing a doctorate degree is a grueling task; (b) that external factors contribute to completion delays (full-time employment, financial constraints, or family responsibilities); and, (c) that completion of the final phase, my dissertation rests in the hands of my advisor and me.

Acknowledgement and understanding of my own doctoral experience, including advisement issues, has been necessary to prepare for the interviews of the research participants. While aware of my own lived experience, it is my intention to provide an opportunity for all participants to have a forum in which they can express their own doctoral advisement experiences and reveal their individual perceptions of the female doctoral experience.

Trustworthiness

The value of research is typically measured by its level of credibility. Quantitative and qualitative measures of credibility are evaluated in different ways. The traditional measures of scientific credibility are examined through quantitative studies. These measures include internal validity, external validity, reliability, and objectivity (Lincoln & Guba, 1985). Qualitative research presents four alternative constructs: credibility, transferability, dependability, and confirmability (Lincoln & Guba, 1985). These four constructs, as explained by Lincoln & Guba (1985), demonstrate the truth value, or trustworthiness, of qualitative research (Lincoln & Guba, 1985).

Credibility

Credible research is derived from the rigor of the data collection and its analysis. Standards are established to assure the credibility of the researcher, as the data collection instrument and as the data analysis facilitator. The first step of credibility assurance is a comprehensive disclosure of the researcher, with respect to experience, training, and/or perspectives. The reader must be able to understand the personal connections which the researcher has to the study. Other strategies for increased credibility are triangulation or member check strategies. These are processes by which the researcher can guard against accusations that the study's findings are concluded from a single method, source, or single researcher or evaluator's opinions (Patton, 1990). This study explicitly discloses the researcher as the instrument. Utilization of member check techniques were implemented, as detailed below to strengthen the credibility of this study.

Transferability

This construct refers to the ability for one set of findings to be applicable in another context (Lincoln & Guba, 1985). It is further explained that the original researcher is not responsible for determining transferability (Lincoln and Guba, 1985). Hence s/he does not know in what possible new context the findings may be applied. It is the judgement of subsequent researchers to determine in what future context the findings may be appropriately applied. Therefore, future researchers must rely on thick descriptions of the original context which include the organizational culture and setting. The findings and conclusions must also be presented thoroughly and clearly for future interpretation (Lincoln & Guba, 1985; Patton, 1990). Transferability of this study is strengthened by presentation of long verbatim interview quotes, providing thick descriptions (Fetterman, 1989), while continuing to secure the anonymity of participants.

Dependability

The researcher as the investigator must remember that changes may occur over time in reporting results (Lincoln & Guba, 1985). The best way to provide evidence of appropriateness in varying inquiry decisions is through the use of organization and documentation. A carefully designed study has been created to increase dependability. This study also employs an auditing process to ensure dependability (Lincoln & Guba, 1985). This process will include an organized compilation of relevant materials and documents that guide good researcher practices. The audit findings will include: interview tapes and notes, field notes, transcriptions, procedural notes, debriefing notes, and peer review comments and findings.

Confirmability

The goal of this construct is to have the means to confirm the acquired data (Lincoln and Guba, 1985). Guba (1978) explained that the mandate should be for the researcher to be balanced, fair, and conscientious in taking account of multiple perspectives, multiple interests, and multiple realities. This study sought to implement clear and concise strategies for increased confirmability, one of which has been to outline the experiences and preconceived notions of the researcher as the data collection instrument. Another strategy was to create a well constructed process for data analysis to reinforce the neutrality and confirmability of the reported results.

Selection of Participants

Qualitative inquiry focuses on in-depth, relatively small samples, selected purposefully (Patton, 1990). The purpose of purposeful sampling is to select information-rich cases whose study will bring insight to the questions of the study (Patton, 1990). There are many types of purposeful sampling, the one selected for this study was snowball sampling. This is a technique for identifying “information-rich key informants” (Patton, 1990). In most organizations or systems, a few key individuals are mentioned repeatedly. Those people are recommended as valuable informants (Patton, 1990).

Six female doctoral students enrolled in a southeastern state research university’s college of education were selected by the use of the purposeful snowball sampling technique. These female doctoral students represent diverse ethnic populations of European and African American women. The participants were initially contacted by telephone to request and schedule interview appointments. Upon completion of initial

contact and of some participants' interviews, a request for other suggested appropriate participants was solicited from the first participants. The snowball technique was incorporated into the purposeful sampling strategy.

Participant Criteria

Participants were female doctoral candidates enrolled in a college of education. The term doctoral candidate refers to a doctoral student who has successfully completed all coursework, and has defended written and oral general examinations.

Design of the Study

The research design of this study will consist of informal conversational interviews, followed by standardized open-ended interviews. The purpose of the informal conversational interviews with two fellow female doctoral students is to check the comprehensiveness of the standardized open-ended questions that have been prepared for the open-ended interviews with the six participants. Once the open-ended interview questions were assessed for thoroughness, the open-ended interviews of the six female doctoral students were conducted.

Informal Conversational Interviews

Informal conversational interviews were conducted by telephone. These separate conversations with two fellow female doctoral students were used to check the prepared open-ended interview questions. Participants were asked general questions concerning their current status and progress in the doctoral process. Informal conversations discussing doctoral advisors were held. Any new doctoral advisement questions or concerns that emerged from these conversations were incorporated into the open-ended interview schedule of questions.

Standardized Open-ended Interview Design

The qualitative research component of this study sought to ascertain content rich information through the use of interviews (Patton, 1990). All interview participants were given the same opportunity to respond to the same questions in the same sequence. The purposeful snowball sampling of the six female doctoral students in the college of education was executed to understand the shared experiences with lived doctoral advisement. The participants were asked to reflect upon their own experiences. The richness of qualitative research can increase confidence in making generalizations about specific subgroups within the larger population. Questions asked by the researcher were exact and focused. The interview questions are discussed below to demonstrate the qualitative focus. Determination of the academic, social, or personal qualities that doctoral students seek out in an advisor were investigated with a ten-question interview. Steps by which doctoral students select an advisor will be explored by questions 1A, 1B, 1C, 1D, 1E, 1F, and 1G. The related literature suggests satisfaction with an advisor can foreshadow student success. Therefore, questions items 2A, 2B, and 2C will sought to uncover why students were pleased or displeased with their advisor. Literature previously cited touched upon the significance of advisor/advisee interaction and its impact on doctoral student socialization, satisfaction, and success. Hence, questions 3A, 3B, and 3C explored these relationships benefits and drawbacks. The final set of questions 4A, 4B, 4C, 4D, 4E, and 4F were developed to solicit understanding of external factors and their impact on female doctoral students' advisor/advisee relationship and overall program satisfaction. This is important to understand.

Individual Interviews

The individual interviews adhered to the standardized open-ended technique. Six female doctoral candidates were interviewed individually. The purpose of these interviews was to reveal an in-depth, rich wealth of information regarding the actual lived experiences of female doctoral candidate advisement.

These standardized open-ended questions were asked with exact wording. All participants were asked the same questions in an open-ended structure. The strength of this strategy is reduced interviewer bias from one interviewee to another. Another positive attribute of this research technique is that other researchers can review the interview instrument for evaluation. This facilitates research organization and the analysis of acquired data (Patton, 1990). The intent is to acquire a wealth of content rich data as suggested by Patton (1990).

Qualitative Data Collection

The qualitative data collection was conducted through the use of interviews. The specific type were opened ended interviews. This type of interview allows the participant to listen and respond to pre-determined written questions in her own words while reflecting upon her ideas and perceptions about a defined topic (Gall, et al., 1996). The Standardized Open-ended interview, as described by Patton (1990), was the instrument of choice. The topics and issues to be covered were determined in advance, and presented in an organized design. The strength of this inquiry format is that the interview structure allows participants to be researched individually and systematically (Patton, 1990).

In addition, the opened ended format ensured that respondents answer the same questions, thus increasing comparability of responses; data is complete for each person on the topics the researcher wants to make sure are addressed in a specific manner. This reduces researcher's effects and the biases sometimes associated with qualitative interviewing. It also facilitates organization and analysis of the data (Patton, 1990).

This qualitative aspect of the research design employed applied research techniques as discussed by Patton (1990). "The purpose of the research is to contribute knowledge that will help people understand the nature of a problem so that human beings can more effectively control their environment" (Patton, 1990, p153). These open-ended questions are designed to elicit which advisement relationships are most effective and which participants experience this success.

Understanding these ideas is key to simulating positive advisement opportunities for all doctoral students. The qualitative component of the study asked questions with the intent of soliciting responses that provide a greater understanding of the personal qualities/characteristics of advisors that appeal to female doctoral students, personal experiences with the advisor selection process, satisfaction with, benefits and/or drawbacks (immediate and long-term) associated with interacting with their advisor and impact of external factors on student advisement and program satisfaction experiences.

Credibility Check-Member Check

Data was cross-checked and organized collection procedures increased the consistency and accuracy of the reported data; hence, lending support to, and strengthening the results of the qualitative data analysis. Other female doctoral students were asked to read the collected interview data and participate independently and

collaboratively to interpret and analyze the data. Multiple opinions and final consensus will decrease the probability for single evaluator bias or mis-interpretation.

Data Analysis Procedures

Once the qualitative data collection and recording took place, organization and analyses followed. The procedure for analyzing qualitative data in this study is called Constant Comparative Method of Unitizing and Categorizing. Its origin stems from the coined phrase constant comparison developed by Barney Glaser and Anselm Strauss (1967). Constant comparison referred to a continual process of comparing segments within and across categories (Gall, et al., 1996). This procedure as discussed by Lincoln and Guba (1978) follows methodological steps. The first step is to figure out what things fit together. To do this the data must be broken down into the smallest units of information. Each unit of data should be individually recorded. Once the information is divided into units, it can be sorted. The evaluator must look for “reoccurring” regularities. The reoccurring regularities represent patterns that can be sorted into categories. Patton (1990) explains that these categories should be internally homogenous and externally heterogeneous. If there are too many unassignable data that do not fit into categories, the researcher should reexamine the categories as they have emerged (Guba, 1978). The units of information can be individually recorded on index cards or coded through a computer program. This procedure should be repeated until all information has been exhausted, all units are appropriately placed in accurate categories. Saturation of categories leads new categories to present redundancy, clear regularities emerge and are integrated, and “analysis begins to overextend beyond the boundaries of the issues and concerns guiding the analysis”(Guba, 1978).

Implementation Issues - Limitations of the Proposed Study

This study has limitations. The qualitative sample was drawn from a small pool of students at one large southeastern public state research one university. Selecting students from a larger geographic span could have increased the generalizability of the conclusions, while risking the depth, wealth, and richness of the data.

The second limitation noted by the researcher was found in the informational questionnaire. The instrument used was a self-reporting measure. Students were urged to respond as accurately as possible, but the possibility of response bias is a factor that must be considered.

Another limitation of this study is the instrumental use of open-ended questions. These questions allow for limited flexibility, standardized wording is used. Therefore, this may limit the naturalness of questions and responses.

Conclusions

This chapter has outlined the justification and strategies for implementing a sound qualitative research design with emphasis on phenomenology. Justification was provided for appropriateness of phenomenology. Other procedural measures were also reviewed, including: the selection of specified participants, the logic of chosen data collection techniques, and the theories were elected data analyses procedures. In addition, relevant information regarding the importance of the roles and responsibilities of the researcher as the research instrument were disclosed and discussed. The subsequent chapters of this study, the results of this research.

CHAPTER FOUR: PRESENTATION OF PARTICIPANTS AND THE INTERVIEW PROCESS

This chapter presents academic, professional and personal information about each participant. Understanding this information is necessary to appreciate each female doctoral student as a unique individual with a story to tell. The interview process is also presented to the reader. This is necessary to enable the reader to have a window into the lives of actual female doctoral students.

Participant #1

Academic Experiences

Participant #1 (P1) began pursuit of her doctorate degree in the spring of 1995. By the fall of 1998 she had completed all required coursework. She also successfully defended her written and oral examinations the following semester, spring 1999. The summer of 1999 she experienced some logistical setbacks---the loss of her major professor by way of retirement and loss of another dissertation committee member, due to employment relocation, both of which she viewed as negative occurrences. Nevertheless, P1 attempted to submit a proposal draft to her new major professor during the fall of 1999. She believes it was never read. The following semesters of spring 2000 through fall 2002 she continued to register for required dissertation hours in an effort to remain actively enrolled at the university as a doctoral student. This period was filled with academic disappointment, including fruitless attempts to have her proposal read by her new major professor. She was asked to wait.

P1 met spring 2002 with renewed enthusiasm. She was able to form a new complete dissertation committee, replacing members that were no longer at the university. Subsequently, she successfully defended her dissertation proposal within that

same semester. Currently, she has begun collecting data and plans to present a final draft in mid fall 2002. She hopes to graduate by fall 2002.

Professional Experiences

Participant #1 is an academically trained and experienced educator. Upon embarking on her doctoral studies in the spring of 1995 she was teaching full time as an elementary instructor. Spring 1998, P1 discontinued teaching and accepted an intermediate management position at the state department of education. She remained there until spring 1999. P1 elected to become a full time student and relinquish her position at the state department of education by fall 1999, because her spouse needed to relocate to a city approximately sixty-five miles away from the university for employment.

Desirous of returning to work, P1 accepted a new intermediate administrative position back in the city of the university she was attending in spring 2001. This decision made opportunities to visit campus and dissertation committee members more feasible. For P1, working in close proximity to campus, yet having to commute one hundred and thirty miles a day became an interesting mix of convenience and rigor. By the end of spring 2002, P1 resigned from this position and elected to become a full time student once again, feeling certain that this focused effort would be reflected in the reality of program completion not far in the distance.

Personal Experiences

Participant #1 is a married African American female between the ages of thirty-one and thirty-five. Upon enrollment as a doctoral student in spring 1995, participant #1 was a single person living alone in the same city as the university. P1 was tragically and

emotionally impacted in spring 1997 when her father was diagnosed with cancer. During this same time her only future brother-in-law died suddenly. This was also a disheartening experience. By fall 1997, P1's father died of cancer. This devastation to her family required P1 to frequently travel to her hometown to spend extended time with her mother to support her during this time of bereavement. P1 continued to pursue academic and career goals. By the spring of 1999, P1's future father-in-law died suddenly. Travel to another state to support her fiancé and his family was necessary during this time. Summer 1999, P1 decided to sell her home located in the same city as the university. This move was prompted by necessity to live in a new town sixty-five miles away that she and her future husband would soon call home. Fall 1999, P1 and husband were married. His job required residency in this new city. Due to the nature of her husband's line of work, P1 and her husband were soon transferred again to another state over 600 miles away in the spring of 2002, where they currently reside. P1 and her husband are hoping to have a baby soon. Meanwhile, P1 makes frequent flight and road trips to the university in an effort to remain focused and expediently complete her dissertation.

Interview Process

Participant #1 no longer lives in the same state as the university in which she attends. Therefore, it was crucial to stay abreast of her scheduled visits to town and the university. Once I was aware of the next date she would be in town, she and I scheduled an interview around this visit. We spoke about the interview a couple of times over the phone to clarify the nature of the interview and logistics of where and when to meet. We agreed to meet at a friend of hers' apartment, where she would be staying while in town.

The interview went well, but it was not completed during the initial session due to time constraints.

After the initial interview we spoke by phone to answer some questions I had about her interview responses. We later scheduled another face-to-face session to complete the interview. The second session took place at my home. This worked well because the next time participant #1 was in the state, she was driving through the city I lived in, so we agreed to meet at my residence. This second session completed the interview.

The next step was to forward a timeline template to P1. She was asked to complete an academic, professional, and personal timeline from her perspective. Information from the interviews, phone conversations and timelines were used to prepare the presentation of participant #1.

Participant #2

Academic Experiences

Participant #2 began her doctoral pursuit in the spring of 1995. She successfully completed all doctoral coursework by spring of 1997. The following summer of 1997, P2 successfully defended written and oral examinations. Fall 1997, P2 lost her dissertation committee chairperson, because he accepted a new employment opportunity. Despite this loss, P2 acquired a new committee chair in spring of 1999. She also met with her dissertation committee to review her dissertation proposal. Her efforts were in vain the proposal was not accepted and she suffered an additional academic blow when another committee member retired.

Nevertheless, P2 was committed to continued registration of dissertation hours from fall 1999 to fall 2001 in an effort to remain enrolled as an active graduate student. During this time P2 suffered the loss of another committee member. Luckily, she was able to replace this member as well by spring 2002. Also during this time P2 requested a year extension to complete her doctoral degree program of study. This extension was granted. Currently, P2 is revising chapters one, two, and three of her dissertation proposal, aspiring to an approval by mid fall 2002. She hopes to graduate by spring of 2003.

Professional Experiences

P2 has experienced a diverse career as an educator. During the time of enrollment in her doctoral degree program P2 was a practicing teacher. Fall 1995 P2 was promoted to the position of director of admissions at the same school. She actively served in this position until spring 1998. P2 then relocated to another city, because of a change in marital status. Upon relocation she obtained a mathematics instructor position from fall 1998 to spring 1999. P2 was soon promoted to assistant principal, serving in this capacity from fall 1999 to spring 2000. The next advancement awarded to P2 was acting principal at the same school. She fulfilled these responsibilities during the fall of 2000. As a result P2 was asked to serve as the official principal at this high school from spring 2001 until spring 2002. Upon completion of the school year, P2 requested a sabbatical to focus on the completion of her doctoral studies, which includes a tentative proposal defense in fall 2002 and final defense in spring of 2003.

In an effort to commit to her academic endeavors she has relocated back to the city in which the university exists. P2 believes this close proximity will allow her to focus on completion of her doctorate degree and filter out distracting factors.

Personal Experiences

Participant #2 is a separated African American female between the ages of forty-six and fifty. Participant #2 was a single person living and working in the city in which she was attending graduate school. The summer of 1998, P2 married and moved to another city where her new husband had family roots, approximately seventy-five miles away from the university. She remained in this status until fall 1999. By spring of 2000, P2 was separated from her husband, still living in the same community. Fall 2000, P2 resumed residence with her estranged husband until spring 2001. By the summer of 2001, P2 reinitiated the separation. Upon the arrival of summer 2002 P2 decided that a continued martial separation and a physical relocation back to the city where the university exists was the best way to ensure a positive academic and personal outcome.

Interview Process

I contacted participant #2 by phone and we spoke several times to discuss the nature and purpose of the interview. Once P2 agreed to participate over the phone, we discussed when and where to conduct the interview. She expressed the desire to be interviewed at her job site. This school was located approximately seventy miles away from the city in which I reside, but I was eager to get the interview.

I met P2 at the school site where she was the principal. I was able to conduct a lengthy and comprehensive interview with few interruptions. The next step was the participant timeline. I discussed this with P2 in the initial interview and she agreed to

complete it. Once I received the academic, professional, and personal timeline, I was able to meet again with P2, discussing some of the aspects of her timeline. Additionally, P2 and I have spoken several times by phone to answer relevant questions I have had regarding the study.

Participant #3

Academic Experiences

Participant #3 began her doctoral program of study in spring of 1999 as a part-time student. By fall of 1999, P3 changed her status from part-time to full time student. At this time she began work on a project, which is a unique requirement milestone for all doctoral students enrolled in her department. Spring 2000, P3 submitted her program of study and established her dissertation committee. She finished all her coursework requirements by spring 2001. Participant #3 also successfully defended her written and oral examinations during the fall of 2001. She then successfully defended her dissertation proposal by spring of 2002. Currently she is collecting and analyzing data for her dissertation study. Participant #3 hopes to graduate by Fall 2002.

Professional Experiences

Prior to enrollment in her doctoral program, P3 was employed as full time adjunct instructor at another university. This university was located approximately sixty-five miles away from the university she eventually enrolled in as a doctoral student. P3 was employed at this university from spring 1996 until the summer of 1999. By fall of 1999, P3 decided it would be more academically conducive to resign from this position and began work as a graduate assistant at the university she was now enrolled in as a full time

doctoral student. This ended her arduous daily round trip commute of one hundred and thirty miles. She maintained this assistantship until spring 2001.

After relocating to another city in an effort to support her spouse's endeavors to begin medical school, P3 acquired new employment in spring of 2002, as a project coordinator at the medical school. She continues to work feverishly both professionally and academically, while living with her husband over one hundred and fifty miles away from the university in which she is enrolled.

Personal Experiences

Participant #3 is a married European American female between the ages of thirty-one and thirty-five. P3 was married prior to starting her doctoral program in spring of 1999. She and her husband have been married since spring of 1996. P3 and her husband do not currently have any children. But, P3 has taken on other family responsibilities throughout the duration of her doctoral experience. From fall 1996 until the year 2001 she tirelessly acted as the primary care giver for her ill grandmother. By the summer of 2001, P3 willingly moved with her husband to a new city over two hundred miles away. This move was prompted by her husband's acceptance to medical school in this new city. P3 and her husband are now both students actively working to complete their respective degrees.

Interview Process

Participant #3's name was recommended by the academic department in which she is enrolled. I contacted participant #3 by phone to introduce myself and describe the nature of my study. She agreed to participate. The next step was to figure out how most effectively to interview her, keeping in mind she now lives over two hundred miles away

from campus and over three hundred miles away from my home. We decided because I have to travel frequently with my job we would try to schedule an interview when I would be in the geographic vicinity. Once the date and time was established, we spoke again, twice to confirm the interview. She suggested we meet at her home. The interview with P3 was very informative and frank. At the close of her interview we discussed her suggestions for another participant within her department. P3 was not only most cooperative with her interview, but very helpful in identifying another viable candidate. The interview was followed up with the timeline request. P3 completed the timeline and forwarded it back. In addition I met with P3 on an additional occasion at her home to acquire additional interview information concerning particular research questions.

I contacted P3's suggested candidate. This individual was very difficult to catch up with voice to voice and when we finally did speak she agreed to participate, but could not provide a concrete interview place, date or time. She became evasive and phantom-like. I believe she decided she no longer wanted to participate. Therefore, I contacted P3 again, to seek out another potential interview candidate's name; I also took this opportunity to seek out P3's more recent academic progress. The other names provided by the department were not helpful. P3 came through again with a viable referral, hence participant #4.

Participant #4

Academic Experiences

Participant #4 began her doctoral program in spring of 1995, completing all coursework by fall 2000. She was now ready to schedule a defense date for her written

and oral examinations. Surprisingly, P4's advisor unexpectedly stepped down from her committee to fulfill other university responsibilities. P4 was referred to a new advisor. This advisor was ready to read her work and setup a new academic timeline. This new timeline includes: an early fall defense of written and oral examinations, a late fall defense for her dissertation proposal, and a spring 2003 final defense. P4 has also been notified that this timeline must be closely adhered to with little room for negotiation. She cannot extend her doctoral work beyond August 2003. P4 is working feverishly to successfully meet all deadlines that have been established for her by her new advisor.

Professional Experiences

Throughout the course of participant #4's experience as a doctoral student she has maintained a full time teaching position at another university. She finds this work to be very professionally fulfilling. Despite this fulfillment, P4 also admits that this employment responsibility has had a negative impact on her time to concentrate on schoolwork. Her need to work is definitely attributed to the financial demands of helping to support her family and her doctoral studies. Without this job, she would not be able to attend school.

Personal Experiences

Participant #4 is a married European American female with three small children living at home with her and her husband. P4 is a strong advocate of traditional family values. She and her husband work hard to provide a life and home for their children, supported by these values. P4 puts her husband and children first, her job second (for financial reasons), and her doctoral studies third. She does not minimize the importance of her studies, but identifies with the greater importance of the first two priorities.

Throughout P4's experience as a doctoral student, she has experienced some significant personal changes. In fall of 1995 she gave birth to her first child and by the fall of 1997 she had her second child. Also, during this time her mother fell, tragically breaking her hip. Her mother's recovery did require care and support from P4. During this same semester P4 and her husband bought their new home. By the fall of 2000, P4 gave birth to her third child. Unfortunately, also during this time her mother became seriously ill and remained in the hospital for the duration of summer 2001.

By the fall of 2001, P4 was raising three small children, cultivating a successful marriage, maintaining a new home, and occasionally commuting over two hundred miles to pursue her doctoral degree. Summer 2002, P4's husband's company downsized and he had to find new employment. Before the end of the summer he did find a new job in his chosen field of work. This was a stressful time for P4's family.

P4 is currently working hard to support her marriage, provide a positive childhood experience for her children, maintain her job responsibilities, and more than ever working to complete her doctorate degree. Her goal is to complete all doctorate requirements by the spring of 2003.

Interview Process

Participant #4 was contacted by phone. I discussed with her in great detail the reason and content of the study. Next, I reviewed the criteria of participants for the study. She has not completed her oral and written examinations yet. But as the researcher of this study, I believed her story was unique and important. Hence a doctoral candidate requirement exception was allowed. She and I agreed she would be a suitable candidate for participation. Also, during our first phone interview I made notes of

important comments. The next step was to secure a face-to-face interview session. This might have been a challenge because P4 and I lived over three hundred miles apart. But, I felt a face-to-face interview would serve to be more thorough and in depth. P4 and I spoke several times to schedule a date which coincided with my summer travel work schedule and her responsibilities for her three young children. The date, time, and place were selected.

By now P4's husband had already started his new job. Therefore, a successful interview would include accessing a location in which P4's children could be entertained; yet still monitored throughout the interview. Interestingly, the interview location was the children's place center of a fast food restaurant. The interview was conducted between lunch and dinner, so thankfully we had this area to our selves for the majority of the interview.

This interview was extensive and thorough. Upon completion of the interview, I discussed with P4 completion of an academic, professional, and personal timeline. She agreed to complete this document, hence providing additional rich information to support our earlier interview.

Participant #5

Academic Experiences

Participant #5 completed her doctoral coursework in the fall of 1997. She also successfully completed and defended her written and oral examinations during the summer of 2000. P5 presented and defended her dissertation proposal the following fall. She plans to defend her dissertation in the summer of 2003.

Professional Experiences

Throughout participant #5's tenure as a doctoral student she has also worked as a graduate assistant. P5's particular assignment has been to teach two courses at the university. This is a job that she has thoroughly enjoyed. She has maintained this employment since fall 1998 until the present. The only drawback to P5's instructor graduate assistantship has been that she struggles with providing the best for her students, while simultaneously providing the best for herself as a doctoral student. It is a dilemma she constantly battles with. Nevertheless, she has continued to fulfill the requirements of her assistantship in an effort to finance her education and pay her bills. She looks forward to a time when she can relish in the joy of teaching, without the bearing pressure of writing a dissertation.

Personal Experiences

Participant #5 is a divorced European American female between the ages of fifty-one and fifty-five. She has an adult married daughter and grandchildren. When initially enrolled at the university as a master's level student, she was married. P5 and her husband were both students in another department, other than the one in which P5 is currently enrolled. Her husband became emotionally ill and dropped out of the their graduate program. The whole experience was very stressful and psychologically trying for P5. It impacted her so severely that she felt compelled to find another department to pursue her graduate education. P5 and her husband sub-sequentially divorced in the spring of 1996. In the final analysis, P5 believes pursuing a doctorate is more easily accomplished while living alone. P5 has also experienced many health problems

throughout the duration of her doctoral degree pursuits. Nevertheless she has continued to forge ahead.

Despite living alone P5 works diligently to reserve time to visit her daughter, grandchildren, other family members and friends. In spite of the rigors of her academic and job responsibilities, P5 believes family is an important factor in her life. This notion was reconfirmed when her sister died one year ago and again, when her aunt died a few months ago. P5 now makes sure she takes time to visit her grandchildren and enjoy an occasional cup of coffee with a friend.

Interview Process

Participant #5 was originally recommended to me by the academic department in which she is enrolled. Her name was provided, along with two other students' names. I contacted all three of the students, only reaching one of them by phone. I discussed the nature of my study with this first candidate. She seemed to be an eager and appropriate candidate for participation. We scheduled and confirmed our interview date. The interview was to take place at her home. I traveled eighty-five miles to conduct the interview. Nevertheless, she was not home. I waited for an hour, to no avail. At this time, I believe, my participant had changed her mind concerning participation.

Ironically, during our preliminary conversation, she had mentioned the name of another student as another good person to interview. Surprisingly, this student was one of the three names given to me from the department. I decided to give this student another call. To my amazement she was home and answered the phone. I explained to her how I received her telephone number, the reason for the call, and the purpose of the study. We talked for over thirty minutes. She agreed to participate in the study. Next,

we discussed an interview date. During this time I explained the status of my currently scheduled interview. She requested that I come over immediately, she was going to be leaving the next day and would not return for a month. It was an excellent opportunity. She officially became participant #5.

P5 requested that I meet her at her home, located close to the university in graduate student housing. Because she would be leaving town the next day it would be more convenient for her if she was able to remain there. I agreed. The interview was conducted in P5's living room, sitting comfortably on the floor.

I contacted P5 again by phone to secure additional information and answers needed to comprehensively conduct the study and better understand her experience. She was most cooperative and informative.

Another interesting twist was that as I was driving over to P5's home, the third student from the academic department list of names called me about the study. We spoke briefly, but it was obvious that P5 was the best fit for the purposes of this study.

Participant #6

Academic Experiences

Participant #6 began her doctoral studies in the fall of 1997 after completing her Master of Arts degree at the same university. P3 has pursued her doctoral coursework full-time, simultaneously earning enough credits to be awarded an educational specialist degree by the end of spring 2000. She successfully defended her written and oral examinations during the summer of 2000. By spring of 2001 she also successfully defended her dissertation proposal. Now, participant #6 spends much of daily and evening time working on the final chapters of her dissertation. She explains her

dissertation is not of a traditional origin. It is evolving and she is making progress, but she refuses to put time constraints or thrust deadlines upon herself.

Professional Experiences

Participant #6 has already experienced a very diverse professional career prior to completing her desired doctorate degree. Upon enrollment in her doctoral program of choice P6 was already employed as a graduate assistant within another academic department. Also during this time P6 continued to facilitate an educational summer program, which she founded in 1988 and operated until 1998. Summer 1999, P6 worked as a summer instructor in a special education program. She continued this summer employment until summer 2001. By the fall of 1999, P6 became a university instructor through a graduate assistantship, responsible for teaching one course for this semester. Spring 2001, P6 worked at a Saturday academy for elementary school students. From fall 2001 until spring 2002, P6 continued to work as a university instructor, teaching the same course as mentioned for fall 1999. P6 has now decided that graduate assistantships or any other external university employment will distract from the focus of her dissertation and program completion. Therefore, she has elected to make any additional financial sacrifices necessary to survive without working.

Personal Experiences

Participant #6 is a divorced African American female, between the ages of fifty-one and fifty-five. She decided to pursue graduate school once all of her five children were grown and off on their own. Once her mind was made to attend the university of her choice, a residential relocation was necessary. P6 had to move from one city to another. Because the university was located approximately seventy-five miles away from

her current residence, she decided she would not make this move unless she could secure university housing. Her housing desires were met. Hence, her new adventure as a graduate student began. P6 explained that her mother, children, other family and friends have been tremendous advocates and supporters to her doctoral completion efforts. Despite their support, P6 recalls one of the most stressful personal situations during her doctoral studies was dealing with the responsibilities of a house she still owned back in her hometown. The time and money necessary to maintain and upkeep this house from a distance was beyond P6's current capacity. Once she was able to relieve herself of this devastating burden, she felt an enormous sense of relief, allowing her to concentrate on her studies.

Participant #6 has had to work to support herself through graduate assistantships, fellowships, outside employment, and school loans. She has felt the struggle of being a single adult student, responsible for her own destiny. She recalls finally seeking out financial support from family and friends, making a list of all the needed items to complete a doctoral program. This mail out wish list included items such as textbooks, other needed literature, paper, office supplies, and money to make copies. She was pleasantly overwhelmed with the show of positive support she received. Family and friends shipped her many of the items she requested, along with money and well wishes to complete her program. This phenomenal experience rejuvenated and reassured her that she could make it on her own without a large bank account. P6 is not pigeonholing herself, but can foresee a spring 2003 graduation.

Interview Process

Participant #6 was referred to me by the academic department in which she is enrolled. I contacted her, introducing myself and the purpose of my study. We spoke on the phone on several occasions to confirm her agreement to participate. Once P6's participation was confirmed, she and I worked to schedule an interview date, time, and place. She was most comfortable with me meeting her at her home. We scheduled the date and time. She and I live approximately eighty-five miles apart. Once I arrived, P6 further emphasized her commitment to spirituality, which she originally mentioned over the phone. She greeted me and explained every time a new person visits her home, they must visit every room of her home. Once I visited all living quarters of the home to better understand her surroundings, we agreed to conduct the interview in her bedroom. P6 lives in graduate student housing and she felt this room provided the most open space.

This interview was long and very comprehensive. P6 was very amenable to providing as much information as possible.

Table A**Female Doctoral Participant Demographic Information at a Glance I**

Female Participants	Began Doctoral Program	Age Range	Ethnicity	Marital Status	Responsible for children under the age of 18	Means of Financial support
P1 Advisor A	Spring 1995 (7.5 years)	31-35	African American	Married	No children	1. scholarships 2. parents & self 3. spouse
P2 Advisor A	Spring 1995 (7.5 years)	46-50	African American	Separated	No children	1. scholarships 2. self
P3 Advisor B	Spring 1999 (3.5 years)	31-35	European American	Married	No children	1. scholarships/fellowships 2. assistantships 3. student loans 4. self/spouse
P4 Advisor C	Spring 1994 (8.5 years)	36-40	European American	Married	3	1. self/spouse
P5 Advisor D	Fall 1996 (6 years)	51-55	European American	Divorced	1 adult child, living in another state	1. assistantships 2. student loans 3. self
P6 Advisor D	Fall 1997 (5 years)	51-55	African American	Divorced	5 adult children, living in other cities & states	1. scholarships/fellowships 2. self 3. assistantships 4. student loans

Table B

Female Doctoral Participant Demographic Information at a Glance II

Female Doctoral Participants	Age Range
2	31-35
1	36-40
1	46-50
2	51-55

Female Doctoral Participants	Marital Status
3	Married
1	Separated
2	Divorced

Female Doctoral Participants	Responsible for children
3	No children
1	Little children @ home (3)
2	Adult child not at home

Female Doctoral Participants	Ethnicity
3	African American
3	European American

Female Doctoral Participants	Means of Financial Support
4	Scholarships/fellowships
3	Assistantships
3	Student Loans
1	Parent(s)
3	Spouse
6	Self (employment)

CHAPTER FIVE: DISCUSSION OF DATA

Introduction

This chapter presents information rich data that was collected from each of the six female doctoral interview participants. Data collection included addressing four research questions. Each of the four research questions is presented and divided into subsequent sub-questions. After the research question and particular sub-questions are indicated each participant's response is provided through information rich transcriptions of each interviewee's actual accounts of their lived experiences with regard to that particular research sub-question. Once all responses to research questions are presented, this chapter also provides the results of this data as analyzed by the researcher as previously discussed in chapter three.

Collection of Research Data

Through the use of telephone conversations, open-ended interviews, background information forms, academic, professional and personal timelines, a wealth of content rich information was gathered from six female doctoral students. The information-seeking techniques focused on the actual lived experiences of female doctoral students with respect to (a) their doctoral advisor selection process, (b) the quality and characteristics of their relationships with their advisors, (c) association of this relationship with their program satisfaction and (d) the extent to which other factors affected their relationship with their advisor and program satisfaction. The following are personal accounts of these six female doctoral students' advisor experiences as told through their own words.

Research Question #1 Data

Research Question #1: Who do female doctoral students select to be their advisors and why?

- RQ 1a: Do you have an advisor?
- RQ 2a: How would you describe this person in terms of (a) academic rank, (b) tenure status, (c) academic reputation, (d) social background, (e) gender, (f) ethnicity?

Participant #1:

P1 selected a tenured full professor, with a perceived strong academic reputation. His qualifications have allowed him to work on outside projects and contracts. She describes him as a male, African American. She knows little of his social background. She believes him not to be married, while having at least one child.

Participant #2:

P2 selected a tenured full professor. She believes other professors depend on him for his research capabilities. She understands him to do outside research for state and local entities. She believes him to have a good academic reputation among his peers. She does not know anything about him socially. She describes him as a male, African American.

Participant #3:

P3 selected a tenured associate professor, with a perceived good academic reputation. She describes her as a female, European American with a partner.

Participant #4:

P4 selected an advisor she believes to have a good reputation on campus, synonymous with research. She believes this advisor to have a high academic rank with tenure. She describes this advisor as a female European American. P4 does not know

anything about this advisor, socially. This advisor has recently relieved herself of advisor obligations to P4. Hence, she referred P4 to a new advisor. P4 has only limited knowledge of her new advisor and can only describe this new advisor as a female, European American.

Participant #5:

P5 selected an advisor she believes to be a full professor with tenure. P5 perceives her advisor to be very well respected professionally. This advisor has traveled internationally to teach, while also publishing many writings. P5 knows what state her professor is originally from and where she formally taught. She describes her advisor as a liberal feminist. This is reflected in many of her advisor's writings and discussions. P5 is aware that this professor was married, now divorced and dating someone. During the course of this divorce her advisor lost a lot of weight. P5 describes her advisor as much more accessible, energetic, and understanding after her divorce. She describes her advisor as a female, European American with a German background.

Participant #6:

P6 selected an advisor she describes as a tenured, full professor. This advisor is well informed and respected in her academic area. P6 explains that her advisor is very strong in three content areas and she has also written a couple of books. P6 understands that her advisor was married, but now dates someone she is very serious about. This advisor has no children that P6 is aware of. She believes her advisor is or will soon convert to Catholicism. P6 describes her advisor as female, European American with a German background.

- RQ 1c: Why did you select this person?
- RQ 1d: What were your steps in getting this person to become your advisor?
- RQ 1e: Was this person your first choice? Explain
- RQ 1f: What academic, social, or personal qualities were you looking for in your advisor?

Participant #1:

P1 explains how she had to select more than one advisor:

[My first advisor] was the first person that I had [classes with] in this program. Then sort of midstream I had to select another person because my original advisor left [the university]. Then, after a couple of years, the second person I chose retired and left. The advisor I currently have was really the only person, one of the only people that was left on the committee. [He] was the only one that was left from the original bunch. So I just felt like it made sense for him to become my advisor. I did feel more comfortable with him, than a new person who I knew nothing about.”

P1 also, recalls how she asked her new advisor to accept this role:

I just asked him directly if he would become my advisor. And honestly, he was a little apprehensive because [my academic concentration and his are different]. But once I told him [what] my research was on, he felt like he had enough knowledge about that to serve in the advisory capacity. So he agreed. So I just asked him and he agreed to do it.

P1 further explains that despite the fact that he was her first choice as her third advisor

there were some concerns:

He was my first choice. Really, as far as academics were concerned, I really preferred to be with somebody that had the [same] background [as me]. Because I really felt like they would be obviously more knowledgeable about what I was doing. As far as the social background is concerned, that wasn't as big of an issue for me. Of course I wanted somebody I felt comfortable with, and somebody I felt like, there was some commonality somewhere in how we, live our social lives, if that makes sense. I sort of knew, a little bit about him, personally. So I really felt like, with all those factors, and even though he wasn't [in the same academic focus], he was knowledgeable about my research study. I felt comfortable choosing him. But I guess if, in a perfect world, it would

have been somebody in [the same academic focus]. It may have been a woman instead of a man. And maybe it would have been somebody that I just felt I had more of a personal tie to.

Participant #2:

P2 explains why she selected her advisor:

I had two classes with him and based on the classes he taught, I felt that he would be helpful. Because I [helpfulness] in a dissertation. He seemed to be a person that was willing to listen. And I thought helpful. I thought we had a good rapport. I had classes with him also. He had had several people [to] finish their dissertation, so I was comfortable with that. He was someone I could talk to and get feedback from.

When asked how she selected her advisor P2 replied:

I just asked him. I told him that after I finished the generals, that I needed [more] people on the committee. After I found out how many I needed. Basically, he did not start out as my advisor. My original advisor left the university. And when that person left, basically he was pretty much [all I had], I had [another] advisor and committee members [to] leave. He was basically the last one left on the committee. So he's the [only] original person [left] on the committee. So it was kind of natural, then, to ask him [if he] would he be the advisor, then.

When P2 was asked what she was initially looking for in an advisor, she replied:

The dissertation I'm working on, I really didn't want it to just sit and collect dust. I wanted the work to be something that could be used educationally. My dissertation is on [topic] and he was an expert in this area. He knows a lot of people from his writing that work with [these] issues. So I felt that he was the perfect person with all the writings, with all the expertise that he had, that he could help me get along this process in as comfortable fashion as possible. Plus, I wanted it to have some impact on education. Not just something to write. The first advisor, this is really why I was interested in having him as an advisor for my committee. So he could show me the ropes of where I should look and what I should do. And I was really enthused about what I was doing based on his experiences, with the work that I was doing.

She believes her current advisor was more out of necessity, because she had to find somebody. He was the best of what was available.

Participant #3:

P3 recalls how and why she selected her advisor. She describes her first experience with her advisor as she went to check out her new doctoral program.

I thought I had an appointment with the department chair. When I got there, she [the advisor] was invited to attend. So the department chair introduced me to her, told me what her background was, and that I should work with her because of our similar interests. I really didn't know but [there was] only one other person in the department, and he had just finished his degree and got an assistant professor position, so this seemed to be the better [choice].

P3 explains that this advisor was her first choice:

I didn't really know anybody else. Because our department has different programs, it's very small. My department chair [had] just taken over and the other guy was new, trying to get tenure, so he was too busy, and she was suggested to me.

P3 when reflecting upon what she was looking for in an advisor she says:

Looking back, she's published a lot. And that helps. Because she knows what's going to be accepted in a manuscript and what's not. I mean she's very close to the department chair. So I feel like because our little subsection is so small, the department chair is on my committee, if there's ever something, which there has been, things that I didn't agree with, as far as my [academic] track. She has a good relationship with the department chair, so she kind of went to bat for me. She's politically savvy in the department. In comparison, "the other person on our committee that's in our group, [is] going up for tenure. He's really trying to make his way. And I really think, I don't think he can go to bat for me if he had to. He really couldn't. The only time his opinion would be respected is that I'm interested in [certain issues], and he's interested in [these issues]. And so because those are sort of [related issues], that's when we discuss my study, that's the only time I feel like he has weight.

Participant #4:

P4 explains how and why she selected her advisor:

When I began [at the university] as a non-matriculating student in December of 1994, I was seeing her [in my department]. And from that point, she was my advisor. I don't know if because the group in our department was so small, that they just assigned me to her because she's

the first [person I saw]. Or if it was just the policy that she would advise the new students who came in. That's how she became my advisor. She's the first person I saw, actually. No one told me that there was an assigned advisor, but that's just probably what it was. Before I spoke with her on campus, we had a conversation on the phone. And she is the first person that I saw when I went to campus. I didn't know anyone else. So yeah, she was my first choice. Being that I met her on the phone first, she was my first choice.

P4 recalls what she was probably looking for in an advisor:

Being that I was new in the program, and new at [the university], and the first time to work on my Ph.D., I was looking for someone who would guide me. Tell me exactly what I needed to take. When I needed to take it. And give me an estimated time as to when I would be complete with my degree. Someone also who would give me some support, some guidance, be there sometimes. I think that was what I was looking for and I'm still looking for it.

Participant #5:

P5 explains, why and how she selected her doctoral advisor:

I came into the department with a bachelor's in [a certain area] and my advisor handles all the students in [this area]. So I naturally had her for the majority of my classes. So when it came time to do my masters project, she became my advisor. Then I continued with her into my doctoral work because I'm certified in [this area]. My interests are still in [this area] and my dissertation deals with [this area].

P5 further explains that her advisor was her first choice, because:

I had taken so many courses with her and at the time, [another] professor, he's a male, was doing [work in this area]. He was on my committee, he died and I had to have him replaced on that committee. But at this time, my advisor is the only one that does [work in this area] and that's what my field is, so it's pretty limiting as far as a major professor. Now in terms of my other committee members, that just depended on what courses they [taught] and the first people that I felt I could work with comfortably. If there was any other person who did [work in my area] in that department, I wouldn't change because there seems to be a rapport with her and a certain understanding about graduate student life, particularly older students. And that she seems to empathize with your circumstances and is able to work with you in that way.

Participant #6:

P6 discusses how she selected her current advisor:

My first advisor, who I really miss, decided to she needed to move because she wanted to be close to her family. When she decided to move I needed to pick another advisor. This person that's now my advisor, she was already on my committee and I needed to find someone to be my major advisor. So I asked her, and she said yes. The reason why I picked her in particular, I had to, well I didn't have a steady focus at the time. I wasn't all that clear at the time. But when you pick a major advisor, you need to have a sense of what their interests are, and where their focus has been academically. She is very strong with [two areas]. She's very strong with [another area as well]. I think for me, I'm combining those, in a way, in my work and out of the people that I saw, out of the [department of] professors that I respected, there wasn't many to pick from. She ended up being the person that I asked, and she said yes. So she's been my advisor ever since.

P6 describes the qualities she was looking for in an advisor:

The first thing that popped in my head was a sense of confidence. When I see a sense of confidence, someone that's comfortable with themselves, someone that has confidence about being a teacher and learner, someone that's open, someone that's encouraging, someone that gives some concrete support and suggestions. And the thing that I'm thinking about with that is that if I ask a question, could you answer it? Someone that I could have exchanges with to help me process what I'm reaching for with my work or if I'm trying to understand something in [my] field of [study] that might have confused me, someone that, someone that wants you to really be who you are, as they are really being who they are. And I don't know if that makes sense. They're not trying to shape you or mold you or make you do something.

Research Question #2 Data

Research Question #2: What are the personal and academic experiences and outcomes of these decisions?

- RQ 2a: How would you describe your relationship with your advisor?
(power, roles & expectations, boundaries, and services you received)

Participant #1:

When asked to describe her relationship with her advisor in terms of power, roles and expectations, boundaries, and services she received, she explains:

Honestly, I really felt like even though I selected this person to be my advisor, he was totally the one in control. I had very little control. Because I felt like from an academic side, I needed a lot of direction and a lot of guidance and there were many, many times when I felt like I didn't get that. When I didn't get that from him, it sort of left me in a position where I had to almost just fend for myself to get that information. As far as the personal relationship was concerned, I mean, he was always, or is always, fairly polite and cordial. But the difficulty in that is there have been times when I've tried to contact him or we've been sort of in the middle of something with my study, and I sort of felt like he dropped the ball for one reason or another or that he had other things going on that were more important or more crucial at the time, and he really didn't have time to deal with me at that point, or my study. So I think that [because of] a combination of all those things, I sort of suffered in a lot of instances because I felt like I really didn't have any control over anything. That he totally controlled my success or lack of success because I could very well go on my own and try to do some things and try to understand it as best I could. But the bottom line is, I needed somebody to sit down with me, to approve it, to tell me if I was on the right track, to give me some direction and there were many times when I felt like I didn't get that.

My expectations were that even though we're at this level where this is a terminal degree, I expected that I would have more guidance than I've had because, obviously, I've never been through this before. With the course work, it was different because you have your instructor, you can get some guidance there. But when you reach the point when you're beyond the course work, you're doing general exams or you're working on your dissertation, I expected that I would have somebody that would be more hands on with me. Maybe not somebody that would be there every single step of the way for every little thing, but at least somebody who would sit down with me in the beginning, sort of give me the big picture, somebody that I could contact at any time if I was having difficulty and I would get a fairly quick response from that person and somebody that would just sort of guide me through the process in some sequence. It has not been that way. The role has become where I have had somewhat sporadic help. There have been times where I really felt like my advisor was hands-on. But there have been more times when my advisor was not. When I was told, "Look, just go and do it. Just go and do it." Or, "Go and seek out assistance or whatever, and then come back to me when you have a product." So I felt I was really taking a shot in the dark a lot of times and

the advisor was just there to sort of give me either the stamp of approval once I had made this big attempt, or tell me no, you're totally on the wrong track, start all over again. But I have found that the further I've gotten in the process, that's gotten a little bit better. I think as I actually got closer to having a product that he was comfortable with, then he became more hands-on.

I think that it's interesting as far as the personal relationship is concerned. Because I've never been made to feel that I can sort of go in there and talk about anything other than school or my study. So I wouldn't really say we had like this personal relationship and I also felt at times that I needed to make sure that when I did have to speak to my advisor, that it was something worthwhile and something meaningful, and something related to academics. Because there are instances where I sort of feel like I'm almost wasting his time or where I'm sort of made to feel like I should sort of seek out other people. But at the same time, I think that there is a boundary in terms of if you've chosen this person to be your advisor, then you shouldn't really go above that person's head, or go to another full professor, let's say, in that same department, and seek help from that other person. So there were times when I felt like if I couldn't get it from, if I couldn't get assistance from my advisor, then I needed to find somebody who had nothing to do with that university. Because I felt like it would almost be somewhat of a slap in the face if I would go and seek out other help and someone would say well why isn't your advisor assisting you with this?

I think, of course, with me being a female and him being a male, there are boundaries. I think that some, I've been told that some doctoral students have relationships with their advisors where they get together sort of after hours, after school hours. They'll go to a professor's house. They'll meet at a coffee shop in the evening, or at night. They just have a close relationship with that person. If they're having a rough time, they can go in that person's office and cry, or get a hug, or get a pep talk, or something like that. And I totally don't feel like I have that relationship and that I can do that with my advisor. And I think some of it is obviously because it's a male/female relationship. But I also think that my advisor has not made me feel, done anything or said anything to make me feel like it is OK to do any of that stuff.

P1 explains how she believes the services she has received from her advisor have improved:

Again, I think that it's gotten a lot better in terms of the services. In the past, when I finished with my course work and that kind of thing, when I felt like I needed more hands on kind of guidance from my advisor, I didn't feel like I would be provided that service. I felt like it was just

haphazard. Every now and then I would get a few minutes here, a few minutes there. It's definitely gotten better in the last, I guess, couple of semesters. Again, because I think I feel like because I'm further along and that now I have some kind of product, that my advisor is much more willing to work with me and much more open to sort of making time for me. So I feel the services have gotten better.

Participant #2:

P2 discusses her experiences with her advisor concerning control and power:

Actually, he is [in control]. He tells me what to do. We've had lots of discussions about this and apparently we don't quite understand what we both need because he's told me what to do. What I think he's telling me what to do doesn't turn out to be what he wants. But he does have the power. That's why I'm still in this program. I tried in every fashion to do what he's asked me to do, but apparently it hadn't reached that goal and we've had this discussion also. I'm looking for another person to help interpret what he needs.

The relationship is something we both respect. But I haven't been able to advance, based on what he's asked me to do. But he does have the power. He's in control of what happens to me.

P2 discusses how she and her advisor have interacted through assumed roles and expectations:

As an advisee, I'm always asking, "What should I do?" "I don't quite understand what I'm asking?" "Who can I also work with to help me in this area?" I'm always asking questions because I'm always trying to get clarification. His role has always been "Do this, do that. I don't have a lot of time." [He] actually took a sabbatical once, and I was left alone for a year and ended up having another advisor along the way and they swapped roles again.

I expected to have been finished with this program a long time ago. I mean, [I could have] been finished since '97. [Now it has been] five years, and have not got a proposal accepted and I'm rewriting this thing, God, I don't know how many times. But I've submitted the whole packet, at least five different packets that in between I've revised several times and I still don't have clarification. I'm disappointed because I know once I understand something I can do it. So my expectations are a lot of frustration, disappointment. It should never be this hard. The focus of what I've been working on has been changed forever and ever and ever. I'm at the point now like no, this is what we're going to work on. So I've gotten clarification with myself of where I want this to go and we can't change

anymore. Time is out. So my experiences are frustration, confusion, and disappointment. I expected him to be the teacher, to teach me something that I've never produced before and that hasn't happened.

P2 discusses how boundaries within her advisor/advisee relationship have impacted her doctoral experiences:

I guess there are boundaries because I think in his own way he's trying to expand himself. I remember once we met [on a] Sunday in his office and he won't refuse appointments. It's just that I leave so frustrated, not knowing what he still wants. I have to go back and try to figure out what he told me.

Sometimes I've allowed [negative boundaries] to happen, but tried to put it in as positive light as I possibly could because I did tell him that our relationship didn't work. I've even gotten to the point of saying, you know, you're the teacher. If I'm not capable, you really need to tell me and I need to move on to another university, or get someone else to help me. I know I can do this. But it's not working.

P2 describes how she feels about the services she received from her advisor:

I feel shortchanged. I feel paying for this, each semester, to have an advisor, that he should be available. He should answer my questions whether he wants to or not. How irrelevant he thinks they are. I still believe there are no stupid questions. You have to ask something if you don't understand. I feel he should have tried harder to make this work to have this thing [not] linger on so long. But he's firm about how he is. We've talked about it. He's told me I've stressed him by trying to get him to answer questions. I'm still disappointed that I'll ask specific questions that he still won't answer and this is why I know that I have to go outside and get someone in the same area to help me. He won't make decisions. That's another thing that's very frustrating for me. He will not make the decisions, when I ask him which way to go. So I pretty much feel I'm on my own. I'm still trying to figure it out. There is another committee person who has, it seems, more power than he does and she can answer questions. But when it comes to his area, I'm always sent back to him, and that's when I get stuck.

Participant #3:

P3 discusses control and the role it plays in her relationship with her advisor, including writing or class assignments she did not agree with:

She's in control, I think because it just has to come to a point when I need to do, to get out. So I would say she's in control. But she gives me

choices. I don't think it's — not only one time have I had to do something that was totally out of my interest. Not one time, but a few times. You know what I'm saying? So she's in control, I would say.

It's probably evolved from more of a dictatorship to more of a partnership. [When] we started out, I would say, whatever I need to do, just tell me. I think that's just how we started off. I think we had to trust that I would do, I would follow through with whatever I said. Because when I started the program, I was like, I don't want to be here for forever. So her comment to me in that meeting that day, and I took her for her word, was, "If you do what I ask you to do, you will finish on time." And so, "If you should have this lit review, or if I ask you to do a little paper, if you do your part, I'll do mine." She stayed true to that. I think it took time because not all graduate students are the same.

Over time I think it's just like any relationship you have with a person. They have to get to know you. Now, we're still really distant, but it's way, way less than when we started. Not that the [personal] orientation makes a difference, it doesn't. But that's a good example of how in the beginning, I never heard her refer to her personal life, ever, absolutely never. It was totally impersonal. It was almost insulting, because I felt like everyone else knew her at a different level and she was my advisor, and I didn't. Now, you know, she asks about my family, I ask about her family. I can say, you know, how's your partner. I don't say her partner, I say her partner's name, obviously and she asks about my husband.

P3 also explains how different roles were assumed throughout her relationship with her advisor:

Sometimes I wish it were a little different. But that's because of location. Our department gives so much more to me when you're a G.A. or when you're there. Because when you're not there, you can't bug them to look at a paper, to go over something with you, to sit down with you. So she's [needed] a lot. She's actually runs stuff on campus for me that I've mailed to her, and printed hard copies out when normally, if I had been there, I would have had to do it. So she's helped me. But then those other times when I feel like, you know, she kind of resents the fact that I'm not there. She's having to do extra for me and I do feel, you know, like I'll get an email, "I haven't had time to look at this, because I had to help so and so." Well, that's cause so and so is a G.A. there. Happens to be in her face and she's said to me before, "If I don't get back to you, call me, because the squeaky wheel, you know, la la la."

P3 discusses boundaries she has felt and experienced in her relationship with her advisor:

It's kind of quirky. Because it sort of has to be, I let her decide when the conversation can be personal. I won't, like right now, I might say, how's your mom feeling, or whatever. But even then I would let her bring up her partner before I said, how is that person. I'd say, how's your dog before I said that. Because it's so much of her private, and she's a very private person, that I kind of step back and let her decide when that happens. When she does kind of jumps [back] into her profession, though, sometimes and I find that that's usually when she's like one of the people in the department that does everything. I don't know, [how to describe those] kind of people. But always just the one that does the faculty get together — whatever, I don't know what you call that kind of person.

She does a lot of editing for a lot of people, cause she's good at it. So when she's bogged down with department stuff, she's very short. I try to [get] right [to it] and if she's real short with me, I'll just pick up the phone and call another graduate student and say, "OK, what's going on over there?"

P3 describes the diverse quality of services she has received from her advisor:

They're good. When I moved, she made a statement to me that I felt like she was dumping me. And again, it kind of goes back to because I'm not there, you know? She really didn't like the fact that I was leaving. She thought that I might not finish. And she, she never said don't have children, but you know, you kind of got the feeling that if you had children or you moved away, you know, like if you had let your married life come into play. And so by moving away because my husband [go to school as well]. I felt like I was weak because I moved. Cause she thought I should stay and finish and it's like, I don't think so. So services, I think they're OK. I just think they're tempered by my presence there and her workload.

Participant #4:

P4 responds to issues of control and power in her experience with her advisor:

I did what was expected of me. But she never really considered things that I did. Like things that I did as far as my work was concerned, was overlooked. I wouldn't say that she had a lot of time for me. That's a tough question and I'm going to say that she didn't have a lot of control. She wasn't in charge. She had a lot of things on her plate. I believe, well I feel that maybe some of those things got in the way. So control was not there. I may be well on my way to graduating if there was some control. You know, that's what I would [have] liked, I'd like to be pressured. I was not pressured. You know? I need to be pressured. I need dates. We never

had dates. I need [her] to say, “P4, I need this in two weeks.” There was none of that.

P4 describes the roles and expectations that existing in the relationship that she experienced with her advisor:

Well, my role as a graduate student wanting to, you know, get the ball rolling. Trying to get my degree. And I did what I was supposed to do. My expectations from her, I knew that when I would [do] my work that it would probably just sit on her desk and not be looked at and I would not get any feedback. I have not received any feedback on any of my work. I couldn't tell you if it was good or poor. But I've gotten this far, and I don't know how. Just that guidance would help, you know. Her expectations of me, I think she knew that she would get the work out of me. It's a tough question, too. Maybe she would have wanted me to be more assertive, which I wasn't at the time. I wish I was. Maybe this graduate student advisor type thing would have gone a little bit better if I would have been more assertive. She certainly wasn't assertive, not having the deadlines and all, not telling me when to submit things. That's not being assertive.

P4 discusses any personal or professional boundaries that existed between her and her advisor:

As far as crossing lines, I never felt [anyone] crossed any lines. As I said, I knew work was expected of me, being her advisee and for me as a [university] student. I never thought to cross any boundaries, professionally as a student. I don't think that would have been right to do. I looked at it as I first went in as a student as her being in charge, and her telling me what I need to do. So I never really tried to cross any boundaries and never even thought about doing that.

I don't know anything about her. Just that she has a good reputation on campus for her research and that's why she has a good reputation. I just know that from hearing people at [school] talk and seeing her name in a lot of journal articles, that sort of thing. But she would ask me things about my personal life. What my husband does for a living. She at one point asked me after I receive my Ph.D., would I be willing to move someplace else to work. I don't know why that was important. She knew that my husband was looking for another job and she asked me if he would be willing to relocate. I don't know if that has any significance. You know, but she would ask me things. She did [know when] I was pregnant with my first child. My advisor knew that that would be an added factor for me. And then when I was pregnant with my second child, who is now four and a half, my advisor called me with a question. “Now [P4], I mean again, [P4]?!” [After that] I never told her about my second or my third

child. Well it really made me feel bad when she said, that [about the] second child.

P4 explains to what extent she knows about another's personal lives:

Well, I look at it like this. I don't want to pry into her personal life. She may think that's inappropriate, or that's what students do. But if you look at it, I mean, [she's] an advisor, some people interview, when they look for advisors. And I thought that would be an inappropriate question for someone to even ask an advisor. That goes to a job interview or something, you can't ask.

When asked how she would describe her relationship with her advisor in terms of services she received, P4 shared her experience:

I'm not happy with the services that I've received. One thing that I would have loved is to have feedback on all of my work. Like I mentioned earlier, I haven't received any feedback on my work. Fortunately, the new advisor that I'm working with is saying all type of things, and has given me some feedback, which I'm enjoying that part of. But I'm not pleased with the services of her advising. I wasn't happy with it. And from time to time my husband would tell me, you need to find another advisor or quit and go to another school. And I should have listened.

Participant #5:

P5 shares her beliefs and experiences with power and expectations in her advisor-advisee experience:

Well, I think it's necessary for the advisor to have power in motivating you to get the work done and making sure that you're doing it. But as far as, like in my particular case, there have been certain events that have been unforeseeable that have had an impact on my scheduling. When I've got, in terms of deadlines and there she has given me the power to say I can't do this, I can do it by this time, and has worked with me in that area. But I think it's a shared thing when it comes to the scheduling and what's doable for me and what's not. But in terms of, she's got to put her name on this [because], I'm one of her students. So I have a responsibility to her in that way. And so I think basically she has a responsibility in helping me get through it, and I have to be the right kind of graduate student that makes her proud to put her name on my work.

Well, I know she expects me to check in with her and let her know what I'm doing, how far I've gotten and she's very lenient in that regard. Because, you know, I'm fifty-two years old. I'm a responsible person. I've got classes to teach at the university. So, I mean, I have a heavy load and

I've had health problems. There's just various things that have come up in my life that she has been there for me and on the other hand, I have a responsibility to her to make sure that she knows what's going on, and that I am progressing to her satisfaction, under the circumstances.

P5 discusses her relationship with her advisor in terms of boundaries:

I have set my own schedule. I'm paying the university to go there, and I have a deadline of a certain amount, when I want to graduate. And given the load that I have with my assistantship and having to teach two classes. And I have other obligations. You know, family, grandchildren. I have a very complicated life. And she is very, very understanding about that and also very understanding about you having to have time to yourself to rejuvenate. And so I set my own timetable and we've agreed to it. And as long as I'm doing my work and she's happy, that's all that matters.

P5 discusses how she feels about the services that she has received from her advisor:

Well, as I've explained, she's given me resources. Given me books of her own, from her library to use, which I couldn't access in the library. She'll just say, "Pick this book off the shelf, have you read this one, have you read that one?" And without those resources, I think it would be very hard for me to do the work that I'm doing.

P5 discusses how satisfied she has been with regard to academic advisor support:

I feel that your advisor is the one person who's there to get you through it and that's what she aims to do. She tells you how to proceed with your general exams, how to deal with it, how to prepare for it, and ultimately will not let you take the exams unless she knows that you're going to pass it. And will take on the others in that defense of, with regards to any stumblings that you may have in the defense. She will kind of help you to recover and actually makes it a successful endeavor, and with the prospectus, the same way. [She] has total autonomy when it comes to your dissertation. And if she's happy with it, that's what counts. The rest of the committee, she has the power and the clout that they will defer to her. So she will, in essence, make sure that you covered all your bases with each of those individuals, knowing then that they'll defer to her. If she's put her stamp of approval on it, and you've gone into the dissertation defense, and she's there to see that you succeed, that's, that's her job. And she, she made it so successful and makes it so easy.

P5 discusses her advisor's power and control:

They'll defer to her because I have a person on my committee who I can write the same thing for both of them. And the one will just [object] and

she will make a few comments. I know that when I go into the defense, that this person will defer to her and I [don't have to] be scared to death [of] being chewed up by this one person because she has the power to put her stamp of approval on it, then everybody kind of falls into place with what her.

Well, a major professor is supposed to direct your research. But she has a reputation in the department, has been there as long as she has achieved what she has, and is basically the expert on the topic that I'm dealing with. So if she likes it, that's what counts. And that's what makes me feel like I can get through it. Because if I please her, then I know I'm home free.

Participant #6:

P6 shares her beliefs and experiences with power and expectations in her advisor-advisee experience and with other professors:

One of the things that I've learned through this process is, is that you grow to a level where you understand that you are the one in control. And if you have that kind of understanding, and you carry yourself in that way, then the advisor— it's not about control, but the advisor sees that to such an extent. When I'm really good at standing in, this is my dissertation, this is my research, this is what I want to do, that my advisor says to me, "So what do you want from me?" I mean, she just steps right there. "What do you want from me? What do you want me to do?" OK? Now, before I got to this particular understanding that I'm in, and you have to grow to it, I never, ever felt that with both the advisors I had, that they wanted to control me, make me do anything that they wanted me to do. They basically wanted to help me find what they call my voice. "What do you want this to be about? What do you want to contribute? What do you want to say?" I've never had the experience of any professor controlling me or dealing with the whole thing of being in power. I never had that experience. It always has been encouragement. "What do you want?" If something in the process was particularly difficult and I'd say, "Man, you're working my butt off." Or, "Why do you got to assign a whole library? You know we can't read all that!" And they'd just smile, or say mm hm, or something like that. I did not know how to write worth anything. My first paper was an embarrassment to the English language. And I remember my sister typing it up, and she looked at me and she said, "This does not make sense." And I said, "I know. Just type it." And a friend in my first course said, "Just turn in a paper." And that's exactly what I did. I just turned in a paper. And I remembered all through the years I've been here at [at the university], not once, not once did a professor say, "You can't write worth--!" All they would say is, "Can you say this clearer?" "What do you mean?" "Would you say this another way?" "Expand this." They wouldn't

touch anything in terms of my writing poorly or anything. They just accepted it where it was. And I'm telling you, it made a phenomenal difference, a phenomenal difference all together. So that's like a major example because to do a dissertation, you have to write. And like in every course, we always knew we had to have a final paper. And sometimes through the course, we had to do many papers. It's just been a lot of reading, a lot of writing, a lot of reading, a lot of writing. So I feel like I'm very much ready to take on this next step for me, which is writing a dissertation. And they knew that the whole time. I didn't know that. I was just kicking and screaming and complaining. And I really feel like they were, nothing about power. They just wanted me to be all I can be.

P6 responds specifically to how she perceives the roles and expectations with her advisor:

To tell you the truth, what I'm finding with my major advisor (and other professors, they really, really want you to be where you need to be as an intellectual, as an academic, or whatever you want to call it as a scholar. That's what they like to say, scholar. And they don't really like lay out expectations, per se. But even in a relationship, what happens is, is that I've had courses with my major advisor. So I know how she is. And she knows how I am. And so that is brought into the advisee/advisor relationship. So I guess the major thing that she expects from me is for me to stand in what I'm trying to say to the best of my ability. And if for whatever reason I'm not doing that, she is going to do whatever she can to get me to do that. And then for me, what I expect from her, is I expect her to, do I expect her to do? I expect her to get out of my way. I expect her to be patient. I expect her to make suggestions when she reads my work. I expect her to read my work. See? Cause sometimes they give the impression they read it, and they ain't read it! Cause I've watched, OK? [laughs] "Did you read my work?" You know. Because sometimes there's a way of reading, because they read so much, they scanned it. And that's not *reading* my work. So I mean, yeah, that kind of thing. And then, you know, I've gotten to the point like I said earlier, to say just sign my card. Don't give me no grief. Just sign my card.

P6 discusses boundaries and how she and her advisor deal with them effectively:

The first thing I thought about is that every relationship has boundaries when you first get to know someone? And then those wear out. And then there's always some boundaries. So there's levels of boundaries which have been eliminated. And there are current boundaries that I choose to deal with or not deal with. And vice versa. I don't allow certain boundaries to be crossed. As I believe that she doesn't allow certain boundaries to be crossed. But it's not like, oh, I can't say that or I can't do this. It's not that kind of thing at all. If either one of us choose to cross a boundary, I don't think that it would be a biggie. I think either one of us

may say, well, I don't want to talk about that or we might say something to divert attention so you don't cross the boundary. But we have a relationship where we're pretty comfortable with each other, I think we're pretty comfortable with each other.

It [has] evolved, definitely evolved. Because I remember when I first came here, I viewed this person as a wild person. I would never want to be around her. It was like she was like an ant or something. I mean it was like [makes jittery noises], just too much. Too, too, too much. You need to calm down!

Well, I think that [she] was learning how to be in this whole academic thing. She was dealing with tenure and baby, they say when you're dealing with tenure, bless your heart because it's supposed to be rough. I think she was also going through her divorce, just a lot of things happening. And as those things just mellowed out, she got her tenure, she got her divorce, [and] she settled more into this academic world. She just calmed down. She's still doing too much, but she's calmed down a lot. Where I feel I like her as my major advisor.

P6 describes her relationship with her advisor in terms of services she received:

OK, see, the word "service," when I think service, I think of the department. When I think of an advisor, I think of someone that helps you make it through your needs for writing, for analyzing, for concepts, I don't hold my major advisor, what is the word I'm thinking about? Accountable. Accountable for what you've got to do, the paperwork stuff you've got to do. I hold the department accountable for that. So when I need to know those kinds of things, I might say something to her, or she may say something to me. But I end up going to, I know what secretary to go to to find out how do I do this, how do I do that. And I know there's a professor in our department that's designated for the graduate students. And I go to him. So whenever I have something in terms of services, I deal with someone other than my major advisor. So I don't think of her in terms of services.

P6 further describes her advisor in terms of a resource provider:

Very resourceful, in fact, as she does her research, it's helping my research because, there's this one particular book I remember— no, not just one, plenty! Plenty books. Now she's using it for one reason, and I'm using it for another reason. There's such an overlap in what I'm looking at and what she's looking at that we tend to be resourceful for each other. But she more than I, because I tend to work for her. She doesn't tend to come in my office, but maybe when she starts looking at my work and I start giving her more writing, she may see some of the things that she may

have not seen before that I deal with. So I feel like [she's] extremely resourceful, extremely, all the time. I would say that easily.

- RQ 2b: Are you satisfied with your advisor? Why or why not?
(academic and non-academic support behaviors)

Participant #1:

P1 describes her satisfaction level with her advisor's support and how it has varied both academically and non-academically:

I'm satisfied because of where I am right now. If I had been asked that question a couple of years ago, my answer would have been different, I think. It may not have been totally no, but I don't think it would have been yes, either. But I would say at this point I am satisfied, because I do feel like finally I'm getting some guidance. I'm not being told to just sort of go out there and do it, and come back with the finished product. It's a lot easier to get some face-to-face time, or on the phone time with my advisor when I need it. So yeah, I think that there's definitely a difference in where I am now in terms of getting services or feedback from my advisor than were present a couple of years ago.

I think if I were to try to speak for my advisor, I think that he's more satisfied with not having to sort of hold my hand as much now. And I think that he maybe felt like I was asking him to do that, to sort of hold my hand when this first started. And I think that because he feels like now I can work more independently, now I can tap into other resources to get what I need, he's much more willing to you know, to sit down with me and say, what have you done and let me go over what you have. And then he, in turn, gives me feedback on that. So I think that, I really think that that's the reason. Now in the past, I'll admit, he was on sabbatical. You know, there were other issues involved that prevented us from having regular conversations. But I truly believe in my heart that the reason I'm getting better services now is because I'm at this point in my, in my field of study.

I think that his behavior is, on a scale of one to ten, I may say that it's a seven or an eight. Because he's obviously very intelligent and he's very well-respected. And he obviously understands his topic. So when I do get time with him, to sort of go over the academic side, I do feel like I'm getting concrete guidance. He is able to really assist with the academic side of it. So I'm pretty happy with that part of it. I think academically, but again, in most instances, it's not a situation where I can go in there and say I have no clue what's going on. You know, tell me, explain this to me, explain this concept to me. More often than not instead of doing that, he will sometimes just guide me to the right place. Or tell me what resources

to tap into so I can go and access those and gain an understanding of it. But he's knowledgeable, and I feel comfortable knowing that if he gives me guidance, or gives me an answer to something related to academics or related to my study, I feel confident in that. So I think that that's his strongest asset, his academic knowledge.

My advisor in the last year, has made mention of me writing things and getting them published or attending conferences and that kind of thing. But it's something where he's only made mention of it maybe once. It's not anything where he followed through or he sort of said, you know, you should consider this and this is how you can go about doing it. It's just been, "Oh, you know, you really should think about publishing." Or "You really should go to this conference." Or, "You really should look into doing some things in addition to this." Or, "You really should get an assistantship or an internship." I mean, if he has mentioned those things, it may have been only one time, and again, like there was no follow-through to see if I had done it or to tell me how to go about doing it or anything like that.

Non-academic Support:

In the last year that I think he has become more knowledgeable about things that have gone on in my personal life. But it's not because he has necessarily inquired about it. More often than not, it's because I offered various bits of information, just so he'll know there's a reason that, you know, I can't meet with him or I need to have something done by a certain time, then I may offer. You know, if I'm having a family conflict or other things that are going on or work or other issues outside of school, then I will offer information to him. And that's the reason he knows the information. It's not because he'll ask me. And I think if somebody were to just walk up to him and say well tell me about this girl, this graduate student's personal life, what can you offer? I don't feel comfortable that he could offer very much. Aside from things that I have told him relating to my academic life and how it's impacting my academic life. But I haven't really felt a personal connection with him at all.

Participant #2:

P2 discusses what her satisfaction level is with her advisor both academically and non-academically and why:

I would say I'm not satisfied. I mean, it's taken me too long to answer, even think about this. And I guess the reason is, we've had this discussion. In all the years that I've presented information to him, he's not thoroughly read anything. And it took me quite a long time to figure that out. And one of the last discussions, recent discussions, we've had this

semester, is he said, "I want you to do this." Actually, I think that was the Sunday we met. "But I'm not going to read it." So that last statement just kind of put a, a damper on what I'm about to do because he won't read it. So how in the world academically can I get through this? When every word is written with a fine tooth comb, and you're not going to read it. So academically, that doesn't help me. And it took years for me to find that out. So I just wrote, wrote, wrote, wrote. And when I compare where I am now, I've matured some in it, and I've looked at several of the dissertations and it wasn't good. But academically, I expect him to tell me that much earlier. I expected him to be able to tell me. I mean, we're big people. It's good or not good. It's there or not there or you need to move this way. I mean that's what teachers do. I expected him to be a teacher and maybe he's not a teacher. I mean, he knows how to do the work or he knows what's good, but it's hard for him to tell me how to get there. And I don't want to be too hard on him because I mean as a student, too, I'm supposed to be able to produce and give good work. And I know as a student, and as being a former teacher, when work is really bad, you don't want to read it. When it's good, you definitely want to check through it and so forth, so it's [difficult]. But this is my first time writing a dissertation. And I need help.

Non-academic Support:

I'm not satisfied with that. As a matter of fact, I feel that all those things should have happened along, in the process. And none of those things have happened. Now he did offer an assistantship with me only because of financial reasons. Not because of writing ability or research because I asked several times like to go on the sabbatical or, I had to find a way to support myself, only because of those reasons, but not academically. I never have been asked to be a part of that world. And I am disappointed, because again, at this university, we should be exposed to that before we leave that program.

Participant #3:

P3 discusses her satisfaction with her advisor with regard to academic and non-academic support:

I am [satisfied]. The comment I was going to tell you earlier is that we thought I was going to take one career route, you know. I was going to go teach at a university, a small university, because there are only so many that are Research I [universities] and so when she found out that I may go to a Research I institution or a med school, she felt like, she made the comment that, "Well, I'm not going to be able to help you as much, because you're going to have to be stronger. I could have helped you get out a lot easier if you were just going to teach at, you know, any

university. But you're going to have to be a researcher, so you're going to need to struggle." I was really offended, because I thought, if I'm going to go to someplace really hard, you should be helping me. And then I was angry because I should be getting some education anyway. I don't know where that came from. It just totally ticked me off. And I think it goes back to that whole thing that you're not there. They kind of invested, they invested time in you and now what are you doing? Or, not only that, you know you're away from your G.A. And I mean literally. One day, for two or three weeks, you don't have anything to do. And you fix your life accordingly.

Participant #4:

P4 discusses how satisfied she is with her advisor's academic support and non-academic support:

No, I'm not satisfied with how I have been advised. Academically, I'm not. I have yet to receive any support from her, just from students. Sometimes graduate students are treated a little bit differently from your undergrad. And I just felt like an ordinary student. Not as a graduate student.

Non-academic Support:

[I am] completely not [satisfied], no. I worked full time and many times she would tell me that I needed to either go part time with my job or, you know, just not do the graduate thing. She would tell me there was no way I could do it. She'd say things like, "[P4], you're a mom, you're working full time, you're trying to go to school and you're [overloaded]. And you can't do it." And that's negative. There are a lot of people who are doing what I'm doing now. You know? Times have changed. And there are many moms out there who are trying to go to school. And to better themselves and to do things so that their kids can look up at [them]. But I never got any of that support.

I never had any of those [non-academic] opportunities. One thing I guess you can look at it in a positive way is that she did mention to me that when I wrote my review it would have to be written in publishable form so that I could, get it published. And I guess that's really the only supporting thing, positive thing that she ever said to me about some future work.

Participant #5:

P5 discusses her focus on academics, teaching, the limited time she has for non-academic activities, and satisfaction with her advisor:

I really haven't had the time. I take my teaching very seriously. And I've been doing it for four years. I'll be starting my fifth year in the fall. And teaching the two classes, and with the amount of interviewing and transcribing that I've had to do, my house hasn't been that great. I do have a mother and father who are getting older with health problems and my daughter has three children, so I've been there for their births, have been there for their birthdays. So she's been supportive in the fact that my family is important for me. And I really don't have the finances or the time to devote to those other things. And I know it's probably going to hurt me in the long run, trying to get a job, but I mean, my plate's full. And that's all I can do.

P5 further explains how she obtained her assistantship without the assistance of her advisor:

The assistantship, I got it right off when I was classified in the Ph.D. program. And I started teaching immediately. And I've been teaching the same two classes, and I've kind of developed a little niche there, that students recommend their friends to me. And I have kind of a following at the moment. And that's important to me. I feel like I'm doing something there because I'm getting my years of college teaching in, and that's what I want to do along with my research. So no, she was not instrumental in that. That was an assignment that was given to me. And I'm assigned that every semester.

My evaluations have been very good and I'm very, you know, I really put myself into my teaching and my students. That has been a separate, separate thing from my major professor.

Participant #6:

P6 discusses her satisfaction level with her advisor in terms of academic and non-academic support:

I would say pretty satisfied. Because I think what happened for me is that I was misinterpreting what, what she was doing in terms of not telling me what I needed to know. Because what you need to do as a teacher is, you need to allow a lot of space to your students. So that they can come to on their own what they want to be about. So I was sitting there thinking, give me the answer! Tell me what to do! And she would just smile. And ask questions. I call her the Queen of Questions. Question after question after

question. So when I left, all the questions were in my head. And it caused me to [think] what would I do? What would I say? So I would say, I'm pretty satisfied [with] what I've gotten from her. Her style, I agree with it. I've come to agree with [it] instead of me saying, "Well, this is what you've got to do," I would say, "What are you doing? What are you up to? Why? How is that important to you?" I think it's a good style, and we need to learn how to do it. I really believe in the questioning style. I believe in it whole-heartedly.

Non-academic Support:

I would say that all those are very, very strong. In fact, whenever we had a course with all of these professors, including my major advisor, "Now you know, the final paper, I'd like it to be journal-ready. And you know such and such conference is coming up. You know you can present your work." That's all the time in our courses. The only place that I would say that I would have liked more recently to get more from her, is for her to say, "How is your writing going? How are you doing?," because more recently, as a graduate assistant for her, she has begun to view me as her employee, her worker and I'm good. I'm very good. I think she's forgotten that you're supposed to be my advisor! So I'm trying to remind her again. "Hello! I'm an advisee! Hello!" That kind of thing. But even till today, the presentation that we did at [a conference], she would be head person for it and met with us and got us together to do it. We're going to present that particular presentation at an upcoming conference. She just finished telling me when I met with her the last time, saying, "Your work is really powerful. You know you should write about it and put it in a journal." And I just basically told her, that ain't my thing and she just keeps saying it. And that's what you're supposed to do. And I just keep saying, "Not me. [I'm not going to] work in the university." "But your work is powerful. You need to get it out there." So one of the things that's happening for me with her holding out to me "you need to get your work out there," in my mind I'm saying, my work is going to be out there. I'm going to start a school. It's going to get out there. It's not going to get out there in journals! You know? But it's going to get out there in action. So I'm not trying to justify or say who's right or wrong, it's just our way of looking at things differently. And she gives space to me, and I give space to her. And no bad feelings, we don't get angry, we don't fuss, none of that. No tension, none of that.

- RQ2c: How do the following impact your relationship with your advisor? (similarity/dissimilarity in background, interests, attitudes, beliefs, values, personality, advising style, communication, expectations of one another).

Participant #1:

P1 describes personal similarities or dissimilarities that she and her advisor shared and how these characteristics have affected their relationship:

I certainly don't ask him or know anything about his personal life and I certainly don't feel comfortable questioning him about any aspect of his personal life. I think that we probably, if we were to have a heart to heart conversation about each of our personal lives, I'm guessing that I would see some stark differences. I don't think that that's something that we'll ever get to the point where we'll have a personal connection or where he'll feel like he knows a lot about my personal life or I know a lot about his personal life because I feel like that's one of those boundaries for us. So I don't think we have a whole lot in common on a personal level.

Attitudes and Beliefs:

In terms of attitudes, I think that there have been times, of course, where I have been very frustrated throughout this process and I have done everything I can to not let that frustration show very much. Or at least if it has to show, let it show in a respectful manner when I'm around my advisor. Because I sort of feel a little intimidated to like really vent or show my frustration when I'm talking to him. But at the same time, the opposite has happened. There have been times when we have met or spoken when I sensed a little frustration. I don't really know if it was related to me or not, or if it was just another issue and then I came along. But I definitely sensed some frustration and aggravation on his part at various times. And you know, in terms of values and that kind of thing, I mean, if I had to guess, I have a lot of respect for him. I think that he's very ethical and I think that he's very trustworthy. And I would venture to say that he has a really good value system. So I really feel like, you know, we have something in common in terms of how we view things or just, just our value systems. But from the attitude side of it, I've seen both. I've seen times when he was very enthusiastic, eager to help. You know, to sort of almost making the first step, in some instances, to seeing if I needed help or if he could assist me in any way. But at the same time, again, there have been other times when I sensed you know, quite a bit of frustration on his part.

P1 explains how she believes these personality characteristics have impacted her relationship with her advisor:

In those times, those few times where I sensed frustration on his part, I shut down. or I stayed away. And there were many times when I needed help. Or, you know, I was stuck or needed some assistance at a certain

point. But if our previous encounter wasn't a very good one, I would stay away for a while and as a result, I wouldn't be productive. Not to mention, I mean, just from the normal, it sort of hurts, it hurts your feelings, you know. Then you start feeling, not only are you feeling frustrated, it sort of does something to hurt your self-esteem as well. Because there were times when I sensed the frustration and I sort of left there thinking oh God, well, I must be stupid, I shouldn't be asking these things. I should know these things. And whether that was something he meant for me to feel or not, that's just what I walked away from it feeling. And every time that the frustration was there, you know to, stay away or arm's length, it always hurt my progress. For one reason or another. Whether it was because I was frustrated and feeling sorry for myself or it was oh, God, I don't want to make him angry or frustrated and so I'm going to leave him alone, I'll stay away for a while.

Personality and his advising style has affected the relationship:

I think our personalities are like night and day. His personality is very different from mine. I would say that I'm probably a person who tries not to take things too seriously. And I try to, I would say I'm always a polite person, somewhat bubbly, have a sense of humor, like for people to, you know, relax, joke with me. And I like the fact that, you know, I've been accused of never being at a loss for words because I talk a lot and that kind of thing. And I like, even though I may be dealing with somebody from an academic standpoint or a business standpoint, I like to feel sometimes like I have something of a personal relationship with that person. But my advisor's personality is very different. He's very low key, very serious, very laid back. It's almost a situation where sometimes I'll go in there and say hi, how are you, and how's life? Thinking that we can just kind of have a little bubbly, you know, light conversation for a few minutes. And usually I'll get one word answers. Or he doesn't smile very much. Which is the opposite of what I do a lot. He's very much a let's-get-down-to-business person. I can't remember a time going into his office and talking about very much other than school. Or, you know, questions that I may have or issues that he may have. So as a result, it's made me just sort of stifle how I usually am. In terms of my personality and when I go in there, I know that I need to sort of be more like him. Because I think sometimes that may frustrate him, because his time is so valuable that he just really wants to get down to business and he's really serious. So our personalities are really different. We don't have much in common as far as that's concerned. And I think in terms of the advising, it of course impacts his role as an advisor. Because, since he's so serious, and such an academic person, and such a sort of nitty gritty black and white kind of person, when I go in there and I have specific questions, which is the other thing, I think that it aggravates him somewhat if I go in there and I'm not quite sure what it is I want to know. Sometimes I feel like I better make sure that I

know exactly what I want to ask, exactly what we're going to talk about. Because I think that he doesn't have much tolerance for somebody who's just sort of going in there and saying oh, I need help. I don't know what I'm doing. And there have been times that I had specific questions and I went into his office and we began to talk about them, and he gave me feedback. But usually it was a very quick responses or it was, this is where you need to go to get some assistance. And it was never, never did I feel like he sort of had any time to sit there and say OK, well, you know, tell me what you've done or tell me what else is going on or it's always just let's get down to business. And I think because his personality is so serious, that that's how he is as an advisor. He's very serious. He's very cut and dried. You go in there, you ask questions, you bring up your issues, he'll give you answers. And then, you know, you're out of there.

P1 discusses communication barriers:

I think that there's a communication barrier sometimes when we talk. Because I think that he, just because of his knowledge base, and where he's coming from, that he communicates in such a way that I think he makes assumptions about what your knowledge is and what your knowledge should be. And as a result, sometimes when we're communicating about a specific topic or an issue related to my study, I'm totally confused. I'm totally just baffled after he gives me a response. Because I think that he's sort of, he's coming from a different level, obviously. And I think that as a result of that there have been times when I've gone in there, asked for assistance, and when he's given it to me, you can tell that he feels that he thoroughly explained it and that I should get it. And I totally don't get it. And sometimes I don't know, I don't really think that's a personality thing as much as it's an academic thing. And he's coming from a place where, you know, he's had all these experiences, he has all this knowledge, and I just think he makes a lot of assumptions about what his students should know. So as a result, and there are times when, like I said earlier, I don't feel comfortable saying I don't understand. Or to maybe explain that another way or I'm confused. Because I really feel like he makes those assumptions that you know this stuff and I'm sort of made to feel like I should know it. So there are instances where I come out of a meeting with him, and I'm just as confused as I was walking in, if not more confused because he's explained something to me, and I totally don't get it.

P1 describes what she believes her advisor's expectations of her and her expectations of Her advisor to be and how these expectations have impacted their relationship:

I think our expectations are very different, actually. I think that, I expect him to, as I said earlier, to be sort of a guide for me and somebody, obviously, that has this extensive knowledge base, somebody that knows

how it should be done, somebody that can sort of guide me and lead me in such a way that I don't spend a lot of time just needlessly doing stuff that I don't need to do or doing stuff incorrectly. So I expect from him [to be] somebody that can be somewhat hands-on, somebody that can provide some solid, concrete feedback for me, somebody that can either stop me and say wait, this isn't correct [or] do a little bit and then come back, let me see where you are or somebody that says OK, this part is fine. You know, "Are you having any problems?" "Are you having any issues?" "Is there anything you don't understand?" And, you know, whether that's a yes or no, we can talk about those issues and he can send me on my way. But that I feel comfortable enough to come back whenever I don't feel that I'm understanding or grasping what I need. So that's what I expect. I think what he expects is for me to sort of already have this knowledge base to sort of know how it should be done. And if I don't know how it should be done, I need to go find out how to do it and not necessarily from him, but go find out just using other resources. [Go] to other people, reading more, just doing whatever I need to do to get answers to what I have. Then once I figure that out, then I can sort of get to a point where I have some solid information. Then I can go to him and say "OK, well, what do you think about this?" or "Is this correct or is this not correct?" And he can sort of be the either final stamp of approval that says, "Yes, this is great" or "No, this is garbage." So I think he really expects me to work very independently and only come to him when I have gone everywhere else and I just haven't been able to get what I need.

P1 explains how her expectations of her have prompted her to seek out assistance elsewhere and its impact on their relationship:

Absolutely, because sometimes I feel like, well every time I have a problem, I try to not go to him first. He is not a first option for me, ever. I'll talk to other students. I'll go and talk to others, not necessarily professors in that department, but maybe other professors in other departments, or even at other schools or I'll talk to people that I may feel like they have the knowledge base to help me or guide me. And I really only go to him as a last resort. Because, again, I just really feel like in his mind, he's not there for me to, you know, go to every single time I have a problem. And I think that because of that, it's had a negative impact. Because there have been many instances where I'll go to other people, but I may not necessarily get the right answers. But I don't know that they're not the right answers. And a lot of times I may follow a person's advice, and when it's all said and done come back to my advisor, only to find out it wasn't correct.

Participant #2:

P2 explains how attitudes, beliefs and/or values have impacted her relationship with her advisor:

I don't know much about him at all. The only thing is, I just know that when I get a little bit frustrated, I think he doesn't particularly accept me being frustrated with him or you know, like having an attitude toward the process. [I] make sure to check my attitude. You know, you don't have to say that or you just need to not be so frustrated. But as far as his attitudes about, you know, people getting [it], or black females getting dissertations, I don't know how he feels about that.

P2 discusses her advisor's personality and advising style and its impact on their relationship:

[laughs] I try to keep that separate. I mean there's really no relationship as a person. So there really isn't anything there. His personality is— how do you describe it? I mean, you sit and talk to him about school, and he has fifteen minutes, and that's it. Whatever time limit he has, that's it and that's it. If you don't initiate it again, that's it. He responds well to email. But that's it. [laughs]

P2 discusses communication and its impact on her relationship with her advisor:

I don't really know. I think he thinks it's successful when he tells me what to do. and I leave just confused as ever. So sometimes, I mean, I think it's both positive, mostly positive and very little negative. It's really hard to tell what really happened or how he feels about anything, but he's still willing to work with me. So I think it's much more positive than negative.

P2 describes what she believes her expectations of her advisor and her advisor's expectations of her to be. She further discusses how these expectations have impacted their advisor relationship:

I think it's drawn us apart. Our expectations are different. I really expect him to be able to clearly communicate what to do. And that's never happened. I think his expectations of me are to perform, because I'm supposed to perform. And I'm still here, so I haven't gone away. So sometimes maybe I feel burdensome to him. And we've talked about me either staying in the program or leaving. So that's come up. I think what we expected from each other is different. So we're just kind of drawing apart from it. And we respect each other, the differences. But we don't clearly understand each other.

Participant #3:

P3 discusses dissimilarities in academic interests and how it affected her relationship with her advisor:

I'm [in one concentration] and she's more [another concentration]. My advisor is also more pedagogy with her background. It's kind of difficult because I had to take courses under her that were [in one concentration] directed, so to speak. When I went to check out the program I told them I was interested in [in another concentration] and they said they have a person [teaching in that area] here. They still put me under her right away but that was because her area was [another area]. But that was good. The person [in my area] left and I was thinking they probably knew that person was going. But they just got me in the program. I ended up taking these classes that weren't bad or anything but they didn't have anything to do with anything I was interested in. And then at the same time if you're under a certain advisor as a graduate assistant, I had to do research under her that was totally unrelated. Whereas my peers could do research under their advisor that would be in their specialty area. It was good for them because they would have their name on stuff that had to do with their area of interest where they were directing towards they're dissertation. It was hard to get excited about grunt work on work that I wasn't interested. I actually did get something presented at a conference that I did under her. She let me take the qualitative part. It was still kind of frustrating.

P3 discusses attitudes, beliefs, values and their impact on her experience with her advisor:

I would say she is a very career oriented, single older woman and I'm married so I get a lot of feelings that those differences come into play when she thinks I should put school first instead of my husband's career or family. She's ok with the family part, but it's like a joke, like if I would get any sympathy if I had a different advisor and pregnant and defended my dissertation, I would get totally different sympathy than with this advisor because she's not too into the family thing.

It has roughened the relationship when you have less to talk about or less to agree on. It makes that relationship a little different. Like this guy on my committee, he's a family man and his wife works so it's like commonalities. So it's real hard for us to find what we were common about and had the same beliefs.

P3 compares her personality to that of her advisors, advising style and discusses each impact on their relationship:

She's anal and I'm anal so that's good. We both probably procrastinate some and work under pressure. She takes on a lot. If you have that kind of personality you take on a lot and then you can feel grouchy when you have ten thousand things to do. I get pushed aside when she's taken on too much from the department. So I think we are similar in that we both take on too much. But the bad part is as the student I don't get her attention like I should because she's overloaded herself. So that's how her personality is. I guess.

Advising Style:

She's moody. It depends what's going on. When she's overloaded she's not helpful, when she's not overloaded, she's very helpful. Not being there, like I'm not there, that really hurts me. Last week she said, "You need to be here so I can sit with you." I'm thinking, why can't you email me, why is that a problem. Her style, I don't know if I know her style. She does want you to be independent and she is critical and I would rather you tell me upfront, this is what I want from you, instead sometimes there's a little conflict, there seems to be, I can never decide does she want me to do this on my own or does she want me to ask for help. There's been times when I've gone forward on my own and she would have rather me need her and ask for help.

P3 talks about communication challenges when living in a distant city from the university and its impact on her relationship with her advisor:

Our email are funny. She admitted this week that she had to "ta, ta" me a little bit more because, these things that she says wrong. She will be fussing at me and I'll take it personally. And she fusses at me for taking things personal because she's trying to keep it real professional. I just feel like because I've been with her for three years I wish she would be more direct earlier on instead of waiting until I disappoint her and then saying this big...of course I'm to take it personal because she's still my advisor and I still have that teacher/student relationship, where you want to please. Even as an adult you still want to please your supervisor.

Because I'm not there it's very hard. I feel like the more often I'm there the more things she doesn't forget to say or I can see her and so our communication is not in a bind about anything because you see each other all the time. I think being apart puts a stress on our communication. Because, I don't mean she's always moody because she's really not, but in person you can read a person's mood and know it's not a good day. You can't do that with an email or a phone call. And that's where the communication gets funny because you can't read the non-verbal when you're not there.

Expectations:

She's a little of old school expectations, I'm exaggerating, but I taught twenty classes as a GA and did fine and so you should. It doesn't matter if you're married, it doesn't matter if you live two hours away. It doesn't matter, this is what I did, it's kind of like an old school thought. So those expectations bothered me because I felt like as small as the concentration area that I was in has only four or five Ph.D. faculty, no there's three or four active Ph.D. faculty that are active in my concentration. And some those few, it could have been more personal. Her expectations were this is the way it is and the other thing is she kind of has this come from struggling as a female in male dominated work place, she sort of wants to give me the hard knocks so I can handle it. And I'm not so sure that was necessary.

My expectations of her were I guess that because it was a small concentration area, not very many grad students, that I would get more attention from her as far as guidance. And specifically because I met with her and the department chair before I decided to start this program, that they were going to let me do health stuff. I really expected earlier on more allowing me to do more health stuff and in the end it worked out I'm doing more health stuff. But in the beginning I felt like it could have been a more personalized program.

P3 discusses whether she believes the expectations her advisor imposed were unique to her experience or similar to all her advisees:

She advises you sort of where she thinks you're going to be. Like she thought I was going to a lower level research university and she kind of joked about that. Then somebody came on board from a real competitive master program, I did not come from. And so she did adjust her expectations, it's kind of an insult to me at first, I got over it. This person had a bigger research background and so she expected more from them but then at the same time when I moved and started working for a research one institution for a time, I got comments like, now that you're not going to go to that other school your going to have to learn, I'm not going to be able to help you as much because you're going to have to learn because that's a different place where you're going now.

I wouldn't say, yes she's very old school and probably has some trends that she does with everybody, but in a way she kind of does change it for the person, but not for the person, per her perceptions of your capacities or goals. That's kind of sad in a Ph.D. program. In education we think you should expect the best out of everybody. I wouldn't want somebody else to have better experiences than me because my advisor

thought I wasn't smart enough to do it. Do you know what I mean, maybe challenge you in a different way.

Participant #4:

P4 explains how similarities or dissimilarities in backgrounds have impacted her relationship with her advisor:

Just the only thing that we have in common is that we share the same interests as far as academic. I'm in (this subject area), she's in (this subject area). She teaches teachers and I teach teachers. I don't know anything about her personally, so I couldn't tell you if we have anything in common. I just don't know a lot about her.

P4 discusses how she handles attitudes, beliefs, or values dissimilarities in her relationship with her advisor:

It has a big impact. I'm a traditional type person. And I want to do for my kids what my parents have done for me. And that has been a roadblock. Not for me, I'm trying to be the best mom that I can be and my husband's trying to give me a lot of support in being able to do that. But my advisor sees that as a roadblock for me being able to complete my degree. So trying to raise a family and even working full time has been a roadblock. For her. I'm trying to do what I can. I'm spreading myself pretty thin. But I'm trying to do what I can.

She may value them on a personal level, but not on a level at the university. She doesn't want to see the graduate student working full time.

P4 explains personality differences:

Her moods can change some. Therefore the personality changes. Personality is kind of dry. I'm not like that. I would think that if the personality would be the same as mine, we might have had a better academic relationship. But don't get me wrong. I think that she's a nice person. But her personality was a little bit dry, I think, sometimes cold. Also, I want to add this. At times I felt like I was placed on the back burner, going back to feeling like an undergrad student, not as a graduate student. I didn't feel special in that sense.

P4 discusses communication and its impact on her relationship with her advisor:

It probably has impacted [our relationship] because I'm long distance. I travel [from out of town] for classes. Of course, I'm finished with my course work. But trying to reach her is hard, on the phone. It's a difficult thing, also with emails. She does respond to my emails, but at times the

responses are slow. There were a few times when I did try to reach her by phone and she was in her office and she would ask me to call back. We couldn't speak at certain times. She would ask me to call back and that's when I would follow up with an email. I did get to a point where keeping the emails gave me [the ability to] keep up with it more so than phone calls. So I could always go back to my emails and use them as records. But the communication, no, it wasn't there.

P4 discusses her expectations of her advisor and her advisor's expectations of her and how those expectations impacted their relationship

I knew that when I would submit work, that she wouldn't give it back to me. I knew that I would not get anything back. That did have an impact. I did what I was supposed to do. As an advisor, she did not. That did have an impact.

Participant #5:

P5 explains how she feels similarity or dissimilarity in background have positively or negatively impacted the relationship:

My major professor, I would call her a liberal feminist. When I first became her graduate student, I didn't even consider myself a feminist at all. I'm very, very conservative. I am older than her by ten years. I think we come from very different backgrounds and of course she got her education early on in life, and I didn't start college at all until I was thirty-eight years old. And I've been going fourteen years straight, with no summers off. Now, when I had her for my masters, I think my masters project, I was trying to put in feminist sources to please her. There was a little disagreement in my conclusion to my project, because I didn't want the feminist perspective to override the outcome. I did have to change my conclusion and I didn't, I wasn't very happy with it. But since I've been in the doctoral program and the work that I've been doing, I would say now that I know what a feminist is, I would say that I'm a conservative feminist. And yes, we are on opposite ends of the spectrum. But she respects that. And when I write now for her, she'll say, "[P5], why do you have all of these feminist cites? Or references, in your writing." And I'll say, "Well, I'm kind of writing for you." And she says, "Don't write for me!" And so I think there's been a change there. Where she knows that I'm not a liberal feminist like she is and that she doesn't want me to write for her. You know, for her perspective, or to her perspective, that I'm to write from mine. And I think there's been a change in our relationship about that. That now I, my opinion and where I'm coming from is valued and I don't have to worry about pleasing her position.

So I think maybe it's an evolution on her part that she sees that I have to write from who I am.

P5 discusses how attitudes, beliefs and values have impacted her relationship with her advisor:

Well, I think that there again, there's been an evolution on her part. That she sees, maybe it's because she sees her doctoral students differently than her masters, I'm not sure. But there's definitely been a change where she realizes that although your dissertation is supposed to be number one priority, she also recognizes that families, getting away and enjoying yourself is also important because you can't do your best work if you're cramming and you're so exhausted and stressed out. That she herself takes vacations and takes time off and she recognizes that graduate students should also do that. She encourages it and will say, "You go and have a good time." She knows that when we come back, it's just like when you're working at a job and you have a vacation. The [break] is supposed to rejuvenate you so that you can come back and do better work. I admire her for being receptive to that, because being a doctoral student, and being older and having all these other responsibilities, it's very important that you do have time to spend, to get away. If you don't, you just can't do it, you're not able, to really do your best work. In most cases I think that's why a lot of students just break down and they don't make it.

P5 discusses how she feels personalities and advising style have impacted her relationship with her advisor:

The one thing I like about her, and I try to do myself in my teaching, is make your students believe and not just believe, but actually put it into practice, that you're accessible, because there are so many professors that you're scared to death of or they just chew you up and spit you out. Those are the kind of professors that you don't do well with and fear doesn't help. And I think that's one thing about [my advisor] is that she is a very accessible person. When you sit down in her office, or most of the time I talk to her on the phone, at home. I talked to her at home this morning, and she wished me a good trip tomorrow, and said touch base with me when you get back. I think, it's not really, I mean, you're friends, but there's still that power relationship. But unless you can feel like your professor cares about you and is willing to be there for you, then I don't think you're going to do as well. And fear, like I said, it's not compatible with trying to get a Ph.D.

P5 discusses how communication has changed throughout her interactions with her advisor:

Oh, yes. Definitely changed, like I said. I think there were things that she went through in her life, and it has made her more accessible now. She's letting me be me now, more. I have heard comments where she's told other students or professors that I was one of her hardest working Ph.D. students, which I got through the grapevine. She said, she's always said to me, "[P5], I know you're working way too hard and I know you're doing." Even though I may not have turned anything in, she knows that I'm not just sitting around eating bon-bons, that I am doing my work and that she knows it's valuable work. She's really excited about it and we are hoping that this will eventually turn into a book. Because, like she said this morning, when I asked her about other resources in terms of the life history of one person, their whole life, and I said I just can't find anything, she said well there are some Native American [ones]. I think she only knew of one. So she said, "This is new territory. This is great." And she likes what I'm doing, but the topic is, is really in right now. [My topic] is really big, coming back. And I just think if your major professor's really interested in your topic, that also helps with your communication and being able to talk about things. She has a certain terms and I'm having problems with it. I've talked to her about it, that, you know, I see it this way and she sees it that way. I mean, we're going to work it out. But it's really nice to be able to go in and talk to a professor who knows her stuff, that's really important. Because if they say, "Well, I'm not sure." Or "Well, let me get back to you." That doesn't work. You've got to have somebody who's on solid ground that knows what they're doing and can tell you. And right then, when you're having these problems and you know, you're reflecting on your work and you're saying, I'm having a problem with this or I'm having a problem with that, and, you know, they can help you with that. Also your priorities, you've got all these things that you've got to do. How do I prioritize? She's just able to do that, help you sort your life out. So, which basically, when you're doing your dissertation, the priorities in your life can get really messed up and to have a major professor who even helps you prioritize things is really nice.

P5 talks about expectations of her advisor and perceived expectations she believes her advisor to have for her. She also discusses how expectations may vary based on the work ethics of the student:

Well, in terms of expectations, my expectation with a major professor is that they're there to help you succeed and getting through the program. And if they're not, it's pretty hard to do, if you don't have your support. So in that regard, I am fully confident that I have and I will get through the rest of the program. Because that's what, she knows what her role is and what's expected of her. And in terms of her expectations of me, she is one of those individuals that I think she can read you and she knows if you're responsible enough to be let on your own, to do your own research and that she doesn't have to be looking, you know, over your shoulder. Now

I'm sure that there might be some students that she does. But I like the fact, because I'm that kind of a person, I don't want somebody hanging over my shoulder. I know what I have to do. I know how I'm going to do it. If I need help, I will ask. But she is conscious enough of who I am to let me be myself and to do my research that way and to check in with her. So right now, my expectations, she has fulfilled them, is to get me through this program and I'm checking in with her, and doing my work.

I think it has to be individualized because each research study, or each dissertation, whether it's even starting back with your general exam questions, everything is individualized and the type of research you're doing demands certain types of [treatment]. And for her, say for instance I've done fifteen interviews and done transcriptions. Now if she was to say, "OK, [P5]. Now, in two weeks I want to see the transcriptions from X number of interviews," that's not going to work because first of all, the person that I'm interviewing may not be available. I may not be able to get those transcriptions done. So to set limitations on you that way, it would be impossible to do. So you know, you have to get the person's story, whether it takes ten or fifteen interviews, however long it takes, depending on the schedule, you and that person [you are interviewing].

It has to be [individualized] and also there are some people that may require certain types of deadlines like that because they're not motivated to get it done. I know it with my own students I'm teaching. Each one of them is different. You've got some students who turn their work in on time when there's a due date and there are others that, you know, it just dribbles in. And by the end of the semester you're saying OK, now where was such and such assignment? So, I mean, that's just the nature of the beast. So I think if she sensed that a graduate student needed that, I think she would do it. But I think in my case she is cognizant of the fact that I'm an independent person and the type of research I'm doing, it needs, she needs to back off and let me do it.

Participant #6:

P6 discusses the impact of similarity or dissimilarity in backgrounds or interests with her advisor and how this has impacted their relationship:

I would say that the differences that we have, we respect each other's differences and we tend to use them as opportunities to be more than who we are. I just ought to put it that way. I grow from her differences [and] she grows from mine. But we don't give up our differences. No. We very much, I think we thrive. We thrive in difference.

In particular, P6 discusses different values, beliefs, and attitudes she and her advisor have and how they have dealt with this in effective ways:

There's a connection between what you do, same and different, with your values, your beliefs, and your attitudes. We really do listen to each other. Particularly when there's like a difference of opinion we'll kind of sit there a little while longer to stay with the conversation and get an understanding of where you're coming from and where I'm coming from. And I'm trying to think of an example. Like one time I was taking this course from my major advisor and we came upon this concept. I was sharing with her [my idea]. And she said to me that she understood that theoretically, but on a practical level, it was kind of hard for her to understand how that functions. So that's how we do it. Like that's a belief I have and she has a different kind of, not totally different, but a somewhat different belief and we just like let it sit there at that. You know, it's not, I would say again, we just thrive on differences in beliefs, attitudes and values. I think we just appreciate [it].

P6 expresses how personality and advising style have impacted their relationship:

Now that's where it might get a little bumpy. [laughs] I have come to learn her and I hope she has come to learn me. I'm the type where I will complain, kick and scream, and then I'll still do it anyway. For her, her personality is, she will keep asking in multiple ways, even though you said, "I won't do that. I don't want to do that." I've come to respect this, but I don't like it, have another question. Always have another question. I also would like her to offer more. When I think of her as a person, she can't offer more. Even if she wanted to offer more, she can't offer more because of who she is as a person and I respect that. So it would be unfair of me to say, "Well, you should give me this, and you should give me, and you should do--" But that's not that's not her. But in the same way, for her to expect from me, I can't give what I don't have and so I think, what I believe is important in an advisee/advisor relationship, is that you do get to know who each other, who you are as persons so that as you go through the relationship, you won't have these, unattainable expectations because it just puts pressure in that you don't need. You know what I'm saying?

Like a little while ago when you asked the question on services. It would be ridiculous for me to expect [my advisor] to know when I'm supposed to turn in this and turn in that and turn in the other. That would just put a strain on the relationship. I thought that that ain't going to be there, I didn't know where to go. I'll find it or something else, more close to advising. It would be inconceivable for me, I think, to expect that [my advisor] could even understand where I'm coming from. This is so culturally based. This is so African-centered based. I can't go to her and say, "[Advisor], help me with this." She couldn't even— so what I did was I interviewed thirty different people and gave them this and said, "What do you think?" Does this make sense? And they became my advisor. So I got to decide what my methodology is, because maybe I had a

methodology that helped me develop this. Further, I must say. Well, I've got to think about that. That's part of what I'm writing about. So that would be an unfair expectation for me to think that [my advisor] is going to help me figure out all this African-centric stuff. She can't. This ain't in her world and her realm! It's up to me to do that part. But I do expect, as I said earlier, I'm going to give you this to read. Could you read it? OK? Don't be skimming it. *Read it*. And make suggestions to me. So [some] of that is going to come up and I hope that no tension develops. I don't know. But we'll see. We'll see. I'm not feeling any anxiety or anything. I'm fine. I'm fine with it, really.

P6 discusses communication and how it has developed between her and her advisor:

I think that [communication] is also growing between us because when you get to know someone [it] is improving the communication and so the more we get to know each other, the more we find we can talk about, the more things I can raise to her, the more things I can say to her. Like one of the newer things I've done communication-wise with her is that I have not been able to say directly to her, "You do too much. You need to do less. And maybe you'd be able to accomplish more in [a particular] area" something she might have been complaining about. So what I do is, if there's another person in the office, I'll say, and she'll be right there. And I'll say, "Oh, don't you know I work for [my advisor]? [My advisor is] working like a dog! Do you expect her to be doing anything else?" And she's laughing. She's laughing over there. So she hears certain things like that.

Another thing that I've done recently that is supposed to deepen communication, is myself and this other African-American woman were uncomfortable in a presentation that we did for [a conference]. We needed to express that to her not in the presence of other the women who are not African-American. OK? One was, but I would say that she is of our race. I'll put it like that.

We needed to have a confidential exchange with [my advisor] and let her know that we're not having fun. We don't know if we're going to do this. And we explained to her how we felt it was limiting, absolute, and needed to be more fluid and opening so it could be what we needed it to be. Because it felt like it was almost day and night what we were talking about. I liked the way, she did not reveal in any way, that we had a confidential conversation with her. She just stepped up to the plate, and I saw what she did. She basically went around to each person and said, "Well, where do you think we are in the process? Where do you think we stand in how far we need to go to finish presenting this?" And it was just beautiful. So I am deepening my willingness to increase my level of communication with her. It's perfect right now because I know that I may

have to stand up to her for some of my beliefs here. And I don't know how the academic world is going to relate to what I'm trying to do here. So it's good that our communication is getting to the point where I can say, "I don't think it's OK, I don't think I like that." Or "You need to express that to me in another way, otherwise I don't think I'm going to change that." Or be able to go to her and say, like there's this other professor on my committee. I saw him get kind of ugly with another African-American student, I should say doctoral candidate. And I suspect he may get ugly with me, I'm going to be strategizing early with him, so it ain't going to be like later on, after him saying crazy stuff like he said to this other person. So I may have to go to her and say, "You know, this particular person's giving me a rough time. I've been meeting, I've been talking, and can you help me out? Can you talk too, can [the] three of us get together or something.

P6 discusses how expectations of one another have impacted their advisor relationship:

Expectations are extremely important and we both have high expectations of each other. I guess for me, it might be because of who I am and where I am in my life right now. I've lived, I've raised five children, I've started two schools, I've traveled a lot. I've had a whole life. So maturity may be coming in there. But we both have high expectations of each other. But we also have high expectations for ourselves. We have high standards for ourselves. I mean we are both two people that strive for the ultimate in what we do. We only do our best. That's all we do and so it's good that we both are a good match in that way. So I would say, both expectations both ways have helped our relationship be what it needs to be for an advisee/advisor.

Research Question #3 Data

Research Question #3: How do you feel this advisor/advisee experience has or will affect your overall doctoral experience?

- RQ 3a: How do you feel this advisor/advisee experience has or will affect your overall doctoral experience with regard to timely completion of your academic objectives?

Participant #1:

P1 explains how she believes her advisor/advisee experience has affected her time on degree:

I think, honestly, it has had everything to do with the reason that I've been in this program so long. I was able to get through my course work in a fairly quick manner. Considering I was teaching full time while I was doing it. But the course work wasn't the problem. The general exams weren't the problem. But I have wasted at least, at the very least, two years and a half years, between the time I defended my general exams to now, because of the advisor problem that I had. Because I started off with one advisor, that advisor left. It took time to find a new advisor. And once I found a new advisor, that person obviously has other students they're working with. And then, as I said earlier, that person went on sabbatical. So there are many issues with the advisor relationship that contributed to me still being in the program. I really feel like if I didn't have the advisor issues, I could have been finished a year after I defended my oral exams. So I really feel like I should have been out of this program at least two years ago. But because of, just the situation that I've had with the advisor, and then with my current advisor not being able to get the time that I've needed to get some guidance throughout this process, I feel like that's the reason, obviously, that I'm still in it. Because I hit a lot of road blocks in terms of just getting the time that I needed with that advisor to get some guidance.

P1 discusses time she invested in developing relationships with three different advisors:

Obviously when you find an advisor, you develop those relationships and not just that, the academic side of it takes a while. I mean, it takes a while for you to just work the kinks out, [to] get that person to understand what you're doing, agree to what you're doing, feel like they're comfortable enough to advise you. So yeah, each time you find an advisor, you still have to go through a process with them. And sometimes that can take an entire semester, if not longer. It just takes the two of you to be on the same page. And since I had to go through that three times, you know, again, that really contributed to a big part of the problem. Not to mention, you're very limited in the people you can pick to be your advisor. Because some professors will tell you no, that they have too many people. Or no, because they don't agree with the topic you're doing, or they're not comfortable with the topic you're doing, or they're not in your field of study. So I mean, there are just many issues that can contribute to that. But each time you have to find a new one and have to start developing that relationship all over again, the other problem becomes your past advisor may have agreed with something you were doing and approved something you were doing. But that's not to say your current advisor will. And that's one problem I had, even though my past advisor agreed with, with my topic and had approved some things that I was doing, my current advisor didn't. So it was sort of like starting from scratch. And each time you get a new person, along with developing that relationship, you can only hope and

pray that that person will agree with what the past advisor agreed with in terms of your study, that you won't have to start again from scratch.

Participant #2:

P2 discusses how her experiences with advisors has had an impact on her program satisfaction and time on degree:

Well, it's kept me back. I've been talking to, [my advisor] for five years. And as of today, he still will not answer whether or not my questions that I've created are correct or good. My interview questions, my instruments. He still won't answer. Five years. He will not answer. The first time, in '98, when I presented my first draft of my proposal, he wouldn't answer those questions. and I was on my own, and I felt that I was just in this alone. I still feel this way, but I won't let it happen to me again that way because I will find someone in this area to help me with that background or information, I'll be able to present to him what I'll need. So I'm having a whole new system to deal with it. And then there's another person on my committee who's really in charge of everything that goes on and convinces everyone. I'm going to convince her of it. So I'm going to have to convince some other people. Someone has to convince me of it in the [process], or I'll have to convince her to get him to accept it, because in five years he has never answered or accepted or rejected anything that I've done in his area. And that's my holdup.

Participant #3:

P3 discusses the impact her relationship with her advisor has had on her overall satisfaction particular, time to degree:

It has slowed me down a little bit because she's accustomed to the four to five year kind of program and so ever since I started I wanted to do three and half years max. And she has kind of verbally expressed that that not necessarily something that she would recommend. She's ok with it, but I think it slows me down because for example for my dissertation right now she doesn't, she does stuff, but kind of at her convenience. I'm pushing, pushing, can you proof this and I feel like she's taking her time because she's thinks it's ok if I walk in May, whereas, I want to walk in December. She's like you're going to finish in December, it really doesn't matter. I'm like errrrrr!, it's not your decision.

P3 discusses what she might have changed about her experience with her advisor:

That she be more flexible about me being an out of town student. I think that's probably it. I think it was the right thing to do. There was a time as a GA under her she gave me something I could do at home. It was more

like finish what you need to finish, and I'm not writing your hours down for twenty hours a week. Then there were other times when I felt like she was sending me on a fifteen minute ride to do a three hour interviews and fifteen minutes back to school before I had to go in an hour in the other direction to go home and I thought to myself surely I'm not the only person that could do this. So I really think just keeping that in mind my distance in all and maybe allowing me more choices to meet whatever my requirements are.

I might be different from her and not all grad students are single and live up there, five minutes from the school.

Participant #4:

P4 explains how her relationship with her advisor has had an impact on her program satisfaction and overall doctoral experience:

Oh, it has affected my overall doctoral experience because I haven't had the support. An advisor's supposed to be there for you. I've had lots of stressors at different times. My [advisor] is a stressor, my job is a stressor, other commitments. [I'm] supposed to get support from her. But it has had an impact, a negative impact, just not having the support and just not knowing how I was doing in the program.

P4 also discusses how this advisor relationship has effected her time to degree:

It has slowed me down. At times, I wasn't advised properly and I'd go back and [ask her about this]. I remember one semester I made a 2.0 because she told me to take the statistics, which was four hour credits, and the dissertation, which you don't get an A, B or C for. You just get a pass or fail, I believe. I made a C in my statistics. Which left me at a 2.0. So the advising part, improper advising, you know, was a part of that. That slowed me down because I had to go back and repeat [a particular] course. Or, no, I had to go back and get more hours to make up for that probation period. I had that 2.0. I had to apply for an extension. I had to take courses repeatedly, like enough for [independent study] classes, which you can take numerous numbers of those. And I found that [out]. That's just independent study. I've done that, just to keep up my status as a graduate student. But that has added a few years to my program.

Participant #5:

P5 explains the impact her advisor relationship has had on program satisfaction and overall doctoral experience with regard to timely completion of your academic objectives affected timely completion:

Well I can honestly say right now that if I didn't have the major professor that I have right now, I wouldn't be here. I would have quit a long time ago, because I would not have been able to work with some of the other professors in the department with them being my major professor. Our personalities and their expectations, it would not have worked. I just feel like there's a good match here and I'm very fortunate. I know that I'm going to complete the program where as many others in the department, if I had, to make another choice, which I really, I don't think I could, I probably would have quit already.

Participant #6:

P6 discusses the impact of her advisor relationship on program satisfaction, with regard to timely completion of her academic objectives:

I don't know if I would say delayed, because I know I'm the one in control. But I would say that this is the weakest part of my relationship with my advisor. Getting it done in a timely fashion, I'm the type of person, I don't want to be pushed. But at the same time, I would like you to say something, do something about, well, you know, you are here for [school]. I think that more recently it has gotten to the point where she has been more focused on the goal that she's trying to accomplish. And because I'm her graduate assistant and her advisee, the graduate assistant relationship has gotten to be more important, I think, for her. It's caused her to overlook what she maybe could be doing to help me get this done. And I would say that that's the weakest, aspect of our relationship. I don't really think, do I fault her? Well I'm the type of person, I don't fault anybody, because hey, I'm all responsible. But I think she's just being who she is. I mean, what am I going to do about that? Now that I see it, I'm able to say very clearly to her, I can't keep doing your graduate assistant, because I came here to get a dissertation. I have not been able to write and I need to write. I need to get this done. And so, as soon as I say that, she says, right behind me, "I know that you will. And I'm glad that you're making the decision you're making." But she's not aware at all, I don't think she's aware at all that I feel like you could have been more considerate and not given me all this time to work. But that's something that, how can I say it, she's supposed to give me ten hours of work. But there's a lot of professors who are considerate of the fact that you're a doctoral candidate and you need some extra time to write.

See, as a graduate assistant, my assignment was to teach a course, and to work ten hours with a professor. My professor ended up being my major advisor, and I'm very happy about that, because I got to see her on a regular basis in another way and she got to see me on a regular basis in another way. I really believe it has enhanced our relationship. But the

other side of it is that my major advisor has so many items in the fire, she needs help getting them done. There are other professors who, they know that you're their graduate assistantship, but they give you tons of space to get your stuff done. She will give me work for the whole ten hours a week. You know what I'm saying? She cannot be faulted for that, because technically, that's my job. I'm supposed to work for her ten hours a week, and that's what she gives me. But I haven't heard anything during this, when I became a graduate assistant, I didn't hear anything about, "How is your work coming?" You know what I'm saying?

P6 discusses the impact of graduate assisting and interacting with her advisor:

I don't know what that is. I really don't know what that is. Because for me, so much stuff blends together, you know? I don't know what to call it. I don't know what to call it. But I'm just so glad that I figured out what I need, and I'm able to say to her—I was nervous, I was really nervous about how to like say to her, "I can't graduate assist." Because I remember clearly one day, I made the decision to say to her, "I'm not going to graduate assist anymore." And for whatever reason, she didn't hear. I know what reason she didn't hear, is I'm good. I get the stuff done, and I get it done well, OK? So I remember talking to her, oh, I don't know who was in the office, and it came up that I said, "Oh, I'm not graduate assisting anymore. I'm just going to be writing." And she said, "What did you say?!" And I think she made sure that her name was next to my name on a graduate assistant list. And I didn't go to the office to let them know that I was going to graduate assist, because I thought if you didn't say anything, you're not graduate assisting. Well come to find out you have to go to the office to say, "I'm not graduate assisting." So I had to go take my name off the list. When I go to take my name off the list, her name is next to mine, in pencil, in her writing. So, I mean, you know, she's very much into what she's about. And that might be a personality thing. That might be, I don't know. I don't know what that is. But that, I would say that would be the weakest thing for me with my major advisor.

- RQ 3b: How do you feel this advisor/advisee experience has or will affect your overall doctoral experience with regard to overall professional preparation?

Participant #1:

P1 discusses how her advisor/advisee experience has effected her overall professional preparation:

Overall, I have not been happy with the program. I often tell people that ask me about the program, whether it's people considering doing it or not, that if I had to do it all over again, I would have done it very differently.

Sometimes that means I wouldn't have gone to this school. Sometimes that means I wouldn't have gone in this department. Sometimes it means I wouldn't have done the Ph.D. Because when I started this, I had a very different view of how it was going to be. And what's sad about that is, I truly believe that it does not have to be this way. And it is not this way for a lot of people. I've talked to a lot of Ph.D. students at other schools and other departments, just in other programs. And they've had very different experiences. So as a result, I have to say I'm not happy with the program. At this point, I'm just a little more satisfied, if I had to say anything. And that's only because I finally feel like I'm making enough progress where I'll be finished with it soon. And it will be over soon. But when it's all said and done, I don't think there will ever come a time when I will honestly be able to say I was happy with it, because I haven't been happy with it. And I think in terms of the relationship I have with the advisor, I can't really say that because of my relationship with my advisor, I haven't been happy. I can't say that. I think it's one of those factors that have contributed to me not enjoying this experience. I'll admit losing two advisors in the years that I was in there was very disheartening. And that did contribute to some of my frustration. I'll also say that obviously, you know, the bumps that I sort of hit with my last, my current advisor, those also have not been enjoyable. And I think that out of the last few years that I've been in the program, this final semester or final year has been the best that I've had. But that's not to say that it's been good. It's just been the best that I've had compared to, you know, other experiences. But I certainly couldn't say that it's all because of my advisor's relationship with me. I think if anything, the reason that this last year has been better is because I've felt like my advisor has been more attentive. And has finally given me some guided help.

P1 discusses how professionally prepared she feels as a result of her interaction with her advisor:

That's sort of twofold. I think that, I don't really know if I feel comfortable once I finish with this degree that I can go out there and know exactly what's expected of me, because, as I said, I have this haphazard and sporadic guidance with various advisors. But, at the same time, so in that sense, it's been negative. I don't really feel like I've had enough consistency or continuity to be able to say OK, well I know I've sort of had this mentor, I've sort of been groomed, so I know what's expected of me, I know what I need to go out there and do. But then at the same time, I think that because of my negative experience in terms of the advisor/advisee relationship, I know what not to do. And I think that when I get in a situation, if I get in a situation where I have to be an advisor to doctoral students one day, I think that I'm in a situation now because my somewhat negative experience, that I can make it positive for students. Because of having sort of been there and done that, and gone through this

experience, I wouldn't want anybody to have to go through that again. And I realize some things aren't in your control. But I think it's extremely important to have somewhat of a personal relationship with your students, to have some things in common with your student. But more importantly, you need to be able to guide them. And that doesn't necessarily mean that person needs to be in your office every other week. But you need to be available to that person. You need to be able to make that person feel like you're hands-on, like you're there to assist them, and that you'll see them through the process and not start them off and then just sort of say, OK, you're on your own, come back and see me when it's done. So I think that even though my experience has not been very positive, I do think that when I get out there and do the opportunity, that I can make it positive to other students, because it's sort of what not to do when you get in that situation.

Participant #2:

P2 expresses how she believes her experience with her advisor has effected her overall professional preparation:

I feel shortchanged. I feel that this process has taken too much time to do anybody any good, to do me any good personally, to do the study that I'm working with. I'm not prepared to present. I'm not prepared to write. I'm not prepared to get out in the world as a Ph.D., you know, as a Ph.D. with a Ph.D., to perform that way. I feel like I'm still a student and there's just a whole lot more experiences I should have had in this process that I have never had. And if I had wanted to [be able to] communicate with other Ph.D.s, I would have a difficult time. I don't know any processes of how to get anything [published] or to get on a panel. And I don't know that and I should.

Participant #3:

P3 talks about the impact this advisor relationship has had on her overall professional preparation:

She's more on the all business side and guess maybe that's how academia can be and so in that regard, I think that's why she's that way. She thinks that that's better for you to operate under that because that's how the world's going to be when you get out and that's how she sees it. So I guess if that's how in reality every academia setting is, I guess I'll be just fine.

[This relationship] does benefit you and makes you look at how you don't want to be. You kind of pick of things like you do from your parents, oh

I'm not ever going to do that. So you learn that kind of stuff. It's beneficial in a sense.

Participant #4:

P4 explains how she believes her advisor experience has prepared her overall professionally:

Well, I know what I don't want to do as an advisor. I'm a supportive person. And I advise students now, where I work. And again, having this person as an advisor, I know now what I don't want to do. And I want to give my students lots of support. Give them lots of guidance. And I want my students to know that they can come to me. My door is always open. With her, I felt like her door was not always open. The times that I called, she would ask me to call back like I was intruding on some boundaries or something. But again, to sum it up, I know what I don't want to do as an advisor.

Participant #5:

P5 discusses how she believes her advisor experience has impacted her professional preparation:

I think because of [my advisors'] status in [our] field and her publications, I think her reputation and the fact that she is my major professor will help me to get a job in terms of having worked with her and the fact that she has done some very important work in that area. So I think, what you want to do is associate yourself with someone who has a name and is reputable in that, in your field. And I don't think at this point I could ask for anything better than that, particularly [at this university]. So the works that she's written or edited, I think are going to help me go a long way.

Participant #6:

With regard to overall professional preparation, P6 explains how her experience with her advisor impact her:

I would say not very much. Because see, I am not the doctoral candidate that's going to go into a university or go into academia. And her whole goal, as well as all of the [other] professors is to prepare you to be a university professor and get involved in academia. And I'm going back to [my home community] and do community-based education again. So I'm not feeling—the one place where I would say I've gotten something from her, but indirectly, to help me with my work, would be [one area of academic focus]. Because the work that she does in [this area] is very community-based. And having learned of [area of study] through her, that

is the most professional, I would say, connection that I've had with her to prepare me for what I want to do.

That's what you do to get ready to go to a university. Because the people who go to those conferences, and the people who read those journals, that's academia! People in the community of [my home town], how am I going to get my word out to them? How am I going to communicate [with], can you give me an idea about that?

Oral history is the way to do it. Because I have been involved in what she's doing in [in a particular community], in that community, with oral history. So that is the way. But going to conferences, at least the— now, indirectly I could say, well, you know, when I get [back to my home town], we could do a conference. That might be for parents. But I was doing conferences before I came here that were community-based and dealing with issues. So I would say [my area of study] about it. I don't think — no.

- RQ 3c: How do you feel this advisor/advisee experience has or will affect your overall doctoral experience with regard to future career possibilities?

Participant #1:

P1 discusses to what extent her relationship with her advisor will affect future career possibilities:

Well, I think that honestly it's going to take a little time for me to get past the intimidation that I felt, insecurity that I felt and the self-esteem issues. I think that because of the relationship I had with my advisor, it sort of hurt my self-esteem in some instances. So I think that even though one day I'll have this degree and I'll be able to say OK, I did this, and I finally completed this on my own, I think that the personal side of it is going to take a while for me to get beyond. I think that I'll sort of have to, I don't know, build myself up again, if that makes sense. Because I think that there's been some personal damage, and somewhat emotional damage, as a result of this process. Though I will say, I do believe that once I get the degree, that I'll be marketable and that I can go to a university or wherever I choose to go. I think that I'm going to have options regardless, simply because I have the degree. I don't think that the relationship that I've had, whether it's positive or negative with my advisor, is going to hurt my options. I think that the degree itself is going to give you those options. But the personal side of this, the emotional side of it, is something that has affected me and will continue to affect me even after I have this degree. I

think that's something that I'm just going to have to get beyond at some point.

Because our relationship has sort of blossomed, if you will, in the last year or so, he has made reference to even possibly publishing an article or two with me. I certainly feel like he would give me a wonderful recommendation. He'd be a wonderful reference for me in any capacity. Whether it's something at a university where he currently is or in another state. He has made comments about possibly helping me to do some things to provide some career options for me. So I do think yeah, at this point, that he is willing to do that. I don't know if it will actually be done. I would at some point like to possibly publish an article or two with him. But I am interested to see if he will follow through on that. If once I'm finished with this degree and I call him back in a year or so, if he will remember that he said that to me, and if he'll still be willing to do that. But I would have to say currently he is [supporting future possibilities].

P1 discusses the possibility of her advisor being in a position to agreeably assist her in some type of employment opportunities related to her field:

He has worked in the community through various entities. I know he's worked with [one state agency]. I know he's worked with other universities. So he's very well known throughout the community and very well respected. So I think that if a situation did come up where I could have some type of career opportunity and he had sort of have access to helping me with that, I think that would carry a lot of weight because I think that he's very well respected. And I do believe that if something would be provided and I were to call him and say, you know, can you provide a recommendation, can you help me, is there anything you can do, I think that he would be willing to do that. Because I think that at this point he has sort of gained more respect for me, I guess. So I think that he would be comfortable at this point recommending me for something. And I definitely think that a recommendation from him certainly wouldn't fall on deaf ears. Because he's so well known in the community and well respected.

P1 describes what she might have changed about her doctoral experience:

Oh, God. I think the biggest thing would have been my relationship with my advisor. Period. When you're going through the course work, you know, you just don't need a lot of hands on. And if you do, you have your instructor for that. But once you're finished with your course work, and you are facing general exams and your dissertation, everything depends on your advisor. And I think that if, you know, there's no doctoral student who can get through this program without having an advisor, without having some guidance. Now maybe some students may not need very

much guidance, but everything depends on, I think what determines if you're going to actually graduate with that degree or not, is your advisor. And obviously, the student has to be willing and do their part. But if a student is willing to do their part, and willing to work hard, they can either succeed as a result of having a good relationship with their advisor, or they will fail as a result of having a relationship with their advisor. Because if, the advisor just sort of holds all the cards and if that person is not willing to work with you, or if that person just provides sporadic help here and there. If that person isn't in a position where they are willing to sort of encourage you and motivate you, I think that chances are greater you won't finish. And obviously, just as in my case, where I lost sort of two years, because I lost an advisor or because an advisor went on sabbatical, or because an advisor didn't have time, or whatever. During those times when I didn't have the guidance from the advisor, I wasn't successful. And I just, I wasn't, my program of study was impacted negatively. And I think that it was very easy at that point for me to convince myself that I needed to quit. And I think that's the reason that a lot of people, after they finish with course work, end up quitting the program. Because people that run into difficulties with their advisors, it's very easy to see why they would get frustrated and decide not to do it. Your advisor will either make you or break you. And I think it's up to students, in some instances, to sort of take the lead on getting their advisor to give them what they need. I think if students don't push their advisor, if students don't sort of get their advisor to do what they're supposed to do, then they won't finish with the program.

Participant #2:

P2 discusses how her experience with her advisor has affected possible career options as a result of this experience:

After seeing this, I wouldn't want to be a part of this process. So for higher education, I don't have any interest in going into that area. You know, along the way, I have talked to this former chairman about some of these processes we've gone through of things that I see as a student, of more things that we should be exposed to than we are, we haven't. It's just given me a whole different point of view of what this program was about, what it's needed to accomplish. And I just feel I was shortchanged.

Participant #3:

P3 addresses her experience with her advisor and future career opportunities:

I don't think opening up doors just because we kind of heading in different directions. I'm [in one area] and she's [in another]. But our relationship as far as her writing expertise, as an editor, she's one of reasons I'm

certain that I got my lit review published just because she's just so good at that. So in that sense she's helped me because she's shaped my publishability.

Being able to publish and she requires that you do a power point for everything, your seminar, those experiences she requires under her prepared me professionally. She pushes you to do conferences, she pushes you to do power points and seminars in our own department and so those experiences will help me professionally and her high expectations as far as your writing style and ability.

Participant #4:

P4 discusses employment or other professional opportunities that may now be available because of the relationship she had with advisor:

I don't know about career opportunities. But if I ever have a chance to author some work with someone, she would probably be a very good person for me to get some work published with. I would probably recommend people work with her because as far as research, it's there. She knows what she's doing. She knows just about every piece of work published in my area. I think that's a strong point with her. But as far as employment, I don't see any opportunities because I've worked with her.

I could publish my work with her. I highly regard her research. And it would get my name out, give me a better reputation in the research field.

Participant #5:

P5 discusses future career possibilities and professional preparedness and her relationship with her advisor:

In terms of getting a job in a university setting, it's important who you know and who you've worked with, who you sat under, and the work that you've done for individuals. So if you have a major professor who's an unknown, you're not going to go as far in terms of the exposure that you had to their kinds of knowledge. So I think that's very important. When you pick a major professor, then you should really pick someone who is well known in their area or the area that you're going into.

Participant #6:

P6 discusses the degree to which her relationship with her advisor has opened doors for, future career possibilities:

[laughs] Because I came here community-based, and I'm leaving here community-based and most of [my advisor]'s experience and professionalism is in the world of academia. And what you do in academia. And I am not going in academia. And I'm returning to the community. And I don't have any regrets about being academia. I believe that it has made a tremendous difference for me to be a better teacher. Like my children and my friends say, "Well what in the world did you go and go through all of this for? You're going to get a Ph.D. for *what?!?*" And I say, "So I can be a better teacher." And they go, "Really?!" And I say yep, that's why I'm going. And I am completely and totally satisfied. It hasn't been a thing of like wasting my time, or what am I doing, or what am I going to do? It's perfect. I'm fine. I've gotten out of this exactly what I wanted to get.

Research Question #4 Data

Research Question #4: How do other factors contribute to the process of completing doctoral program?

Participant #1:

P1 explains to what extent marital status has affected her doctoral degree experience:

When I began the program in '95, I was single. And actually, I was single the whole time that I did course work. And then became engaged around the time that I was preparing to do my residency and my orals and written examinations. Then I got married when I was in my fifth year of the program. I don't regret that I got married, but my husband's job has transferred us to another state.

P1 explains whether her change in marital status has been a supporting factor or a distracter:

It's been both. It's been supporting. Well, obviously, my husband has been paying for my tuition. So financially, he's supported me. And he has been

supportive, as supportive as he can be in the process with his own understanding of the process. But it's also been a distraction in that now, in essence, I have to care for this other person, or be concerned about this other person. So sometimes it can take away from doing schoolwork or other things that I need to do. If he comes home from working all day, I may have to stop doing what I'm doing and cook dinner or just take care of the house or do things that he is unable to do. So it's been both a distraction, you know, and he has been supportive, or as supportive as he could be throughout the process.

P1 discusses whether she has children and their impact on her experience:

We don't [have kids] right now, but we are trying to get pregnant.

P1 explains whether any other family responsibilities have contributed to her experience as a doctoral student:

Absolutely. Halfway through the completion of my course work, my father became ill and passed away. And as a result of that, I actually resigned from my job so I could go and spend a couple of months when he was in the hospital in another state. And then after he passed away, and my mother was in her seventies, was living alone in a rural area about an hour away from where I lived, I had to then sort of take on added responsibilities of making sure she was OK. Taking care of things that my dad usually took care of for her. So in a lot of instances, it distracted me from doing schoolwork, because sometimes on weekends, when I had free time to do school work, a lot of times I would have to go and just make sure she was OK. Because my oldest brother lived out of state and he wasn't able to do that. So that was also an added responsibility for me. Just making sure she was OK.

P1 discusses employment responsibilities and its impact on her doctoral experience:

Yes. I always said if I had to do it all over again, I wouldn't work while I would have tried to acquire this Ph.D. because employment, regardless of what that employment is, is going to always be a distraction. And I worked the entire time that I took the course work. I did become a full time student during my oral examination. But I was only full time for about a year, and then I took another job, which required me to actually do a commute of about 130 miles every day. And that was exhausting. And every job that I had, regardless of whether I was teaching or if it was something in administration, I had a lot of responsibilities when I was away from the job as well so that in a lot of instances, [the job] took away time from doing schoolwork, because I had responsibilities for my job.

P1 explains financial responsibilities and its impact on her doctoral experience:

I was lucky that I was working so I was able to pay for my tuition. Or when I couldn't pay for my tuition or didn't want to pay for my tuition, my parents paid for it. And then, of course when I got married, my husband paid for my tuition. So it wasn't as much of a financial strain for me. There were times, though, just depending on, you know, if it was a semester when I was taking six hours or nine hours, and I had tuition, and then I had books to buy and then if I had other things, a lot of copies to be made or things to be printed. I spent a lot of money in the library copying articles, copying books, and just printing things over there. And that got to be really expensive. But I guess financially I was pretty lucky. Because whatever I couldn't pay for, I had people that could sort of help me out with that.

P1 addresses social or civic responsibilities and their impact on her doctoral experience:

I actually pledged in a sorority the second year that I was in the program. And that did, I did have some responsibilities with that, meetings and that type of thing and other activities going on. So that took some time away for a year or so. And then aside from that, there were quite a few social events that either I had to go to, or, you know, felt that I needed to go to. A lot of times it would be on a school night or sometimes on weekends. And sometimes they were events that were for my husband, or events that were for my family, that I needed to go to. So the entire time that I was in the Ph.D. program, there were definitely a lot of social activities that sometimes I couldn't avoid going to. And again, it would cut into some of my school time because I had to attend some of those functions.

When asked whether she believed she missed out on any social or civic activities, she responded:

I think so because I think that I would have definitely taken the opportunity to get more involved in a lot of different activities, and a lot more activities, especially more civic responsibilities. Because I've had to say no to things in the past, because I just knew that I couldn't handle having one more thing on my plate. So I think that once, you know, I can get this degree behind me, that I'll be able to participate in a lot more, you know, social events or civic groups that I'm really interested in joining. But I definitely had to limit some of my activities socially in the program because I didn't have time to add that to my schedule.

Participant #2:

P2 discusses a change in marital status, children, other family, and employment responsibilities that have impacted her doctoral experience:

Working full time and going to school is a struggle. Actually, I'm going to take care of that coming July first, where I'll be a full time student. And I really wish, and I guess this is for everybody that wants an education, that there was an easier way to become educated and get the full benefits of it. Education worked positively in that what we do, with hands on experiences, it impacts what [your experiences]. So you could kind of correlate some of that information, and you could learn from some of the theories of how it could make things better in the real life situations.

My [marital] status did change after one year being, working on my dissertation. The first year working on my dissertation I wasn't married. But I was working full time. But I still managed to get on a time line what I needed to get, what I thought.

The process of me knowing what I needed to fully do didn't work out well. A year after that, family problems [occurred], because after I presented my proposal, my mother had a stroke. So for one year following that, I took care of her. So the time that I put in my dissertation was not as much as I needed to. And I also got married that year. Years two, three, five, the marital status had a negative effect on my production, based on the marriage itself and the children involved. So it impacted my production in producing a quality proposal.

P2 discusses financial, social, and civic responsibilities and their impact on her doctoral experience:

In the beginning, I just eliminated social responsibilities.

I am taking a risk at this point and I'm hoping everything works out well so I don't have to stress the finances bothering me because I'm taking off. But this is the first time that I'm doing this and I'm hoping that this is a strategy that will help me complete it.

[I'm taking off] half a year. So I have a lot of work to do in a half a year. So I'm making changes again. I'm moving, so that's another change. And hopefully just having that to work with will help me get through.

I just felt so desperate. This is like my last chance to finish this. I even offered, if I couldn't get a sabbatical I would quit. And that kind of

shocked him. Because really I could lose everything I had because I had mortgages and transportation and, and I was just willing to do that. And so he started responding. That's how he knew I was coming out on one Sunday. So that soon died down. That was the only time he reacted like OK, if you're willing to do this. He even said, if you're willing to do all that, then I'll help you. That only happened once. And that's like two months ago. So this is when I'll truly learn if I'm going to make this work, I've got to find somebody else that's willing to work with me. Because even with that, that's the same [attitude] was, I'm not going to read it. So that doesn't help me.

This summer with my writing, I have one advisor to read my writing. It's just that whenever she sends me back to him for like the quantitative/qualitative, that's where I get stuck.

Then I don't go back to her until it's done, but he hasn't answered me in five years. So while I'm off, I'm looking for a quantitative and qualitative person to help me do the project so that when I present it to him hopefully it will be what he needs.

Participant #3:

P3 discusses factors that may have contributed to her doctoral experiences. This first factor she responds to is the impact of her marriage on her experience with her advisor:

Negatively in that that makes my values [are] different than my advisor, but positively in a way, because in a way I felt really productive not being a T.A. And if we had lived, stayed there, and my husband didn't get accepted into med school and change his career route--We'd still be there being a G.A., I probably would have took another year. Because it just seems like that's when you have so much work to do that you can't work on your own work.

Oh, he's very supportive and always has been very supportive.

P3 discusses responsibilities associated with raising children, other family responsibilities, and her doctoral experience:

I don't have children, but when we lived where we lived before, I was the primary caretaker of my grandmother. And that sometimes caused a problem. Because I didn't have children, it's like they didn't expect me to have any outside family issues. So if my grandmother got sick, I had a problem. And I took her to the doctor, and etcetera, etcetera. So it did impact me.

So just taking care of my grandmother, I think that they thought, first of all, when you're married, that your husband should let you do what you need to do to get your Ph.D., number one. And then, extended family, to them, was [a little less important]. And I don't know how to say this nicely, but there's very few heterosexual women in my department. So they're very career-oriented. That is it to them. That doesn't mean that they don't have personal relationships. They do. But in the workplace, they don't talk about them. In our department. In other departments, I understand that they do. In our department, their personal life is very hush hush. And they're all career, all business. So when you bring a family issue, you can't do such and such because of a family issue, you're really looked down upon.

You're a minority, basically. And so there tends to be a slight feminist belief system there. Which means that your husband should let you do anything, and you should be able to be away from home at anytime, because you are getting a Ph.D.

P3 discusses employment responsibilities and its impact on her doctoral experience:

When I had my G.A., I felt somewhat swamped. Depending on what assignments I got that year. I mean, the money is missed. But yeah, it's a good thing. I think I have more time. I just do my own work. That's it.

P3 talks about financial responsibilities and its impact on her doctoral experience:

Yeah. For summer, it makes a difference. Because that's a good time to pick up a part time job. And summer classes are every day. Graduate classes tend to not be every day. I did, I had to work in the summertime and go to summer classes to finish on time. I couldn't not go to summer and finish in three and a half years or three years, because last semester I got a scholarship, and it was much nicer. Slower paced.

I have a friend who works full time. And he'd, get to class on time, that's really hard for him because the graduate classes start at 4:30. And he's a teacher, and he lives out of town. He lives in [in another city]. So by the time he gets there, he can barely make it. You know, they're not real flexible for working people.

P3 talks about how she has been able to manage social or civic responsibilities while pursuing her doctorate:

I had to give up most, a lot of my volunteering, to finish on time. And I volunteered a lot.

[It's] kind of a weird thing. Because once you give it up, you question did you need to be doing that much, anyway? I mean, some of it I miss, but some of it I think maybe I was doing too much, anyway.

P3 reflects on what she might have changed about her doctoral experience and her relationship with her advisor:

Maybe talk to another graduate student before. Just so that times when I took things personal, I would have known that that's how she was, and not to take it personal. Because another student, female student, came after me, and I would tell her, that's how she is, it's OK, don't take it personal, go down there and ask her because sometimes she can be real short when the department has her doing 10,000 things. And you just can't take it personal. You have to know she'll be fine in a day. So I think it would have been nice to speak to someone. And plus, I would have known, I think the frustration would have been less because I would have known the good things about her, too. You know, like about her publication background. That would have made a difference. I mean, I would recommend her to someone else. But I would let them know, OK, now don't take this personal.

Participant #4:

P4 discusses the impact her marital status has had on her doctoral experience:

If it's done anything, it's given me lots of support. My husband has given me lots of support. There were times when I wanted to quit and I'm still going because of him. [My marriage has been a] positive factor.

P4 explains what factor raising three young children played in pursuing her doctorate:

It has been a factor. I look at the children as a positive thing. But it has slowed me down with my graduate work. So I don't want to say anything negative, but it has slowed me down.

P4 discusses other responsibilities or support she has received from other family members that has impacted her doctoral experience:

No one really has given me any support. I guess you can say that wouldn't have really been a factor.

Mama was in the hospital for a very long time. A few years ago she was in the hospital like all summer, like three months. And it did slow me down, just worrying about her. As far as family members, I guess, my mom had an impact on [schoolwork] and it has slowed me down. I try to do what I

need to do as a mother and a wife, like cooking, you know, that kind of thing. That has slowed me down. Daily responsibilities associated with being a mother and a wife.

P4 discusses her employment responsibilities and its impact on her doctoral experience:

I think you can look at it as a negative thing, don't get me wrong. Everything that I have done at work has been a positive thing, because I take opportunities in order to work. But there have been times when I've had to do things on weekends. I've had to do things after hours, like when I leave work. Which has, you know, been a negative thing, because I could be home working on graduate stuff. So it has slowed me down in a negative way.

P4 explains how financial responsibilities have impacted her doctoral experience:

Oh, it has contributed. If I didn't work, I wouldn't be able to do it. Taking out a loan is not an option for us because you still have that money to pay back. So it has been a factor for me to be able to go to school and having to work, so yeah, [it has been an added] financial [responsibility].

P4 discusses what impact social or civic responsibilities have had on her doctoral experience:

I've tried to do things at work where I'm socializing with people. But as far as socializing outside of work, my husband and I have no social life because I'm committed to this program that I want to finish. And any little free time that we get, it's with our kids. So my social life comes at work and at church. And that's it.

From time to time there will be social activities. Like last night we went to the skating rink. It was family night. We take opportunities like that. Because [youth] are invited, then we're there. But that hasn't been in any way a negative experience because my family is a positive thing. If it were just me, I would have stayed at home to work on my graduate stuff. You know, with the [doctoral responsibilities], it's a negative thing. It's a positive thing for my children to be able to go out and do things. So that's the good thing about doing social activities. But a negative way, I could be working on my graduate work. Instead of going out to do something else, I could be working on my graduate work. Which would get me along quicker. But all these little socializing things, they slow me down.

P4 discusses what she would have changed about her experience with her advisor:

I probably would be more assertive so that she would know that I want to get my things done. I want to keep the ball rolling. And not be slow at

getting things done. Maybe she feels that I was slow, but I did what I was supposed to do. I would be more assertive. And maybe that would make a better relationship between my advisor and me. I don't know if that would make a big difference, to the extent, [what] that they want [from you] and how they are.

P4 is in a unique situation, as her advisor recently removed herself from this role as P4's advisor. Hence, P4 has been assigned to another advisor. P4 discusses how this latest advisor experience has affected her overall doctoral experience:

My new advisor came along at the end of the spring, 2002 semester.

I contacted my old advisor by email and she, without hesitation, emailed me back and told me that she was concerned, not with my work, but with the fact that she hasn't been able to stay on top of things. She is extremely busy. Not with advising students, but with other things, on and off of campus. And that she recommended that I find a new advisor. I emailed her back and said who, at this point, would want to be my advisor? I need to finish up. She emailed me back and recommended one of [two people]. And that's how I got this new person as my advisor.

She recommended one. So I took her recommendation.

P4 shares her recent experiences with her new advisor:

I've submitted work. She gave me feedback. But she also wanted to get some feedback from my old advisor, because this person worked with me for many years. She's still waiting for that feedback. I think she's going to be OK to work with. I feel that she wants me to just go in and finish. Go in and finish, [P4], let's do these things. With her, I see deadlines. We haven't sat down yet, giving me dates together. But I think it's going to be OK.

We haven't met in person with her being my advisor. But I have had her for some classes. So I know her. I know who she is. She knows me. She knows me well enough to think highly of me as a graduate student. She knows I'm going to get my work done. So I think it will be OK.

I don't know a lot about this person. I know that she is a reputable researcher, name's out there. Pick up any journal of [in our area of study] and you'll probably see her name in it. That's really all I know. I don't really like to appear to, finding out what the advisor's life is like after university. I just have never taken an opportunity to find out different things about advisors. I don't know if that's an appropriate thing.

Participant #5:

P5 discusses a change in her marital status and how it has affected her doctoral experience:

Yes, when I first came to [this university] I was married and my ex-husband was working on his Ph.D. in [another department], and I was working on my masters in [the same department]. He had a [massive] depressive [breakdown] and actually left the program. After we separated, politically in the [that] department, I had to leave because it was a small department. So I went to [department I'm in now]. Of course, I still pursued my [subject area of] interest. And that's how I got to know [my advisor]. I ended up with a divorce. And I think that it has been easier for me to achieve what I have to do being single. Although having any kind of a relationship with someone is very trying, and usually it ends up taking up too much of your time. Family takes up time. Grandchildren take up time.

P4 discusses responsibilities of raising a child or children and its impact on her doctoral experience:

Oh, definitely. When you called to ask me if I would give you an interview, I explained that my daughter had converted to Judaism. And she did that while I was in my masters program. And she went to Israel for two years. And had her first child there. And I had the, I want to say, the good fortune to have a graduate advisor, [at this university], in [this] department, we have a wonderful graduate advisor. And along with my major advisor, major professor, the graduate advisor, I think if he wasn't there, would also have made impossible for me to stay in the program. Because he has guided me through certain situations that I've had to deal with that had nothing to do with my major professor. One in particular was [being a] grandparent of a boy child born Jewish [you]) have to be there for the birth. And this was going to happen in Israel. And I had a certain professor, who was Muslim. And I'm sure you probably know who it is, or who it was. And I had the OK of all of my professors, and even that professor, and then he changed his mind. And I had to get a letter from a rabbi, or, I went to the dean. I went to the graduate advisor. He went to the dean. And I was asked to speak to this professor again. And I got nowhere. So I got a letter from the rabbi. I wrote a letter explaining that I was going to take an incomplete, but I would be gone, and what I had finished, what I had not finished. And I left for Israel. And my graduate advisor took copies of all this, put it in my file, and actually hand carried it to this professor and interceded on my behalf because this is a state institution. And they could not discriminate against me for religious ceremony that I was required to attend. So that was an instance where I had to be there. And it wasn't my major professor wasn't involved in it, but it was the

graduate advisor that took over. And there's been other [situations]— I had a car, I was involved in a car accident at the beginning of the Ph.D. program. And I had a broken rib and I was in a cast and I was on crutches. And everyone was very accommodating. My graduate advisor was very helpful then. There was a time when I was told I was going to have a hysterectomy. And I would be laid up for, I can't remember how long it was. And I was trying to figure out how I could get a wheelchair up to Peabody Hall and get to my various courses. And how I was even going to get there. Was there shuttle service or whatever. But the part about my grandchildren being Jewish, I now have three. And I've been able to take time off from teaching to go [out of state] to attend the birth of both of my grandsons. And they've been very, the chair of the department, has been very helpful when I've had problems, when it comes up in teaching, my assistantship, because that's also connected with the dissertation and the little things. So I have had a very wonderful experience with everyone associated with the program. My major professor's been wonderful with the health problems I've encountered. I'm going to a specialist and they've found out I have hypothyroidism. Because I couldn't figure out why I wanted to sleep all the time. I was sleeping, and I just couldn't do anything, and my short-term memory was just gone. And I have allergies so bad. Everything here in [this state] is just [sighs]. And I'm going through menopause, and I have all these hormone imbalances. And all of this is happening in my life. And my major professor has been very understanding about that and is helping me, you know, with my schedule. And the graduate advisor also makes sure I know when a certain due date is so that I don't fall into degree only, so that I don't lose my assistantship. So I don't lose my apartment because all these due dates are very important. So everyone is, you know, like helping me to get along and get through this because it's, I think for an older student, it's just such a horrendous undertaking. And it can, it can exhaust you to the point that you don't know if you can go on anymore and you constantly dreaming about the topic. And if I didn't love my topic as much as I do, I mean, I just, when I would do my interviews, when I would leave, I would just be on such a high. This person was such an inspiration. So I'm very fortunate that my topic is one that I love. And I'm very thankful that we have summers to recuperate. Because doing a Ph.D., unless you've ever encountered that type of a program, people on the outside world just cannot imagine what it's like. And even, I mean, my family, they used to take it for granted and they just didn't understand what I was going through. And now they're so supportive. Like they'll call every day. "How are you doing today? How are you feeling?" You know, that kind of thing. And they finally realized what a tough, what a tough job it is.

P5 discusses employment and financial responsibilities and their impact on her doctoral experience:

Oh, definitely. If I had a fellowship where I didn't have to worry about money, this whole thing, I could immerse myself. I could read these books. I could really be knowledgeable and I could thoroughly enjoy this whole experience, but the fact that you have to worry about money. And I love my teaching, and if I could do teaching separate from working on my dissertation, it would be the best of both worlds. But to try to do both of them at the same time, because I want, I want to do the best on both of them. And I can't. Something suffers. And that bothers me because I, I don't know if you'd call me a perfectionist or what, but I, I appreciate having the assistantship, but I don't know. I think it's, for someone who, if you're going in to teach at the university level, and having that experience of teaching, you want to do it right. And you have a responsibility to your students. And to shortchange them, knowing that your dissertation is more important and that's what you're actually there for, is a contradiction. In my own mind it is, and it's hard for me to reconcile it. So if I, if I was fortunate enough to just be able to work on my dissertation, it would be just, I'd be in heaven.

P5 discusses what has happened with social or civic responsibilities and their impact on her doctoral experience:

Actually, what's happened is I've become less active. When I was an undergraduate, I was involved in everything you can think of. I was a regional history fair coordinator, women's history week, or month, steering committee. All of the honor society things I was involved in, we had College Bowl, we had conferences. I was involved in those kinds of things. Special Olympics, I was facilitator for various things. Plus I was involved with my daughter. She was still in high school. Band boosters, things like that. And I, I basically had, well, of course I moved so I'm in [the same city as the university]. But I haven't had the time. After my divorce, and basically having to support myself, get through. And I just have so much responsibility that I haven't had time for anything else. And that bothers me, too. Because, I mean, I used to volunteer at Southwest Foundation for Biomedical Research. I used to volunteer at the hospital. And I don't think I have that kind of an outlet. My whole world is school. And that bothers me. I feel guilty that I'm not out there being involved in civic things or going to conferences or doing things. But I'm only one person and I can only do so much. And I feel, as I get older, I don't seem to have the energy that I had before. I seem to be exhausted easier. And definitely teaching [is exhausting] because I have the first class of the morning. So I get up at five in the morning. Of course, to get parking on campus, is— by the time I get out of office hours and get back here, I'm exhausted. And then I've got papers to grade. And then it's like, who even

wants to work on a dissertation. And I had to force myself. In between doing the teaching, on the off days, to do the interviews. And then try and get the transcriptions done. So, and then, it cost so much money to do a dissertation, to do research. It just astounds me how the money just goes. So I, I, just the time that I do have, I'll go to the movies with my friend, or we go meet, we have coffee. But other than going to [one city] or [another city], to see my family because my sister, two years younger than me, died last year and the family has really been affected by that. And then my aunt died a couple of months ago. And so we're finding that the family's getting smaller. And I want to be close to my grandkids. So something's got to go. And unfortunately it's my civic duty.

Participant #6:

P6 discusses marital status or change in marital status while involved in her doctoral program and its effects on her doctoral experience:

When I came here, I had gone through that. Let's see. I think I was separated in 1985. Was it 1985? Yeah. I was separated in 1985. And I must have gotten divorced, oh, some years after that. Maybe, before coming here to [this university]. And I came here to [this university] in 1995. So time passed and I had gone through the whole separation thing and divorce thing. Also, all of my children, and I have five children, all of my children had moved out. Gone away to school. And I had one more that was actually going to leave the house. She had left the house by that time. And I was the only person in my house. And I had nothing constraining me on a personal level. In fact, I figured out that if I was going to get a degree, the simplest way to do it was to make sure that a lot of built in support was there. And I clearly remember saying that I will go to [this university] if I get housing near the campus or on campus. If I don't get the housing near campus or on campus, I'm not going. And sure enough, I got one of these. So it was a sign.

P6 responds to the responsibility of raising children and its impact on her doctoral experience:

I was actually finished with the major part of raising my children. They had all gone away to school or started lives of their own. And I would say the reverse happened to me. Because I leaned on them and called them to say, you know, "What's up? What you doing? This is hard. I don't know what I'm doing." So, you know, they have been a tremendous support for me completing this and doing this. And it's almost as if the tables were turned and them helping me because when I was raising them, I didn't have a chance to figure it out; who I was, what I wanted to be. Coming here to [this university] was my first time having my own place. I went from my mother's house to my husband's house, to my house with my

children. So for the first time I said ooh, I can do what I want in here and have my own time. So this has really been a phenomenal experience for me on every level imaginable.

P6 discusses other family responsibilities, including a house while located in another city and focusing on her doctoral work:

When I first came here, I had a house. It was a house that, it was community property, and I decided that I wanted to keep the house and be responsible for the house. And it became a ball and chain. It was eating away at the little bit of money that I had. And I actually thought that I could have a place to stay when I went to home and live at school here. And it was just too expensive to pay for an apartment here and maintain the house. And I remembered how I was so excited and freed up when the house was, it wasn't sold, per se, but it was sold in a roundabout way to such an extent that the house is now a credit problem. My credit report is, it shows that I owe whatever that amount of money was that was— I can't even explain how it went down with the mortgage company, and the loan, and the this and that and the other. But I remembered being very, very excited when that house was no longer my responsibility financially because that was a big one for me.

Mental, financial, emotional, psychological, all of it, I mean, I was watching that house fall apart, and I didn't have the money to maintain it. When we lived in it, we didn't have, we only had enough money to like pay the monthly note. It was a horrific experience. To such an extent that I don't think I want to own another house. You know. The only way I would own another house is— no, I don't think I want to own another house. I don't think I want to own another house. And I know a lot of people who say that that is the way that you build up your credit. Maybe I would own another house if I would go in it with someone or something like that. Oh my God! Oh, I don't want the responsibility on me. It was just; I need to learn more about money, I need to learn more about the real estate market. I need to learn about so much for me to have a house.

Burden. Serious burden. Serious burden.

I would have to look at my paperwork and see if it was two semesters or three semesters or something like that [I was dealing with that]. Oh, yes. It was weighing me down.

P6 discusses employment responsibilities and its impact on her doctoral experience:

Money, to me, it's not fifty percent; it's seventy-five percent of you feeling comfortable enough that you can do your dissertation. I have tried all kind of combinations for me to have enough money to be in school and

not have it disrupted. Before coming to school, my background is not much experience in the wide world [of] employment. That's not me. I have always made it through with little to nothing because I'm committed to having the kind of life that I want to have. And that means that I have to not do [with] things that most people do. One of which is, having a nine to five. To me a nine to five is slavery. And that means that I have to do without certain things, that I have to make certain sacrifices in material things that I've had, cars that I've had, what I could provide to my children. So that experience is with me when I came here. But on top of that, you've got to pay your bills. And when you get student loans and when you get grants and things like that, I've found out that working outside of the university would be too complicated for me to complete what I needed to complete. So I'm always looking for some sort of income connected to the university. So that's how I was able to get the graduate assistantship. And that's how I was able to also get the fellowship, which gave me four years of not having to work for anyone but make do on that limited amount of money and I manage that. And then I got the graduate assistantship, which was employment. But the other employment I had was, and I remember in looking at that sheet, is in the summer, when things were not as crazy, I did find work in my realm of education. And I was able to find a job that paid me twenty-some dollars an hour, which was phenomenal. And I took off to [my home town], and to be there for two weeks or three, and doing the summer program. Which is my thing. Young children. And so I made some income that way. I think those are the main things. But, oh, another thing that I did was, similar to community-based, was I worked in the [another summer remediation program] in [this city]. And I found that I was dissatisfied with the program and could not continue. It was more of a burden than help, what was going on with the students. And I couldn't be part of that. And I wasn't in a power position for me to change the program. And so I had decided to leave it. And so I got some money from that. I'm trying to think of other employment that I've done. Pretty much what I've done to make it through has been in the realm of education, which is my specialty. So teaching a course here, and working with my major advisor has been the latest thing. My other graduate assistantship was working as an editorial assistant to this journal that was here. And what other, what else have I did than graduate assisting, but it's been mainly work here. Because the primary thing has been, get your work done. Get your work done. Get your course work done, and then get your [other] work done. And that has been the way I've done it. I found, [some] with other people, getting employment outside of the university, and it slows them down rather than helps them. And I just made up my mind. It took me twenty-some years to get back to school. I'm going to stay with school until it was done. And I would sacrifice here. Not go outside and try and figure out, make it more complicated. It just seemed like it was making the thing more complicated. And to me, this stuff is complicated enough. Having to go

and complicate it any further. So that's how I decided to do [away] with my employment stuff.

P6 talks more about financial responsibilities and how she feels that has affected her experience:

I feel that you have to settle your money stuff to be in school. And like, for instance, I just came out of a period where, when I made the decision that I wasn't going to graduate assist, I had to face the fact that I was going to be short eight hundred dollars a month. Could you do that? And I had to like, I had to like face the fact that if you keep graduate assisting, and I graduate assisted one year after the fellowship, OK? And the fellowship is, you don't have any responsibilities except one semester you have to teach. And I did that. And that semester that I taught, I didn't get hardly nothing done. You know? Cause teaching just, I mean, I'm a teacher, takes you over. So when I made that decision, I had to make sure that I was going to have to get the tuition exemption. So I would have to pay that. I had to make sure that I was going to get a loan and I had to make sure that I got my taxes done in time so I could apply for a loan so that I could hear about the loan soon enough, see how much money I was going to get so I could see if I could stretch it out and live by that. Then I had to— what was the other thing? The tuition covered, the loan, and then I kept debating, should you — no, no, no. I decided, no matter what, you can't graduate assist. Because I was supposed to finish by December and this semester, I wrote up until midterm. And [then] I had to stop. And the first part of this last term [I] just trying to wait, wait, try to keep up. And I remember going to my major advisor and telling her, if I don't have time to love my people and get this done, I don't have to have a Ph.D. It ain't *that* important to me, where I was losing contact with my mother. I remember one night, my mother's very much into the moon. And I'm coming from the library, it's late at night, and I see the moon. I say, oh, man, I haven't talked to my mom in so long, let me call her. I was on the phone with my mom until 1:30 in the morning. I go to bed at eleven so I can get up at six and get going again. It took me a week to catch up. And I was already behind. You see what I'm saying?

So I don't do that no more. I don't need it. And so when I figured out what was going on this semester, I said, at midterm I'm going to stop working on my work. I'm going to finish teaching these students to the best of my ability. I'm going to finish working with [my advisor], the time I'm supposed to work with [my advisor]. And I'm not going to graduate assist anymore. That's it. And at that moment, midterm, I started figuring out, can you make enough money so you can finish this thing until spring, May of 2003. And do you know, I'm wheeling and dealing, baby.

But it might be that the type of dissertation I'm doing, it's not no little one, two, three dissertation. I'm trying to say something. I'm trying to do something with it. I know some dissertations where you do step one, you do step two, you do step three, you do step four, and then you're done. Mine ain't like that. It's emerging as I'm working with it. You know. And I know that [a friend] gave an outline for doing a dissertation like that. You just get it done and then you go on and live your life. This is my life. My dissertation is part of my life. And I really tried hard the years I was here to let it just be something you just do, get it over with, you know. That ain't me. Can't do it. I can't do it. So I'm excited about what I have for my dissertation. And I believe that it is the foundation for the school that I want to start. It's the foundation for the new [ideas] that I have. And I'm completely and totally satisfied. And I just have to make the sacrifice.

And I have to make the sacrifices. And I believe, too, that I have to say this part. There was a stage when I was getting to the point in the doctoral work where your expenses jump. Where you have to start buying books, tape recorders, pencils, and paper. I mean, you know, and I was crying for a thousand times to my mother and my brother. And he said, "Wait a minute. All you have to do is let people know what you need. And they'll respond." I went, OK! So I did an appeal. I sent out an appeal to, I have to count on many people. I have a mailing list. And I sent to them, "Yo, this is where I am in the process. This is what I need. Here's some examples of some of the books I need. Here's some of the copy I'm going to be doing. These are the tools that I need." I can give you a copy of it, because you might want to put this in the [dissertation] for me. And I swear, my ground was shaking! I had people sending me three, two dollars [or a] whole ream of paper. Calling me. This one woman I know working at a university, she said, "I don't have no money, but tell me your book. I'll order them on my number and I'll give you the books." I heard people say, "I'm going to give you — I don't have the money to give you the chunk, but I'll give you so much a month." I had people giving, I mean, it was like, "I don't have nothing to give you, but I want to say to you, you're in my thoughts and prayers." I respected all of it. It was phenomenal. Phenomenal!

Oh! And the energy, oh my god! They gave me what I needed on a physical level, emotional level, and spiritual level.

P6 talks about social and civic responsibilities and her experience as a doctoral student:

I couldn't. I tried to keep up one, and that was a summer program that we had. I was trying to continue, at least doing maybe administrative stuff with it or at least maybe just teaching a course in the summer and stuff like that. But it got to be, I couldn't do it anymore.

I stopped in '98. Here it is right here. And I came here in 1995. So that meant that I worked the summer of '96, the summer of '97, and the spring/summer.

Yeah, something different, what happened was, when I stopped doing that, I talked to my sister's friend who, we used to work together to administrate [name of school] and she knew I was having a hard time with money. And her friend, who's the director of the other summer program that I worked for once I was here. You had to start preparing for it as an administrator starting in January. February. So that everything was in place and the program could run for eight weeks. So I not only was part of that aspect of it, I was part of running it during the time, too. And so what I tried to do is maybe just run it during that time. But it didn't work because my strong suit was working with her. We were a team with shaping it. My ability to work with this other program was, I just simply went in as a teacher. And so I could just, literally just work those two weeks, collect my paycheck, and go. So it was a different kind of thing. So with this, this is really, this is really community-based. So I would say I did this for three years. But there were other things that I was involved in that I had to let go. So my whole life was rooted in the community. And I had to just — or like if someone else in the community was given something, I would be there. We would be supportive of each other getting people. Like my very good friend is the proprietor of a community book center. And so they would do something, we would be there. Or we would do something, they would be [there]. So I mean, there's a whole group of people that did things [back home] on a community-based level and I had to just like, I had to give that up. I had to come here and do, and I thought I could at least continue [a small part], do the work. It just didn't work. I had to prioritize. So yeah, that's what happened with that. What else in the community? I think, I think that's pretty much it. I think the biggest loss that I feel that I missed out with the community is that I have not been able to have contact with all of those people [back home] that were my community. And when I go and visit, "You finish yet? You finish?" You know what I'm saying?

"You done? You done? You done?" No, not yet. No. So the way I've been able to try and keep it up is, when I finished the [summer?] semester, I really had great fear coming here. This place. I'm from [this state], I'm from [another city], and [this university] is a racist bastion of power. And when people say, "Oh, your in school in [that city]? Oh, you attend [the local historically black institution], huh?" So I mean, I had to get past that. So when I finished one semester, I was so excited, I wrote a whole letter and mailed it out to people. "Guess what? I finished a semester!" Next semester, another letter. "Guess what? I finished two semesters?" And then it got to the point where it would be a postcard. And I would really say to people, "I am here because of you." Let me get my little thing. I'm

telling you, this has been an I/we experience. It's helping me be about doing this. I don't know no other way to do it. But it has been a phenomenal experience for me. When I return, you think I was about community before. Just wait. Just wait! Because for me, it really is in community. I remember, too, coming here, how hard it was for me by myself. I was the only African-American in classes. And people, I would hear people say, "Oh, do you know so and so?" Another African-American. "No, I never crossed paths with her." "Do you know so and so?" "No, I ain't ever crossed paths with her." And when we did cross paths, they [are now] my sister friends. You could not separate us. And so we, we each had our own way of looking at things. And we each have our own kind of focus. But that essence was still there to support [one another]. So that's how we came up with the [system]. When [one friend] was doing her dissertation, I was up under her the whole time. Peer reading, listening to her, crying the blues, encouraging her, and vice versa. She was the one telling me, I would say I can't. I can't. "Is that word in your vocabulary?" I said OK, OK, OK, OK, I'm sorry. I couldn't say that word. I mean, I'm telling you it's about community. I'm telling you. The only way to get through this and now, we've transferred that to other students in [our department]. Who, they don't have a sense of community. There's something in African-Americans, we have a sense of, there's something there where we do community. But my, the people that I'm in a peer reading group with, they're just so, and they catch on how important it is to have peers help you get through this process. That it's not a lonesome process. If you do it like that, you will go crazy. So, hey, my involvement on that last question has definitely been community all the way. And I miss it. I can't wait to get back to it. One of the reasons why I started [taking a particular] course is because I knew when I got to a certain part with this dissertation, I couldn't go any further. And I figured out, wait a minute, that's what it is! I don't have no community. I don't have nobody to talk to. Because [one friend] left, [another] left, [and another] left, I mean, they finished. They had to go. And I'm sitting around here going, well who I have to talk to? I ain't got nobody to talk to right here! And so I'm figuring out how I can have community, and get my work done.

P6 discusses why some of her peers have completed their doctoral program and have left, while she continues to work to complete her dissertation:

I really, I didn't see a tremendous difference in. And I can only talk about my sister friends. I can't make a general, even making a general statement about the the four of us, I mean they didn't get out, I don't think they got out any faster. I think [one friend] definitely did a traditional dissertation. Yeah. And she was in another department. [The other two], they were not traditional with their dissertations. OK, mine is the least traditional of them. [One friend] was a little, a little less traditional. And [the other

friend] was a little [more or] less traditional. You know. And then my sister friend that's coming after me, I don't even know what hers is going to be like, because she focuses on hip-hop. And she sees them as a pedagogy. She's working through, oh, I cannot wait to read her stuff. So it's like each dissertation is getting like more and more, less traditional. And what's beautiful about [our department] is that that is allowed. And what happens with the professors is I would say that they run interference with the more traditional— so that you can be about, and do what you need to do as a scholar. I would say that when we finish our work, it really is who we are. We're not doing something just to get a Ph.D. We're not doing something just to satisfy somebody. We're doing something that we're interested in, that we're committed to. And I really, really appreciate that about [my department's] professors and majoring [in this area]. You know.

Table C**Female Doctoral Student Advisement Satisfaction**

Female Participants/ Ethnicity	Advisor Gender & Ethnicity	Advisor Academic Rank & Tenure	Selection Type	Relationship Type	Satisfaction Or Dissatisfied	Relationship Attributes	Impact of The Advisement Relationship
P1 African American	Advisor A Male African American Ad	Tenured Full Professor	Selection By Academic Commonality & Necessity	Masculine Advisor/Feminine Advisor-Power With Relationship	Satisfied	Positive Neutral Negative	1. Positive Return on Investment 2. Bad Investment-In the Red 3. Lemons Turned into Lemonade
P2 African American	Advisor A Male African American	Full Professor With Tenure	Selection By Necessity	Masculine Advisor/Feminine Advisee-Cinderella Complex- Power Over Relationship	Dissatisfied	Positive Neutral Negative	1. Bad Investment-In the Red
P3 European American	Advisor B Female European American	Tenured Full Professor	Selection By Necessity & Departmental Assignment	Colleague/Colleague-Power With Relationship	Satisfied	Positive Neutral Negative	1. Positive Return On Investment 2. No Return, No Loss, Break Even 3. Bad Investment-In the Red 4. Lemons Turned into Lemonade
P4 European American	Advisor C Female European American	High Academic Rank With Tenure	Selection By Necessity & Departmental Assignment	Negative Mother/Good Daughter-Power Disowned Relationship	Dissatisfied	Positive Negative	1. Positive Return On Investment 2. Bad Investment-In the Red 3. Lemons Turned into Lemonade
P5 European American	Advisor D Female European American	Tenured Full Professor	Selection By Necessity & Academic Commonality	Colleague/Colleague Power With Relationship	Satisfied	Positive Neutral	1. Positive Return On Investment
P6 African American	Advisor D Female European American	Tenured Associate Professor	Selection By Necessity & Logical Deduction	Colleague/Colleague-Power With Relationship	Satisfied	Positive	1. Positive Return On Investment 2. No Return, No Loss, Break Even

Procedures and Analysis of Data

As discussed in chapter three qualitative data collection and analyses took place. The procedure for analyzing qualitative data in this study is called Constant Comparative Method of Unitizing and Categorizing. This procedure has been defined by Lincoln and Guba (1978). The first step is to figure out what things fit together. To do this the data was broken down into the smallest units of information. Each unit of data was individually recorded. Once the information was divided into units, was sorted. A search for “reoccurring” regularities commenced. The reoccurring regularities represented patterns that could sorted into categories. Patton (1990) explains that these categories should be internally homogenous and externally heterogeneous. If there were too many unassignable data that did not fit into categories, a reexamination of the categories as they have emerged took place (Guba, 1978). The units of information were individually recorded on index cards. This procedure was repeated until all information was exhausted, all units were appropriately placed in accurate categories. Saturation of categories lead to new categories to present redundancy, clear regularities emerged and were integrated, and an analysis began “to overextend beyond the boundaries of the issues and concerns guiding the analysis”(Guba, 1978).

Data was cross-checked to increase the consistency and accuracy of the reported data; hence, lending support to, and strengthening the results of this qualitative data analysis. Other female doctoral students were asked to read the collected interview data and participate independently and collaboratively to interpret and analyze the data. Multiple opinions of analysis and final consensus decreased the probability for single evaluator bias or mis-interpretation.

Research Question #1 Analysis

Female Doctoral Students and The Doctoral Advisor Selection Process:

- Research question #1: Who do female doctoral students select to be their advisors and why?
- R1a: Do you have an advisor?
- R1b: How would you describe this person in terms of (a) academic rank, (b) tenure status, (c) academic reputation, (d) social background, (e) gender, and (f) ethnicity?

Participants were asked to describe their advisor. The following is an analyzed account of all students' descriptions of their doctoral advisor by characteristic themes.

Academic Rank and Tenure Status:

All participants describe their advisor as having tenure and a high academic rank, with phrasing such as “a tenured full professor,” “full professor with tenure,” “tenured, full professor,” “high academic rank w/tenure,” “tenured full professor,” and “tenured associate professor.”

Academic Reputation:

Participants discussed their advisors' academic reputation in terms of two themes; professional perceptions and publications and outside research.

Professional Perceptions:

All participants perceived their advisor as having a respected academic and professional track record. P1 described her advisor as having a strong academic reputation; P2 says, others depend on him for research and he has a good academic reputation among his peers; P3 says her advisor has a good academic reputation; P4 explains, her advisor has a good reputation on campus, synonymous with research; P5 says her advisor is very well respected professionally

and has traveled to teach internationally; and P6 describes her advisor as well informed and respected in her academic area.

Publications and Outside Research:

Some participants went on to discuss their advisor's academic reputation in terms of outside work or research they understand their advisors to have done. P1 explains her advisor works on outside projects and contracts, P2 says her advisor does outside research for the state and other local entities, P5 explains her advisor has many published writings to her credit and P6 also says her advisor has written a couple of books.

Social Background:

Participants were asked to describe their advisor in terms of social background. Two themes emerged: those who know little or nothing about their advisor personally and those who know more social information about their advisors.

Those who know little or nothing about their advisor personally:

P1 believes she knows little of her advisor's social background, P2 explains she does not know anything about her advisor socially, and P4 also says she does not know anything about her advisor socially.

Those who know more social information about their advisors:

P1 knows her advisor is not married and has at least one child; P3 knows her advisor has a partner; P5 knows her advisor is a liberal feminist, with a German background, she's divorced and now has a boyfriend, she's more accessible, energetic, understanding after her divorce, and she loss a lot of weight. P5 also knows where her advisor used to teach. P6 knows her advisor was married and now dating someone, she has no children, she has a German background and she is converting to another religion.

Gender and Ethnicity:

Participants were asked to describe their advisor in terms of gender and ethnicity. P1's advisor is an African American male; P2's advisor is an African American male; P3's advisor is a European American female; P4's advisor is a European American female; P5's advisor is a European American female; and P6's advisor is a European American female.

- R1c: Why did you select this person?
- R1e: Was this person your first choice? Explain?

Three themes emerged from responses to this question: selection by departmental imposition, selection by search for desirable advisor qualities, and selection by necessity.

Selection by departmental imposition was a situation in which the graduate department selected and assigned the doctoral student's advisor. Selection by search for desirable advisor qualities describes the reasoning for some doctoral students' advisor selection. These students were looking for advisors that exhibited specific qualities or characteristics. The third theme was selection by necessity. This category describes the urge of necessity some students felt when just trying to find a warm body to work with them.

Advisor Selection by Departmental Imposition:

P3 explains her department chair suggested she work with this advisor because of similar interests. P4 says they assigned her advisor to her.

Advisor selection by search for desirable advisor qualities:

P1 says her advisor seemed knowledgeable about her research study; P2 believed her advisor to be willing to listen, would be helpful, known to have several advisees to finish their dissertation, he could talk and give feedback, and they seem to have a good rapport; P5 explains

her doctoral advisor was already her masters advisor and she had already taken so many courses with her.

Advisor selection by necessity:

P1 explains her original advisor left, then her second advisor left, he was the only person left on her committee, and she felt more comfortable with him than with a new person; P2 says he was the last original member left on her committee; P3 explains “her department is small, with few choices, the other suggested individual had just gotten his degree and trying to get tenure, and I didn’t know anybody else;” P4 says her department is small, “she’s the first person I met and I didn’t know anybody else;” P5 says her advisor was the only one working in her area. P6 explains her first advisor moved away, she was already on her committee, and of the professors she respected there wasn’t much to pick from.

- RQ1d: What were your steps in getting this person to become your advisor?

These participant responses concerning the steps involved in selecting their current advisor organized into themes of: selection by academic commonality, selection by assignment, selection by logical deduction. Selection by academic commonality was a theme that emerged because students were attracted to their advisor for academic and research interests that were common. Selection by assignment denotes the theme of not having a voice in selecting a particular doctoral advisor because of departmental assignment or direct suggestion. The theme of logical deduction for advisor selection describes experiences of eliminating perceived non-viable advisor candidates then selecting from who was remaining.

Advisor selection by academic commonality:

P1 explains “once I told him what my research was on he felt like he had enough knowledge about that to serve in the advisory capacity.” P5 says she just continued to work with

her advisor from her masters program into her doctoral work because her interests are still in the same area.

Advisor selection by assignment:

P3 explains that her department chair introduced her and her advisor, suggesting they work together. P4 explains a similar strategy-they [the department] just assigned her to her advisor because her advisor happened to be the first person she came in contact with.

Advisor selection by logical deduction:

P1 explains her advisor was the only one that was left from her original committee. She asked him directly if he would become her advisor and he agreed. P2 says, “he was basically the last one left on my committee, so I just asked him.” P6 explains her advisor was already on her committee and she needed to find someone, so she asked her and she said yes.

- R1f: What academic, social, or personal qualities were you looking for in your advisor?

This question provided a forum for the female doctoral students to express what they were looking for or hoping for in an advisor. The qualities that were described emerged into themes of professional power advisor, emotional support advisor, academic guider advisor, and favorable advisor personal traits. Professional power advisor was described as someone with perceived departmental power or influence and documented research talents. Emotional support advisor was described as someone who could empathize with the academic struggles of a doctoral student and encourages them to persevere. The academic guider advisor theme developed as an advisor that seeks to show or explain to the advisee how the doctoral experience should proceed. The fourth theme that emerged was favorable advisor personal traits, where these female doctoral students indicated that they were looking for positive advisor characteristics.

Professional power advisor:

P2 was looking for someone who was an expert in her area of study. P3 wanted someone “who can go to bat for the student, someone who publishes a lot, someone who’s politically savvy in the department and someone who has a good relationship with the department chair.”

P6 expressed an interest in having an advisor who displayed a sense of confidence.

Emotional supporter advisor:

P4 describes her ideal advisor as someone who gives some support, guidance, and will be there emotionally sometimes. P6 wanted an advisor that is open, gives concrete support and suggestions, and encourages.

Academic guider advisor:

P2 wanted an advisor that could show her where she should look and what she should do and someone who could help her get along with this process in a comfortable fashion. P4 sought in an advisor someone who could tell her exactly what she needed to take and when she needed to take it, someone who would guide her, and someone who would give her an estimated time as to when she would complete her degree. P5 desired an advisor that had a certain understanding about graduate student life, particularly older students.

Favorable advisor personality traits:

P1 wanted somebody she felt some commonality with her advisor in how they lived their social lives, someone she felt comfortable with, someone that she felt she had more of a personal tie to, maybe a woman instead of a man. P5 looked for a good rapport with an advisor. P6 searched for someone that wanted her to really be who she is, not someone who was trying to shape her or mold her.

Research Question #2 Analysis

Female doctoral students and the quality and characteristics of their relationships with their advisors:

- Research Question #2: What are the personal and academic experiences and outcomes of these decisions?
- RQ 2a: How would you describe your relationship with your advisor? (power, roles, expectations, boundaries, and services you received)

Participants were asked to describe their relationship with their advisors. Themes of relationship types and issues of power emerged. These themes are discussed effectively using relationship and power types described in chapter two. Some students were able to effectively gain or maintain power within their relationships with their advisors while others were unable to make this happen

Masculine advisor/feminine advisor-power with relationship:

P1 describes her relationship with her advisor: “he was totally the one in control. I needed a lot of direction and a lot of guidance. I had to almost fend for myself to get the information. He was fairly polite and cordial. He really didn’t have time to deal with me at one point. I really didn’t have control over anything. He was totally in control of my success or lack of success. I expected that I would have had more guidance. I expected that I would have had somebody that would be more hands on with me. There have been times when I really felt like my advisor was hands-on. As a female and him being a male, there are boundaries. I totally don’t feel like I have a relationship that I can get emotional support from my advisor. I felt like it was just haphazard. It’s definitely gotten better since I’m further along.”

Masculine advisor/feminine advisee-Cinderella complex-power over relationship:

P2 explains when it comes to her relationship with her advisor, he's in control. "He tells me what to do. He does have the power, that's why I'm still in this program. I'm looking for another person to help interpret what he needs. It should never be this hard. I feel shortchanged. I feel he should have tried harder to make this work, to have this thing not linger on so long. I've stressed him by trying to get him to answer questions. He won't make decisions. I'm on my own. My expectations are frustration, confusion, and disappointment. I expected him to be the teacher, to teach me something. He won't refuse appointments. Nevertheless, I did tell him that our relationship didn't work. If I'm not capable, you really need to tell me."

Colleague/colleague-power with relationship:

P3 explains her advisor is in control: "she gives me choices. This relationship has evolved from a dictatorship to more of a partnership. I never heard her refer to her personal life at first. It was totally impersonal. When you're not there, you can't bug your advisor to look at a paper, to go over something with you, to sit down with you. I let her decide when the conversation can be personal. She's a very private person. So when she's bogged down with department stuff, she's very short. She kind of resents the fact that I'm not there. When I moved, she made a statement to me that I felt like she was dumping me. I felt like I was weak because I moved, because she thought I should stay and finish and I don't agree."

Negative mother/good daughter-power disowned relationship:

P4 recalls in her relationship with her advisor: "I did what was expected of me. She never really considered things that I did. I wouldn't say that she had a lot of time for me. She didn't have a lot of control. She wasn't in charge. She had a lot of things on her plate. I feel that maybe some of those things got in the way. Control was not there. I may be well on my

way to graduating if there was some control. I was not pressured. I need to be pressured. I need dates. I would not get any feedback. Maybe she would have wanted me to be more assertive, which I wasn't at the time. I knew work was expected of me. She has a good reputation on campus. Once when I was pregnant with my second child, who is now four and a half, my advisor called me and said, 'now P4, I mean again, P4!?' After that I never told her any more about my second and third children. Well it really made me feel bad when she said that about my second child. I don't want to pry into her personal life. I never thought to cross any boundaries. I'm not happy with the services that I've received. I would have loved to have had feedback on all of my work. I'm not pleased with the services of her advising."

Colleague/colleague-power with relationship:

P5 believes it's necessary for the advisor to have power in motivating the student to get work done and making sure that the student is doing it. "She has given me the power to say, I can't do this, I can do it by this time, and has worked with me in that area. She has a responsibility in helping me to get through it, and I have to be the right kind of graduate student that makes her proud to put her name on my work. I know she expects me to check in with her and let her know what I'm doing. I'm a responsible person. I've had health problems. But I am progressing to her satisfaction, under the circumstances. I have to set my own schedule and I have other obligations; such as family and grandchildren. I have a complicated life. So I set my own timetable and we've agreed to it and as long as I'm doing my work, she's happy. That's all that matters.

"She's given me resources, which I couldn't access in the library. She tells me how to proceed. She has total autonomy when it comes to your dissertation. If she's happy with it, that's what counts. The rest of the committee, she has the power and the clout that they will

defer to her. If she puts her stamp of approval on it, she's there to see that you succeed, that's her job. I know that when I go into my defense, people will defer to her and I don't have to be scared to death of being chewed up by this one person because she has the power to put her stamp of approval on it. Then everybody else kind of falls into place with her. If I please her, then I know I'm home free."

Colleague/colleague-power with relationship:

P5 explains, "you are the one in control. She basically wants to help me find what she calls my voice. I've never had the experience of any professor controlling me or dealing with the thing of being in power. She knows how I am. I expect her to get out of my way. I expect her to be patient. I expect her to make suggestions when she reads my work. I expect her to read my work. Don't give me no grief.

"If either one of us choose to cross a boundary, I don't think that it would be a biggie. I think either one of us may say, well I don't want to talk about that or we might say something to divert attention so you don't cross the boundary. But we have a relationship where we're pretty comfortable with each other. She got her tenure and divorce and she has settled more into this academic world. She just calmed down. She's still doing too much, but she's calmed down a lot. She's very resourceful, in fact, as she does her research, it's helping my research. So I feel she's extremely resourceful, extremely, all the time."

- RQ2b: Are you satisfied with your advisor? Why or why not?

(Academic and Non-Academic Support Behaviors)

Based on their experiences with their advisors, each participant was asked to describe in terms of satisfaction how they felt about their advisor relationships. Themes emerged of satisfied and dissatisfied advisees as described below.

Satisfied advisees:

P1: I'm satisfied because of where I am right now. I do feel like finally I'm getting some guidance. I'm not being told to just sort of go out there and do it, and come back with the finished product. I think that there's definitely a difference in where I am now in terms of getting services or feedback from my advisor than a couple of years ago. I think he's more satisfied with not having to sort of hold my hand as much now. I think that because he feels like now I can work more independently, now I can tap into other resources to get what I need. He's much more willing to sit down with me and say, what have you done and let me go over what you have.

He's obviously very intelligent and well respected. He understands his topic. I do feel like I'm getting concrete guidance. I feel comfortable knowing that if he gives me guidance, or gives an answer to something related to academics or related to my study, I feel confident in that. In the last year I think he has become more knowledgeable about things that have gone on in my personal life. I offered various bits of information, just so he'll know there's a reason that, he knows why I can't meet with him or I need to have something done by a certain time. If I'm having a family conflict or other things that are going on or work or other issues outside of school, then I will offer information to him. Aside from things that I have told him relating to my personal life and how it's impacting my academics, I haven't really felt a personal connection with him at all.

P3: I am satisfied. Nevertheless, my advisor and I thought I was going to take one career route. I was going to teach at a small university, because there are only so many research I universities. When she found out that I may go to a research I institution or a med school, she made the comment "well I'm not going to be able to help you as much, because you're going to have to be

stronger. I could have helped you get out a lot easier if you were just going to teach at any university. But you're going to have to be a researcher, so you're going to need to struggle." I was really offended, because I thought, if I'm going to go to someplace really hard, she should be helping me.

P5: I really haven't had the time for non-academic activities. She's been supportive in the fact that my family is important for me. I really don't have the finances or time to devote to those other things. I am getting my years of college teaching in and that's what I want to do along with my research. That has been a separate thing from my major professor.

P6: I would say I'm pretty satisfied. I call her the Queen of Questions. I'm pretty satisfied with what I've gotten from her. I really believe in the questioning style. I believe in it wholeheartedly. I would say non-academic support, all those are very, very strong. She will tell me, "You know you can present your work." The only place that I would say that I would have liked more recently to get more from her, is for her to say, "How is your writing going?" "How are you doing?" because more recently, as a graduate assistant for her, she has begun to view me as her employee, her worker and I'm good. In spite of this, she gives space to me and we don't get angry or fuss, none of that.

Dissatisfied advisees:

P2: I'm not satisfied. I expected him to be able to tell me. I mean, we're big people. It's good or not good. It's there or not there or you need to move this way. I mean that's what teachers do. I expected him to be a teacher and maybe he's not a teacher. I know as a student and as being a former teacher, when work is really bad, you don't want to read it. When it's good, you definitely want to check through it and so forth. But this my first time writing a dissertation and I need help.

I'm also not satisfied with non-academic support. Now he did offer an assistantship with me only because of financial reasons, not because of writing ability or research. I asked several times to go on the sabbatical; I had to find a way to support myself. I never have been asked to be a part of that world. I am disappointed.

P4: No, I'm not satisfied with how I have been advised. Academically, I have yet to receive any support from her. I just felt like an ordinary student, not as a graduate student. With regards to non-academic support, I am completely not satisfied. She would tell me there was no way I could do it. She'd say things like, "P4, you're a mom, you're working full time, you're trying to go to school, you're overloaded and you can't do it." That's negative. There are a lot of people who are doing what I'm doing. Times have changed.

I never had any of those non-academic opportunities. She did mention to me that when I wrote my review it would have to be written in a publishable form so that I could get it published. I guess that's really the only supporting thing, positive thing that she ever said to me about some future work.

- RQ2c: How do the following impact your relationship with your advisor?
(Similarity/dissimilarity in background, interests, attitudes, beliefs, values, personality, advising style, communication, his/her expectations of you and his/her expectations of you)

Participants were asked to share what characteristic attributes they believe affected their advisor/advisee relationships. Through these accounts emerged themes of perceived positive relationship attributes, neutral relationship attributes that existed but had no impact on the relationship, and negative relationship attributes.

Positive relationship attributes:

P1: I have a lot of respect for him. I think that he's very ethical and I think that he's very trustworthy. He has a good value system.

P2: We respect each other, the differences.

P3: We both probably procrastinate some and work under pressure. She's anal and I'm anal, so that's good.

P4: We share the same interests as far as academics. She teaches teachers and I teach teachers.

P5: She's letting me be me now. She realizes that although your dissertation is supposed to be number one priority. She also recognizes that families, getting away and enjoying yourself is also important because you can't do your best work if you're cramming and you're so exhausted and stressed out. The one thing I like about her is she makes her students believe and not just believe but actually put it into practice that she's accessible. She is one of those individuals that I think she can read you and she knows if you're responsible enough to be on your own, to do your own research and that doesn't have to be looking over your shoulder. I think in my case she is cognizant of the fact that I'm an independent person and the type of research I'm doing; it needs, she needs to back off and let me do it.

P6: We really do listen to each other. I think that communication is also growing between us because when you get to know someone it is improving the communication and so the more we get to know each other. The more we find we can talk, the more things I can raise to her, the more things I can say to her. I have come to learn her and I hope she has come to learn me. We have high standards for ourselves. I mean we are both two people that strive for the ultimate in what we do. We respect each other's differences and we tend to use them as opportunities to be more of who we are. We both have high expectations of each other.

Neutral relationship attributes:

P1: I expect him to be sort of a guide for me. I expect for him to be somebody that can be somewhat hands-on, somebody that can provide solid, concrete feedback for me.

P2: I'm supposed to perform. I make sure to check my attitude. I really expect him to be able to clearly communicate what to do.

P3: I still have that teacher/student relationship, where you want to please.

P5: Unless you can feel like your professor cares about you and is willing to be there for you, then I don't think you're going to do as well. I think it has to be individualized. Negative relationship attributes:

P1: I definitely sensed some frustration and aggravation on his part at various times. I sensed frustration on his part, I shut down or I stayed away. I sort of feel a little intimidated to really vent or show my frustration when I was talking to him. He has all this knowledge and I just think he makes a lot of assumptions about what his students should know. I think he really expects me to work very independently and only come to him when I have gone everywhere else and I just haven't been able to get what I need. I really only go to him as a last resort. I try to not go to him first. A lot of times I may follow a person's advice and when it's all said and done I come back to my advisor only to find out it wasn't correct. I think he makes assumptions about what your knowledge is and what your knowledge should be. I think it aggravates him somewhat if I go in there and I'm not quite sure what it is I want to know. I don't think we have a whole lot in common on a personal level. He is very low key, very serious, very laid back. He's very cut and dry. I think our personalities are like night and day. I'm always a polite person, somewhat bubbly, have a sense of humor, for people to relax, joke with me. His time is so valuable that he just really wants to get down to business and he's really serious.

P2: We don't clearly understand each other. Our expectations are different. I think what we expect from each other is different. I think he thinks it's successful when he tells me what to do and I leave just confused as ever. I get a little frustrated; I think he doesn't particularly accept me being frustrated. Sometimes maybe I feel burdensome to him. I don't know much about him at all.

P3: I can never decide, does she want me to do this on my own or does she want me to ask for help. It's real hard for us to find what we were common about and had the same beliefs. She's moody. She does want you to be independent and she is critical. She takes on a lot. The bad part is as the student I don't get her attention like I should because she's overloaded herself. She fusses at me for taking things personal. She sort of wants to give me that hard knocks so I can handle it. I'm not so sure that was necessary. I'm not there; it's hard. I think being apart puts a stress on communication. It could have been more personal. It could have been a more personalized program. My expectations are that I would get more attention from her as far as guidance.

P4: She doesn't want to see that graduate student working full time. Her moods can change some. I knew that when I would submit work, that she wouldn't give feedback to me. I felt like I was placed on the back burner. I didn't feel special. My advisor sees my family as a roadblock for me being able to complete my degree. Her personality is kind of dry and I'm not like that. Communication, it wasn't there. Long distance has impacted our relationship. I think we come from very different backgrounds.

Research Question #3 Analysis

Female doctoral students and the impact of the advisor/advisee relationships on program satisfaction:

- Research Question #3: How do you feel this advisor/advisee experience has or will affect your overall doctoral experience (time to degree, professional preparation, and future career possibilities)

Participants shared their perception of their overall doctoral experiences. These experiences emerged into themes of positive return on investment; no return-no loss-break even; bad investment-in the red; and lemons turned into lemonade. Positive return on investment can be described as an experience in which a student believes they benefited from her relationship with her advisor. No return-no loss-break even describes female doctoral experiences with advisors that essentially had no real impact on their experience, negatively or positively. Bad investment-in the red describes a female doctoral student who believes their advisement has negatively impacted their overall doctoral experience. “Lemons turned into lemonade”actualizes the experience some participants describe as a negative advisement experience that was reevaluated for positive purposes.

Positive return on investment:

P1: I think if anything, the reason that this last year has been better is because I’ve felt like my advisor has been more attentive and has finally given me some guided help. Because our relationship has sort of blossomed, in the last year, he has made reference to even possibly publishing an article or two with me. I certainly feel like he would give me a wonderful recommendation.

I think that at this point he has sort of gained more respect for me. So I think that he would be comfortable at this point recommending me for something and I definitely think that a recommendation from him certainly wouldn't fall on deaf ears. He's very well known throughout the community and very well respected. So I think that if a situation did come up where I could have some type of career opportunity and he had sort of have access to helping me with that, I think that would carry a lot of weight because I think he's very well respected.

He'd be a wonderful reference for me in any capacity. Whether it's something at a university where he currently is or in another state. He has made comments about possibly helping me to do some things to provide some career options for me.

P3: Our relationship as far as her writing expertise, as an editor, she's one of the reasons I'm certain that I got my lit. review published just because she's just so good at that. So in that sense she's helped me because she's shaped my publishability. Being able to publish and she requires that you do a power point, everything, your seminar, those experiences she requires under her prepared me professionally. She pushes you to do conferences, she pushes you to do power point seminars in our own department and so those experiences will help me professionally and her high expectations as far as your writing style and ability.

P4: I could publish my work with her. I highly regard her research and it would get my name out, give me a better reputation in the research field.

P5: I can honestly say right now that if I didn't have the major professor that I have right now, I wouldn't be there. I would have quit a long time ago. I just feel like there's a good match here and I'm very fortunate. In terms of getting a job in a university setting, it's important who you know and who you've worked with, who you sat under, and the work that you've done for individuals.

I think of my advisor's status in our field and her publications, I think her reputation and the fact that she is my major professor will help me to get a job in terms of having worked with her and the fact that she has done some very important work in that area.

I don't think at this point I could ask for anything better than that, particularly at this university. So the works that she's written or edited I think are going to help me go a long way.

P6: I am completely and totally satisfied. I've gotten out of this exactly what I wanted to get. I believe that it has made a tremendous difference for me to be a better teacher.

My professor ended up being my major advisor and I'm very happy about that because I got to see her on a regular basis in another way. The work that she does in this area is very community-based and having access to this area of study through her, that is the most professional, I would say, connection that I've had with her to prepare me for what I want to do. No return, no loss, break even:

P3: She's more on the all business side and maybe that's how academia can be and so in that regard, I think that's why she's that way. She thinks that that's better for you to operate under that because that's how the world's going to be when you get out and that's how she sees it. So I guess if that's how in reality every academia setting is, I guess I'll be just fine.

P6: [As far as this relationship affecting my overall experience], I would say not much, because I am not the doctoral candidate that's going to go into a university or go into academia. Her whole goal, as well as all of the other professors is to prepare you to be a university professor and get involved in academia.

I don't know if I would say [this experience has] delayed [me], because I know I'm the one in control. But, I would say that this is the weakest part of my relationship with my advisor.

There are other professors who know that you're their graduate assistant, but they give you tons of space to get your stuff done. She will give me work for the whole ten hours a week. She cannot be faulted for that, because technically, that's my job. I'm supposed to work for ten hours a week and that's what she gives me.

Bad investment-in the red:

P1: I can't really say that because of my relationship with my advisor, I haven't been happy. I can't say that. I think it's one of those factors that have contributed to me not enjoying this experience. I think my relationship with my advisor has had everything to do with the reason that I've been in this program so long.

Because I hit a lot of road blocks in terms of just getting the time that I needed with the advisor to get some guidance. I really feel like I should have been out of this program at least two years ago. So there are many issues with the advisor relationship that contributed to me still being in the program. I really feel like if I didn't have the advisor issues, I could have been finished a year after I defended my oral exams.

I think that honestly it's going to take a little time for me to get past the intimidation that I felt, insecurity that I felt and the self-esteem issues. I think that because of the relationship I had with my advisor, it sort of hurt my self-esteem in some instances. I'll sort of have to build myself up again.

P2: I feel shortchanged. I feel that this process has taken too much time to do anybody any good, to do me any good personally, to do the study that I'm working with. I'm not prepared to present. I'm not prepared to write. I'm not prepared to get out in the world as a Ph.D. If I had wanted to be able to communicate with other Ph.D.s I would have a difficult time. I don't know any processes of how to get anything published or to get on a panel.

I wouldn't want to be a part of this process. I don't have any interest in going into that area [of higher education]. I just feel I was shortchanged. My experience with my advisor, it's kept me back. I've been talking to my advisor for five years and as of today he still will not answer whether or not my questions that I've created are correct or good.

P3: There were times when I felt like she was sending me on a fifteen minute ride to do a three hour interviews and fifteen minutes back to school before I had to go in an hour in the other direction to home and I thought to myself surely I'm not the only person that could do this.

[This relationship] has slowed me down a little bit because she's accustomed to the four to five year kind of program and so ever since I started I wanted to do three and a half years max.

P4: [This relationship] has slowed me down, the advising part, improper advising. That slowed me down because I had to go back and repeat a course. It has affected my overall doctoral experience because I haven't had the support.

Lemons turned into lemonade:

P1: I think that because of my negative experience in terms of the advisor/advisee relationship, I know what not to do. Because of having sort of been there and done that and gone through this experience I wouldn't want anybody to have to go through that again. I think that even though my experience has not been very positive, I do think that when I get out there and have the opportunity, I can make it positive for other students, because it's sort of what not to do when you get in that situation.

Your advisor will either make you or break you. I think it's up to students in some instances, to sort of take the lead on getting their advisor to give them what they need. I think if students don't push their advisor, if students don't sort of get their advisors to do what they're supposed to do, then they won't finish with the program.

P3: This relationship does benefit you and makes you look at how you don't want to be. You kind of pick up things like you do from your parents. Oh, I'm not ever going to do that.

I'm pushing, pushing, can you proof this and I feel like she's taking her time because she thinks it's ok if I walk in May, whereas I want to walk in December.

P4: I know what I don't want to do as an advisor. I don't want to do as my advisor. I'm a supportive person and I advise students now, where I work. Having this person as an advisor, I know now what I don't want to do and I want my students to know that they can come to me. My door is always open. With her I felt like her door was not always open.

Research Question #4 Analysis

Other contributing factors to the female doctoral experience:

- Research Question #4: How do other factors contribute to the process of completing a doctoral program (marital status, children, other family, employment, financial, or social/civic responsibilities)?

Participants were asked to consider external factors impacting their relationship with their advisor and their overall program satisfaction. The following themes emerged: external factors that support; external factors that merely exist; external factors that drain; advisors' appreciation of or respect for external factors; and advisors lack of appreciation of or respect for external factors. Each theme discusses different ways advisors and advisees handle students' external factors and the impact of effective and ineffective negotiation of these factors.

External factors that support:

P1: I don't regret that I got married, its been supporting. My husband has been paying for my tuition. So financially, he's supported me and he has been as supportive as he can.

I spent a lot of money in the library copying articles, copying books, and just printing things that got to be really expensive. But I guess financially I was pretty lucky because whatever I couldn't pay for, I had people that could sort of help me out with that.

I was lucky that I was working so I was able to pay for my tuition. Or when I couldn't pay for my tuition or didn't want to pay for my tuition, my parents paid for it. When I got married, my husband paid for my tuition.

P3: [My husband] is very supportive and always has been very supportive.

P4: [My marriage], it's given me lots of support. My husband has given me lots of support. There were times when I wanted to quit and I'm still going because of him.

External factors that merely exist:

P1: I've had to say no to things in the past, because I just knew that I couldn't handle having one more thing on my plate. So I think that once I get this degree behind me, I'll be able to participate in a lot more social events or civic groups that I'm really interested in joining. Sometimes there were events that were for my husband or events that were for my family. So the entire time that I was in the Ph.D. program, there was definitely a lot of social activities that sometimes I couldn't avoid going to.

P2: I just eliminated social responsibilities.

P3: I had to give up most, a lot of my volunteering to finish on time.

P4: As far as socializing outside of work, my husband and I have no social life because I'm committed to this program that I want to finish. Little socializing things, they slow me down.

P5: Family takes up time. Grandchildren take up time.

I haven't had the time [for social responsibilities]. After my divorce and basically having to support myself, get through. I just have so many responsibilities that I haven't had time for anything else. My whole world is school.

If I were fortunate enough to just be able to work on just my dissertation, I'd be in heaven. If I had a fellowship where I didn't have to worry about money, this whole thing, I could immerse myself. I could read these books.

P6: I couldn't do it anymore, [social responsibilities].

I actually finished with the major part of raising my children.

I think I was separated in 1985. I must have gotten divorced some years after that. I came here to [this university] in 1995. So time passed and I had gone through the whole separation thing and divorce thing. All of my children and I have five children, all of my children had moved out.

I've found out that working outside of the university would be too complicated for me to complete what I needed to complete. So I'm always looking for some sort of income connected to the university.

I was able to also get the fellowship, which gave me four years of not having to work for anyone but make do on that limited amount of money and I manage that. Then I got the graduate assistantship, which was employment.

I feel that you have to settle your money to be in school. I made the decision that I wasn't going to graduate assist, I had to face the fact that I was going to be short eight hundred dollars a month. Could you do that? I had to face the fact that if you keep graduate assisting and I graduate assisted one year after the fellowship, I didn't get hardly anything done. I decided to do [away] with my employment stuff.

External factors that drain:

P1: [Marriage] has also been a distraction in that now, I have to care for this other person.

My father became ill and passed away. As a result of that, I actually resigned from my job so I could go and spend a couple of months when he was in the hospital in another state.

Then after he passed away, my mother was in her seventies, was living alone in a rural area about an hour away from where I lived. I had to sort of take on added responsibility of making sure she was ok. It added responsibility for me.

I always said if I had to do it all over again, I wouldn't work while I would have tried to acquire this Ph.D. because employment, regardless of what that employment is going to always be a distraction.

P2: Years two, three, five the marital status had a negative effect on my production based on the marriage itself and the children involved. So it impacted my production in producing a quality proposal.

Family problems occurred because after I presented my proposal my mother had a stroke.

Working full time and going to school is a struggle. I'm going to take care of that coming July first where I'll be a full time student. I'm taking off half a year. So I have a lot of work to do in a half a year. I could lose everything I had because I have mortgages and transportation.

P3: There tends to be a slight feminist belief system [in our department] which means that your husband should let you do anything and you should be able to be away from home at anytime because you are getting a Ph.D.

When I had my G.A., I felt somewhat swamped.

P4: I look at the children as a positive thing. But it has slowed me down with my graduate work. Daily responsibilities associated with being a mother and a wife, have slowed me down.

Mama was in the hospital for a very long time. A few years ago she was in the hospital all summer, three months. It did slow me down, just worrying about her.

I've had to do things after hours like when I leave work. So it has slowed me down in a negative way.

Taking out a loan is not an option for us because you still have that money to pay back. So it has been a factor for me to go to school and having to work, so yeah [it has been an added] financial [responsibilities].

P5: I ended up with a divorce. I think that it has been easier for me to achieve what I have to do being single.

P6: When I first came here I had a house. It was a house that was community property. I decided that I wanted to keep the house and be responsible for the house. It became a ball and chain. Mental, financial, emotional, psychological, all of it, I mean, I was watching that house fall apart, and I didn't have the money to maintain it. It was horrific experience to such an extent that I don't think I want to own another house.

I have tried all kinds of combinations for me to have enough money to be in school and not have it disrupted. To me a nine to five is slavery. That means that I have to do without certain things, that I have to make certain sacrifices in material things, cars and what I could provide to my children.

Advisors appreciate or respect external factors:

P5: I was involved in a car accident at the beginning of the Ph.D. program. I had a broken rib and I was in a cast and I was on crutches. My graduate advisor was very helpful then.

I'm going through menopause, and I have all these hormone imbalances. All this happening in my life. My major professor has been very understanding about that and is helping me.

My major professor's been wonderful with the health problems I've encountered. I'm going to a specialist and they've found out I have hypothyroidism.

Advisors do not appreciate or respect external factors:

P3: My values are different than my advisor.

I was the primary caretaker of my grandmother and that sometimes caused a problem.

Extended family to them was [a little less important]. There's very few heterosexual women in my department. They're very career oriented. They're all career, all business. So when you bring up a family issue you're really looked down upon.

Summary

This summary provides a concise snapshot of the results of this data collection and analysis. Each research question has been revisited with consideration of the six participants' lived experiences.

Female Doctoral Students and the Doctoral Advisor Selection Process

All participants believed a positive academic reputation was an important factor when selecting an advisor. In addition, three of the six participants considered evidence of publications and external research to be significant advisor qualities. Only one participant claimed to know absolutely nothing about her advisor's social background and defended this claim that this was an unimportant concern for her as an advisee.

Two of six participants were assigned an advisor. Three of the six participants searched for desirable advisor qualities, while all participants at some point felt it necessary to just find

someone. The diverse steps taken to secure an advisor were also explored. Two participants used common academic interests as an avenue to locate a viable advisor. Two other participants involuntarily used selection by department assignment to acquire an advisor, while the two remaining participants used a logical deduction procedure for targeting their advisor. This strategy included the idea of advisee need and advisor availability.

Participants expressed the qualities they valued in an advisor. Two of the six participants believed demonstration of professional power within the academic department was an important attribute, two of the six thought advisors that provided emotional support and understanding were desirable, three of the six expressed an advisor capable of guiding a student through the doctoral process was important, while half of the participants agreed positive personality traits were vital to good advisement.

Female Doctoral Students and the Quality and Characteristics of Their Relationship with Their Advisors

All six participants were asked to describe the quality and characteristics of their relationship with their advisors. Each participant described a unique advisement experience, which appeared to have manifested itself in a variety of ways based on individual advisee and advisor personalities and work ethics. These separate and distinctive personalities gelled together respectively to demonstrate both productive and non-productive advisement experiences.

One participant shared an advisement experience which parallels with a relationship described in the literature review as “masculine advisor/feminine advisee” exhibiting “power with.” This participant experienced a relationship ruled by traditional gender roles of male dominance and female submission. Nevertheless, based on the personality of the advisee, this participant was able to reestablish a more productive role in her own advisement experience,

reclaiming ownership of her academic destiny. This participant's assertiveness and her advisor's acceptance of the student's new role of self-empowerment allowed these two people to share a "power with" relationship which fostered much more positive outcomes. The advisor and the advisee in this relationship are both African Americans.

Another participant also experienced the "masculine advisor/feminine advisee" with some added twists. This participant also exhibited characteristics common to the "Cinderella Complex" and "power over" as described earlier in this manuscript. This student appeared to be unable to free herself of her male advisor's dominance. She was also felt very victimized and controlled. It was an ineffective relationship, causing pain and frustration for the student. Recently, this participant appears to be experiencing new opportunities to relish in "power with," assuming some renewed self-accountability with her proposal defense, finally seeming to see light at the end of the academic tunnel. It appears, if students are unable to free themselves from advisement dominance and negativity, the cycle will continue. The advisor and advisee in this relationship are both African Americans.

Three of the participants maintained a "colleague/colleague" relationship exhibiting "power with" qualities as discussed in the literature review. All three of these female doctoral students believed it was important to maintain control in the relationship as the individual most equipped to direct the success of her own program satisfaction. One of three participants had to work more rigorously to guard and protect her opinions and ideas. Nevertheless each was able to navigate productively through the valleys and peaks of their advisement relationships. Each of these participants believed she had experienced a shared "power with" relationship with their advisors. Two of these relationships consisted of European American female advisees and

European American female advisors. The third of these discussed relationships consisted of an African American female advisee and a European American female advisor.

One participant described advisor/advisee interaction that paralleled attributes of a “negative mother/good daughter-power disowned” relationship as described in other related research studies. This participant suggests that her advisor did not advise in a way that was beneficial, rather wasting a lot of precious time. She explains that her advisor never took control of the relationship until she made the decision to relieve herself of advisement obligations to her advisee. This participant was unable to manage an effective and productive relationship with her advisor. Both the student and the advisor in this relationship are European American females.

These research participants also discussed their satisfaction with regard to their advisement experiences. Four of the six participants clearly indicated feelings of satisfaction with their advisor/advisee relationships. Regardless of continued satisfaction throughout the relationship all of these participants are currently satisfied with the outcomes of their interactions with their existing advisor. Two of the six participants are clearly unsatisfied with their advisement experience in particulars and in general.

Participants discussed human attributes they believed impacted their relationship with their advisors. Examples of these attributes include: personality, advising style communication, and expectations of one another. These attributes were classified into categories of positive, neutral, or negative. Every participant provided at least one positive attribute of their relationship with their advisor, while two participants that appeared to have had the most positive advisement experiences equally noted the most positive attributes. The two participants that had most positive relationship attributes to share inversely recalled the least negative attributes. Four

of the six participants described information about the relationship that were merely matter of fact, with no significant implications of a positive or negative nature.

Female Doctoral Students and the Impact of the Advisor/Advisee Relationship on Program Satisfaction

Participants were asked to express their perceptions of their advisement relationship's impact on their program satisfaction. Five of the six participants believe that they experienced a positive benefit from their relationship with their advisor, some experienced more perceived benefit than others. Two of the six participants described a neutral impact, which provided neither a negative nor positive influence on their level of program satisfaction. However, four of the six participants explained that this advisement relationship at some point negatively affected their perceptions of their program satisfaction. In addition, three of the four participants that referenced negative feelings of their advisement experiences' impact on program satisfaction were somehow able to redirect this negativity in an effort to achieve a positive program satisfaction outcome. These students were able to move beyond negativity and remain focused on their goal-degree attainment.

Other Contributing Factors to the Female Doctoral Advisement Experience and Their Impact on Program Satisfaction

Participants responded to issues of marital status, children, other family responsibilities, employment, financial and/or social/civic responsibilities and their impact on advisement and program satisfaction. Three of the six participants explained that other factors in their lives--in particular, their husbands-- have supported their efforts to work effectively with their advisors or remain satisfied with their respective doctoral programs. All six of the participants expressed that many other factors in their lives require their time, energy, and attention, but these factors do not positively or negatively affect advisement or program satisfaction. Examples of these are

children and other family responsibilities such as births, deaths, or family celebrations. These realities are a fact of life and merely exist as another entity of their lives. Interestingly, all six participants were also able to identify many other external factors that drain their energy, or negatively impact their relationships with their advisors or program satisfaction. Examples of consistent draining factors are bills, jobs, lack of money, domestic responsibilities, and/or health problems.

The significant difference in the impact of positive and negative factors on program satisfaction appears to be directly related to how effectively students are able discuss these issues with advisors and how effectively advisors respond to these external factors. Only one participant was able to share a positive response from her advisor in reference to appreciation of or respect for external factors. Another participant clearly believed her advisor did not appreciate or respect external factors and their toll on her life as a doctoral student.

The Phenomenon of This Study

As discussed in the methodology portion of this study, phenomenology assumes that there is an essence, or essences, to shared experiences (Patton, 1990). This means that there is an assumption that culture exists and is important, becoming the defining characteristic of a purely phenomenological study (Eichelberger, 1989). The goal of this phenomenology study was to focus on the descriptions of what participants experienced and how it is that they experienced what they experienced. The phenomenology explored in terms of this study were as follows: focused personal accounts of six female doctoral students' experiences with respect to (a) the selection process of a doctoral advisor, (b) the quality and characteristics of the advisor/advisee relationship, (c) the impact of the advisor/advisee relationship on program satisfaction and (d) external factors that affected their experiences.

The phenomenon of this study is the shared advisement and program satisfaction experiences of these female doctoral students based on common “detractors” and “distracters” as detailed in the subsequent data analysis sections of this manuscript. Despite uniquenesses of these individual female doctoral students’ lived experiences, this study suggests commonalities occurred because of shared experiences attributed to gender.

The Phenomenon and Its Contributions to Related Literature

Grounded Theory

This study suggests the emergence of a new theory grounded in research results. Strauss & Corbin (1990) explain grounded theory as data, systematically gathered and analyzed through the process of research. Theories emerge from the data considering multiple possibilities. The grounded theory of this research is derived from the phenomenon of female doctoral student program satisfaction and those factors that affect this satisfaction. Hence, the Satisfaction Model for Doctoral Student Program Satisfaction was developed.

Student Motivation

Students are motivated to pursue doctoral studies for a variety of reasons: intellectual growth, preparation for an academic teaching career, interest in a particular field of research, financial advancement, benefit society, or a job requirement (Anderson & Swazey, 1998; Creager, 1971; Baird, 1973; Bess, 1978; Grigg, 1965). Despite this motivation many students take a very long time to complete a doctorate degree or become dropouts (Fischer & Zigmond, 1998; Golde, 1998). The data derived from this study suggests that the duration of time it takes some female doctoral students to complete a doctoral degree program is related not to intellectual ability, but rather to the number of detractors and distracters these students experience throughout their tenure as doctoral students.

Satisfaction Detractors and Distracters

Related literature suggests that female doctoral students live lives that are filled with many experiences described by these students as both negative and positive; these experiences have enriched and complicated their lived lives (Anderson & Swazey; 1998; Dinham & Scott, 1999; Fischer & Zigmond, 1998; Riddle, 2000). Included on this list of factors that are a part of many female doctoral students' lives are marriage, divorce, children, grandchildren, financial problems, employment responsibilities, relationships with advisors, and relationships with other professors. Literature also suggests that these factors may affect the outcomes and perceived program satisfaction as experienced by these students (Anderson & Swazey; 1998; Dinham & Scott, 1999; Fischer & Zigmond; 1998; and Riddle, 2000). Data results derived from this study suggests that the lived experiences of these particular female doctoral students included some detractors and distracters. This study describes detractors as those negative experiences these students experienced within their college and or department of academic learning. Detractors such as these include student self-described negative experiences with an advisor, dissertation committee members, other professors, or difficulty with academic peers. These experiences seemed to be perceived as obstacles by the participants of this study. The second set of factors that this study's participants described are distracters. These factors include aspects of these female students' lives that are not of an academic nature. Included on this list of distracters are experiences of a personal nature: employment responsibilities, domestic responsibilities, marriage, divorce, young children, and/or financial concerns. Distracters, diverse in nature, have been described by study participants as positive, negative, or neutral occurrences in their lives.

Data from this study suggests not all female students experience detractors and/or distracters, but those that do whether they realize it or not experienced an increased time to

complete their doctorate requirements as indicated in the data. Some of these factors in particular, the detractors, may be beyond the power of the doctoral student. These include an inability to find a good “fit” with an advisor, develop supportive relationships with other faculty or academic colleagues or feel comfortable as a member of an academic department. Literature suggests that this inability to foster these essential relationships may be linked to gender and/or ethnicity (Aisenberg & Harrington, 1988; Aronson & Swanson, 1991; Carter, et al, 1988; Collins, 1989; Hooks, 1989; Turner & Thompson, 1992).

The results of this study suggests detractors may emerge as a result of multiple distracters that students experience. For example, some participants in this study live very far from the university campus, have young children to care for, full-time employment responsibilities, and/or marital problems. This study’s data suggests these distracters in and of themselves may not delay a student’s academic progress, but they may have created a frayed relationship with an advisor who can not or will not relate to the pressures of this student’s distracters as suggested by the results of this study. The results of this study also suggests female doctoral students’ additional responsibilities or personal concerns previously described as distracters may also reduce the time these students have to dedicate to campus visits, interacting with their advisor and other faculty.

The data from this study suggests detractors may be influenced by distracters and increased distracters make it difficult for doctoral students to reduce detractors. Hence the more detractors and distracters a doctoral student experiences the longer it will take for a student to graduate and the more likely a student will indicate feelings of reduced program satisfaction as evidenced by the data of this study.

Satisfaction

Satisfaction as described by the related literature is usually translated into a perceived positive doctoral student experience and doctoral completion (Acquinis, et al., 1996; Braxton, et al., 1988; Hartnett & Katz, 1977; Turner & Thompson, 1993). This study suggests students with reduced detractors and distracters were more satisfied with their academic program and advisement experiences. The participants of this study described in their own words experiences with detractors and distracters. Results from this data suggest that increased detractors and distracters may predict extended time necessary for a student to complete a doctorate degree. Study data suggests this extended time pursuing the doctorate appears to reduce program satisfaction.

Program Satisfaction Model

The grounded theory supported by this new research data is best described as “The Satisfaction Model for Doctoral Student Program Satisfaction”. This model demonstrates that the motivation doctoral students input into pursuit of a doctoral program filters through satisfaction detractors and distracters. The depth and density of these factors may reduce motivation. As these increased factors reduce motivation, increased time is spent completing a doctorate degree and program satisfaction is reduced.

Table D

Program Satisfaction Model

Input: Motivation



Filter: Satisfaction Detractors and Distracters



Outcome: Satisfaction

Table E

Female Doctoral Student Satisfaction Detractors & Distracters

*Note: The participants of this study experienced a variety of satisfaction detractors and distracters as indicated below. Students that have increased satisfaction detractors and/or distracters have been in the program for an increased length of time.

Participant #1- Satisfaction Detractors & Distracters
Two Doctoral Chairs-Detractor
Turnover of committee members-Detractor
Father's Illness & Death-Distracter
New Marriage-Distracter
Distant Domicile-Distracter
Currently has spent 8 years in a doctoral program Anticipated Graduation Spring 2003

(Table E continued on page 175)

Participant #2- Satisfaction Detractors & Distracters
Two Doctoral Chairs-Detractor
Turnover of committee members-Detractor
Elderly/Sick Mother-Distracter
New Marriage Distracter
Subsequent Marital Separation-Distracter
Distant Domicile-Distracter
Full Time Employment-Distracter
Financial problems-Distracter
Currently has spent 8 years in a doctoral program Anticipated Graduation Spring/Summer 2003

Participant #3- Satisfaction Detractors & Distracters
Elderly/Sick Grandmother-Distracter
Marriage-Distracter
Distant Domicile-Distracter
Currently has spent 4 years in a doctoral program Anticipated Graduation Spring 2003

(Table E continued on page 176)

Participant #4- Satisfaction Detractors & Distracters
Two Doctoral Chairs-Detractor
Sick Mother-Distracter
Marriage-Distracter
Three Young Children-Distracter
Distant Domicile-Distracter
Full Time Employment-Distracter
Financial Issues/Loans not an option-Distracter
Currently has spent 9 years in a doctoral program Anticipated Prospectus Defense Spring/Summer 2003

Participant #5- Satisfaction Detractors & Distracters
Deaths in Family-Distracter
Daughter & Young Grandchildren to visit-Distracter
Full Time Employment-Distracter
Financial Issues & Concerns-Distracter
Currently has spent 6.5 years in a doctoral program Anticipated Summer Graduation 2003

(Table D continued on page 177)

Participant #6- Satisfaction Detractors & Distracters
Two Committee Chairs-Detractor
Adult Children to Visit-Distracter
Full Time Employment-Distracter
Financial Issues & Concerns-Distracter
Currently has spent 5.5 years in a doctoral program Anticipated Spring Graduation 2003

Theory Into Practice

This theory and model for program satisfaction suggests practical strategies for doctoral students to increase program satisfaction and decrease time spent completing a doctorate degree. These strategies include reducing detractors and distracters when logically and humanly possible. Data from this research study suggests some detractors are unavoidable and beyond the control of doctoral students. Also, noted in this research is the understanding that some distracters are unforeseen, while others are choices which doctoral students are free to take on or refrain from.

Practically applied, this theory-based model of program satisfaction suggests to doctoral students ways to increase their program satisfaction and time spent on completing a doctorate degree. This theory suggests doctoral students carefully select their doctoral advisors, dissertation committee chairs, and committee members and make concerted efforts to foster amenable collegial relationships with these professors. This theory also suggests that deliberate actions by doctoral students must be taken to stabilize positive supportive peer relationships with fellow doctoral classmates. These strategic steps taken by doctoral students may reduce

motivation detractors. This study suggests doctoral students may decrease the negative impact of detractors with increased peer support.

The second practical strategy suggested by this theory addresses motivation distracters. Doctoral students should address existing distracters prior to enrolling in a doctoral program and evaluate these distracters as they relate to program satisfaction and degree completion. Once prospective or new doctoral students have identified these distracters, it is incumbent upon the student to decide whether completion of the doctorate is still logical and feasible.

Doctoral students now actively engaged in doctoral completion should consciously work to keep detractors and distracters few. Data from this study suggests unless doctoral students develop and maintain a collegial professional relationship and personal friendship with doctoral advisors, doctoral students should not feel compelled to discuss new developments with regard to distracters. The data results of this study also suggest discussion of distracters with one's advisor may interfere with the ultimate goal of the advisement relationship, doctoral completion. Study participants have discussed an array of reactions from advisors with regard to shared distracters. These participant advisement experiences suggest doctoral students should discuss personal life experiences with faculty carefully and purposefully.

CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Common Themes and Differences

Research Question One: Advisor Selection

Female doctoral students participating in this study discussed unique experiences with regard to advisor selection. Many of these students are working with their second or third advisor, because of faculty retirement and turn over. All participants were clear in describing what qualities they wanted in an advisor. Nevertheless, none of the students were able to discuss a systematic approach to meaningful advisor selection nor were any department procedures designed to assist students in this endeavor. Each student managed this task independently and as effectively as possible. One particular department assigned students to advisors. It is still not completely clear what criteria was involved in this advisor/advisee match-up activity. At some point all participants felt the urgency of finding a viable advisor candidate.

Research Question Two: Quality of the Advisor/Advisee Relationship

The participants of this study experienced a diverse plethora of relationships with their advisors. It seemed the students that were able to most effectively manage their relationships with their advisors remained in the driver seat or at least in the front seat of their doctoral experience. These students never relinquished all power to their advisors. Some participants explained that their advisors' personalities and professional qualities required these advisees to continuously push to be heard or seen. Problems often occurred when a student no longer was able or willing to continue the momentum of the push. It seemed in some instances students were in a situation where they needed to keep moving or else get pushed aside by their advisors' multiple responsibilities or other students' needs. Students that were able to remain strong,

focused, aggressive, and on their advisors' minds were most satisfied with their advisor relationships.

Research Question Three: Impact of the Advisement on Program Satisfaction

All participants placed in high regard the importance of their advisement relationships and its impact on their program satisfaction. Despite the haphazard manner in which most of these students were challenged with finding an appropriate advisor, they all agreed the role of the advisor on their program satisfaction was significant. Two of the most unsatisfied participants aligned this dissatisfaction with their relationship with their advisor. And of the remaining four, two additional participants were able to reposition themselves out of this same negativity, in such a way to deal with their advisor in a more effective manner, which was more conducive to increased program satisfaction. These students reassumed their roles of power within these relationships. The remaining two participants seemed to have relinquished the power within these relationships, hoping to find support elsewhere. It appears it is very difficult for a less assertive female doctoral student to deal effectively with an over-assertive, overwhelmed, or unmotivated advisor.

Research Question Four: Impact of External Factors on Advisement and Program Satisfaction

All participants discussed important external factors in their lives that have impacted their advisement experiences and program satisfaction outcomes. All students appear to be doing the best they can to manage academics and other important factors (distracters) such as: husbands, young children, grandchildren, personal health issues, elder and/or ill family members, divorce/separation, money management, employment issues and domestic responsibilities. All students recall dismissing most social and civic responsibilities as the least important of the other

external factors previously mentioned. Participants in most cases had to let something go and so out went social/civic responsibilities.

Four of the six participants experienced negative or indifferent attitudes from their advisors (detractors) with regard to external factors. These advisors seemed to not care or be unable to relate to the external demands placed on these female doctoral students. It was especially difficult for advisors who had no reference point for these demands--female advisors with no interest in a husband or children, very career-oriented. Two of the participants, ironically having the same advisor, discussed experiences of understanding and support from their advisor with regard to similar external factors (distracters) that developed or existed regularly.

Limitations of This Study

This study focused on the lived experiences of six female doctoral students within a college of education at a research one institution located in the southeastern region of the United States. This is a relatively small and specific sampling of female doctoral students as represented across the nation may be described as a limitation. Other academic colleges and males were not included in this study, resulting as another limitation. This study was also limited by the exclusion of advisor experiences with these female doctoral students, as lived the experience of rendering advisement. But, the intended design of this study was the phenomenological approach to explore and understand the actual lived experiences of particular female doctoral students to understand the essence of their experiences as females and as doctoral students. This was most appropriately explored as a qualitative study. Qualitative methods of trustworthiness were followed to ensure the quality and credibility of this study.

Recommendations for Future Research

Future research for this study may consider selecting participants that share the same advisor. This study explored the lived experiences of six female doctoral students. Two pairs of these students shared the same advisor. The remaining two participants each had a different advisor. A study that seeks to compare the relationships between one advisor and two different students might reveal new information concerning the impact of advisor and advisee characteristics, personalities, and program satisfaction.

Future research may also focus on the lived experiences of female versus male advisees sharing the same advisor. This study may answer questions concerning effective and ineffective means of handling gender in cross gender and same gender advisement relationships.

Another opportunity for future research may include a similar study exploring the lived advisement experiences of additional ethnic minority populations. This study focused on the lived experiences of African and European American female doctoral students.

This study also targeted the experiences of female doctoral students within a college of education. Continued research might explore the experiences of female doctoral students in other academic colleges or disciplines.

Implications of This Research

Female Doctoral Students

This study suggests that female doctoral students should clearly understand their own expectations of a doctoral program and an advisor. Once these expectations are understood by the student, she must seek out an appropriate advisor. The female doctoral student must clearly articulate these expectations to others, including collegial peers and graduate faculty, until the female doctoral student believes she has found someone that is a good “fit” with her academic,

professional, and possibly personal interests. One may not be able to find commonalities in all realms interests, but clearly an appreciation of all is important. Studies have shown that when given the opportunity, most doctoral students select advisors with whom they feel comfortable interacting (Allen, et al., 1995; King, 1995; Turner & Thompson, 1992; Ulku-Steiner, et al., 2000).

Related literature also supports the importance of advisor selection by explaining that a student's success in a doctoral program is greatly influenced by the success of student-faculty inter-relationships (Acquinis, et al., 1996; Braxton, et al., 1988; Hartnett & Katz, 1976; Turner & Thompsom, 1993). This study suggests female doctoral students should maintain regular contact with their advisors, getting to know them as professors and as people. Participants of this study that appear to have fostered a positive professional and personal relationship with their advisors seemed to experience increased program satisfaction. Related literature supports these implications, discussing the significance of shared power existing within a successful advisor/advisee relationship (Damroshch, 2000; Heinrich, 1995). This shared power includes effective negotiation of conflict and constant articulation of shared and diverse academic thoughts and ideas.

Results of this study suggest female doctoral students may become disillusioned with their progress or feel the weight of external factors bearing down on their progress. Students managing effective relationships with their advisors shared these feelings with their advisors. It appears open communication can make a tremendous difference in the type of advisement experience a female doctoral student shares with her advisor. This study also suggests it is important for female doctoral students to remember why they are enrolled in their academic programs and remain focused on what it will take to successfully complete the requirements of

their programs. Related literature supports these findings with identified areas of student characteristics that affect the time it takes to complete a doctoral degree: student's intent to graduate, student's work style, student's expectations for the scope of the dissertation, and the student's individual characteristics (Schwarz, 1997; Stevenson, 1999). Other related literature explains that student-related extra-institutional variables and institutional variables both are crucial factors impacting student success (Fordon, 1996).

Doctoral Advisors

The results of this study suggest female doctoral students are academically encouraged and motivated by doctoral advisors that take the opportunity to get to know their female advisees and spend time with them. Related literature supports these findings, explaining that the four major areas of advisement that impact time to complete the degree are advisor's values, frequency of meetings with an advisor, advisor's communication style and advisor's dedication to help the student graduate on time (Schwarz, 1997). Many participants in this study also believe significant external factors have complicated their doctoral experience. It seems important to these female doctoral students that their advisors understand and appreciate who they are as female doctoral students and what else they have to deal with beyond the realm of academics. These participants explain that this does not mean that their advisors must have walked in the same personal shoes as their advisees. It merely means that the advisor should attempt to understand the significance of these commonalities or differences. Ewing (1999) supports these findings: professors must value and respect female doctoral systems' of meanings in order to promote themselves. It is important to understand the student and his/her ability to utilize academic, social, and personal networks.

The participants of this study suggest graduate advisors expect the most from female doctoral students, but refrain from exerting their values and beliefs academically, professionally, or personally upon them. These students expressed their desire for their advisors to share their experiences as one of many views of academics, research and professionalism. These students also suggest, that advisors not hesitate to respectfully explain to students where they fall short. But, be ready to provide logical solutions. These female doctoral student participants hold their advisors in high esteem and regard. All study participants seem to subscribe to the belief that advisors can make or break them. Related literature describes this phenomenon further. French and Raven (1959) developed a taxonomy for power which can be applied to advisor/advisee relationships. Under this taxonomy there are four bases of power: referent, coercive, legitimate, and reward. The participants of this study describe experiences with all four power bases. As it relates to this study, referent power has been defined as the student's desire to be associated with a particular professor or advisor because of his or her reputation or rank. Coercive power is based on the student's belief that the advisor has the ability to punish her if she does not follow the advisor's recommendations or established guidelines. Expert power is defined as the student's belief that the advisor can provide him or her with special knowledge because of research the advisor has published or how others in academia perceive this advisor. Legitimate power is based on the student's perception that the advisor has the legitimate right to influence her and that she is obligated to comply because of the dynamic roles of an advisor and an advisee. The last, reward power, is the female doctoral student's belief that the major professor has the ability to provide her with desired tangible or intangible benefits. These benefits can include increased opportunities for assistantships, co-authoring of papers with advisors,

conference presentations, and future job options (Sharpiro, et al., 1997; Turner & Thompson, 1992).

This study suggests the ultimate advisement goal these female doctoral student participants have with regard to their advisee/advisee relationship is that their advisors not break them, while they are making them or help to put them back together if they do break their spirits during the advisement and doctoral process.

Graduate School Administrators

This study suggests that graduate school and academic departmental administrators have a unique responsibility with regard to doctoral student advisement. Participants suggest it would be beneficial to have a systematic opportunity for doctoral students to acquire an appropriate advisor. The results of this study suggest the importance of having a specific individual to meet with new students within their respective departments to discuss the student's expectations and the department's expectations within particular concentration areas of study. This mentor for new doctoral students would recommend academically appropriate individuals to the student. The doctoral student may proceed to schedule a meeting with these suggested professors and begin taking classes with professors within the department as suggested by the department mentor for new doctoral students. After the first year of coursework it would seem logical that the doctoral student is now ready to select a viable doctoral advisor/committee chair. Related research discusses academic and nonacademic mentoring programs in all doctoral departments as essential for enhanced focus on retaining and graduating "at-risk" students, women and ethnic minorities (Wiemers, 1998).

A suggestion resulting from this study's findings is students should be required to meet with advisors regularly, at least once a month. Once students have successfully defended their

written and oral examinations, they must enroll in a course designed to assist students in developing and successfully defending a dissertation. These courses are taken just as any other course, meeting regularly with doctoral advisors and his/her other advisees once a week. The goal of the dissertation course is to assist the doctoral student in effectively establishing goals and timelines to expediently complete a quality dissertation. Doctoral students should work regularly to stay on target and doctoral advisors must read students' work in order to keep the process moving in a positive direction. Students are clear about what is expected of them and advisors do not have to deal with sporadic work being given to them. There are no surprises and everyone communicates effectively. Students must continue to enroll in these classes until they have completed and successfully defended their dissertation. Participants of this perceived faculty advisement as something that was highly regarded, recognized, or rewarded by graduate administrators. Motivation to advise may be enticed by financial and professional academic incentives awarded to doctoral advisors that successfully graduate greater numbers of doctoral students. Magner (1997) and Myers (1999) explain that faculty who work with fewer students more intimately and consistently have increased degree completion rates.

Another consideration arising from this study is the effect of graduate assistantships, time spent working towards a degree and dissertation completion. Related literature suggests that students waste too much time on teaching and research assistantships, in addition to family work or domestic responsibilities (Bauer, 1997). Participants from this study admit their assistantships were at times a hindrance. This study suggests if doctoral students just hang around or worse dropout, everyone loses, it becomes an academic time, money and energy investment failure for the student, faculty, academic departments, the graduate school and the university.

Summary

This study focused on the lived experiences of six female doctoral students with regard to advisement and program satisfaction. These experiences though singularly unique are collectively powerful in providing an increased understanding of the shared essence of female doctoral students existing within academia today.

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APPENDIX A

CONSENT FORM

1. Study Title: A Critical Analysis of Female Doctoral Student Advisement: Implications for Program Satisfaction
2. Performance Site: Louisiana State University and Agricultural and Mechanical College
3. Investigator: The following investigator is available for questions about this study

Angele Thibodeaux
XXXX XXXX Street
New Orleans, LA XXXXX
Telephone: (504) XXX-XXXX
Cellular: (504) XXX-XXXX
4. Purpose of the Study: The purpose of this research project is to seek a greater understanding of the female doctoral student experience. The emphasis of this study is on exploring the dynamics and consequences of the advisor/advisee relationships that female doctoral students experience.
5. Subject Inclusion: Female doctoral candidates, that have successfully passed their written and oral general examinations
6. Number of subjects: 6
7. Study Procedures: This study will be conducted in two parts. The first part is a brief demographic survey. Survey completion will take approximately 5-10 minutes. The second part is a standardized open-ended interview. Interview questions include inquiries concerning female doctoral student advisement and program satisfaction. The individual interviews will last 1-1 ½ hours.
8. Benefits: This study may yield valuable information about female doctoral student advisement and implications for program satisfaction.
9. Risks: The only study risk is the inadvertent release of sensitive information found in the interview responses. However, every effort will be made to maintain the confidentiality of your study records. Files will be kept in secure cabinets to which only the investigator has access.
10. Right to Refuse: Subjects may choose not to participate or to withdraw from the study at any time without penalty or

loss of any benefit to which they might otherwise be entitled.

11. Privacy: Results of the study may be published, but no names or identifying information will be included in the publication. Subject identity will remain confidential unless disclosure is required by law.

12. Signatures:

The study has been discussed with me and all my questions have been answered. I may direct additional questions regarding study specifics to the investigator. If I have questions about subjects' rights or other concerns, I can contact Robert C. Mathews, Institutional Review Board, (225)578-8692. I agree to participate in the study described above and acknowledge the investigator's obligation to provide me with a signed copy of this consent form.

Signature of Subject

Date

APPENDIX B
BACKGROUND INFORMATION SURVEY

1. Please indicate your gender:
 Male Female
- 1a. Please indicate your age range:
 20-25 36-40 51-55
 26-30 41-45 56-60
 31-35 46-50 65-66
- 1b. What year and semester did you start your doctoral program?
Year _____
 Fall
 Spring
 Summer
2. Please indicate your ethnicity:
 Black/African American Caucasian/European American
 Asian/Pacific Islander Hispanic American
 Native American other, please explain

3. Please indicate your means of financial educational and personal support. Please mark all that apply:
 Parents/guardians Scholarships/fellowships
 Student loans Employed part-time (outside of the university)
 self Employed full-time (outside of the university)
 Self/spouse Assistantship
4. Martial status, please check one:
 single, never been married married
 single, divorced separated
5. Do you have children under the age of 18 living with you while pursuing your doctorate?
 yes, how many? _____
 no

APPENDIX C

OPEN-ENDED INTERVIEW QUESTIONS

Research Question One:

1: Who do female students select to be their doctoral advisors and why?

Related Interview questions:

1A: Do you have an advisor?

1B: How would you describe this person in terms of (a) academic rank, (b) tenure status, (c) academic reputation, (d) social background, (e) gender, (f) ethnicity?

1C: Why did you select this person?

1D: What were your steps in getting this person to become your advisor?

1E: Was this person your first choice? Explain.

1F: What academic, social, or personal qualities were you looking for in your advisor?

Research Question Two:

2: What are the personal and academic experiences and outcomes of these decisions?

Related Interview questions:

2A: How would you describe your relationship with your advisor?

- a. with regards to power
- b. with regards to your roles & expectations
- c. with regard to boundaries
- d. in terms of the services you receive

2B: Are you satisfied with your advisor? Why or why not?

- a. With regard to academic support behaviors
- b. With regard to non-academic support behaviors

2C: How do the following impact your relationship with your advisor?

- a. Similarity/dissimilarity in background, interests, etc.
- b. Attitudes, beliefs, and values
- c. Personality and advising style
- d. Communication
- e. His/her expectations of you and your expectations of him/her

Research Question Three:

The research questions related to the impact of the advisor on program satisfaction are as follows

Related Interview question:

- 3: How do you feel this advisor/advisee experience has or will affect your overall doctoral experience?
 - 3a. with regard to the timely completion of your academic objectives
 - 3b. with regard to your overall professional preparation
 - 3c. with regard to your future career possibilities

Research Question Four:

How do other factors contribute to the process of completing a doctoral program?

Related Interview questions:

- 4: Do you feel other factors have contributed to your process of completing your doctoral degree?
 - 4a: with regard to marital status or change in status
 - 4b: with regard to rearing child(ren) responsibilities
 - 4c: with regard to other family responsibilities
 - 4d: with regard to employment responsibilities
 - 4e: with regard to financial responsibilities
 - 4f: with regard to social or civic responsibilities

VITA

Angéle M. Thibodeaux resides in New Orleans, Louisiana, with her daughter, Jenée. She is a graduate of St. Frances Cabrini Elementary and Ursuline Academy. She was graduated from Xavier University of Louisiana in 1991, with a Bachelor of Arts degree in Elementary and Early Childhood Education. She later enrolled in the University of Arizona, graduating in 1992 with a Master of Arts degree in Reading, Language, and Culture: Multicultural Education. She also earned a Specialist in Education Degree in 1994 from the University of Southern Mississippi, majoring in Elementary and Secondary Educational Administration. Angéle began her doctoral studies at Louisiana State University in Educational Leadership and Research in the spring of 1995.

She was employed with the Tucson Unified School District as a Math and Science Specialist from 1991-1992. She later taught in Orleans Parish Schools as a first grade instructor from 1992-1994. Angéle then moved to Baton Rouge, Louisiana, where she again taught first grade at the Louisiana State University Laboratory School from 1994-1995. She subsequently accepted a position as an educational specialist at Southern University Laboratory School from 1995-1998. The summer of 1998 she worked as the Student Information System Program Manager for the Louisiana State Department of Education. Since 1998 she has continued employment as an Educational Consultant for Lightspan, Inc.